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ماجستير إدارة الأعمال

Factors Affecting the Employees' Turnover at the Ministry of High Education in Gaza Governorates

(Case study: North and West Gaza Directorates of Education)

**العوامل المؤثرة في الدوران الوظيفي لموظفي وزارة التربية
والتعليم في محافظات غزة
(دراسة حالة: مديرية التربية والتعليم شمال وغرب غزة)**

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إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

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(دراسة حالة: مديرية التربية والتعليم شمال وغرب غزة)

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والله ولي التوفيق،،،

عميد البحث العلمي والدراسات العليا

أ.د. مازن اسماعيل هنية



Abstract

This study aims at identifying the factors which influence the turnover phenomenon of the Employees of the Ministry of Education and Higher Education in the Gaza Strip. The Ministry of Education in Gaza suffers from the employee turnover phenomenon. Statistics show that the number of employees who have quit their jobs at the Ministry since 2010 is 829 administrative staff and teachers. This requires the attraction of new employees to fill the vacancies. The study population included all of the previous employees, including teachers, who have worked at North and West Gaza Governorates and willingly quit since 2010.

To achieve the study objectives, the researcher gathered the data from different sources. The descriptive analytical approach was adopted through using a stratified random sample of the research population. The study sample consisted of previous teachers who worked at public schools and administrative staff and professionals who worked at the North and West Gaza governorates. The total number of sample individuals was 307; then 260 questionnaires were distributed and 239 were retrieved. SPSS Program was used for the data analysis.

The results show that all work-related factors (payments, job performance, role clarity, job satisfaction, and organizational commitment) influence the employees' turnover. As for external factors (employment perception and unions' presence), the results show that employees' turnover is affected by the employment perception, but not affected by the presence of a union. The Multiple Correlation Coefficient $R = 0.776$ and $R\text{-Square} = 0.589$. This means that 58.9% of the variation in Turnover is explained by all independent variables together .

The study recommends decision makers at the Ministry of Education to search for the connection between employees' turnover and turnover intentions. In addition, it should make use of the data it collects about the turnover intentions to identify and target valuable employees with high turnover intentions. The employees' job satisfaction should be evaluated and reinforced, and meetings should be held with quitters to understand the factors which led to their resignation. To limit employees' turnover phenomenon, the Ministry should work on achieving better level of organizational commitment.

الملخص

تهدف هذه الدراسة إلى التعرف على العوامل التي تؤثر على ظاهرة تنقل العاملين في وزارة التربية والتعليم العالي في قطاع غزة، حيث تعاني الوزارة من هذه الظاهرة، وتشير الإحصاءات إلى أن عدد الموظفين الذين تركوا وظائفهم في الوزارة منذ عام 2010 م بلغ 829 موظفا إداريا ومعلما، مما يتطلب استقطاب موظفين جدد لملء الشواغر الناتجة. وشمل مجتمع الدراسة جميع الموظفين السابقين، بمن فيهم المدرسون الذين عملوا في محافظات شمال وغرب غزة واستقالوا بمحض إرادتهم منذ عام 2010 م.

ولتحقيق أهداف الدراسة، جمع الباحث البيانات ذات العلاقة من مصادر مختلفة، وذلك من خلال استخدام عينة طبقية عشوائية من مجتمع الدراسة، ومن ثم تم اعتماد المنهج الوصفي التحليلي لتحليل البيانات. وتكونت عينة الدراسة من معلمين سابقين عملوا في المدارس الحكومية، وكذلك الموظفين الإداريين والمهنيين الذين عملوا في محافظتي شمال وغرب غزة. وقد بلغ عدد أفراد العينة 307 فردا، وقد تم توزيع 260 استبانة استرد الباحث منها 239 استبانة تم إدخالها إلى برنامج SPSS لتحليل البيانات.

وتبين النتائج أن جميع العوامل المرتبطة بالعمل وتشمل الرواتب، الأداء الوظيفي، وضوح الأدوار، الرضا الوظيفي، والالتزام التنظيمي لها تأثير على ظاهرة تنقل الموظفين. أما بالنسبة للعوامل الخارجية وتشمل الإدراك الوظيفي ووجود النقابات، فقد أظهرت النتائج أن ظاهرة تنقل الموظفين تتأثر بالإدراك الوظيفي لا بوجود النقابات، وقد تم في هذا السياق قياس معامل الارتباط المتعدد وبلغ $R = 0.776$ و $R \text{ square} = 0.589$ ، وهذا يعني أن 58.9% من التباين في تنقل الموظفين يتم تفسيره بواسطة جميع المتغيرات المستقلة معا.

وتوصي الدراسة صانعي القرار في وزارة التربية والتعليم العالي بإجراء مزيد من الدراسة حول العلاقة بين تنقل الموظفين والنوايا المتعلقة بذلك. وبالإضافة إلى ذلك يجب الاستفادة من البيانات التي تجمعها الوزارة حول تلك النوايا وذلك لتحديد واستهداف الموظفين المميزين الذين لديهم رغبة مرتفعة في التنقل. أيضا ينبغي تقييم الرضا الوظيفي للموظفين وتعزيزه، وكذلك عقد مقابلات مع الموظفين الذين تركوا وظائفهم لفهم العوامل التي أدت إلى استقالتهم، يجب كذلك على الوزارة أن تعمل على تحقيق مستوى أفضل من الالتزام التنظيمي وذلك للحد من ظاهرة تنقل الموظفين.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

﴿وَكَانَ فَضْلُ اللّٰهِ عَلَيْكَ عَظِیْمًا﴾

[النساء: 113]

Dedication

I wholeheartedly dedicate this thesis to my parents, for their endless encouragement and support throughout my life; and to my wife and partner who was my friend and companion during my journey of work.

I dedicate this thesis to all those who helped me succeed and achieve my goals.

Thank you

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Table of Contents

Declaration	II
Abstract.....	IV
الملخص.....	V
Dedication	VII
Acknowledgment.....	VIII
Table of Contents	IX
List of Tables	XII
List of Figures.....	XIV
List of Appendices.....	XV
List of Abbreviations	XVI
Chapter 1 The Research General Framework.....	1
1.1 Introduction	2
1.2 Research Problem	4
1.3 Research Objectives	5
1.4 Research Variables.....	5
1.5 Research Hypotheses	7
1.6 Research Importance.....	8
1.7 Research Limitations.....	9
Chapter 2 Literature Review	10
Section (1): Turnover Phenomenon	11
2.1.1 Introduction.....	11
2.1.2 The Concept of Turnover.....	11
2.1.3 Turnover Types:.....	13
2.1.4 Consequences and Effects of Turnover	16
2.1.5 Measuring Staffs Turnover:	17
Section (2): Factors Affecting Turnover	19
2.2.1 Introduction.....	19
2.2.2 External Factors:	19
2.2.3 Work-Related Factors:.....	22
2.2.4 Personal Factors:.....	30
2.2.5 Comments on Turnover Factors	31
Section (3): The Reality of Turnover at the MOHE in Gaza.....	33
2.3 MOHE Overview	33

2.3.1 A Brief History of the MOHE	33
2.3.2 The Reality of Employees' Turnover at MOHE	34
Chapter 3 Previous Studies.....	38
3.1 Introduction.....	39
3.2 Local Studies.....	39
3.3 Arabic studies.....	41
3.4 Foreign Studies	48
3.5 Summary of previous studies.....	59
3.6 Comments on Previous Studies.....	72
Chapter 4 Methodology.....	75
4.1 Research Methodology	76
4.2 Data Collection Sources.....	77
4.3 Population and sample size:.....	78
4.4 Questionnaire Design and Procedures:	78
4.5 Research Measurement	80
4.6 Content validity of the questionnaire:	80
4.7 Pilot Study.....	80
4.8 Validity of Questionnaire.....	80
4.9 Structure Validity of the Questionnaire	86
4.10 Reliability of the Research.....	86
4.11 Statistical analysis Tools.....	88
Chapter 5 Data Analysis and Discussion	89
5.1 Personal Characteristics	90
5.2 Analysis for each field	94
5.3 Research Hypothesis	111
Chapter 6 Conclusions and Recommendations.....	127
6.1 Introduction.....	128
6.2 Conclusions.....	128
6.2.1 " Employment Perception" and its relationship with Turnover.....	129
6.2.2 Presence of Union and its relationship with Turnover	129
6.2.3 Payment and its relationship with Turnover	130
6.2.4 Job Performance and its relationship with Turnover.....	130
6.2.5 Role Clarity and its Relationship with Turnover.....	131

6.2.6 Job Satisfaction and its relationship with Turnover.....	131
6.2.7 Organizational Commitment and its Relationship with Turnover.....	132
6.3 Recommendations.....	132
6.3.1 Practical and Theoretical Implications	132
6.3.2 Management Recommendations.....	133
6.3.3 Future Research	135
6.3.4 Suggested Topics for Future Research	136
References.....	137
Appendices.....	148

List of Tables

Table (2.1): shows the distribution of teachers in MOHE at 2016.	35
Table (2.2): shows the distribution of all staffs at 2010.	35
Table (2.3): shows the distribution all staffs at2016.....	36
Table (2.4): shows the study population representation.	36
Table (4.1):.....	80
Table (4.2): Correlation coefficient of each item of "Employment Perception" and the total of this field.....	81
Table(4.3): Correlation coefficient of each item of "Union Presence" and the total of this field	82
Table (4.4): Correlation coefficient of each item of "Payment" and the total of this field	82
Table (4.5): Correlation coefficient of each item of "Job Performance" and the total of this field.....	83
Table (4.6) : Correlation coefficient of each item of " Role Clarity " and the total of this field	83
Table (4.7): Correlation coefficient of each item of "Overall Job Satisfaction" and the total of this field.....	84
Table (4.8): Correlation coefficient of each item of "Organizational Commitment" and the total of this field	84
Table (4.9): Correlation coefficient of each item of "Turnover" and the total of this field	85
Table (4.10): Correlation coefficient of each field and the whole of questionnaire	86
Table (4.11): Cronbach's Alpha for each field of the questionnaire.....	87
Table (4.12): Kolmogorov-Smirnov test	88
Table (5.1): Gender.....	90
Table (5.2): Marital Status	90
Table (5.3):Number of Children	91
Table (5.4): Previous Place of Work	91
Table (5.5): Age.....	92
Table (5.6):Education Level	92
Table (5.7): Occupation	93
Table (5.8):Years of experience at your last job.....	94
Table (5.9): Means and Test values for "Employment Perception"	94
Table (5.10): Means and Test values for "Union Presence"	96
Table (5.11): Means and Test values for "Payment"	98

Table (5.12): Means and Test values for “Job Performance”	100
Table (5.13): Means and Test values for “Role Clarity”	102
Table (5.14): Means and Test values for “Overall job satisfaction”	103
Table (5.15): Means and Test values for “Organizational Commitment”	105
Table (5.16): Means and Test values for all item of Model Factors.....	107
Table (5.17): Means and Test values for “Turnover”	108
Table (5.18) Correlation coefficient between external and work related factors and employees' turnover phenomenon	111
Table (5.19) Correlation coefficient between external and work related factors and employees' turnover phenomenon separately	112
Table (5.20): Results of Multiple Linear Regression Analysis	113
Table (5.21): Independent Samples T-test of the fields and their p-values for gender.	119
Table (5.22): Independent Samples T-test of the fields and their p-values for marital status	120
Table (5.23): ANOVA test of the fields and their p-values for the number of children.....	121
Table (5.24): Independent Samples T-test of the fields and their p-values for the place of work	122
Table (5.25): ANOVA test of the fields and their p-values for age.....	123
Table (5.26): ANOVA test of the fields and their p-values for education level.....	124
Table (5.27): ANOVA test of the fields and their p-values for years of experience	126

List of Figures

Figure (1.1): Research model.....	6
Figure (2.1): Turnover Types.....	13
Figure (2.2): Administrative Staff's Turnover Statics since 2010.	36
Figure(2.3): Teacher's Turnover Statics since 2010.	36
Figure(2.4) : Teachers' and the Others Turnover since 2010.....	37
Figure (4.1): Shows the methodology flowchart.	77

List of Appendices

Appendix(A): Questionnaire in Arabic.....	149
Appendix (B): Electronic Questionnaire	155
Appendix (C): Questionnaire in English	171
Appendix (D): List of Referees	177

List of Abbreviations

ICT	Information and communication technology
JP	Job Performance
MOHE	Ministry of High Education
OC	organization commitment
PAJO	Perceived Alternative Job Opportunities

Chapter 1

The Research General

Framework

Chapter 1

The Research General Framework

1.1 Introduction

All governmental and private organizations are trying to implement the optimal utilization of their resources, whether human or financial resources or raw materials to achieve their goals and objectives. The human resources are of the most important of these resources because an organization can organize and control the exploitation of the rest of the organization's resources appropriately through human resource management.

The basis of the progress and development in various fields of life is the organization's ability to explore the elements of the human performance in terms of efficiency and productivity, which leads to developing the overall effectiveness of the organization.

Employee's turnover is a much studied phenomenon. However, there is no standard account for why people choose to leave an organization. This is noteworthy because it is typically the occasions where people choose to leave that concern organizations and organizational theorists (K. Morrell, Loan-Clarke, & Wilkinson, 2004). Employee turnover refers to the termination of an official and psychological contract between an employee and an organization. There are two major types of employee turnover: involuntary and voluntary (Memon, Salleh, Baharom, & Garavan, 2016). Involuntary turnover is initiated by the organization to terminate the relationship with an employee, whereas voluntary turnover is primarily initiated by the employees themselves (Cao, Chen, & Song, 2013). In the academic literature, turnover intention is commonly used as a measure of anticipated workplace turnover. Intent to leave, intent to quit, intention to leave and turnover intention are often used interchangeably (Memon et al., 2016).

Voluntary turnover incurs significant cost, both in terms of direct costs (replacement, recruitment and selection, temporary staff, management time), and also (and perhaps more significantly) in terms of indirect costs (morale, pressure on

remaining staff, costs of learning, product/service quality, organizational memory) and the loss of social capital (Dess & Shaw, 2001).

The issue of voluntary turnover has been rigorously studied over the past few decades. Empirical evidence indicates that a high rate of voluntary turnover is costly for organizations because it negatively affects organizational effectiveness and success (W. Rahman & Nas, 2013). Losing good employees can negatively affect an organization's competitive advantage; lowering the morale of other staff (Sanjeevkumar, 2012), as well as reducing productivity and work quality (Holtom & Burch, 2016). Despite these unfavourable consequences, the voluntary turnover rate across the globe remains relatively high (Memon et al., 2016).

Previous research suggests that high work engagement leads to lower voluntary turnover. Highly engaged employees exhibit higher quality behaviours and performance. The evidence suggests that having engaged employees results in greater profitability, shareholder returns, productivity and customer satisfaction (Memon et al., 2016).

Employees are an organization's crucial source of consistent competitive advantage. Therefore, organizations are required to create and maintain long-term relationships with this resource and to ensure greater share in the market. According to Abbasi and Hollman (2000), the hidden and visible costs of turnover in Pakistan organizations equalled somewhat \$11 billion annually, besides the low-level employee morale for the ones who choose, some way or the other, to remain with the organization. Therefore, an organization can contribute significantly to its human resource career development by supporting career development activities within the organization (W. Rahman & Nas, 2013). Harter, Schmidt, and Hayes (2002) believe in positive association between development and retention. Similarly, skill acquisition, career advancement, performance recognition, and opportunity are acceptable exchanges for retention and commitment. All these underscore the need for validation of the theory in different cultures and organizations (W. Rahman & Nas, 2013).

This thesis aims at identifying the factors which influence the turnover phenomenon of the Employees of the Ministry of Education and Higher Education in the Gaza Strip. The Ministry of Education in Gaza suffers from the employee turnover

phenomenon as we will see the statistics in the next section. This study displays three factors affecting the Employee Turnover: external (Employment perception and Union presence), work-related (Payment, Job performance, Role clarity, Overall job satisfaction, Organizational commitment), and personal factors.

1.2 Research Problem

The Ministry of High Education was established soon after the Palestinian National Authority had held responsibility for managing the education sector in Palestine in 1994. Two years later (1996), a new Ministry was established for the Higher Education and Scientific Research. However, the two ministries were re-integrated in one entity based on a ministerial reshuffle for the Palestinian government in 2002, with the name "the Ministry of Education and Higher Education" (MOHE) (MoEHE, 2017).

This research examines the case of employee turnover among the employees of the Ministry of High Education in Gaza (MOHE). Specifically, there is an increasing number of teachers leaving the schools of the Ministry of High Education to the schools of the United Nations Relief and Work Agency (UNRWA). Reports show that (829) fix-term appointed administrative staff and teachers have left the Ministry of High Education since 2010, (610) of them were teachers who left the schools of Ministry of High Education and moved to UNRWA schools. The turnover rate in MOHE = 5.7 % as shown on page 17 (section 2.1.4). According to many books in HR, all of them they state that the acceptance norm of the turnover is 5% or below, if it reached more than 5% then there is a problematic issue. This percentage is high if compared to the turnover rate in the Ministry of Health (the second largest civil ministry in terms of number of employees in the Gaza Strip after the MOHE), which is reported 1.7 % (Murtaga, 2017). This shows the importance of studying this phenomenon and identifying the influencing factors and drawing conclusions and guidance to reduce this phenomenon. In addition, (53) short-term teachers have moved to UNRWA schools during the educational year 2015/2016 (MoEHE, 2017). This, in turn, means that the MOHE in Gaza is required to recruit and appoint new teachers to fill the gap. This is an

issue to the Human Resource Management which will cost the MOHE time, efforts and money to recover the lost human resources, and the lost educational staff after having been trained and having acquired the technical skills. In addition, the loss of such staff negatively impacts the educational process and causes disruptions throughout the scholastic year. This problem forces the MOHE to appoint sometimes unqualified teachers through short-term contracts to fill the gaps, especially during the scholastic year.

The research problem could be identified as **“What are the factors that affect the Ministry of High Education employees' turnover in Gaza?”**

1.3 Research Objectives

The research objectives are to:

- Recognize the factors affecting the phenomenon of employees' turnover at the Ministry of High Education in Gaza.
- Study the most important dimensions of employees' turnover at MOHE.
- Define the priorities that should be addressed by the MOHE regarding employees' turnover.
- Understand the correlations between the factors affecting employees' turnover at MOHE.
- Examine the differences in the sample's responses to the research tools in relation with their demographic characteristics.
- This study will motivate the researchers' interest and encourage them to conduct further studies to penetrate this field.

1.4 Research Variables

The researcher reviewed the related literature where the chosen factors, which affect Employee Turnover, were studied by (Dubey, Gunasekaran, Altay, Childe, & Papadopoulos, 2016). This model is applied to explore the personal reasons affecting Employee Turnover at humanitarian organizations. Through a meta-analytic (Meta-analysis is a label for a variety of procedures that statistically summarize the information gathered in a literature review) review of organizational literature, Cotton and Tuttle

(1986) identified (24) variables that affect Employee Turnover, and classified them into three correlates (i.e. external, work-related and personal characteristics). This model is a comprehensive model because it includes most of the variables which were used to investigate and discover the factors that affect Employee Turnover at any organization. This research will apply this model after some modification. The number of factors was reduced to make this study more realistic and applicable.

Independent Variables:

Independent variables are the factors that affect the employees' turnover phenomenon at the Ministry of High Education in Gaza, which are:

1. External Factors: include two variables:
 1. Employment perception.
 2. Union presence.
2. Work-Related Factors: include five variables:
 1. Payment.
 2. Job performance.
 3. Role clarity.
 4. Overall job satisfaction.
 5. Organizational commitment.
3. Personal Factors: include four variables:
 1. Age.
 2. Gender.
 3. Years of Experience.
 4. Number of dependents.

Dependent Variable:

The employees' turnover phenomenon at the Ministry of High Education in Gaza.



Figure (1.1): Research model

Source: Developed by the researcher based on Dubey & et al. (2016).

1.5 Research Hypotheses

This research answers its main question through testing the following hypotheses:

1. There is a significant statistical correlation at ($\alpha \leq 0.05$) level between the external and work related factors and the employees' turnover phenomenon at the Ministry of High Education in Gaza.

Derived Sub-Hypotheses:

- a) There is a significant statistical correlation at ($\alpha \leq 0.05$) level between the external factor : 'the employment perception' factor and the employees' turnover phenomenon at the Ministry of High Education in Gaza.
- b) There is a significant statistical correlation at ($\alpha \leq 0.05$) level between the external factor: 'the union presence' factor and the employees' turnover phenomenon at the Ministry of High Education in Gaza.
- c) There is a significant statistical correlation at ($\alpha \leq 0.05$) level between the work-related factor: 'the payment' factor and the employees' turnover phenomenon at the Ministry of High Education in Gaza.
- d) There is a significant statistical correlation at ($\alpha \leq 0.05$) level between the work-related factor: 'the job performance' factor and the employees' turnover phenomenon at the Ministry of High Education in Gaza.
- e) There is a significant statistical correlation at ($\alpha \leq 0.05$) level between the work-related factor: 'the role clarity' factor and the employees' turnover phenomenon at the Ministry of High Education in Gaza.
- f) There is a significant statistical correlation at ($\alpha \leq 0.05$) level between the work-related factor: 'the overall job satisfaction' factor and the employees' turnover phenomenon at the Ministry of High Education in Gaza.
- g) There is a significant statistical correlation at ($\alpha \leq 0.05$) level between the work-related factor: ' the organizational commitment' factor and the employees' turnover phenomenon at the Ministry of High Education in Gaza.

- 2) There is a statistically significant effect at ($\alpha \leq 0.05$) level for the external factors (employment perception and union presence) and work-related factors (payment, job performance, role clarity, job satisfaction and organizational commitment) on the turnover phenomenon.
- 3) There are statistically significant differences at ($\alpha \leq 0.05$) level among the respondents in their opinions about the factors that affect employees' turnover at the Ministry of High Education in Gaza attributed to their characteristics factors (such as gender, age, number of dependents and experience).

1.6 Research Importance

This study is important for both:

1. The MOHE:

- The utilization of the study conclusions and recommendations can help the MOHE in the identification of the priorities and recognition of the gaps between the real situation and the prospects in the field of employees' turnover at MOHE
- The study can help decision makers at MOHE in the minimization of the negative results of this issue and help them find the appropriate solutions.
- The study can raise the awareness of policy makers, educational planners, teachers, school administrators and other concerned bodies.

2. The Islamic University of Gaza and other researchers:

- This study is considered the first to study the factors affecting the phenomenon of employees' turnover at the Ministry of High Education in Gaza.
- This research will contribute to the enrichment of the researchers' knowledge regarding the concept of turnover through their review of previous studies, articles and books related to the research topic, which will also improve their researching skills.

1.7 Research Limitations

- The following limitations were identified by the researcher while conducting the field work:
- The study has been taken in public sector , it may not be applicable to other sectors or industries .
- One of the main challenges in data gathering process was getting former employees. Some employees left abroad and those communicated over the internet were challenged to get their exact address.
- Few respondents were not able to return a questionnaire in due time and it was a difficult task to wait until all return as intended. Hence, these limitations have a negative impact on the quality of the subject study.

Chapter 2

Literature Review

Chapter 2

Literature Review

Section (1): Turnover Phenomenon

2.1.1 Introduction

In this chapter, the literature related to the topic of this study will be covered, focusing on three key issues regarding Employee Turnover. The topics include Turnover as a concept, major causes of Turnover and the reality of Turnover at the MOHE in Gaza.

2.1.2 The Concept of Turnover

As the world advances, so do certain concepts. The present-day world embraces a new instrument 'Employee Turnover' that allows employers to test the management effectiveness at an organization. People in charge should take into consideration such tool and make use of the results it shows while working on the design of human resources plans and while foreseeing the insufficiency of employees.

Scholars have been conducting plenty of studies on employees' turnover (Shaw, Delery, Jenkins, & Gupta, 1998). Multiple researchers and scholars have given 'Turnover' different definitions. As a concept, it could mean the circulation of staff members, whether inside or outside an organization (Assefa, 2014). Commonly used, 'Employee Turnover' describes employees who move from the place they work for to a different one (Allen, 2008). In addition, this term includes the employment and recruitment of new staff. The studies conducted in this regard concentrate on employees who leave organizations, instead of those who are hired (Price, 2001). Khan (2014) defines Turnover as the reverse position of an employee in an organization. Lots of scholars, though, have defined 'Turnover' in a simple way; to Tett and Meyer (1993), Turnover is when employees consciously want to search for other possible organizations. It is also defined as “the cessation of membership in an organization by an individual who received monetary compensation from the organization” (Moblely, 1992, p. 10).

Harkins (1998) explains how Employee Turnover is when some staff members leave a certain organization, and a new staff joins. Therefore, it is safe to say that Turnover happens when a new employee, replacing the one who left, becomes part of the organization. Hilina (2011) defines it as the choice a person makes to leave his position at a certain organization. Turnover can also mean the end of employees' journeys at a certain organization, where they move from one position to another, or remain the same during their work at that organization (Arokiasamy, 2013).

Furthermore, Turnover can be defined as the personal choice of employees to leave a certain organization (Griffeth & Hom, 1995). As for Loquercio (2006), Employee Turnover is the number of employees who quit their jobs in a certain time period; that is before the termination date set in their contracts. Employee Turnover, as put by Singh, Chhabra, and Taneja (1994), is the amount of change in the employees, who are hired and who quit, that occurs at a certain time period at an organization. It can also be defined as the sum of the number of employees who leave and join an organization (John & William, 1989). Kossen (1991), too, defines it as the number of employees who become part of an organization and those who leave. In addition, Employee Turnover is seen as the circulation of employees around the labor market, between other organizations, work places and professions; also, between being employed or unemployed (Abbasi & Hollman, 2000). According to K. Morrell et al. (2004), Employee Turnover can also be called quits, attrition, exits, mobility, migration or succession.

This study looks into the turnovers of teachers and managerial employees. This study reviews this topic from researchers' point of view. Teacher Turnover is similar to Employee Turnover at organizations; it occurs when teachers quit their jobs. Including multiple meanings, Turnover generally describes "the departure of teachers from their teaching jobs" (Ingersoll, 2001, p. 500). There are, however, two distinct indications for what it means when a huge number of educators quit their job at a particular institution and join another, and when a big number stops teaching at all. Such distinction can be further understood through the noticing of the terms used by researchers. Researchers use 'attrition' to indicate that a certain teacher quit the profession of teaching; and they

use 'migration' to indicate that a certain teacher left a school and headed to another one (Ingersoll, 2001). Offering more details, Kozleski, Mainzer, and Deshler (2000) said that Turnover comes in three types; the two mostly looked into in studies are 'attrition', i.e. when teachers quit the teaching profession entirely; and 'teacher migration\ school transfer', i.e. when teachers simply go to another school. The type that is less studied is "teaching area transfer"; for example, the reassignment of a teacher from "special education" to "general education". Special Education, as a field, has been paying extra attention to this matter.

'Teacher Turnover' covers three main concepts: moving from a school to another, forever quitting the teaching job, and moving to a different school year (Boe, Bobbitt, Cook, Whitener, & Weber, 1997). Basically, it refers to the main transformations a teacher faces during their teaching job from one year to the following.

Teacher Turnover is a vital result to be spotted in the process of education; it describes the rate at which teachers quit their jobs and change their schools. When a turnover is described as 'high', it generally means that educational institutes have to provide substitutes for a great number of their employees annually. Carlo (2014) highlights the important effects of such Turnover on school teachers' experiences, costs, cohesion and professional cultures.

2.1.3 Turnover Types:

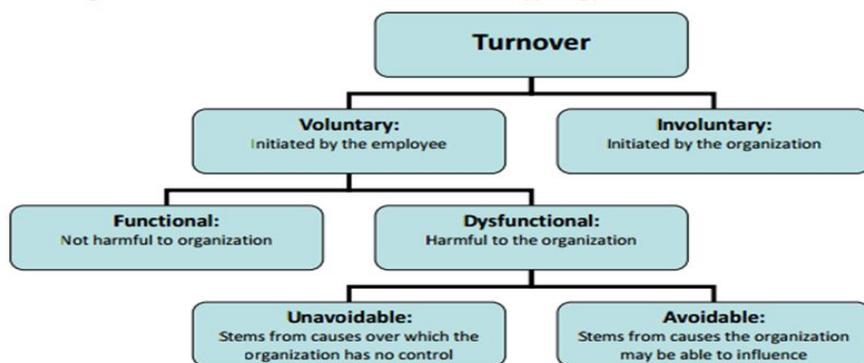


Figure (2.1): Turnover Types

Source : (Allen, 2008).

Turnover can be classified into two principal categories; permanently leaving an organization: A. voluntarily, B. involuntarily. Voluntarily leaving an organization, i.e. Voluntary Turnover, means that staff members themselves decide to stop working at a certain organization. Here, the first step is taken by the employees; they choose to end the work relation they have with their workplace, or employers. In this case, staff members take the decision of leaving a certain workplace for private or work-related reasons. Assefa (2014) says that opposite to it is "Involuntary Turnover". The first step, here, is taken by the authority itself (i.e. the employer or organization). Involuntary Turnover means that the staff member does not have a say in it. Members can involuntarily leave their jobs for having died or suffered an illness. In addition, Involuntary Turnover can be initiated by employers because of the lack of staff members' proficiency, or because the organization has taken in a new way of work such as reengineering, or has decided to downsize its workers; resulting in a fewer number of workers. Bennell (2004) says that there are two possible Turnovers, one that happens voluntarily and one that occurs involuntarily. The first is usually because the employees decided to quit, or retire early; as for the second it occurs because of death, sickness, discharge, or old age (time for retirement).

Furthermore, there are other studies that have classified Voluntarily Turnovers into two categories; one that is "functional" (beneficial), and the other being "dysfunctional" (costly). According to Stovel and Bontis (2002), Dysfunctional Turnover can be classified into two types: one that is avoidable, and the other that is unavoidable. First, organizations can sometimes prevent the occurrence of 'Dysfunctional Turnover' through multiple strategies and techniques. For example, an organization can employ new capable staff, constantly assess the performance of employees, and encourage its employees. Usually this type of Turnover is the result of bad wages, bad working environment and other discouraging job surroundings. On the other hand, sometimes 'Dysfunctional Turnover' cannot be avoided. Plus, there are out-of-hand reasons such as having to move to a different region for family reasons, severe sicknesses, death... etc. In such cases, there is nothing an organization can do (Ingersoll, 2001).

Adding other types to the previously mentioned, some scholars classify Turnovers into "Internal VS. External and Skilled VS Unskilled".

There are two types of Turnovers; internal and external. To illustrate, Internal Turnovers generally refers to the change in position that occurs to an employee at an organization. For example, a staff member starts working as an X at a certain department, and then is moved to a different one. Internal Turnovers can either be for the better or the worse to an employee. Meaning, a change in the job or the director of the employee can be sometimes encouraging. Other times, however, it could do the exact opposite. Because of this, it is important to follow up with internal turnovers, as much as it is important to observe external ones. Human Resources Department can keep Internal Turnovers in check through, for example, an internal recruitment policy or formal succession planning. Internal Turnovers (Internal Transfers) are a way to allow staff members to learn a lot and gain different experiences during their work life without causing some expensive External Turnovers. Problems are possible to occur when lots of employees change their position from a position to another (Swarnalatha 2014).

Purohit (2016) indicates that organizations usually include two types of employees; those who have great potentials and can offer great things, and others who do not present much to the organization. Categorized into skilled and unskilled, staff members can either cause problems when Turnovers occur or not. If the staff, which moved, was good, the organization could lose a lot, especially when proficiency and experience are taken into consideration. On the other hand, if the staff was bad, then the consequences are not as terrible.

Taking everything mentioned earlier into consideration and in the light of the objectives of this study, the researcher defines the concept of ' employees' turnover ' as the act of voluntarily leaving the MOHE permanently during a certain period of time, whether the employee is a teacher or part of the administration staff. The concept of 'Teachers' Turnover' can describe teachers quitting their jobs or moving from governmental schools to UNRWA schools, representing a high 'Teachers' Turnover' rate. This research is interested in Voluntary Turnover, in which the reasons could be

resignation, moving to another job, or travelling. The six years since 2010 were chosen to be the time boundaries of this study.

2.1.4 Consequences and Effects of Turnover

In any workplace, there are those excellent employees who help make an organization better. Those assets usually tend to leave and change their workplace. If such turnovers occur greatly at an organization, the results could be very negative. When the brilliant ones are those who leave, the organization could suffer from lack of productivity that customers do not get quickly served, and if the organization tries to introduce programs, there will be no good-enough employees to apply. Therefore, an organization could lose the path it has set to achieve its original objectives (Weiss & Lincoln, 1998). Governmental posts are no different from organizations. Whenever an asset employee leaves, the possibility for having bad effects increases. What happens is that the services become less than expected, affecting the citizens' approval of the services they receive (Hacker, 1996).

In public posts, it is only fair to say that there are two types of customers: First, the actual clients who go to receive certain government-related services; second, the actual employees. HR Department at a governmental workplace should provide the employees with what they need so to ensure they stay in office for long, and to reduce turnovers. Employees who are well-served at their workplaces will always be able to provide equally great services to the citizens, clients (Abbasi & Hollman, 2000).

Any work environment is a representation of the society we live in. Therefore, the web that connects the employees at an organization is created after the employees communicate and establish a channel of understanding between them. When turnovers occur, such connection is broken, affecting the organization financially and socially – considering the employees a family (Coleman & Coleman, 1994).

Tempting employees to stay is important to keep them and reduce turnovers. All employees want to feel secured about their future and want some privileges. Since the future of an organization and its success are bound to its excellent staff members, an organization should meet the needs of its employees. Generally, for an organization to

ensure having high-quality services, it should keep its excellent employees who have long experience in the job post they fill (Chaitra.M.P 2015).

Schools suffer from "Teachers Turnover". When great teachers quit their job or go to different schools, the consequences are negative to both schools and students. A. Students have lost wonderful teachers, so they do not get to experience the joy of having amazing teachers. B. Schools will have to find new teachers, and will have to train them (Assefa, 2014). Ingersoll (2001) found in a study he conducted in the US that one of every two new teacher leaves classroom by the end of five years of teaching.

The context in which Turnover occurs is what decides whether it is in favor of the organization or not. Turnover, in general, is a double-edged sword. Meaning, sometimes it makes good impact on the organization, when, for example, the bad staff members quit\ leave. However, when the professional members leave, it is a problem for the organization. Turnovers can have a direct effect on the actualization of aims and the quality of the services. Generally, though, more than 10% turnover is more likely to result in bad consequences, rather than good ones (Hilina, 2011).

2.1.5 Measuring Staffs Turnover:

According to Swarnalatha (2014), for the calculation of "Employee Turnover, one needs to divide x from y; X representing the number of staff members who left an organization, and Y representing the base number of jobs while being there. Retirement, phasing out and downsizing-based termination are excluded from this calculation, which takes place over 12 months (a year).

To calculate the Turnover rate, one needs the following index:

$$\text{Total turnover rate} = [\text{NS}/\text{AN}] \times 100$$

NS = number of employees separated in the period

AN = average number of employees in the unit in the period

Turnover rate at the MOHE in the period (2010-2016)=

$$\text{NS} = 829$$

$$\text{AN} = (12925 + 15952) / 2 = 14438.5 \text{ (refer to table (2.2) and table (2.3))}$$

$$\text{Turnover rate at the MOHE} = 829 / 14438.5 = 5.7 \%$$

As mentioned earlier, another type of Turnover is Internal, which could be a result of being promoted at an organization. This type, however, is not included in the equation of 'Employee Turnover'. In other workplaces, say at an organization, it is possible to include the statistics of new employees for a precise description of Turnover during a certain year (Hammerberg, 2002).

Using the equation to measure the turnover rate, the Turnover equals the number of employees leaving divided by the total number of employees in certain period.

When discussing the term 'Turnover Rate', it is important to understand that it describes the period of time a staff member stays at his\ her job; be it long or short. For example, an organization whose employees change all the time is an organization that suffers from a high rate of 'Turnover'. On the other hand, an organization whose employees stay in office for a long time is an organization that has a low rate of turnover. The higher the Turnover Rate is, the lower the performance of an organization becomes.

When organizations take in a new employee, they invest in that employee teaching him\her everything they know so to improve their skills and to add to their experience. Leaving their job at an organization, employees deprive it from their experience and proficiency. Due to the vacancy in positions, an organization takes in new employees, having to work on their abilities and skills from the very beginning.

Section (2): Factors Affecting Turnover

2.2.1 Introduction

Logic says that if people leave a certain place, there must be reasons forcing them to do so. Like any other place, organizations can either provide a good environment for their employees or not. High Turnover Rate in an organization shows that there is something about the work environment that causes discomfort to the employees.

Managers always find it hard to control the phenomenon of Turnover at their organizations. Trying to uncover the causes inside an organization usually needs great efforts. Several studies have tried to identify the factors influencing Employee Turnover in organizations. This study, too, displays three factors affecting the Employee Turnover: external, work-related (internal), and personal factors.

2.2.2 External Factors:

External factors include two variables: Employment perception and Union presence.

2.2.2.1 Employment Perception

Deciding to stay at or leave an organization sometimes depends on other possible alternatives outside. Lots of research has been conducted on Turnover; consequently, more variables affecting it have been included. For economic reasons, employees could decide to stay or quit their jobs; usually asking themselves if there is a better opportunity that offers better money out there (Morrell, Clarke, & Wilkinson, 2001).

As defined by Pickens (2005), Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Meaning, people usually understand a certain incident or stimuli through turning it into something meaningful to them, basing such understanding on their experiential package (i.e. previous knowledge and experience). Although it may feel real, such understanding could be far from reality.

According to Pickens (2005), such understanding is called 'perception', which is categorized into 4 phases: stimulation, registration, organization, and interpretation. Identifying the cause (stimuli) and accepting it are two important factors in the person's

process of perception. As for which stimuli to respond to, it is highly affected by a person's experiential package (everything they have been through and everything they are).

Josephson, Lindberg, Voss, Alfredsson, and Vingård (2008) define Perceived Alternative Job Opportunities (PAJO) as the perception of a person regarding the availability of external alternative jobs. Such concept can be understood through the use of Equilibrium Theory (Johari, 2013). Such theory generally means: the more the organization encourages its employees, the less likely it is for them to leave. When there are other better jobs out there, promotion is no longer enough to convince employees to stay (Josephson et al., 2008). Employees, of course, decide not to leave their jobs unless another job is waiting for them; so they secure a second, better alternative before they go (Gerhart, 1990). Therefore, in the presence of a better job outside the organization, insufficient work environment can be seen as a sensible reason why employees would leave their jobs. Although such theory has its solid ground, little research has been conducted on it (Johari, 2013).

2.2.2.2 Union Presence

A group of workers joined together in a specific type of organization for the purpose of improving their working conditions as well as to help in promoting the common interests of the group. (BusinessDictionary.com, 2017a)

Verma (2005) sees Unions as a way that could contribute to social transformation; however, they usually concentrate on work environments. They usually work with the administration, pressing some political sides, and influencing the society locally and internationally.

In a survey conducted by Fernie and Metcalf (1995), they found that in organizations where there are unions, the workplace environment is much better to the workers than in organizations which lack unions. It appears that unionized organizations provide their employees with reasons to continue to work there, and nourish healthy relations between employees. On the other hand, non-unionized organizations were characterized to have more quit rates, and unhealthy work environments. To Fernie and Metcalf (1995), a union would help bring together the employees as one entity. From the

findings, they concluded that unions did not significantly impact on how many times employees are absent. Furthermore, when an organization has a committee for employee-consultations, it has little impact or no impact on its production and outcomes.

Based on previous research, Dell'Aringa and Lucifora (1996) came to the conclusion that unions affect Turnover rates at an organization, affecting the employment of new staff decisions and refusal of employees' resignation.

The impact of unions on economy cannot be overlooked. It appears that unions at a workplace affect the decisions and attitudes of employees. It could be that they cost a lot; however, they have great advantages. Illinois Economic Policy Institute (ILEPI) Economic Commentary looks into the importance of unions and how they add to economy, making it more efficient. The report provides 10 samples of different unions that helped make better economy (Manzo, 2015).

At organizations with unions,

- 1- Workers receive better payments and customers ask for more products\ services,
- 2- The unjust distribution of income is reduced,
- 3- Governments offer less assistance to workers,
- 4- Workers pay more to income taxes,
- 5- There is improvement in the productivity of construction, manufacturing and education,
- 6- The unions minimize the Employee Turnover rates,
- 7- They call for public education and fight for children to stay off work,
- 8- They fight against all types of discrimination,
- 9- They work hard to guarantee proper contracts, and
- 10- They fight against having one buyer in the market, which results in the increasing power of certain employers, in the field of sports mostly.

Organizations, which have fewer turnovers because of the unions they encompass, tend to work on improving their employees and training them (Voos, 2009).

On the other hand, Park, Christie, and Sype (2014) investigate workers' attitudes toward union and non-union construction firms in terms of organizational commitment (OC)

and turnover intention. They found that employees in union firms are more committed to the organization than non-union organization, but they have higher intention to job turnover although the regression coefficients of union variable in commitment and turnover intention are not statistically significant at the conventional level of significance (Park et al., 2014).

2.2.3 Work-Related Factors:

There are many reasons that make an employee want to quit; this study will cover 5 variables which may affect the turnover rates at the Ministry of High Education in Gaza (MOHE). Those variables are Payment, Job Performance, Role Clarity, Job Satisfaction and Organization Commitment.

2.2.3.1 Payment:

Payment is anything of value, such as money, to its recipients that is offered to compensate, release from work, or to reward for a person's performance (BusinessDictionary.com, 2017b) .

As part of any workplace, paying the employee is one of the most important things to ensure that an organization keeps working. The term 'Payment' is used to refer to any type of reward or compensation offered to a worker\ staff member for having worked at the organization or for having successfully achieved a task (Brown, 2003). While there are different ways to describe such compensation or reward; wages, reward, salary and others are used most often to indicate the same thing (Milkovich, Newman, Milkovich, & Mirror, 2002).

The two words 'salaries' and 'wages', sometimes used interchangeably, have two distinct meanings in the sense that salaries are usually paid to employees for a whole month of work. However, wages are paid per hour. Salaries do not have any relation with the number of hours an employee spends at work (accountingtools.com, 2017).

Frigat and Yaser (2007) distinguishes between salaries and wages, defining salary as the income an employee receives monthly; whether working in the public or private sectors.

As for wages, they are provided in exchange for a service, be it mental or physical. It is paid per day, week, or month (Frigat & Yaser, 2007).

Shaw et al. (1998) explain the meaning of the term 'pay' saying that it generally indicates a reward given to an employee at an organization for something the employee has done. The more productive the employee is, the more the pay they could receive. Such pay makes employees work harder to prove their worth and productivity. Pays are much connected to job satisfaction. Job Satisfaction, in relation with pay, is classified into two parts: one that is the actual pay, and the other is any future payment for having done excellent work (Arokiasamy, 2013).

How much of a pay should be given to an employee? That, according to Griffeth and Hom (1995), is based on three different types: First, "job-based pay"; here, how important is the job of the employee? Based on the answer, the pay is determined. Second, "Merit Pay"; what does the employee do at the organization? How well does s\he do it? Depending on the answer, the pay is determined. Finally, "Person-based pay"; how important is the employee? What new things does s\he add to the company? The answer, again, determines the pay. To test the efficiency of a pay system, it is important to see how productive and innovative the employee is, how his attitude is like, and how much of financial value he brings (Griffeth & Hom, 1995).

Griffeth, Hom, and Gaertner (2000) came to the conclusion that pays and Turnover are connected. If the organization offers its employee enough pay to satisfy the efforts s\he exerted, that employee is more likely to stay. If not, however, employees tend to resign.

People usually look for better opportunities all the time. According to Assefa (2014), employees usually see how much money other organizations pay to their employees. Comparing between the payments, employees usually decide to leave their jobs if there are other available better jobs, financially speaking. Therefore, the amount of payments affects Voluntary Turnover. Xaba (2003) says that teachers, too, may leave their teaching profession and pursue another career if they find one that offers better payment than teaching does. Furthermore, despite the increase in teachers' salaries, as noted by (Ingersoll, 2001); they are still not sufficient enough. Other workers with

qualifications similar to those of teachers receive better payments, mainly in developing countries. As for (Assefa, 2014), he says that low payments to teachers could be a key reason why some of them become demoralized. As a result, they quit (i.e. staff turnover).

It is very important for HR managers to take into consideration the concepts that are fundamental to pay programs, in which they have a role of designing. In addition, they should be able to actually apply such programs and have backup strategies and approaches. HR managers should also understand what the workplace's practices are to make sure that it applies the compensation policy and the role it plays in achieving the objectives of an organization.

2.2.3.2 Job Performance

There are many variables that are considered crucial to teachers, businessmen and governmental posts; one of the most important of which is Job Performance. Scholars, according to Rotundo and Sackett (2002), have defined Job Performance differently. The most common way to define it, though, is to say that it focuses on attitude and behaviors instead of the consequences of such actions. They also emphasize that the best way to measure Job Performance is to directly observe behaviors. Another definition that comes in line with others' definitions is that of Campbell, McHenry, and Wise (1990); Job Performance is the actions done intentionally by employees that help achieve the organization's objectives. It is measured through referring to how proficient an individual is. Generally, all these definitions share the same conception that the focus is on the behavior not the outcomes, and the intentional actions of employees.

Therefore, one way to define Job Performance is to say that it is the group of actions which are carried out by employees purposefully that serve the achievement of the organization's objectives. To Rotundo and Sackett (2002), employees' behaviors usually contribute to the achievement of an organization's objectives; such behaviors can be related to duties and responsibilities or not.

Performance has been classified by Borman and Motowidlo (1997) into two types. The first type is task performance. Adeli (2013) defines it as the success of an employee while working on certain tasks that serve the technical aspect of an

organization. The second type is Contextual Performance, which highlights some required traits that help build the society and psychology of employees inside an organization. Contextual performance has been further suggested to have two facets: interpersonal facilitation and job dedication. (1) Interpersonal facilitation includes cooperative, considerate, and helpful acts that assist co-workers' performance. On the other hand, (2) job dedication, includes self-disciplined, motivated acts such as working hard, taking initiative, and following rules to support organizational objectives (Van Scotter & Motowidlo, 1996).

While some believe that there is a negative relation between Turnover and performance, others believe the opposite. To scholars such as Zimmerman and Darnold (2009), they believe that there exists a relation and that it is negative. Allen and Griffeth (2000), though, believe that when an employee works hard and performs greatly at an organization, the latter would reward him\her: The better the performance, the more the reward, the less the turnover. At the same time, an employee of great performance would have other opportunities outside the organization; thus, s\he could get the other job and quit. There is a series of relations that occur between how committed an organization is, how good the employee's performance is and what thoughts an employee has about Turnover. How much an employee is into his\her profession is of little importance in case of high turnover rates (Jones, Chonko, Rangarajan, & Roberts, 2007).

2.2.3.3 Role Clarity

Knowing the details of a task and what the job requires are of great importance to employees to help set them on the right track of work. If employees face ambiguous tasks, and do not know what they are required to do exactly, their performance will be of little achievement. Role Clarity is essential to employees because it assists them in their journey of working on a task, and adds to their level of performance. Employees need to know what kind of job they are asked to perform, what comes first in the process of working and what techniques and approaches they should follow in their work. If those are unclear, then the role is ambiguous. As a result, the performance will be low. To know whether the job guidelines are clear to the employees or not, one can check if the

employees agree on the task, as a whole, and what it serves or not. If not, it is unclear and the role is ambiguous.

De Ruyter, Wetzels, and Feinberg (2001) see that when the role is clear, employees feel more satisfied, and become more committed to the organization; which results in better levels of performance. Role Clarity is greatly important when the job is related to offering services. Knowing exactly what to do, the employee would be able to offer better services to customers. If, however, the employee keeps referring to the director or someone of higher position, the customer would definitely feel annoyed and misled. Therefore, the experience of the customer would be a bad one (Slåtten, Svensson, & Sværi, 2011).

According to Schafer (1998), Role Stressors are associated with social roles, which are social positions with clustered expectations. Role Stressors are made-up of three variables Role Ambiguity, Role Conflict, and Role Overload. Almost the opposite of lack of responsibility, Role Stress is a result of work environment perceptions and thus, influences affective responses such as organizational commitment. Ben-Yoav Nobel, Campbell, Hannah, and Wortinger (2010), sees Role Ambiguity as situations where employers' orders of how a job is expected to be done, and how it should be done are different. Meaning, there is un-clarity about what the employee is asked to do, what goals are expected to be achieved and what responsibilities should be fulfilled. When the job is clear, all dimensions are later understood and requirements applied. When there is un-clarity, the result is uncertainty. Employees may fall for the trap of not understanding the expected outcome, or not knowing how to reach such outcome. Sometimes, too, employees think of other ways to accomplish a task in a way different from that which was asked for by employers (Ongori, 2007). To Hammerberg (2002), Role Conflict occurs when employees are asked to do things and achieve tasks that are impossible to achieve together and at the same time.

As mentioned earlier, Role Stressors are the result of Role Ambiguity and Role Conflict. Such aspects occur inside the organization and are highly related to the internal environment. However, Role Overload can be the result of something external. For example, in cases of family-related conflicts where family and work are highly related

and there happens a problem, employees further consider leaving an organization. The two conflicts trigger the need and intention to quit and move to a different workplace (Hammerberg, 2002).

There are many reasons why an employee would show intentions to quit. Generally, employees always want to feel as a part of their jobs. They want to be as involved as possible. They need for instructions to be clear, they need their employers and co-workers to be open to them about what they [the latter] expect, they require clear assessment criteria and methods, and they need to feel less pressure and others. If, however, these are not present in the work environment, employees take a turn where work commitment is at a low level. Finally, they show tendency towards leaving and quitting (Guimaraes, 1997). According to Ongori (2007), providing insufficient information about what the role of the employee is would quicken the employees' decisions to quit. As for Abdali (2011), he argues that there is an inverse correlation between Role Clarity and Turnovers; and that there is a direct positive correlation between Role Conflicts and Overloads and Turnovers.

2.2.3.4 Job satisfaction

Doing a job well and receiving positive feedback and comments make employees reach a stage of what is called 'Job Satisfaction' (Judge & Klinger, 2008). It has been proven that the more satisfied employees are, the more committed to their organization they become (Brown & Peterson, 1993). However, when employees are dissatisfied, they tend to leave their jobs (Hammerberg, 2002).

Whatever the job may be, employees show more loyalty to their work when they find that their efforts pay off. So many people find comfort when they feel appreciated for the things they offer to others; here the focus is on employees and their work environments. When employees get from the organization what they believe they deserve, they tend to stay at their jobs and be more productive (i.e. to serve the organization in the best way possible) (Wright & Davis, 2003). After going through multiple published researches, there are indications that there are not any clear impacts of Job Satisfaction on how productive an employee is. However, there are some impacts on the behaviors of the employees and their tendency to stay at their job. Employers and

scholars consider Job Satisfaction because of the belief that it could have an effect on the employees' desire to leave their jobs (DeConinck & Stilwell, 2004).

Lots of studies have been conducted on job satisfaction and its relation with turnovers. Masri and Masdia (2009) argue that it is highly important for employers to understand their employees and what they want. As a result of such understanding, it is more likely to help reduce turnovers. While there could be some tools that can be used to predict turnovers, Job Satisfaction is considered the tool on which most research has been conducted (Liu, Mitchell, Lee, Holtom, & Hinkin, 2012). Research conducted on employees of public sector has shown two different conclusions. While some have found job satisfaction to be high in that sector, others reached to opposite results (Bright, 2008). In fact, Griffeth et al. (2000) reached to a conclusion that Job Satisfaction was responsible for employees' quitting their jobs. For a strong relationship between job satisfaction and Turnover, Swartz and Iacobucci (2000) say that there should not be a long time between the periodic carrying out of questionnaires and turnovers' assessments. In comparison with Civilians' relationship between job satisfaction and staying at a job, military employees are found to show a stronger relation between the two. There exists a corresponding relation between job satisfaction and employees' turnover. This relationship is intensified when unemployment is low; and vice versa. When there are not any jobs available outside an organization, it does not matter if the employee is dissatisfied. In such case, employees are less likely to leave their jobs (Vandenberg, Richardson, & Eastman, 1999).

2.2.3.5 Organizational commitment

Aman (2015) sees Organizational Commitment as how much an employee is willing to give to his/her job, is into what they do, and is busied with the achievement of the organization's objectives. For an organization to guarantee its employees' commitment, it has to offer employees what they need, and compensate them when necessary. By empowering employees, employers can ensure a longer, lasting relation with the employees.

Keller and Dansereau (1995) explain how managers need to act like mentors, instructing employees and helping them work on their tasks and duties. When employees

trust their supervisors and feel how just they are, they tend to work harder to prove themselves worthy of their directors' trust. As a result, the organization is going to have employees who tend to be committed; thus, the turnovers' rates would be low.

Organizational Commitment can be defined differently. One definition, though, is that of Yücel (2012) in which he says that it is a strong relation between an employee and the workplace. In that relation, an employee tries his\her best to adhere to the organization's principles and objectives; therefore, s\he works hard to ensure the success of the organization. It is logical to say, then, that Organizational Commitment is of great value to understanding how turnovers are less when the employee is more committed. Loyalty is an asset that encourages employees to stay in their jobs and not quit (Omar, Anuar, Majid, & Johari, 2012). Other studies, too, such as those of Jehanzeb, Rasheed, and Rasheed (2013), and Addae, Praveen Parboteeah, and Velinor (2008) show that there is a negative relation between Organizational Commitment and Turnovers. Similarly, Hussain and Asif (2012) discuss how committed employees help establish a relation and a bond with the organization that cannot be easily broken. Such sense of belonging results in more satisfaction, productivity and loyalty.

Meyer and Natalie (1997) model, which is adopted in most related research, divided organizational commitment into three subcategories; namely the affective, normative, and continuance commitment. Affective Commitment refers to the positive emotions that the employee acquires when he\she is pleased with his work. Normative Commitment originates from the employees inner feeling of obligation towards the workplace. Continuance Commitment refers to the employee's own judgment of the social and financial consequences of quitting the job. Subcategorizing employees' commitment facilitates predicting their outcomes such as their turnover, job performance, involvement, and even tendency to commit to attendance and punctuality (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002).

It is, then, logical to say that when employees are not committed, they tend to easily quit their jobs (Griffeth et al., 2000). Seeing it as a factor, lots of researchers conduct studies on Organizational Commitment (Chughtai & Zafar, 2006). In addition to other factors, the overview of other studies has shown that Organizational Commitment

shapes the attitude of employees inside their workplaces (Meyer et al., 2002). When employees commit to their organizations and are loyal to them, they help pave the road of success to their workplace (Fornes, Rocco, & Wollard, 2008). Scholars such as Yahaya and Ebrahim (2016) see Commitment as of great factor to outcomes in an organization. For example, there are fewer turnover occurrences.

2.2.4 Personal Factors:

While there could be plenty of external factors that lead to employees' turnover, there are other personal reasons that drive employees to quit. For example, age, gender, years of experience, and number of dependents can be reasons behind someone's turnover.

Ingersoll (2001) reached to a conclusion that teachers < 30 and teachers > 50 tend to leave their jobs; more than middle-aged ones. One reason for older teachers to leave their jobs is retirement. As for young teachers, it is usually done for having found better alternatives.

Unlike men, women were seen to show more loyalty to their jobs. Researches on gender as a factor have come to complicated and fluctuating results. Some scholars showed that males' satisfaction at a work environment was more than women's. On the other hand, some reported the opposite. Other scholars stated that there were not any differences to begin with (Hilina, 2011).

At schools and in the field of teaching, males tend to quit their jobs more than females (Ingersoll, 2001). It appears that the general view that women's best field of work is teaching has affected women's desire to become teachers and continue working in that field. It is something women like doing [teaching]. Furthermore, teaching jobs offer stability. Schools do not move from one place to another; thus, teachers remain at the same workplace. This is something preferred by women, as settling down is an advantage (Assefa, 2014).

In studies conducted by Tesfaye (1999) and Manna (2000), being qualified or not does not have a great effect on the decision of continuing in the teaching field or quitting.

Relatives' association and the number of kids an employee has add to turnovers; however, the number of relatives adds to quitting cases. Abdali (2011) found that employees who are young and have not been working for long at an organization tend to leave, unlike older employees.

2.2.5 Comments on Turnover Factors

There are two possible cases. A. An employee can be satisfied but still looks for another job; however, this is somewhat rare. B. An employee who is dissatisfied with his\her current job but is forced to continue working at the same organization due to the lack of other better opportunities. Based on the review of the factors which affect employees' turnover, the focus of this research, Turnover depends on the desires of employees and their ease of movement. Whenever an employee searches for another job, it is to get a better one.

Labor Unions are defined as a group of organized workers working together to improve the economic interests and respect conditions through collective bargaining process with operators. There are researches and studies with different results that studied the relationship between the existence of unions and Labor's Turnover as we previously reviewed. While some researchers said that there was a relation between the presence of a union and employees' turnover, others denied any effect of the presence of a union on labor's turnover.

The second dimension, which has been introduced, is work-related factors including payment, job performance, role clarity, and job satisfaction.

The researcher finds, through the above definitions, that the difference between wage and salary is limited to two points, namely:

- 1) The wage is earned by the worker, but the salary is obtained by the employee.
- 2) Wage is paid either daily or weekly, but the salary is paid monthly.

Base salary is the source of calculating employees' compensation package. An effective design and administration of payment programs would increase the organization's ability to attract and retain the skills that are critical to its success. The importance of base salaries should not be underestimated.

Another factor affecting the Employee's Turnover is the job performance. Job performance is an important subject in the theories of Management Behavior in general, and Administrative Management in particular, because it represents the importance to reach the desired goals of the organizations efficiently and effectively. Activities and tasks practiced by the employee and the actual results achieved in the field of work achieve the organization's goals efficiently and effectively in accordance with the available resources and administrative regulations, rules and procedures.

Role Clarity is the individual's possession of the needed information to perform work such as information on the objectives, policies and procedures in the limits of his powers and responsibilities. Many studies concluded that role clarity minimizes turnover, while role overload and role conflict increase it.

In recent studies, Job Satisfaction was defined as a positive feeling resulting from the person's evaluation of his job or his experience. Job dissatisfaction occurs when these expectations are not met. The Job Dissatisfaction factor is one of the main reasons why workers want to leave their work, and others refrain from joining that work. There is a constant negative relationship between Job Satisfaction and Voluntary Turnover, which is caused by the problems related to work in the organization. Studies show that there are several reasons to leave the organization; lack of job satisfaction is the most prominent and the most common. There is also a close correlation between decline in Job Satisfaction on one hand and the employee's commitment to the organization and turnover on the other.

Organizational Commitment results in individuals' attitudes towards the organization where they work. This concept refers to the degree of integration of the individual and the organization, and it represents the individual's desire to continue working at this organization. This concept differs from the term "job satisfaction", where individuals may be satisfied with their work but hate the organization they are working at, and wish to exercise the same job in another organization, and vice versa.

Section (3): The Reality of Turnover at the MOHE in Gaza

2.3 MOHE Overview

2.3.1 A Brief History of the MOHE

The Ministry of Education and Higher Education was established soon after the Palestinian National Authority has held responsibility for managing the education sector in Palestine in 1994. Two years later- 1996- a new Ministry was established for the Higher Education and Scientific Research. However, the two ministries were re-integrated in one entity based on a ministerial reshuffle for the Palestinian government in 2002, with the name "the Ministry of Education and Higher Education" (MOHE).

The MOHE is responsible for overseeing and developing both the Palestinian general and higher education sectors. It seeks to provide enrollment opportunities for all those who are of school age, as well as improve teaching and learning quality and diversity, in line with the contemporary trends in the world. Moreover, the MOHE is working hard on developing human resources in the education sector in order to create well-qualified Palestinian citizens, capable of performing duties efficiently and effectively.

Since taking over the education sector, the MOHE has initiated many development strategies in collaboration with national and international partners and exerted great efforts to advance and enhance the educational process. Despite the difficult political situation and lack of regional support, the MOHE shouldered a great burden by inheriting a heavy legacy with a semi-collapsed educational structure left by the Israeli government, which was responsible for the Palestinian education before 1994. Nevertheless, the Ministry took upon itself to succeed, and thus started a wide - sector reform plan to reshape the whole educational system, and put it on the right track.

The MOHE has gone through many challenges including managing 1.1 million students and more than 50 thousand teachers, overseeing nearly two thousand schools and dozens of universities and colleges (MoEHE, 2017), adopting the first Palestinian curriculum, initiating and implementing comprehensive development plans (i.e. education for all), and providing infrastructure for the rapid increase in the numbers of students. All these challenges require local, regional and international interventions to

support school construction, and development programs that target safe access to school for all children.

Based on the Ministry's understanding of developing the quality of general education, the Ministry has worked hard on teacher training and qualification strategies in collaboration with universities to create an educational base capable of leading Palestinian children towards modern education that includes ICT as a main component. In this regard, the Ministry has facilitated the access of computers to schools, and linked some of these schools to the internet facilities which guarantee more chances of knowledge exchange. The Ministry has also worked on reviving the e-learning initiative.

As part of its efforts to create a vocational and technical infrastructure, the MOHE has adopted a strategy which aims to develop the vocational and technical education, training system, human resources as well as the material resources, curriculum, and legislative regulations related to vocational education.

The MOHE is fully aware that the educational obstacles are getting worse and more complicated, but its determination and perseverance together with friends' and partners' support can bring more achievements and progress.

2.3.2 The Reality of Employees' Turnover at MOHE

The Ministry of Education is considered the largest of Palestinian ministries in terms of staff numbers. Therefore, the human element is one of the key resources of this institution.

In addition to the headquarters of the ministry, there are seven buildings or directorates for managing and following-up with the educational process in all governorates. Each directorate is responsible for affiliating schools in the same province, where the directorate follows-up with these schools, supervises them and meets their needs. The following table shows the distribution of teachers working in the MOHE at 2016.

The Ministry of Education is one of the governmental institutions that suffers most from employees' turnover. One of the reasons, especially for teachers, is the existence of alternative opportunities that may be attractive; these are UNRWA schools. Generally, statistics show that there are (829) fix-term appointed administrative staff and teachers in the Ministry of High Education and (7) educational directorates who have left their jobs since 2010.

Table (2.1): shows the distribution of teachers in MOHE at 2016.

Directorate	Male	Female	Total
North Gaza	839	1133	1972
Khanyounis	802	1144	1946
Rafah	529	670	1199
Middle Area	490	563	1053
East Gaza	585	653	1238
East Khanyounis	461	470	931
West Gaza	758	885	1643
Total	4464	5518	9982

Table (2.2): shows the distribution of all staffs at 2010.

2010			
Directorate	Male	Female	Total
North Gaza	1010	828	1838
Khanyounis	826	655	1481
Rafah	662	559	1221
Middle Area	755	753	1508
East Gaza	1117	1070	2187
East Khanyounis	641	408	1049
West Gaza	1202	1188	2390
Ministry Building	1031	220	1251
Total	7244	5681	12925

Table (2.3): shows the distribution all staffs at2016.

2016			
DIRECTORATE	MALE	FEMALE	TOTAL
North Gaza	1260	1139	2399
Khanyounis	973	822	1795
Rafah	795	724	1519
Middle Area	901	852	1753
East Gaza	1387	1440	2827
East Khanyounis	756	599	1355
West Gaza	1369	1423	2792
Ministry Building	1239	273	1512
Total	8680	7272	15952

Table (2.4): shows the study population representation.

%	Total	Rafah			West Khan			East Khan			Middle			East Gaza			West Gaza			North			Ministry			
		F	M		F	M		F	M		F	M		F	M		F	M		F	M					
0.74	610	23	13	36	29	31	60	37	47	84	28	23	51	76	71	147	71	74	145	41	46	87	0	0	0	Teachers
0.26	219	1	3	4	3	18	21	6	25	31	7	11	18	8	32	40	13	33	46	4	25	29	4	26	30	Others
100%	829	24	16	40	32	49	81	43	72	115	35	34	69	84	103	187	84	107	191	45	71	116	4	26	30	Total

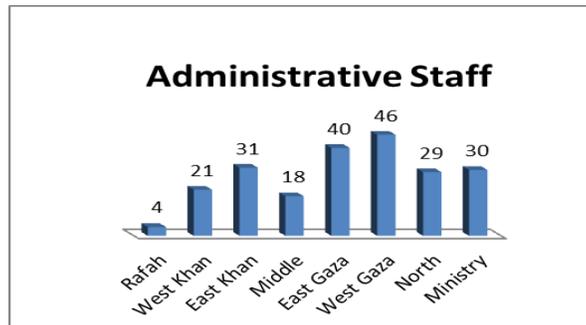
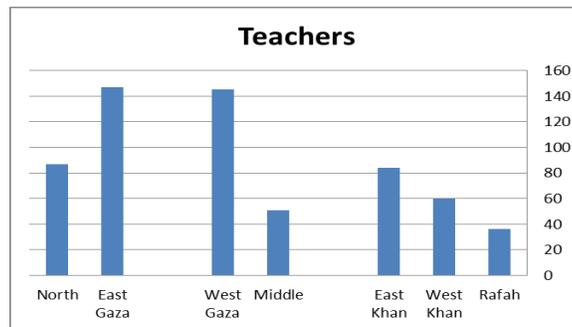
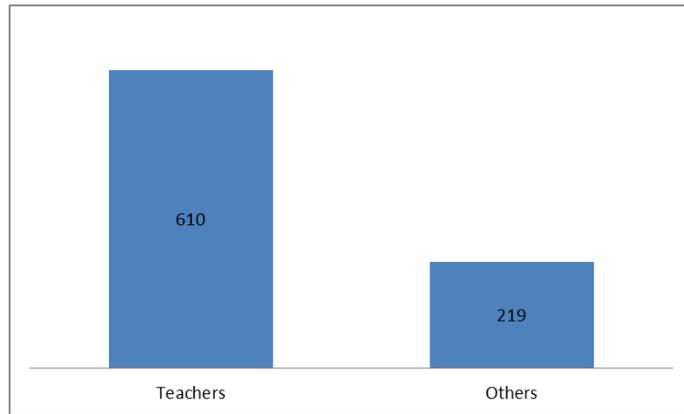


Figure (2.2): Administrative Staff's Turnover Statics since 2010.



Figure(2.3): Teacher's Turnover Statics since 2010.



Figure(2.4) : Teachers' and the Others Turnover since 2010.

Chapter 3

Previous Studies

Chapter 3

Previous Studies

3.1 Introduction

This chapter gives a comprehensive overview and review of studies from different places on Employee Turnover. A review of existing 27 studies was undertaken through internet search facilities, library access, and websites of universities and official scientific websites and journals. No specific journals were targeted, included, or excluded. This section includes summaries for This study reviews (27) studies: (2) local studies, (10) Arabic studies, and (15) foreign studies that are organized chronically.

3.2 Local Studies

1. (Mesmeh, Al-Habil, Radwan, & Aljeesh, 2016), Why Nurses Leave their Work from Governmental Hospitals to Primary Health Care Centers in Gaza Governorates

This study aims at providing an understanding for the motives which drive nurses out of public hospitals to Primary Health Care (PHC) Centers in the Gaza Governorates. The researchers used a descriptive analytical approach in the study, which covered the thirteen hospitals run by the MOH (Ministry of Health) in the Gaza Strip.

A total of 105 questionnaires were distributed, representing the entire study population.

Research Results:

- Nurses decide to quit from public hospitals and work at private centers (PHC) in the Gaza Strip for 3 principal reasons: longer working hours at hospitals, difficulty of tasks, and the democratic nature of hospitals.
- The environments of particular divisions share a statistically significant relationship.

Research Recommendations:

- For less movement of nurses from public hospitals to PHCs, the following are recommended: A. clarifying the tasks of the job (responsibilities and rights); B. teaching nurse managers how to perform their jobs; C. enhancing the surroundings of the work (i.e. the facilities and infrastructure); D. offering a safer environment and better conditions for patients.

2. (Shaheen, 2011), HR Role and Influence on the Turnover and Migration of Doctors in Hebron and Bethlehem Governorates

The purpose of this study is to see how HR affects the employment of physicians (from the second they are chosen until they are hired). In addition, it seeks to see what role HR plays in the preparation of doctors for practical work, and how money (i.e. salaries and financial rewards) affects the Turnover and resignation of doctors. This study also seeks to point out what promotions in hospitals consist of and their effects on Turnover and resignation; and what makes a doctor continue his\ her work at a hospital or leave. Because of the requirements of this research, the researcher depended on the descriptive approach, which offers quantitative and qualitative understanding of the topic under study. As a tool, she used a questionnaire, and analyzed it using SPSS. From the actual number of questionnaires distributed, she analyzed 96 questionnaires only (the sample of the research). The researcher reached the necessity for the improvement of the role played by HR when it comes to why some doctors leave or move from a position to another in Hebron and Bethlehem.

Research Results:

- The sample has shown great tendency towards wanting to participate in courses and programs offered by hospitals.
- As for why doctors leave, the results have shown that money and privileges are key reasons.

Research Recommendation:

- For hospitals to ensure that their doctors do not leave and turnovers are lessened, it is necessary to provide a better surrounding for work, more training courses, better payments, deeper understanding of their needs (which should be met) and more practical solutions to their issues.

3.3 Arabic studies

1. (Alhamwan, Mat, & Al Muala, 2015), The Impact of Organizational Factors on Nurses Turnover Intention Behavior at Public Hospitals in Jordan: How Does Leadership, Career Advancement and Pay-Level Influence the Turnover Intention Behavior among Nurses

This study aims at identifying the relationship between organizational factors (leadership, advancement opportunities, and pay level) and turnover intentions. The sample included 600 nurses working at governmental hospitals. The nurses were selected randomly; and the study tool was a survey.

Results:

- The turnover intentions of nurses are significantly affected by leadership and the pay level.
- There exists a significant relation between advancement opportunities and turnover intentions among nurses.

Recommendations:

- HR employees are required to identify the reasons that lead to turnover, and should assess the conditions and work environment in search for the causes. It should be taken into consideration that employees could act negatively, like having turnover intentions, when they experience low leadership quality, pay level and advancement opportunities.

2. (Jehanzeb et al., 2013), Organizational Commitment and Turnover Intentions: Impact of Employee's Training in Private Sector of Saudi Arabia

This research, conducted in Saudi Arabia, is to identify the effects of having employees trained on 2 main factors (organizational commitment and turnover intentions). It targeted the private sector in its attempt to connect between the two mentioned factors. The researchers depended on the literature of the two factors as the base for their model and hypotheses. The study tool was a questionnaire constructed by the researchers; questionnaires were sent to 251 sample individuals working at different private organizations in Saudi Arabia. Testing the theory on the private sector only, it could be possible to say that this research's results cannot be generalized to cover

different study populations or settings. It can be, though, viewed to have similar results to organizations that work in the same field and have similar characteristics.

Results:

- There exists a negative relationship between organizational commitment and turnover intention strongly supporting the hypothesis.
- Offering employees training shows significant correlation with organizational commitment, turnover intentions and the commitment-turnover relationship.

Recommendations:

- It is highly important for organizations to train their employees on understanding the organization's goals, missions and values through training.
- The sector under study (that is the private one) should train the employees in a way that reduces turnover rates.

3. (Al-Khasawneh, 2013), Effect of Organizational Climate on Job Turnover of Employees at Tourism Hotels in Petra Region of Jordan

The place under study is Petra in Jordan. The purpose of the study is to point out how satisfied employees at tourism hotels feel towards the general atmosphere of their work conditions. The researcher will look into certain work-related constituents (i.e. what type of work employees do at such hotels, how the hierarchy is shaped and control is applied, and how the relationship between managers and workers is like; plus, money-related issues). Questionnaires were sent to 362 employees (the sample).

Research Results:

- The influence of work-related constituents on turnovers varies. They are arranged as follows: 1. Work environment, 2. Relationship between managers and employees, 3. Reward and punishment methods, 4. Methods followed in authority, and 5. Job security.
- There is a clear positive relation between work-related constituents and turnovers at hotels (for tourists) in Jordan.

Recommendations:

- To ensure that turnover rate is lessened at tourist hotels, employers should provide better work environment for their employees. For better performance and less turnover, employees need to feel secure and stable at their job.
- It is necessary for employers to activate the role of HR in limiting turnovers occurring at tourist hotels and hiring well-trained staff members.

4. (Adeli, 2013), Job Satisfaction and its Impact on Labor Turnover, the Case Study was Carried at Port Sudan Grain Silo (PSGS)

The purpose behind this study is to identify which elements influence Turnover and the performances of employees. This study seeks to define the concept of Turnover and how it affects the quality of employees' performances. In addition, it aims at looking into the relation between Job Satisfaction and Turnover; it also tries to identify the importance of the feeling of satisfaction for employees in the achievement of the organizations' goals. The researcher used the descriptive analytical approach. The researcher collected both primary and secondary data: The first from interviews and questionnaires; the latter from references, online resources and annually-issued reports. The place under study is Port Sudan Grain Silo (PSGS).

Research Results:

- The relationship between turnovers and employees' satisfaction at PSGS is negative.
- The more satisfied an employee is, the more progressed and prosperous the organization becomes. Plus, it results in fewer employees leaving their jobs.

Recommendations:

- Workplaces should offer sufficient amount of money to employees; it should cover their needs. If so, employees would continue their work and advance towards a better future.
- It is important to train and prepare the employees to help them acquire the skills needed for their work.

5. (Almalki, FitzGerald, & Clark, 2012), The Relationship between Quality of Work Life and Turnover Intention of Primary Health Care Nurses in Saudi Arabia

This study was conducted to point out the connection between QWL and nurses' turnover from PHC in SA. The researcher used a cross-sectional survey as the study tool. For the collection of data, the researcher used: 1) Brooks' Survey of Quality of Nursing Work Life. 2) Anticipated Turnover Scale. 3) Demographic data questions. The sample consisted of 508 Primary Health Care nurses in Jazan, SA (RR = 87%).

Descriptive statistics, t-test, ANOVA, General Linear Model (GLM) univariate analysis, standard multiple regression, and hierarchical multiple regression were applied for analysis using SPSS v17 for Windows.

Research Results:

- The nurses showed tendency towards wanting to leave their jobs; i.e. from the PHC centers (40% of the sample's respondents). They did not feel comfortable with their work life. Such desire was greatly linked to the quality of work life.
- With the use of Hierarchical Multiple Regression, the findings showed that the variance = 32.1% $p < 0.001$ (a comprehensive understanding of the model; i.e. the demographics and the quality of work life).
- The demographic variables being controlled allowed QWL to explain other 19% added to the variance in the desire to leave the job.

Research Recommendations:

- Nurses, as shown in the research results, have the desire to change their jobs because of the low quality of work life at PHCs. In order to keep them from leaving, PHCs should consider providing a better work life for the nurses through offering a better work environment. Such step would result in nurses with more commitment, and nurses who are more productive.

6. (Matairi, 2012), The Impact of Staff Turnover on Financial Performance a Field Study in The Kuwaiti Islamic Banking Sector

This study was conducted in Kuwait. The main purpose of conducting it is to identify how Employee Turnover affects the financial performance in the Islamic Banking Sector in that country. The descriptive analytical approach was used. The

population of the study covered all Islamic banks there. As for the sample, it covered the administrators and accountants working at those banks (100 staff members). Each bank received 25 questionnaires.

Research Result:

- The influence of Turnover on the financial performance of the banks under study shows great statistical significance. Due to employees' turnover, the productivity and quality of services offered by the banks, where those employees work, decrease.
- Both banks' sizes and experiences do not contribute to the influence of Turnover on the financial performance of the banks.

Research Recommendations:

- Inserting technological advancement to the work life of employees would make their jobs easier allowing them to continue working at that place.
- Financial motivation can push employees to work harder and to be more efficient.

7. (Jadayil, 2011), Main Factors Causing Workers Turnover in Jordan Industrial Sector

The purpose of this study was to identify the causes of Turnovers in the Industrial Sector of Jordan. The researcher used a questionnaire as the study tool; they were sent to more than 28 factories in Jordan. 14 of the factories were divided into two categories: those which were in the most important industrial cities, and those which were outside them. The researcher focused on 5 variables that could affect Turnovers. Those factors are related to money, the surroundings of the job, the shared interaction with the management, how the workers feel about their surroundings psychologically, and the privileges offered by managers to workers.

Research Results:

- There are two principal reasons why Turnovers occur in the industrial sector in the country under study: the work environment, and salary.
- The findings show employees' approval of the services offered by the management as this factor had the least influence on turnovers.
- The arithmetic mean of all criteria was > 2.5 (except for the arithmetic mean of the working environment). Meaning, the employees' dissatisfaction is in the working environment only.

Research Recommendations:

- In big cities, salaries and work environments are the main reasons for turnovers. Therefore, the money offered to employees should be increased.
- Work environments should be improved to limit turnovers.

8. (Alquraishi, 2010), Work Stress and its Impact on Working Turnover for the Workers in Border Guards Centers in Eastern Region (K.S.A)

This study aims at understanding how work pressure affects turnover at Border Guards' centers. The place under study is the Eastern Region. The population of the study covers 2000 officers and privates; however, the sample was 376 individuals only. A descriptive approach was used. The data collection tool was a questionnaire.

Research Results:

- Work pressure was arranged in the following descending order: the materialistic environment, job burden, role ambiguity, relationships at work, participation in decision making and leadership.
- There is a statistical relation between work pressure and Turnover at three levels: 1- transferring, 2- resignation and 3- early retirement.

Research Recommendations:

- Management should help its employees and relieve them from work pressure. It should improve the work environment and control work volume so to improve the employees' productivity and to enhance their performances.
- Management should conduct annual follow-ups with turnovers which occur at the centers. Through such steps, it could detect the reasons and try to prevent them.

9. (Feky, 2009), The Impact of Turnover and Availability of Employees on the Organization Performance

This study aims at identifying the influence of Turnovers and employees' availability on the organization's performances. This study concentrates on reasons behind missing work, especially those which impact the organization's daily work. The researcher here used the descriptive analytical approach. Two types of data were collected: Primary data and secondary data. The first type was collected through actual

interaction with the Sudan Cotton Company (a sample was selected to test the hypothesis); the second was collected through records, books and periodicals.

Research Result:

- Turnovers greatly affected the production of the Cotton company and its performance.
- The company's performance was also affected by the absence of workers' satisfaction. One of the factors was the company's system of promotions.

Research Recommendations:

- The company should concentrate on improving the financial motivations it offers to its employees. It is recommended that its system of incentives should be performance-based.
- The company should try to limit the absence of employees through certain rules and regulations.

10. (Qatawneh, 2007), The Turnover Factors among Private Schools Teachers in the Southern Region of Jordan

The aim of this study was to look into the reasons behind turnovers of teachers working at private sectors. The place under study was the southern area of Jordan. The population of the study was 1,225 male and female teachers; only 563 were selected as a sample: 133 male teachers and 410 females. The researcher used different methods such as means and standard deviations, multi-variance analysis, and one way Anova.

Research Result:

- The arithmetic means of reasons behind turnovers were moderate; while those linked to schools' administration were high.

Research Recommendations:

- Private schools should follow up with the teachers' desires and requirements regularly, and should try to meet them in ways that benefit the schools' objectives. Such step would improve the performance of schools and reduce turnovers.

3.4 Foreign Studies

1. (Dubey et al., 2016), Understanding Employee Turnover in Humanitarian Organizations

This study aims at pointing out the causes of turnovers at humanitarian organizations. A survey was conducted on directors working at such organizations, who had access to all operations. The sample was randomly selected from the National Institute of Disaster Management (NIDM). 121 questionnaires were distributed.

Research Results:

- There were three types of factors affecting turnovers: external, work-related and personal. In the first type, employment perception's factor loading was more than 0.7. All factors linked to work-related were significant. As for the third type, personal information, marital status, number of dependents, aptitude and ability and intelligence had the highest loadings.
- Behavioral intentions and net expectations were of no significance.
- Age and gender had no significant impact on turnovers.

Research Recommendations:

- The employees' understanding of work tasks has a great impact on turnovers. Humanitarian organizations should take this into consideration.
- Changes at work could impact turnovers; therefore, it is necessary to keep up with such factor especially during projects that have a changing nature.

2. (Chew, Ng, & Fan, 2016), Effects of Alternative Opportunities and Compensation on Turnover Intention of Singapore PMET

The scarcity of skillful labor in Singapore obliges companies to do their best trying to attract and retain the correct personnel. The research objective was to investigate the combined effect of perceived job alternatives, salaries, and employees' satisfaction with the incentives they received on Turnover Intention. The study sample included 102 of the highly qualified IT professionals. Using correlation and multiple regressions; the researcher managed to make significant conclusions regarding the mentalities of Singapore's talented categories.

Research Results:

- The study revealed that in Singapore, the salaries affected the job satisfaction of professionals, managers, executives, and technicians; which in turn affected their turnover intentions.
- Perception of better job alternatives was also found to affect the turnover intention of Singapore's PMETs.

Research Recommendations:

- Organizations should come up with innovative ways to enhance their talented personnel's satisfaction and decrease their turnover intentions.
- The HR departments should be constantly aware of the changes and developments in the labor market in order to offer the skilled employees sufficient compensation and incentives.

3. (Aman, 2015), The Causes and Effects of Employees' Turnover: The Case of Oromia Water Works Design and Supervision Enterprise

This study aims at identifying the reasons behind employees' turnovers at Oromia Water Works Design and Supervision Enterprise. The researcher used a mixed approach for a better description. The researcher collected both primary and secondary data. In addition, probability and non-probability sampling were used in the selection of the respondents. For the data collection, the researcher made use of different tools: surveying, interviewing and document reviewing. For the individuals who were going to be selected as a sample, the researcher used systematic and purpose-based samplings. 500 individuals are the population of the study; those are all workers at OWWDSE at the time of the carrying out of the study.

Research Result:

- There are different factors which affect employees' turnover at the Enterprise, which include: terms of employment, favorable government policy, external markets, lack of result-oriented promotion and motivation, working environments and conditions.
- Loss in competition on market, costs of recruiting and training employees, loss of profit as a result of lack of timely deliverance of required service to customers, a combination of one or more stated effects come on the enterprise.

Research Recommendations:

- The Enterprise should offer its employees financial motivations. It should also allow employees' participation in making decisions and should accept their points of view when necessary.
- It should also offer healthcare services to its employees.

4. (Park et al., 2014), Organizational Commitment and Turnover Intention in Union and Non- Union Firms

The study tried to identify the presence of any discrepancy in employees' organizational commitment and turnover intentions between union and non-union firms. The study was conducted in the Midwestern USA, where surveys were sent to all registered construction firms. The retrieval rate was 10 percent as only 121 out of 1443 sent surveys were retrieved (some companies were no longer in the construction business). Of the 121 companies, 23 declared being union firms while 87 said they weren't. The investigated independent variables were personal traits, job features, relationship between the group and their leader, and the characteristics of the organization. The study revealed that employees of union firms had better organizational commitment but their intention to quit their jobs was higher. However, regression coefficients of the union variable were found to be statistically insignificant in both OC and Turnover Intention.

Research Results:

- Both OC and Turnover Intention were higher among employees of union firms. However, at the traditional level of significance, there was no statistically significant regression coefficient of the two variables.
- The more the employees are committed to their organization, the less they think about quitting.

Research Recommendations:

- Organizations should work more to involve their employees in the decision making process. They should also encourage good relationships between the workers and their leader to decrease Turnover Intention.

- Managers should take into account all organizational and external factors affecting employees' commitment to minimize Turnover and Turnover Intentions.

5. (Pietersen & Oni, 2014), Employee Turnover in a Local Government Department

This study examined turnover at a governmental post in Limpopo Province, South Africa. The researcher used a cross-sectional method design to collect the data.

A cross-sectional mixed method design (questionnaires, interview, focus group and document analysis) was used to collect employee turnover data from the target population in a relative short period of time. Only one local government department in Limpopo Province was willing to participate in the study. This department has a staff complement of 1081 employees. The questionnaire was distributed among a sample of 60 employees. It was decided to select minimum sample size of 5% for this survey because of time and financial constraints. Stratified sampling was used to obtain a greater degree of representation (decreasing the sampling error).

Research Results:

- Study findings showed that the turnover rate was high. Young employees, females, and certain workers showed higher tendency towards leaving their jobs.
- Turnovers among operatives: 26.48%; among lower managers: 21.97%.

Research Recommendations:

- HR department should follow up with directors and stress on the need for employees' assessment so to ensure the latter are given enough feedback.
- Further research should be conducted to investigate the great amount of Turnovers. Focus group interviews can be of great help to understand the reasons of Turnover.

6. (Assefa, 2014), A Study on an Assessment of Teachers' Turnover in Government General Secondary Schools of Addis Ababa.

This study was conducted to identify the reasons behind teachers' turnover in Addis Ababa. The focus was on the teachers of Government General Secondary Schools. This study also tried to find solutions for the Turnover problems. The method used was the descriptive survey design. The sample consisted of 10 schools; 185 teachers who were still in position (random sampling); 83 former ones (available

sampling); and 20 principles (availability sampling). The research tools were a questionnaire and interviews. The data analysis included frequency, percentage, mean and Rank order.

Research Results:

- The factors which force teachers out of school are arranged as follows:
 - A. The arithmetic mean of insufficient salary and lack of privileges was 4.7.
 - B. Students' behavior was 4.46
 - C. Administration-related issues 4.27
 - D. Work environment 4.
- To quit or continue working at a job was tested in accordance with certain personal factors. No difference occurred across gender, salary, and major. However, when compared between married and unmarried people, single people showed more tendencies towards leaving their jobs. Furthermore, older teachers with more experience tend to continue in their positions.

Research Recommendations:

- School boards and the Ministry of Education should improve the teachers' salaries, and carry out social awareness campaigns to brighten the social perception about teachers. Some rules should be set to ensure students' behaviors and attitudes.
- They should also work on allowing teachers to contribute in the decision making process and on carrying out training programs and courses for them.

7. (Bee, Mak, Jak, & Ching, 2014), Factors of Job Turnover Intention among Employees of Private Universities in Selangor

The research was conducted to identify the factors affecting employees' turnover intention in university staff members in an attempt to identify the best solutions that may enhance their retention. It investigated the influence of a number of variables (job satisfaction, justice in the organization, employees' commitment, perception of job alternatives and person-organization relationship) on Turnover Intention. The population comprised all teaching staff (including lecturers, associate professors, and professors) as well as administrative employees in four universities. The research tools were the questionnaire and the questionnaire surveys, 200 of which were distributed to the target

categories. For the data analysis, SPSS (Software Package for Social Sciences) was used. Results were represented in summaries, bar charts, and central tendency measures.

Research Results:

- The study revealed that Turnover Intention, as a dependent variable, was moderately affected by all the investigated factors.

Research Recommendations:

- Organizations should find ways to reinforce their staff's commitment through, for example, offering a discount to employees when buying shares of the company they work at.
- Organizations should seek to improve their employees' job satisfaction. This can be achieved through offering them sufficient financial incentives, enriching training courses, and necessary consultation and advice.

8. (Khan, 2014), The Factors Affecting Employee Turnover in an Organization: The Case of Overseas Pakistanis Foundation

This study aimed at examining the relation between certain factors and employees' turnover; those factors are the privileges employees receive when they retire, how secured they feel about their jobs and any money-related issues. The data was collected from a sample of 100 people. Those people worked at different types of organizations in Overseas Pakistanis Foundation. The researcher used a questionnaire based on the Fifth Likert Scale.

Research Results:

- Retirement benefits, job security and financial crises significantly affect employees' turnover.
- There is a more positive relation between retirement benefits on employees' turnover than job security.

Research Recommendations:

- The factors under study should be followed up with due to their significant impact on Turnovers.
- Institution Overseas of Pakistan should clarify to its employees what they will get after they retire and should make them feel secured so to reduce turnover rates.

9. (S. Hassan, 2013), The Importance of Role Clarification in Workgroups: Effects on Perceived Role Clarity, Work Satisfaction, and Turnover Rates.

This article investigated the effect of better role clarity on promoting job satisfaction and minimizing Turnover in workgroups. The sample included about 1,700 employees working at different offices of a government agency. Data was collected in 2 time periods from different sources, and were analyzed using multivariate analysis of variance and hierarchical regression analysis.

Research Results:

- In offices where employees' roles were clear, job satisfaction was significantly greater and Turnover was significantly less common.
- Perception of role clarification largely contributed to the impact of role clarity on job satisfaction.

Research Recommendations:

- Managers should seek to clarify the roles of their employees and avoid any negative overlapping or ambiguity. For instance, managers can clearly set the task objectives, clarify the performance expectations and correctly direct the employees to effectively perform the tasks.
- It is highly significant for managers to be aware of the inter-employee differences regarding their need for role clarification.

10. (R. Hassan, 2013), Factors Influencing Turnover Intention among Technical Employees in Information Technology Organization :a Case of XYZ Company.

This study was conducted on the technical staff working at XYZ Company to look into Turnover causes. The sample consisted of 103 individuals. There were 7 variables: How committed an employee is to the organization, how stressed employees feel because of their jobs, the features of the work atmosphere, the possibilities of advancement in career, the financial aspect of the job, the quality of work environment and how satisfied employees feel about their jobs. SPSS (v. 16) was used in the data analysis.

Research Results:

- All factors except for job stress had a negative relation with Turnover, and all factors had a significant relation with it. Job Stress is considered the most influential factor on Turnover at the Company.

Research recommendations:

- It is necessary to motivate employees. For a company with satisfied employees, the company should allow its employees to express their opinions fearlessly.
- It should provide a talent platform for special employees to participate in.

11. (Lai & Chen, 2012), Self-Efficacy, Effort, Job Performance, Job Satisfaction, and Turnover Intention: The Effect of Personal Characteristics on Organization Performance

The study aimed at identifying the impact of job satisfaction and job performance on Turnover Intention. Conducted in Taiwan, the research followed convenience sampling, using SEM and LISREL for data testing and analysis. 803 questionnaires were distributed, 76.7% of which were retrieved.

Research Results:

- The study indicated that job performance was not positively related to Turnover Intentions.
- There was a negative relationship between job satisfaction and Turnover Intention.

Research Recommendations:

- Companies should work to boost their employees' satisfaction with their jobs. This can be achieved through financial incentives and welfare programs.
- Clear job descriptions, detailed tasks and timed schedules can all enable the employees to better assess the effort they make. Offering convenient support to the employees gives better influence to the expended efforts on job satisfaction.

12. (Abdali, 2011), Impact of Employee Turnover on Sustainable Growth of Organization in Computer Graphics Sector of Karachi, Pakistan.

This study aimed at identifying the impact of employees' turnover on sustainable growth of organization in computer graphics sector of Karachi, Pakistan. The study comprised of 15 computer graphics companies of Karachi–Pakistan. The study sample

covered 15 companies from which 60 individuals responded. Using the cluster sampling design, the researcher had the sample grouped and clustered.

Research Results:

- The findings showed that the more qualified employees were, the more tendencies they had to leave their work. Other factors such as age, degree, position, and income did not affect staff's work decisions at the sectors under study.
- In order to limit Turnovers, managers should keep in mind the age of the employees; younger and older employees have different tendencies.

Research Recommendations:

- Managers should take into consideration the factors which result in Turnover so to limit them and reduce their influence on the growth of an organization.
- Management should implement certain techniques and follow strategies to limit Turnovers and their influence on the organization's growth.

13. (Vossen, 2011), The Relationship between Job Performance and Voluntary Turnover and The Role of Wage Growth

The study investigated the role of employees' job performance in their voluntary intention to leave their jobs as well as the relationship between Turnover and salary increase. Applying the survival analysis technique, the study lasted for six years on a sample of almost 6000 employees of a famous Dutch company. The information was obtained from the HR department.

Research Results:

- The study found that there was a non-linear (but not a U-shaped) relationship between the employee's job performance and desire to quit the job.
- There is an inverse relationship between salary growth and Turnover Intention.
- The better the promotion during the tenure the less the probability of employees' quitting.

Research Recommendations:

- Organizations should educate their managers on the best ways for directing young employees and advising them when they do not perform well. This will maintain

good relationships between managers and subordinates and minimize unnecessary quarrels.

- It is always good to allow young employees to know better about the organization and their future orientations. This can be achieved through activating internal mobility such as rotation. Doing this enables the organization to identify and retain the skilled young employees.

14. (Hilina, 2011), Major Causes of Teachers' Turnover in Selected Government and Private Secondary Schools in Addis Ababa: A Comparative Study.

This study aimed at identifying the factors which drive teachers out of public or private secondary schools and comparing between them in Addis Ababa. The researcher observed a sample selected from both types of schools. 56 former teachers and 253 current ones were chosen for the study. 12 schools were selected, half public and half private. The 12 principals of the schools were part of the research as well. First, availability sampling was used with the former teachers; second, purposive sampling was used with the principals. Third, proportional stratified, stratified random and simple random sampling were used with the current teachers. As a study tool, the researcher used a questionnaire and an interview. For the data analysis, the researcher used quantitative and qualitative techniques.

Research Results:

- The study findings indicated a variety of factors affecting turnover rates. The money teachers receive, the work environment, the management, students' attitudes and behaviors, the low perception of the society to teachers, teachers' disinterest in the profession from the beginning, and their limited options for future educational chances are all influential factors.

Research Recommendations:

- Managements should offer teachers more money, since this is a main reason for quitting.
- Good work environments result in more dedicated and committed teachers and vice versa.

- Students' bad behaviors and attitudes should be dealt with and such problem should be solved.

15. (A. Rahman, Naqvi, & Ramay, 2008), Measuring Turnover Intention: A Study of IT Professionals in Pakistan

The main motive for conducting that study was the unprecedented rate of Turnover in Pakistani Information Technology companies. The researcher aimed at identifying how Turnover Intention (being a dependent variable) was affected by employees' job satisfaction, perception of job alternatives and organizational commitment. Questionnaires were distributed to 100 IT specialists in Islamabad; although the researcher did his best to retrieve all distributed questionnaires, only 74 could be collected.

Research Results:

- The study concluded that the main factor positively affecting Turnover Intention among IT experts was the perception of job alternatives. On the other hand, both organizational commitment and job satisfaction negatively affected Turnover Intentions.

Research Recommendations:

- Human Resource Managers should direct their efforts to two main aspects. First, precious IT specialists' perception of financial and environmental conditions should not be any less than what is offered in the market. Second, appropriate supervision is necessary to promote these professionals' satisfaction with their current jobs to decrease any turnover intentions and improve the retention rates.

3.5 Summary of previous studies

Local studies

	Study name	Variables	Main results	Main recommendations	Notes
1	Why Nurses Leave their Work from Governmental Hospitals to Primary Health Care Centers in Gaza Governorates. (Mesmeh, Al-HAbil, Radwan, & Aljeesh, 2016)	Independent: Amount and nature of work, Work environment, Work shifts, Work pressure, Autocratic, Democratic, Laissez-faire. Dependent: Nurses leaving.	-Nurses decide to quit from public hospitals and work at private centers (PHC) in the Gaza Strip for 3 principal reasons: longer working hours at hospitals, difficulty of tasks, and the democratic nature of hospitals. -The environments of particular divisions share a statistically significant relationship	In order to reduce the rate of nurses' transitions from government hospitals to PHCs : clarifying the tasks of the job (responsibilities and rights), teaching nurse managers how to perform their jobs enhancing the surroundings of the work (i.e. the facilities and infrastructure) and offering a safer environment and better conditions for patients	This study was concerned with exploring the factors affecting the transition from governmental hospitals to PHCs, but the population of the current study is all employees who have permanently resigned or abandoned their work in the MOHE. There are also differences in the variables measured by both studies.
2	HR Role and influence on the Turnover and Migration of Doctors in Hebron and Bethlehem Governorates (Shaheen, 2011)	Independent: HR impact on the selection, recruitment of physicians, HR role in training doctors, role of salaries Dependent: Turnover of doctors.	-The sample has shown great tendency towards wanting to participate in courses and programs offered by hospitals. -As for why doctors leave, the results have shown that money is a key reason.	-For hospitals to ensure that turnovers are lessened, it is necessary to provide a better surrounding for work, more training courses, better payments, and having the employees' demands answered and their persistent problems solved.	This study targeted the doctors in the health sector and focused on the role of human resources and their impact on labor turnover. There is a common variable (salaries) between this study and the current study.

Arabic Studies

	Study name	Variables	Main results	Main recommendations	Notes
1	The Impact of Organizational Factors on Nurses Turnover Intention Behavior at Public Hospitals in Jordan. (Alhamwan, Mat, & Al Muala, 2015)	Independent: leadership, advancement opportunities, and pay level Dependent: Turnover intention	-The turnover intentions of nurses are significantly affected by leadership and the pay level. -There exists a significant relation between advancement opportunities and turnover intentions among nurses.	- It should be taken into consideration that employees could act negatively, like having turnover intentions, when they experience low leadership quality, pay level and advancement opportunities.	The purpose of the study was to explore the relationship between organizational factors and turnover intention. The population consisted of current employees but the population in the current study is all employees who have resigned or have abandoned work.
2	Organizational Commitment and Turnover Intentions: Impact of Employee's Training in Private Sector of Saudi Arabia (Jehanzeb et al., 2013)	Independent: Availability of training, motivation to learn, supervisor support for training Mediation: organizational commitment Dependent: Turnover intention	-There exists a negative relationship between organizational commitment and turnover intention. -Offering employees training shows significant correlation with organizational commitment, turnover intentions and the commitment-turnover relationship.	-It is highly important for organizations to train their employees on understanding the organization's goals, missions and values through training. -The sector under study (that is the private one) should train the employees in a way that reduces turnover rates.	The purpose of this paper was to investigate the impacts of training on organizational commitment and turnover intentions in private sector of Saudi Arabia. The organizational commitment was a mediation variable in the current model.
3	Effect of Organizational Climate on Job Turnover of Employees at Tourism Hotels in Petra Region of Jordan (Al-Khasawneh, 2013)	Independent: organizational climate components such as (nature of work, authority styles, boss-employee relation, rewarding system and job security) Dependent:	-The influence of work-related constituents on turnovers varies. They are arranged as follows: 1. Work environment, 2. Relationship between managers and employees, 3. Reward and punishment methods, 4. Methods followed in authority, and 5. Job security.	-To ensure that turnover rate is lessened at tourist hotels, employers should provide better work environment for their employees. For better performance and less turnover, employees need to feel secure and stable at their job. -It is necessary for employers to activate the	This study measured the influence of one factor, organizational climate, on job turnover in the tourism sector. The population and sample included current staffs.

	Study name	Variables	Main results	Main recommendations	Notes
		Job Turnover of Employees at Tourism Hotels in Petra Region of Jordan	-There is a clear positive relation between work-related constituents and turnovers at hotels (for tourists) in Jordan.	role of HR in limiting turnovers occurring at tourist hotels and hiring well-trained staff members.	
4	Job satisfaction and its impact on labor turnover, the case study was carried at Port Sudan Grain Silo (PSGS) (Adeli, 2013)	Independent: Job satisfaction Dependent: labor turnover	-The relationship between turnovers and employees' satisfaction at PSGS is negative. -The more satisfied an employee is, the more progressed and prosperous the organization becomes.	-Workplaces should offer sufficient amount of money to employees; it should cover their needs. -It is important to train and prepare the employees to help them acquire the skills needed for their work.	This study measured the impact of job satisfaction on labor turnover. This is similar to the present study which will measure the same variable in addition to several work-related variables. This study was applied on current staffs in the private sector.
5	The relationship between quality of work life and turnover intention of primary health care nurses in Saudi Arabia (Almalki et al., 2012)	Independent: Quality of Work Life Level including: Work Life/Home Life Dimension, Work Design Dimension, Work Context Dimension, Work World Dimension Demographics Dependent: Turnover Intention	-The nurses showed tendency towards wanting to leave their jobs; i.e. from the PHC centers (40% of the sample's respondents). They did not feel comfortable with their work life. Such desire was greatly linked to the quality of work life. -With the use of Hierarchical Multiple Regression, the findings showed that the variance = 32.1% $p < 0.001$ (a comprehensive understanding of the model; i.e. the demographics and the quality of work life).	-Nurses, as shown in the research results, have the desire to change their jobs because of the low quality of work life at PHCs. In order to keep them from leaving, PHCs should consider providing a better work life for the nurses through offering a better work environment. Such step would result in nurses with more commitment, and nurses who are more productive.	This study explored the relationship between quality of work and turnover intention. This study was applied on nurses in the health sector, but the current study will investigate all teachers and administrative staff who left the MOHE (the education sector).

	Study name	Variables	Main results	Main recommendations	Notes
6	The Impact Of Staff Turnover On Financial Performance A Field Study In The Kuwaiti Islamic Banking Sector (Matairi, 2012)	Independent: organizational commitment Dependent: Turnover intention.	-The influence of turnover on the financial performance of the banks under study shows great statistical significance. Due to employees' turnovers, the productivity and quality of services offered by the banks, where those employees work, decrease. -Both banks' sizes and experiences do not contribute to the influence of turnover on the financial performance of the banks.	-Inserting technological advancement to the work life of employees would make their jobs easier allowing them to continue working at that place. -Financial motivation can push employees to work harder and to be more efficient.	This study did not measure the factors affecting turnover, but it measured the effect of turnover on the financial performance. This differs from the purpose of the current study, which will examine the factors affecting labor turnover. The current study shows the impact of the turnover by reviewing the theoretical framework.
7	Main Factors Causing Workers Turnover in Jordan Industrial Sector (Jadayil, 2011)	Independent: Salary ,working environment, the helpfulness of the management, worker psychological state and relationships with surrounding environment, services provided by the employer . Dependent: Workers Turnover	-There are two principal reasons why turnovers occur in the industrial sector in the country under study: the work environment, and salary. -The findings show employees' approval of the services offered by the management as this factor had the least influence on turnovers.	-In big cities, salaries and work environments are the main reasons for turnovers. Therefore, the money offered to employees should be increased. -Work environments should be improved to limit turnovers.	This study measured the factors affecting workers' turnover in the industrial sector. The current study is concerned with the governmental sector. All variables and factors which will be studied are different except the salary.
8	Work stress and its impact on working turnover for the workers in border guards centers in Eastern Region (K.S.A)	Independent: Work stress Dependent: working turnover	-Work pressure was arranged in the following descending order: the materialistic environment, job burden, role ambiguity, relationships at work,	-Management should help its employees and relieve them from work pressure. It should improve the work environment and control work volume so to improve	The aim of this study was to understand the impact of working pressure on working turnover for those who worked in border guards centers in the Eastern Region.

	Study name	Variables	Main results	Main recommendations	Notes
	(Alquraishi, 2010)		participation in decision making and leadership. -There is a statistical relation between work pressure and turnover at three levels: 1- transferring, 2- resignation and 3- early retirement.	the employees' productivity and to enhance their performances. -Management should conduct annual follow-ups with turnovers which occur at the centers. Through such steps, it could detect the reasons and try to prevent them.	
9	The impact of turnover and availability of employees on the organization performance (Feky, 2009)	Independent: turnover and availability of employees Dependent: organization performance.	-Turnovers greatly affected the production of the Cotton company and its performance. -The company's performance was also affected by the absence of workers' satisfaction. One of the factors was the company's system of promotions.	-The company should concentrate on improving the financial motivations it offers to its employees. It is recommended that its system of incentives should be performance-based. -The company should try to limit the absence of employees through certain rules and regulations.	The aim of this study was to know the impact of turnover and availability of employees on organizational performance. Factors affecting the turnover were not examined.
10	The turnover factors among private schools teachers in the southern region of Jordan (Qataweh, 2007)	Independent: Reasons for intent to quit work Reasons for school administration Salaries Reasons for the work environment Dependent: Turnover.	-The arithmetic means of reasons behind turnovers were moderate; while those linked to schools' administration were high.	-Private schools should follow up with the teachers' desires and requirements regularly, and should try to meet them in ways that benefit the schools' objectives. Such step would improve the performance of schools and reduce turnovers.	This study aimed to investigate the turnover factors among private school teachers in the southern region of Jordan, but the population in the current study is all employees who have permanently resigned or abandoned their work at the MOHE. There are also differences in the variables measured by both studies.

Foreign studies

#	Study name	Variables	Main results	Main recommendations	Notes
1	Understanding employee turnover in humanitarian organizations. (Dubey et al., 2016)	<p>Independent: External: (employment perception, unemployment rate, accession rate, union presence)</p> <p>Work-related: (pay, job performance, role clarity, task repetitiveness, overall job satisfaction, satisfaction with pay, satisfaction with work itself</p> <p>-Satisfaction with promotional Opportunities, organizational commitment)</p> <p>Personal-related: (age, tenure, gender, biographical information, education, marital status , number of dependents , aptitude and ability, intelligence, behavioral intention, net expectation</p> <p>Dependent: Employee turnover</p>	<p>-Of the external factors, only employment perception had a factor loading over 0.7; of the work-related factors, all were significant; of the personal factors, biographical information, marital status, number of dependents, aptitude and ability and intelligence had the highest loadings.</p> <p>- The age and gender have no significant impacts on turnover whereas the factors like education, marital status, number of dependents, aptitude and ability, intelligence have strong impact on turnover.</p>	<p>-The employees' understanding of work tasks has a great impact on turnovers. Humanitarian organizations should take this into consideration.</p> <p>-Changes at work could impact turnovers; therefore, it is necessary to keep up with such factor especially during projects that have a changing nature.</p>	<p>There is a similarity in the study variables between this and the current studies. The population of this study consisted of directors of humanitarian organizations listed in National Institute of Disaster Management in India. Partial Least Squares (PLS) was used for model analysis.</p> <p>The population of the current study is all the employees of the Ministry of High Education in Gaza who left the ministry including teachers since 2010. SPSS software will be used to analyze this research data.</p>

	Study name	Variables	Main results	Main recommendations	Notes
2	Effects of alternative opportunities and compensation on turnover intention of Singapore Professionals, Managers, Executives and Technicians PMET . (Chew et al., 2016)	independent : perceived alternative employment opportunities , annual salary and satisfaction with compensation Dependent: turnover intentions	-The study revealed that in Singapore, the salaries affected the job satisfaction of Professionals, Managers, Executives, and Technicians; which in turn affected their turnover intentions. -Perception of better job alternatives was also found to affect the turnover intention of Singapore's PMETs.	- Organizations should come up with innovative ways to enhance their talented personnel's satisfaction and decrease their turnover intentions. - The HR departments should be constantly aware of the changes and developments in the labor market in order to offer the skilled employees sufficient compensation and incentives.	This study aimed at examining the interactive effects of perceived alternative employment opportunities, annual salary and satisfaction with compensation on the turnover intention of 102 Singapore PMET. Perceived alternative employment opportunities and annual salary are common factors between both studies. As for the job satisfaction variable, the current study examines job satisfaction in general.
3	The causes and effects of employees' turnover: The case of Oromia water works design and supervision enterprise (Aman, 2015)	Independent: -Terms of employment -Professional areas of the employees -Favorable Government policy and External Market -Lack of well motivation, result oriented promotion	-There are different factors which affect employees' turnover at the Enterprise, which include: terms of employment, favorable government policy, external markets, lack of result-oriented promotion and motivation, working	-The Enterprise should offer its employees financial motivations. It should also allow employees' participation in making decisions and should accept their points of view when necessary. -It should also offer healthcare services to its employees.	Mixed research approach was applied to describe the situation. Survey, interviews, and document review were used to collect the data. Population of the study was the current employees of OWWDSE. Currently, the Enterprise has 500 employees who are working on both contract

		<p>-Working Condition and Environment</p> <p>-Other internal factors</p> <p>Dependent: employees' turnover in OWWDSE.</p>	<p>environments and conditions.</p> <p>- Loss in competition on market, costs of recruiting, loss of profit, a combination of one or more stated effects come on the enterprise.</p>		<p>and permanent bases.</p>
4	<p>Organizational Commitment and Turnover Intention in Union and Non-Union Firms (Park et al., 2014)</p>	<p>independent : Organizational Commitment</p> <p>Control variables: personal characteristics, job characteristics, group–leader relations and organizational characteristics</p> <p>Dependent: turnover intentions</p>	<p>-Both OC and turnover intention were higher among employees of union firms. However, at the traditional level of significance, there was no statistically significant regression coefficient of the two variables.</p> <p>-The more the employees are committed to their organization, the less they think about quitting.</p>	<p>-Organizations should work more to involve their employees in the decision making process. They should also encourage good relationships between the workers and their leader to decrease turnover intention.</p> <p>-Managers should take into account all organizational and external factors affecting employees' commitment to minimize turnover and turnover intentions.</p>	<p>This study investigated workers' attitudes toward union and non-union construction firms in terms of organizational commitment (OC) and turnover intention. Control variables in OC and turnover intention include personal characteristics, job characteristics, group–leader relations and organizational characteristics.</p>

	Study name	Variables	Main results	Main recommendations	Notes
5	Employee Turnover in a Local Government Department (Pietersen & Oni, 2014)	Independent: -Personal turnover drivers -Organization-wide turnover drivers -Work-environment turnover drivers -Job-related turnover drivers Dependent: Employee turnover	- Study findings showed that the turnover rate was high. Young employees, females, and certain workers showed higher tendency towards leaving their jobs. - Turnovers among operatives: 26.48%; among lower managers: 21.97%.	- HR department should follow up with directors and stress on the need for employees' assessment so to ensure the latter are given enough feedback. - Further research should be conducted to investigate the great amount of turnovers. Focus group interviews can be of great help to understand the reasons of turnover.	Although this study is similar to the current study in the sector where the study was applied (governmental sector), there are differences in the methodology, a cross-sectional mixed method design (questionnaires, interviews, focus group and document analysis) was applied to collect employee turnover data from the target population in a relatively short period of time.
6	A Study on an Assessment of Teachers' Turnover in Government General Secondary Schools of Addis Ababa. (Assefa, 2014)	Independent: (inadequate salary, characteristics of the work environment, students' disciplinary Problems, administrative problems Dependent: Teachers' Turnover	-The factors which force teachers out of school are arranged as follows: The arithmetic mean of insufficient salary and lack of privileges was 4.7, Students' behavior was 4.46, Administration-related issues 4.27, Work environment 4.	-School boards and the Ministry of Education should improve the teachers' salaries, and carry out social awareness campaigns to brighten the social perception about teachers. Some rules should be set to ensure students' behaviors and attitudes.	The sample consisted of current teachers, former teachers and principals by using random sampling technique for current teachers. There is a similarity between this study and the current study in the salary variable.

	Study name	Variables	Main results	Main recommendations	Notes
7	Factors Of Job Turnover Intention Among Employees Of Private Universities In Selangor (Bee, Mak, Jak, & Ching, 2014)	independent: organizational commitment, organizational justice, job satisfaction, perceived alternative employment opportunities and person-organization Dependent: turnover intentions	•- The study revealed that turnover intention, as a dependent variable, was moderately affected by all the investigated factors.	-Organizations should find ways to reinforce their staff's commitment through offering them, for example, a discount to employees when buying shares of the company they work at. - Organizations should seek to improve their employees' job satisfaction. This can be achieved through offering them sufficient financial incentives, enriching training courses, and necessary consultation.	This study measured the impact of organizational commitment, job satisfaction, and perceived alternative employment opportunities on labor turnover. This is similar to the current study which measures the same variable in addition to several variables within work-related variables. This study was applied to staffs currently working in the private sector.
8	The factors affecting employee turnover in an organization: The case of Overseas Pakistanis foundation (Khan, 2014)	Independent: Retirement benefit Job security Financial crises Dependent: employee turnover in an organization	-Retirement benefits, job security and financial crises significantly affect employees' turnover. -There is a more positive relation between retirement benefits on employees' turnover than job security.	-The factors under study should be followed up with due to their significant impact on turnovers. -IOP should clarify to its employees what they will get after they retire and should make them feel secured so to reduce turnover rates.	. This study was applied on staffs currently working in the private sector and, examined different variables.

	Study name	Variables	Main results	Main recommendations	Notes
9	The Importance of Role Clarification in Workgroups: Effects on Perceived Role Clarity, Work Satisfaction, and Turnover Rates. (S. Hassan, 2013)	independent : Role Clarification Mediation: role clarity Dependent: Work Satisfaction Turnover Rate	-In offices where employees' roles were clear, job satisfaction was significantly greater and turnover was significantly less common. -Perception of role clarification largely contributed to the impact of role clarity on job satisfaction.	Managers should seek to clarify the roles of their employees and avoid any negative overlapping or ambiguity. Managers can clearly set the task objectives and clarify the performance expectations. -It is highly significant for managers to be aware of the inter-employee differences regarding their need for role clarification.	To achieve the objective of the study, the researcher used multivariate analysis of variance and hierarchical regression analysis for the collected data during two-time periods from multiple sources. The survey was designed and distributed to the employees in the spring of 2008 to collect data regarding their perceptions on managerial practices and work climate.
10	Factors influencing turnover intention among technical employees in information technology organization :a case of XYZ company. (R. Hassan, 2013)	Independent: Organizational commitment, job stress, job characteristics, promotion opportunities, pay level, quality of work life and job satisfaction Dependent: turnover intention	-All factors except for job stress had a negative relation with turnover, and all factors had a significant relation with it. Job stress is considered the most influential factor on turnover at the Company.	-It is necessary to motivate employees. For a company with satisfied employees, the company should allow its employees to express their opinions fearlessly. -It should provide a talent platform for special employees to participate in.	-The main difference between this study and the current study is that this study examined the factors influencing turnover intention in the private sector. -There are common variables between the two studies: organizational commitment, pay and job satisfaction.
11	Self-Efficacy, Effort, Job Performance, Job Satisfaction, and Turnover Intention: The Effect of Personal Characteristics on Organization Performance (Lai & Chen, 2012)	independent : Self-Efficacy, Effort, Job Performance, Job Satisfaction Dependent: Turnover Intention	The study indicated that job performance was not positively related to turnover intentions. -There was an inverse relationship between job satisfaction and turnover intention.	Companies should work to boost their employees' satisfaction with their jobs. This can be achieved through financial incentives and welfare programs.- -Clear job descriptions, detailed tasks and timed schedules can all enable the employees to better assess the effort they make.	The purpose of this study was to discover the effect of job performance and job satisfaction on turnover intention in private sector. The researcher used the structural equation modeling (SEM) with LISREL to analyze and test the data.

	Study name	Variables	Main results	Main recommendations	Notes
12	Impact of Employee Turnover on Sustainable Growth of Organization in Computer Graphics Sector of Karachi, Pakistan. (Abdali, 2011)	Independent: -age of employee -employees qualifications -Professional qualifications of employees -length of tenure of employees -level of income - job satisfaction level -Strategies to control turnover Dependent: turnover intentions.	-The findings showed that the more qualified employees were, the more tendencies they had to leave their work. Other factors such as age, degree, position, and income did not affect staff's work decisions at the sectors under study.	-Managers should take into consideration the factors which result in turnover so to limit them and reduce their influence on the growth of an organization. -Management should implement certain techniques and follow strategies to limit turnovers and their influence on the organization's growth.	The purpose of this study was to find out the effect of employee turnover on sustainable growth of organization in the computer graphics sector of Karachi, Pakistan. Cluster sampling design was used to select the sample. This study was applied among current employees on the private sector to find out the cause of turnover intention.
13	Relationship between Job Performance and Voluntary Turnover and The Role of Wage Growth (Vossen, 2011)	independent : Job Performance; Wage Growth Dependent: Voluntary Turnover	-The study found that there was a non-linear (but not a U-shaped) relationship between the employee's job performance and desire to quit the job. -There is an inverse relationship between salary growth and turnover intention. -The better the promotion during the tenure the less the probability of employees' quitting.	-The organizations should provide proper training to managers on how to effectively give negative performance feedback in order to decrease the chances of extreme reactions especially for younger employees. -The company should provide more internal mobility movement opportunities, like job rotation, cross functional move.	The purpose of this study was to study the relationship between individual job performance and voluntary turnover as well as to test how turnover is related to salary growth. This research used a new approach to study turnover which incorporates duration data rather than viewing turnover as a binary variable. Conceptually, incorporating duration data, researchers have implied that this could extend the study to answer the questions including both when and why employees leave the company.

	Study name	Variables	Main results	Main recommendations	Notes
14	Major causes of teachers' turnover in selected government and private secondary schools in Addis Ababa: A comparative study. (Hilina, 2011)	Independent: -inadequate salary - low social status - poor working condition - poor administrative support - student character and disciplinary problems - lack of opportunity for continuous professional development Dependent: Teachers' Turnover	The study findings indicated a variety of factors affecting turnover rates. The money teachers receive, the work environment, the management, students' attitudes and behaviors, the low perception of the society to teachers, teachers' disinterest in the profession from the beginning, and their limited options for future educational chances are all influential factors.	-Managements should offer teachers more money, since this is a main reason for quitting. -Good work environments result in more dedicated and committed teachers and vice versa. -Students' bad behaviors and attitudes should be dealt with and such problem should be solved.	This study is similar to the study of (Assefa, 2014) which examined Teachers' Turnover at public general secondary schools of Addis Ababa but the (HILINA,2011) used comparative study to exposing the major causes of teachers' turnover in selected government and private secondary schools. The sample of (HILINA, 2011) study consisted of ex-teachers, currently working teachers and directors in both government and private schools.
15	Measuring Turnover Intention: A Study of IT Professionals in Pakistan (A. Rahman et al., 2008)	independent: job satisfaction, organizational commitment and perceived alternative job opportunities Dependent: turnover intentions	-The study concluded that the main factor positively affecting turnover intention among IT experts was the perception of job alternatives. On the other hand, both organizational commitment and job satisfaction negatively affected turnover intentions.	-Human Resource Managers should direct their efforts to two main aspects. First, precious IT specialists' perception of financial and environmental conditions should not be any less than what is offered in the market. Second, appropriate supervision is necessary to promote these professionals' satisfaction with their current jobs to decrease any turnover intentions and improve the retention rates.	The main difference between this study and the current study is that this study examined the factors influencing turnover intention in the private sector, but the main purpose of the current study is to investigate factors that affect employees' turnover in the governmental sector. -There are common variables between the two studies such as job satisfaction, organizational commitment and perceived alternative job opportunities.

3.6 Comments on Previous Studies

The revision of the previous foreign studies that are directly or indirectly related to the study facilitates the preparation of the study's theoretical framework. Findings and frameworks of the previous studies have enriched this research.

This study reviews (27) studies: (2) local studies, (10) Arabic studies, and (15) foreign studies. It also addresses the issue of Employee Turnover and the factors affecting it at an organization. These studies address these issues from different angles and in different sectors. It is clear from what has been previously shown that the topic of Employee Turnover has gained the attention of researchers. The review of previous studies revealed that:

- Some of these studies have targeted the definition of Employee Turnover.
- The current study differs from previous studies in that it will apply to all teachers and administrative staff who have left their jobs in the governmental sector at MOHE. Some previous studies such as (Assefa, 2014), (Hilina, 2011) and (Qatawneh, 2007) studies reviewed only major causes of Teachers' Turnover. While some of the studies, such as (R. Hassan, 2013), (Matairi, 2012) and (Aman, 2015), (Lai & Chen, 2012), (Vossen, 2011), (Park et al., 2014), (Bee et al., 2014) targeted Labor's Turnover in the private sector, others were applied on employees in the governmental sector such as (Pietersen & Oni, 2014). Jadayil's study (2011) was applied on Workers Turnover in the Jordanian industrial sector. Therefore, previous studies were conducted in different environments and sectors and on various classes of employees.
- In the light of the review of previous studies, it is clear that most of them focused on the factors affecting the labor turnover, while some included the influence of one variable on labor turnover like (Muna Otair 2009),(Adeli, 2013), (Almalki et al., 2012) and (Alquraishi, 2010). These studies explored the impact of a single factor on Labor Turnover. Other studies reviewed more than one factor affecting Employee Turnover like (Khan, 2014) and (R. Hassan, 2013). The current study covered three dimensions affecting the employees' turnover including work-related (internal), external, and personal factors.

- Some of these studies addressed the impact of Turnover on organizations such as (Feky, 2009),(Matairi, 2012) and (Abdali, 2011). The current study focused on the impact of the Turnover from a literature perspective, but did not measure its impact on the organization's performance.
- All the factors that will be applied in this study were applied in the study of (Dubey et al., 2016) which aimed to understand Employee Turnover at humanitarian organizations in India. This enabled the researcher to make comparisons. However, the Indian study was based on questionnaires that were randomly distributed to the directors of humanitarian organizations listed in National Institute of Disaster Management. Partial Least Squares (PLS) was used for model analysis. The population of the current study is all the employees of the Ministry of High Education in Gaza who left the ministry including teachers since 2010. The Statistical Package for Social Science (SPSS) software will be used to analyze this research data.
- The populations and samples of most of the previous studies were based on current employees except (Assefa, 2014) and (Hilina, 2011) whose samples consisted of current and former teachers. Vossen (2011) applied survival analysis technique which incorporated tenure to understand the probability of Voluntary Turnover. The sample was composed of N=5829 employees and the observation period started from the 1st of January, 2003 and ended in the 31st of December, 2009. Our study population includes the former teachers and administrative staff who left the MOHE since 2010.
- By reviewing the previous studies, it can be said that applying employees' turnover is a debatable managerial issue. Meaning, most of studies showed that employees' turnover is defined as the phenomenon of the change in the number of employees as a result of joining or leaving an organization. The Turnover Rate is calculated as the proportion of workers who left to work in a given period to the average number of employees during that period.
- Most of the previous studies adopted methodologies which are similar to the methodology adopted in the current study. This study agrees with most of the previous studies in the use of questionnaire as a research tool to collect primary data.

The great majority of the studies defined the population, as others depended on theory-based literature, case studies frameworks, and empirical studies.

- Reviewing the local, Arab, and foreign previous studies helped accomplishing this research in many ways. It made it easy for the researcher to identify the controversial and agreed-upon aspects regarding the employees' turnover. In addition, the previous studies simplified the process of designing the questionnaire. The previous studies also improved the coherence and relevance of the research by making comparisons

Chapter 4

Methodology

Chapter 4

Methodology

This chapter describes the methodology that was used in this research. The adopted methodology to accomplish this study uses the following techniques: the information about the research design, research population, questionnaire design, statistical data analysis, content validity and pilot study.

4.1 Research Methodology

The research followed the analytical/descriptive approach and the statistical analysis.

The data was collected from primary and secondary resources. The secondary resources include the use of books, journals, statistics and web pages. The primary data was collected by using questionnaires that were developed specifically for this research. Many of measurement tools “questionnaires” used by other researchers were adapted, translated, combined and modified to fit the purpose of this research, ending up in the development of one questionnaire distributed to 260 respondents to collect the primary data. The researcher retrieved 239 out of them. The questionnaires were also distributed electronically to persons who were difficult to reach due to their presence outside the Gaza Strip.

The methodologies which have been followed by the researcher and which lead to achieve the research objective are shown the flowchart in figure (4.1)

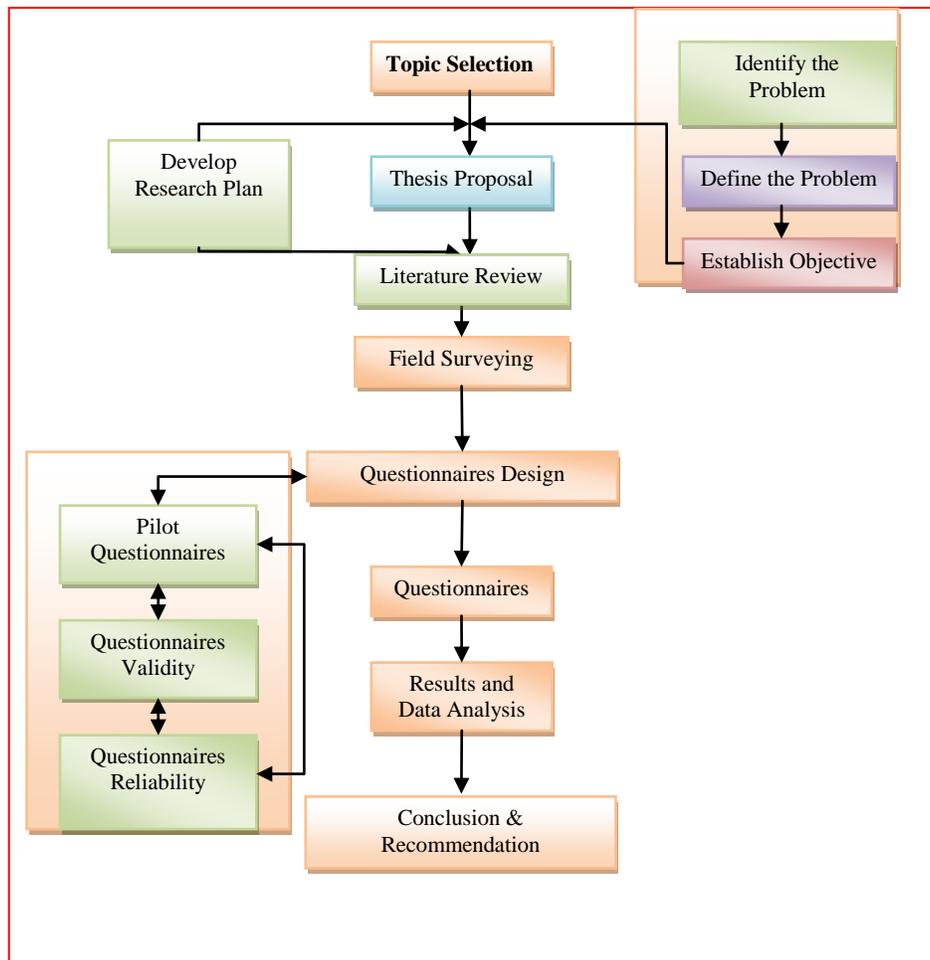


Figure (4.1): Shows the methodology flowchart.

Source: (Alinein, 2016)

4.2 Data Collection Sources

In order to collect the needed data for this research, two sources of data were used and collected carefully in order to achieve the research objectives: 1. Secondary Data: It is obtained from several literatures, reports, scientific journals, academic magazines, published papers, books, essays, researches, dissertations, websites, reports and documents related to the research topics. 2. Primary Data: A structured questionnaire is developed and administered to the research population as a tool to collect actual data about the — Factors Affecting the Employees' Turnover at the Ministry of High Education in Gaza Governorates. The respondents are asked regarding the research's variables.

4.3 Population and sample size:

The population of this study is all the employees of the Ministry of High Education in Gaza who left the North and West Gaza Directorates of Education including teachers since 2010. This research used the quantitative research method, and the descriptive analytical approach was adopted through using a stratified random sample of the research population. The population consists of (307) fix-term appointed administrative staff and teachers in North and West Gaza Directorates of Education who have left their jobs since 2010.

According to the sampling theory, the suitable sample size from this population is 171 (based on the calculator in (surveysystem, 2017)), with Confidence Level of 95% and Confidence Interval of 5.

Samples size can also be calculated based on the following equation of (Cochran, 1977),

$$\text{Sample-size: } SS = (Z\text{-score})^2 \times \text{StdDev} \times (1 - \text{StdDev}) / (\text{margin of error})^2$$

$$\text{Adjusted Sample size: } SSa = (SS) / (1 + (SS - 1) / \text{population})$$

Where Z-score is given as 1.96

StdDev is Standard Deviation of the worst case, taken as 50%

Margin of error is the error interval and the researcher will take it as 5%

Substituting population as 307 in the above equation, sample is calculated as follows,

$$\text{Sample-size} = (1.96)^2 \times 0.5 \times (1 - 0.5) / (0.05)^2 = 384.$$

$$\text{Adjusted Sample size} = 384 / [1 + (384 - 1) / 307] = 171.$$

Thus, the appropriate sample size in this case is at least 171. The questionnaire was designed and distributed to the (260) MOHE employees after taking official permissions.

4.4 Questionnaire Design and Procedures:

A survey questionnaire was designed to collect the research's primary data. The questionnaire included close-ended questions to facilitate the data collection process. The design of questionnaire affected the response rate and the reliability and validity of the data collected. Response rates, validity and reliability are maximized by careful

design of individual questions, clear layout of the questionnaire form, clear explanation of the purpose of the questionnaire and pilot testing. By using questionnaire, large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way .

The questionnaire consists of two sections to accomplish the aim of the research. 1- Section (1): The first section aimed at collecting the personal information of the sample including gender, age, marital status, years of experience, qualification and job grade. 2- Section (2): The second section consists of eight parts; Employment perception with 8 statements, Union presence with 7 statements, Payment with 7 statements, Job Performance with 8 statements, Role Clarity with 7 statements, Overall Job Satisfaction with 8 statements, Organizational Commitment with 8 statements and Turnover with 15 statements. The statements were arranged in an easy and logic way to be understood and responded correctly. The questionnaire was translated into Arabic language and distributed to the entire sample to enable the employees respond without difficulty.

The researcher utilized the following questionnaire procedures:

1. The questionnaire was designed by the researcher, and was reviewed and modified by the research's supervisor.
2. The modified copy was given to a number of eight academic referees from different universities.
3. The questionnaire was then modified based on the referee's comments.
4. Next, a pilot study sample of 30 questionnaires was distributed to help test the validity and reliability of the questionnaire. This provides a trial for the questionnaire, which involves testing the wordings of questions, and identifying ambiguous questions.
5. Based on the pilot phase findings, it was concluded that the questionnaire is ready to be distributed as a final copy.

4.5 Research Measurement

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this research, scale 1-10 is used.

Table (4.1):

	<i>Strongly Disagree</i>									<i>Strongly Agree</i>
	1	2	3	4	5	6	7	8	9	10
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	

4.6 Content validity of the questionnaire:

The content validity of the questionnaire was conducted through the supervisor's review in order to assure that the content of the questionnaire is consistent with the research objectives, and evaluate whether the questions reflect the research problem or not. Also, academics from the Islamic University of Gaza and Al Azhar University reviewed the questionnaire and provided valuable notes to improve its validity that their comments were taken into consideration.

Appendix shows the questionnaire in its final shape.

4.7 Pilot Study

A pilot study of 30 respondents for the questionnaire was conducted before collecting the results of the sample. It provided a trial run for the questionnaire, which involves testing the wordings of questions, identifying ambiguous ones, testing the techniques that were used in the data collection, and measuring the effectiveness of the standard invitations to respondents.

4.8 Validity of Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which includes internal validity and structure validity.

Internal Validity

Internal validity of the questionnaire is the first statistical test that was used to test the validity of the questionnaire. It is measured by a scouting sample, which consisted of 30 questionnaires through measuring the correlation coefficients between each item in one field and the whole field.

Table (4.2) clarifies the correlation coefficient for each item in the "Employment Perception" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$. Therefore, it can be said that the items of this field were consistent and valid to measure what they were set for.

Table (4.2): Correlation coefficient of each item of "Employment Perception" and the total of this field

	Item	Correlation Coefficient	P-Value
1.	I left my last job because I got a better job offer to work at a different institution.	.391	0.016*
2.	I left my last job because it was easy to move to an alternative and better job.	.571	0.000*
3.	I decided to leave my last job before finding an alternative.	.511	0.002*
4.	I preferred working in a different sector instead of the public one.	.693	0.000*
5.	I joined my last job temporarily until I could find another one.	.790	0.000*
6.	I joined my last job so to get good experience that would help me get a better job.	.694	0.000*
7.	I left work because in my old job I was not offered any career progression in comparison with other alternative jobs.	.836	0.000*
8.	I wanted to work at an institution that offered better privileges.	.657	0.000*

* Correlation is significant at 0.05 level

Table (4.3) clarifies the correlation coefficient for each item of the "Union Presence" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$. Therefore, it can be said that the items of this field are consistent and valid to measure what they were set for.

Table(4.3): Correlation coefficient of each item of "Union Presence" and the total of this field

	Item	Correlation Coefficient	P-Value
1.	The employees' union shows interest in wage improvement issues and the employees' salaries.	.888	0.000*
2.	The union fulfills the promises it makes towards the employees regarding improving their work conditions.	.930	0.000*
3.	The union tries to coordinate with the Ministry of Education to get the employees working in the educational sector more privileges.	.885	0.000*
4.	The performance of the union regarding the employees' issues is satisfactory	.950	0.000*
5.	The union tries to communicate with the employees and receives feedback from them.	.890	0.000*
6.	The union communicates the employees' demands to the decision makers working at the government in a satisfactory manner.	.896	0.000*
7.	Union representation is based on real democratic elections, and thus it achieves the actual demands of the employees.	.886	0.000*

* Correlation is significant at 0.05 level

Table (4.4) clarifies the correlation coefficient for each item of the "Payment" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$. Therefore, it can be said that the items of this field are consistent and valid to measure what they were set for.

Table (4.4): Correlation coefficient of each item of "Payment" and the total of this field

	Item	Correlation Coefficient	P-Value
1.	My last payment was high.	.476	0.000*
2.	My last payment suited the nature of the work I did.	.464	0.000*
3.	I was satisfied with the payment I used to receive.	.634	0.000*
4.	I was satisfied because the incentives offered were more than those offered by other institutions.	.678	0.000*
5.	The payment helped me meet my needs and my family's.	.778	0.000*
6.	I received a good payment in comparison with other payments offered at other institutions	.672	0.000*
7.	My salaries and benefits were paid on time.	.846	0.000*

* Correlation is significant at 0.05 level

Table (4.5) clarifies the correlation coefficient for each item of the "Job Performance" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to measure what they were set for.

Table (4.5): Correlation coefficient of each item of "Job Performance" and the total of this field

	Item	Correlation Coefficient	P-Value
1.	While performing my job, I always ensured to achieve the general objectives of the organization where I worked.	.474	0.004*
2.	I was satisfied with the level of my performance at my last job.	.731	0.000*
3.	I could handle the different responsibilities and burdens of daily work.	.730	0.000*
4.	I felt the importance of cooperating with the work team to get the tasks done.	.824	0.000*
5.	I understood the importance of communicating with my superiors and colleagues to get the tasks done.	.913	0.000*
6.	I could do more than one task at a time.	.783	0.000*
7.	I continuously used modern technology in my work.	.841	0.000*
8.	I used to ensure that the work outcomes met the required quality.	.872	0.000*

* Correlation is significant at 0.05 level

Table (4.6) clarifies the correlation coefficient for each item of the "Role Clarity" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$. Therefore, it can be said that the items of this field are consistent and valid to measure what they were set for.

Table (4.6) : Correlation coefficient of each item of " Role Clarity " and the total of this field

	Item	Correlation Coefficient	P-Value
1.	I was assigned tasks by one official only.	.653	0.000*
2.	My responsibilities were clear.	.770	0.000*
3.	The authority I had matched the responsibilities I was assigned.	.790	0.000*
4.	My qualification and degree were suitable with the nature of work I did.	.720	0.000*
5.	All the tasks I did were within my competence.	.726	0.000*
6.	The systems and authorities at my institution were clear.	.858	0.000*
7.	There were harmony and correspondence between what the senior management aspired and the job requirements.	.799	0.000*

* Correlation is significant at 0.05 level

Table (4.7) clarifies the correlation coefficient for each item of the "Overall Job Satisfaction" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the items of this field are consistent and valid to measure what they were set for.

Table (4.7): Correlation coefficient of each item of "Overall Job Satisfaction" and the total of this field

	Item	Correlation Coefficient	P-Value
1.	We had many breaks during work time at my last job.	.621	0.000*
2.	I felt comfortable around my colleagues at work.	.655	0.000*
3.	My last job offered me job stability.	.741	0.000*
4.	My last job offered me a good social position.	.844	0.000*
5.	I could proceed well at my last job	.679	0.000*
6.	My last job offered me many chances to develop new means so to improve the job performance.	.595	0.000*
7.	At my last job, I felt accomplished.	.829	0.000*
8.	At my last job, promotions were justly offered to employees who deserved to be promoted.	.571	0.000*

* Correlation is significant at 0.05 level

Table (4.8) clarifies the correlation coefficient for each item of the "Organizational Commitment " and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$. Therefore, it can be said that the items of this field are consistent and valid to measure what they were set for.

Table (4.8): Correlation coefficient of each item of "Organizational Commitment" and the total of this field

	Item	Correlation Coefficient	P-Value
1.	I was very happy to work at the institution. I preferred working there over other alternative institutions.	.621	0.000*
2.	I was very loyal to my institution.	.632	0.000*
3.	I was emotionally connected with the institution I worked for.	.681	0.000*
4.	I left my job at the previous institution despite my organizational commitment to it.	.790	0.000*
5.	I am indebted and grateful to the institution where I last worked because of its great impact on my life.	.686	0.000*
6.	To me, I believe that continuing to work at an institution is a moral act.	.832	0.000*
7.	I was pessimistic when I decided to quit my last job.	.618	0.000*
8.	I quit my last job because I wanted to work at another institution.	.680	0.000*

* Correlation is significant at 0.05 level

Table (4.9) clarifies the correlation coefficient for each item of the "Turnover" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$. Therefore, it can be said that the items of this field are consistent and valid to measure what they were set for.

Table (4.9): Correlation coefficient of each item of "Turnover" and the total of this field

	Item	Correlation Coefficient	P-Value
1.	The Ministry of Education understands the meaning of Turnover phenomenon	.492	0.003*
2.	Turnover plays a key role in the policies of the Ministry's HR management.	.516	0.002*
3.	Turnover is greatly influenced by organizational commitment.	.543	0.001*
4.	The Turnover phenomenon pushes lots of competent personnel out of the Ministry.	.499	0.002*
5.	Turnovers are considered expensive both financially and spiritually to the employees leaving the Ministry.	.534	0.001*
6.	The educational and service sectors at the Ministry of Education are negatively affected by the Turnover phenomenon.	.737	0.000*
7.	Salaries are considered one of the most important reasons for the spread of the Turnover phenomenon.	.742	0.000*
8.	The spread of the Turnover phenomenon at the Ministry of Education indicates the bad working conditions it provides.	.561	0.001*
9.	The Ministry of Education was very interested in identifying the reasons behind the spread of the Turnover Phenomenon at the Ministry.	.571	0.000*
10.	The reputation of the Ministry of Education has been negatively influenced by the spread of Turnover phenomenon.	.754	0.000*
11.	The spread of Turnover phenomenon at the Ministry reflects the poor investment in its employees.	.686	0.000*
12.	The facilitation and flexibility of moving from a job to another helps in the spread of the Turnover phenomenon.	.424	0.010*
13.	The general economic situation plays a big role in the spread of Turnover phenomenon across the public sector.	.643	0.000*
14.	The phenomenon of Turnover can be limited through granting the employees good privileges.	.602	0.000*
15.	The spread of the Turnover phenomenon reflects the lack of loyalty employees have towards the Ministry and the lack of job satisfaction.	.572	0.000*

* Correlation is significant at 0.05 level

4.9 Structure Validity of the Questionnaire

Structure validity is the second statistical test that was used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of Likert Scale.

Table (4.10) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at $\alpha = 0.05$. Therefore, it can be said that the fields are valid to measure what they were set for to achieve the main aim of the study.

Table (4.10): Correlation coefficient of each field and the whole of questionnaire

No.	Field	Correlation Coefficient	P-Value
1.	Employment perception	.585	0.000*
2.	Union Presence	.574	0.000*
3.	Payment	.550	0.001*
4.	Job Performance	.646	0.000*
5.	Role Clarity	.719	0.000*
6.	Overall job satisfaction	.652	0.000*
7.	Organizational Commitment	.645	0.000*
	External and Work Related Factors	.944	0.000*
	Turnover	.391	0.016*

* Correlation is significant at 0.05 level

4.10 Reliability of the Research

The reliability of an instrument is the degree of consistency that measures the attributes it is supposed to be measuring (George & Mallery, 2006). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability becomes. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then the scores obtained are compared by computing a reliability coefficient (George & Mallery, 2006). To insure the reliability of the questionnaire, Cronbach's Coefficient Alpha was applied.

Cronbach's Coefficient Alpha

Cronbach's alpha (George & Mallery, 2006) is designed as a measure of internal consistency; i.e. do all the items within the instrument measure the same thing? The normal range of Cronbach's coefficient alpha value is between 0.0 and + 1.0, and the higher values reflect a higher degree of internal consistency. Cronbach's Coefficient Alpha was calculated for each field of the questionnaire.

Table (4.11) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.697 and 0.962. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.909 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Table (4.11): Cronbach's Alpha for each field of the questionnaire

No.	Field	Cronbach's Alpha
1.	Employment Perception	0.789
2.	Union Presence	0.962
3.	Payment	0.762
4.	Job Performance	0.905
5.	Role Clarity	0.875
6.	Overall Job Satisfaction	0.830
7.	Organizational Commitment	0.697
	External and Work Related Factors	0.920
	Turnover	0.863
	All items of the questionnaire	0.909

Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution to the population sample.

Test of Normality

Table (4.12) shows the results of Kolmogorov-Smirnov test of normality. From Table (4.12), it appears that the p-value for each variable is greater than 0.05 level of significance; thus, the distributions for these variables are normally distributed. Consequently, parametric tests should be used to perform the statistical data analysis.

Table (4.12): Kolmogorov-Smirnov test

Field	Test value	P-value
Employment Perception	0.882	0.418
Union Presence	0.447	0.988
Payment	0.789	0.563
Job Performance	0.928	0.355
Role Clarity	0.899	0.394
Overall Job Satisfaction	0.720	0.678
Organizational Commitment	0.651	0.790
External and Work Related Factors	0.923	0.362
Turnover	0.801	0.542
All items of the questionnaire	0.652	0.788

4.11 Statistical analysis Tools

The researcher used in the data analysis both qualitative and quantitative data analysis methods. The data analysis was conducted using (SPSS 24). The researcher used the following statistical tools:

- 1) Pearson Correlation Coefficient for Validity.
- 2) Cronbach's Alpha for Reliability Statistics.
- 3) Kolmogorov-Smirnov test of normality.
- 4) Frequency and Descriptive analysis.
- 5) Multiple Linear Regression Model.
- 6) One-sample T test.
- 7) Independent Samples T-test.
- 8) Analysis of Variance.

Chapter 5
Data Analysis and
Discussion

Chapter 5 Data Analysis and Discussion

5.1 Personal Characteristics

Gender

Table (5.1): Gender

Gender	Frequency	Percent
Male	168	70.3
Female	71	29.7
Total	239	100.0

Table (5.1) shows that 70.3% of the study sample is males and 29.7% is females. Referring to table (2.4), it is clear that the number of male teachers who quit their jobs is close to that of female teachers at schools which belong to most directorates. As for the administrative staff members, however, the number of males who quit is more. This, of course, is logical because the females who fill administrative positions in the directorates and ministry are 29.4%, while the females who work as teachers are 55.3% (Bader, 2017); given the culture and traditions of the community where females tend to work at schools instead of filling administrative positions. Working at schools offers less working hours and more vacations allowing them to attend to their families and social responsibilities.

The researcher explains the reason behind having a high percentage of males in comparison with females saying that it is due to the refusal of some females to fill the questionnaire for special considerations. In addition, meeting and distributing the questionnaires to them are difficult. This is not the case with men, though. Men were met with and given the questionnaires outside their working hours.

Marital Status

Table (5.2): Marital Status

Marital Status	Frequency	Percent
Married	224	93.7
Single	15	6.3
Total	239	100.0

Table (5.2) shows that 93.7% of the sample is married and 6.3% is single. The researcher attributes these percentages, shown in the table, to the fact that the Palestinian society is a committed Muslim society whose members seek stability and start their families at a young age. The age of most of the sample is over 30 years old. The percentage of married employees in the ministry, on the other hand, is 92.6% (Bader, 2017). Therefore, it is normal for the number of married employees to be more.

Number of Children

Table (5.3):Number of Children

Number of Children	Frequency	Percent
None	27	11.3
2 or less	68	28.5
3-5	111	46.4
6 or more	33	13.8
Total	239	100.0

Table (5.3) shows that 11.3 % of the sample does not have any children, 28.5 % has 2 or less, 46.4 % has 3 to 5 children, and 13.8 % has 6 or more.

The researcher attributes most of the sample members having (3-5) children to the fact that 64% of the sample is between the ages of 25 to 35. Because of the difficult economic conditions faced by the population of Gaza, there is a tendency towards birth control. According to the statistical guide 2015, the average family size dropped to 5.7 in 2015 compared to 6.9 in 2000 (PCBS, 2017).

Previous place of work

Table (5.4): Previous Place of Work

Previous place of work	Frequency	Percent
School	192	80.3
North and West Gaza Directorates of Education	47	19.7
Total	239	100.0

Table (5.4) shows that 80.3% of the sample works at school while 19.7% works at North and West Gaza Directorate of Education.

From the table, the researcher finds that the biggest portion of the sample members is employees who work at schools. This is both logical and natural because the number of staff members who work at schools is much larger than the number of

workers at the directorate of the province itself as in table (2.1) and table(2.3). The number of administrative staff members who work at the ministry and directorates is 5,970 employees, while the total sum of teachers who work at public schools in Gaza is 9,982 teachers.

Age

Table (5.5): Age

Age	Frequency	Percent
Less than 25	5	2.1
25 to less than 30	59	24.7
30 to less than 35	94	39.3
35 to less than 40	64	26.8
40 to less than 45	13	5.4
45 or more	4	1.7
Total	239	100.0

Table (5.5) shows that the age of 2.1% of the sample is less than 25 years, 24.7% ranges between 25 to less than 30 years, 39.3% ranges between 30 to less than 35 years, 26.8% ranges between 35 to less than 40 years, that's mean 90.8% ranges between 25 to less than 40 years, 5.4% ranges between 40 to less than 45 years and 1.7% is 45 years or more.

In this table, it appears that the age of most of the employees who quit their jobs ranges between 25 and 40 years, especially (30 to 35) age group. This can be explained through referring to the fact that these employees receive medium salaries and have more experience than employees who are 25 years old. Most of workers above 40 earn high salaries, especially since most of them have been employees since before the political division. In addition, their sense of stability and daily routines reduce their need for adventure and for changing their jobs.

Education Level

Table (5.6): Education Level

Degree	Frequency	Percent
Diploma or less	8	3.3
Bachelor Degree	203	84.9
Master Degree or more	28	11.7
Total	239	100.0

Table (5.6) shows that 3.3% of the sample members have a Diploma or less, 84.9% have a Bachelor degree, and 11.7% have a Master Degree or more.

It is noted from the table that the largest proportion of the sample members who leave their work are those who have a bachelor degree, and this is normal since most of the sample members are teachers; such job requires a BA as a minimum. In general, 10.2 % of the all current staff have a Master Degree or more. (Bader, 2017).

Occupation

Table (5.7): Occupation

Occupation	Frequency	Percent
Director	1	0.4
Head of Department	8	3.3
Head of Division	6	2.5
Administrative Employee	24	10
Secretary	7	2.9
Headmaster	1	0.4
Teacher	182	76.2
Other	10	4.1
Total	239	100.0

Table (5.7) shows that 0.4% of the sample members are directors, 3.3% are heads of departments, 2.5% are heads of divisions, 10% are administrative employees, 2.9% are secretaries, 0.4% are headmasters, 76.2% are teachers and 4.1% others.

The researcher attributes the majority of the sample members being teachers to two reasons: The first is that the percentage of teachers to the research population reaches 62.5%, as in table (2.1) and table(2.3). The number of all staff members who work at the ministry and directorates is 15952 employees, while the total sum of teachers who work at public schools in Gaza is 9,982 teachers. The second reason is the presence of the UNRWA schools, which motivated teachers to leave their jobs at the government and move to UNRWA schools.

Years of Experience at Your Last Job

Table (5.8): Years of experience at your last job

Years of experience	Frequency	Percent
Less than 5 years	63	26.4
5 to less than 10	105	43.9
10 to less than 15	61	25.5
15 to less than 20	6	2.5
20 to less than 25	4	1.7
25 or more	-	-
Total	239	100.0

Table (5.8) shows that 26.4% of the sample members have less than 5 years of experience, 43.9% have 5 to less than 10 years of experience, 25.5% 10 to less than 15 years of experience, 2.5% have 15 to less than 20 years of experience and 1.7% have 20 to less than 25 years of experience.

It is noted from the table that the largest number of employees who leave their jobs have 5 to 10 years of experience, which may be helpful to them if they desire to move to an alternative workplace. In addition, it appears that staff members with more than 25 years of experience do not leave their work because of the high salaries they receive and the reduction in the teaching loads for teachers, who represent the majority of the sample. Also because of the difficulty of finding another job opportunity.

5.2 Analysis for each field

1. Employment perception

Table (5.9): Means and Test values for “Employment Perception”

	Item	Mean	S.D	%	Test value	P-value	Rank
1.	I left my last job because I got a better job offer to work at a different institution.	8.39	1.54	83.9	24.02	0.000*	2
2.	I left my last job because it was easy to move to an alternative and better job.	7.33	2.15	73.3	9.56	0.000*	6
3.	I decided to leave my last job before finding an alternative.	3.17	2.73	31.7	16.04	0.000*	8
4.	I preferred working in a different	7.56	2.02	75.6	11.95	0.000*	4

	Item	Mean	S.D	%	Test value	P-value	Rank
	sector instead of the public one.						
5.	I joined my last job temporarily until I could find another one.	7.36	2.07	73.6	10.17	0.000*	5
6.	I joined my last job so to get good experience that would help me get a better job.	7.62	1.91	76.2	13.11	0.000*	3
7.	I left work because in my old job I was not offered any career progression in comparison with other alternative jobs	7.28	1.86	72.8	10.62	0.000*	7
8.	I wanted to work at an institution that offered better privileges.	8.99	1.43	89.9	32.22	0.000*	1
	All items of the field	7.21	1.12	72.1	16.67	0.000*	

* The mean is significantly different from 6

Table (5.9) shows the following results:

- The mean of item #8 “I wanted to work at an institution that offered better privileges” equals 8.99 (89.9%), Test-value = 32.22, and P-value = 0.000 which is less than the level of significance ($\alpha = 0.05$). The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. We conclude that the respondents agreed on this item.
- The mean of item #3 “I decided to leave my last job before finding an alternative” equals 3.17 (31.7%), Test-value = -16.04, and P-value = 0.000 which is less than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on this item.
- The mean of the field “Employment Perception” equals 7.21 (72.1%), Test-value = 16.67, and P-value=0.000 which is less than the level of significance ($\alpha = 0.05$). The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agreed on the field of “Employment Perception ”.

Based on the results, the researcher found that the study sample had a positive opinion on their understanding of the role and impact of the factor "Employment

Perception". This section covered the extent of making the decision of moving to an alternative job in case of the availability of an attractive opportunity that offers better privileges. Normally, a person's consent to this section is based on reviewing his\her current work conditions. This means that an employee may be dissatisfied with the current work conditions thus the availability of an alternative job could motivate him\her to leave his\her current job. The respondents' responses showed strong agreement on the last field "I wanted to work at an institution that offered better privileges." In case of feeling the lack of certain things in the work environment or not, an employee may want to move to other workplaces where better privileges are offered. The responses of the respondents on "I decided to leave my last job before finding an alternative" showed disagreement. This field shows that an alternative job motivates and encourages employees' decisions to move from their jobs to alternative ones. Here, it appears that the intention to leave the job only occurred after an opportunity had appeared.

2. Union Presence

Table (5.10): Means and Test values for "Union Presence"

	Item	Mean	S.D	%	Test value	P-value	Rank
1.	The employees' union shows interest in wage improvement issues and the employees' salaries.	5.03	2.62	50.3	-5.73	0.000*	1
2.	The union fulfills the promises it makes towards the employees regarding improving their work conditions.	4.79	2.32	47.9	-8.07	0.000*	3
3.	The union tries to coordinate with the Ministry of Education to get the employees working in the educational sector more privileges.	4.79	2.22	47.9	-8.40	0.000*	2
4.	The performance of the union regarding the employees' issues is satisfactory	4.33	2.17	43.3	-11.90	0.000*	4
5.	The union tries to communicate with the employees and receives feedback from them.	3.85	2.23	38.5	-14.97	0.000*	7
6.	The union communicates the	4.02	2.07	40.2	-14.81	0.000*	6

	Item	Mean	S.D	%	Test value	P-value	Rank
	employees' demands to the decision makers working at the government in a satisfactory manner.						
7.	Union representation is based on real democratic elections, and thus it achieves the actual demands of the employees.	4.22	2.21	42.2	-12.47	0.000*	5
	All items of the field	4.43	1.87	44.3	-12.95	0.000*	

* The mean is significantly different from 6

Table (5.10) shows the following results:

- The mean of item #1 “The employees' union shows interest in wage improvement issues and the employees' salaries” equals 5.03 (50.3%), Test-value = -5.73, and P-value = 0.000 which is less than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on this item.
- The mean of item #5 “The union tries to communicate with the employees and receives feedback from them” equals 3.85 (38.5%), Test-value = -14.97, and P-value = 0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on this item.
- The mean of the field “Union Presence” equals 4.43 (44.3%), Test-value = -12.95, and P-value=0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on the field of “Union Presence”.

Reviewing the results, the researcher found that the opinions of the sample members on their understanding of the role and impact of the factor "the presence of the union" or "the union of employees" are **not strong**. The fields covered the extent of the satisfaction of employees who had left their previous jobs and their assessment of the activities of the union, and the latter's degree of meeting the employees' needs.

The table shows that the statement that was least agreed on by respondents is the fifth one "The union tries to communicate with the employees and receives feedback

from them." The first statement (The employees' union shows interest in wage improvement issues and the employees' salaries), however, was most agreed on by the respondents. The researcher attributes such agreement to the union's success in pressuring decision-makers to meet the employees' demands to raise the teachers' salaries.

3. Payment

Table (5.11): Means and Test values for “Payment”

	Item	Mean	S.D	%	Test value	P-value	Rank
1.	My last payment was high.	1.68	1.12	16.8	-59.47	0.000*	3
2.	My last payment suited the nature of the work I did.	1.65	0.92	16.5	-72.93	0.000*	5
3.	I was satisfied with the payment I used to receive.	1.52	0.80	15.2	-86.71	0.000*	7
4.	I was satisfied because the incentives offered were more than those offered by other institutions.	1.60	0.88	16.0	-77.51	0.000*	6
5.	The payment helped me meet my needs and my family's.	1.68	0.95	16.8	-70.43	0.000*	3
6.	I received a good payment in comparison with other payments offered at other institutions	1.82	1.04	18.2	-61.91	0.000*	1
7.	My salaries and benefits were paid on time.	1.81	1.16	18.1	-55.97	0.000*	2
	All items of the field	1.68	0.64	16.8	-103.93	0.000*	

* The mean is significantly different from 6

Table (5.11) shows the following results:

- The mean of item #6 “I received a good payment in comparison with other payments offered at other institutions” equals 1.82 (18.2%), Test-value = -61.91, and P-value = 0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on this item.
- The mean of item #3 “I was satisfied with the payment I used to receive” equals 1.52 (15.2%), Test-value = -86.71, and P-value = 0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this item is

significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on this item.

- The mean of the field “Payment” equals 1.68 (16.8%), Test-value = -103.93, and P-value=0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on the field of “Payment”.

The results show that the respondents strongly disagreed on the payment section. The researcher noticed the convergence of the means of all items; meaning, the employees who had left their jobs were not satisfied with their salaries. The respondents disagreed on statement (6) “I received a good payment in comparison with other payments offered at other institutions”. The degree of disagreement on this part is less than that on other statements. The researcher attributes it to the possible comparison by employees between their salaries and the salaries of private companies, which offer smaller salaries. Furthermore, if teachers compare their salaries with those offered by UNRWA schools, they will find that what they receive is less. However, if they compare their salaries with those working at private schools, they would find theirs higher. The researcher, here, means that there may be discrepancies when comparing the current salary to similar jobs' salaries at other institutions. The general nature of the respondents disagreed on previous salaries being good in comparison with those offered by other similar jobs. Since most of the sample members are teachers, it is normal for them to compare the salary and incentives they receive from the government with those offered by the UNRWA to its employees, who earn higher salaries, especially in the early years of work. For administrative staff, though, the government follows the same salary scale for all similar job titles, except for the risk premium at the Ministry of Health.

The results show that there is a strong disagreement by respondents on statement (3) "I was satisfied with the payment I used to receive". The researcher explains that regardless of whether the salary earned by the employee in the previous job is good or not compared to similar jobs, there is no satisfaction with the previous salary.

4. Job Performance

Table (5.12): Means and Test values for “Job Performance”

	Item	Mean	S.D	%	Test value	P-value	Rank
1.	While performing my job, I always ensured to achieve the general objectives of the organization where I worked.	8.50	1.38	85.0	27.91	0.000*	6
2.	I was satisfied with the level of my performance at my last job.	8.54	1.35	85.4	29.10	0.000*	5
3.	I could handle the different responsibilities and burdens of daily work.	8.72	1.23	87.2	34.01	0.000*	2
4.	I felt the importance of cooperating with the work team to get the tasks done.	8.71	1.43	87.1	29.24	0.000*	3
5.	I understood the importance of communicating with my superiors and colleagues to get the tasks done.	8.62	1.34	86.2	30.18	0.000*	4
6.	I could do more than one task at a time.	8.08	1.54	80.8	20.83	0.000*	8
7.	I continuously used modern technology in my work.	8.09	1.82	80.9	17.75	0.000*	7
8.	I used to ensure that the work outcomes met the required quality.	8.98	1.22	89.8	37.72	0.000*	1
	All items of the field	8.53	1.02	85.3	38.24	0.000*	

* The mean is significantly different from 6

Table (5.12) shows the following results:

- The mean of item #8 “I wanted to work at an institution that offered better privileges” equals 8.98 (89.8%), Test-value = 37.72, and P-value = 0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. We conclude that the respondents agreed on this item.
- The mean of item #6 “I could do more than one task at a time” equals 8.08 (80.8%), Test-value = 20.83, and P-value = 0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is positive, so the mean of this item is

significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on this item.

- The mean of the field “Job Performance” equals 8.53 (85.3%), Test-value = 38.24, and P-value=0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agreed on the field of “Job Performance”.

These results, the researcher believes, indicate that the sample members have a positive opinion on their understanding of the role and effect of the factor "Job Performance". The fields of this section have to do with the performance of the employees and their ability to work within a team, bear responsibility and ensure the quality of offered services. The respondents' responses showed strong agreement on the last statement "I used to ensure that the work outcomes met the required quality."

Most of the responses by respondents who had willingly quit their jobs showed that they were interested in the work quality and outputs. The researcher believes that this helped them move to better jobs since most institutions look for high performers. It is noticed from the table that the degree of agreement on statement (6) "I could do more than one task at a time" is less unanimous than the degree of agreement on the rest of the statements. The researcher believes that this statement can be categorized under the administrative functions, where the employee is assigned tasks by an official; making the tasks vary from one time to another. This is least seen in a teaching job, since teachers' duties are consistent and remain the same throughout the semester.

5. Role Clarity

Table (5.13): Means and Test values for “Role Clarity”

	Item	Mean	S.D	%	Test value	P-value	Rank
1.	I was assigned tasks by one official only.	6.62	2.55	66.2	3.77	0.000*	4
2.	My responsibilities were clear.	6.46	2.52	64.6	2.80	0.006*	7
3.	The authority I had matched the responsibilities I was assigned.	6.57	2.08	65.7	4.23	0.000*	5
4.	My qualification and degree were suitable with the nature of work I did.	7.03	2.67	70.3	5.94	0.000*	2
5.	All the tasks I did were within my competence.	7.03	2.45	70.3	6.51	0.000*	1
6.	The systems and authorities at my institution were clear.	6.72	2.42	67.2	4.60	0.000*	3
7.	There were harmony and correspondence between what the senior management aspired and the job requirements.	6.46	2.17	64.6	3.24	0.001*	6
	All items of the field	6.70	2.04	67.0	5.29	0.000*	

* The mean is significantly different from 6

Table (5.13) shows the following results:

- The mean of item #5 “All the tasks I did were within my competence” equals 7.03 (70.3%), Test-value = 6.51, and P-value = 0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. We conclude that the respondents agreed on this item.
- The mean of item #2 “My responsibilities were clear” equals 6.46 (64.6%), Test-value = 2.80, and P-value = 0.006 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. We conclude that the respondents agreed on this item.
- The mean of the field “Role Clarity” equals 6.70 (67.0%), Test-value = 5.29, and P-value=0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is positive, so the mean of this field is significantly greater than the

hypothesized value 6. We conclude that the respondents agreed on the field of "Role Clarity".

These results, the researcher believes, show that the sample members have a positive opinion on their understanding of the role and impact of the factor "Role Clarity". The statements of this section are greatly related to role clarity and previous-work tasks. The respondents' responses showed agreement on the fifth statement "All the tasks I did were within my competence." This statement connects between the tasks and authorities. The respondents believe that the tasks assigned to the administrative staff in the directorates and teachers at schools are within their authorities. This is clearly stated in the job description of each job where the terms of competence and most of the tasks related to the work are mentioned. However, in comparison with other jobs, a teaching job has clear tasks and competences. It is also noticed that the respondents agreed on the statement "My responsibilities were clear," but at a less degree than other statements. The researcher attributes this to the fact that the responsibilities of administrative and technical jobs are different from the responsibilities of teachers, which are clearer to them.

6. Overall job satisfaction

Table (5.14): Means and Test values for "Overall job satisfaction"

	Item	Mean	S.D	%	Test value	P-value	Rank
1.	We had many breaks during work time at my last job.	3.05	1.39	30.5	-32.83	0.000*	2
2.	I felt comfortable around my colleagues at work.	3.23	1.95	32.3	-21.90	0.000*	1
3.	My last job offered me job stability.	2.51	1.27	25.1	-42.43	0.000*	4
4.	My last job offered me a good social position.	2.67	1.29	26.7	-40.11	0.000*	3
5.	I could proceed well at my last job	2.43	1.41	24.3	-39.29	0.000*	7
6.	My last job offered me many chances to develop new means so to improve the job performance.	2.44	1.41	24.4	-39.10	0.000*	6
7.	At my last job, I felt accomplished.	2.18	1.38	21.8	-42.70	0.000*	8
8.	At my last job, promotions were justly offered to employees who deserved to be promoted.	2.50	1.50	25.0	-36.11	0.000*	5
	All items of the field	2.62	0.98	26.2	-53.50	0.000*	

* The mean is significantly different from 6

Table (5.14) shows the following results:

- The mean of item #2 “I felt comfortable around my colleagues at work” equals 3.23 (32.3%), Test-value = -21.90, and P-value = 0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on this item.
- The mean of item #7 “At my last job, I felt accomplished” equals 2.18 (21.%), Test-value = -42.70, and P-value = 0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on this item.
- The mean of the field “Overall Job Satisfaction” equals 2.62 (26.2%), Test-value = -53.50, and P-value=0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on the field of “Overall Job Satisfaction”.

The results here, according to the researcher, reflect that the sample members have a negative opinion on their understanding of the role and impact of the factor "job satisfaction" as the statements of this section are related to the job satisfaction of previous work. The respondents showed strong disagreement on the statement “At my last job, I felt accomplished”. Most employees who quit their jobs have agreed on not having proven themselves at their previous work. The researcher believes that the difficult circumstances that the government undergoes have affected the career development, growth and promotions; making employees feel resentful and look for any opportunity to prove themselves.

The researcher noticed from the table that the respondents disagree on statement (2) “I felt comfortable around my colleagues at work”, but at a less degree than on other statements. The average of this statement equals 3.23. The researcher justifies this in reference to the working environment at the Ministry of Education and its directorates; since the social relations among the employees are strong but appear at different rates.

Also, there are social committees in each district and at schools, which makes the positive feelings prevail among employees.

7. Organizational Commitment

Table (5.15): Means and Test values for “Organizational Commitment”

	Item	Mean	S.D	%	Test value	P-value	Rank
1.	I was very happy to work at the institution. I preferred working there over other alternative institutions.	4.47	2.33	44.7	-10.12	0.000*	4
2.	I was very loyal to my institution.	4.51	2.71	45.1	-8.51	0.000*	2
3.	I was emotionally connected with the institution I worked for.	4.49	2.73	44.9	-8.54	0.000*	3
4.	I left my job at the previous institution despite my organizational commitment to it.	4.32	2.52	43.2	-10.30	0.000*	5
5.	I am indebted and grateful to the institution where I last worked because of its great impact on my life.	4.26	2.90	42.6	-9.27	0.000*	6
6.	To me, I believe that continuing to work at an institution is a moral act.	3.69	2.77	36.9	-12.92	0.000*	7
7.	I was pessimistic when I decided to quit my last job.	3.05	2.52	30.5	-18.08	0.000*	8
8.	I quit my last job because I wanted to work at another institution.	5.58	3.16	55.8	-2.07	0.040*	1
	All items of the field	4.30	2.12	43.0	-12.43	0.000*	

* The mean is significantly different from 6

Table (5.15) shows the following results:

- The mean of item #8 “I quit my last job because I wanted to work at another institution” equals 5.58 (55.8%), Test-value = -2.07, and P-value = 0.040 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so

the mean of this item is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on this item.

- The mean of item #7 “I was pessimistic when I decided to quit my last job” equals 3.05 (30.5%), Test-value = -18.08, and P-value = 0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on this item.
- The mean of the field “Organizational Commitment” equals 4.30 (43.0%), Test-value = -12.43, and P-value=0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6. We conclude that the respondents disagreed on the field of “Organizational Commitment ”.

As shown in the table, there is disagreement on all the statements of this section. Meaning, the respondents who quit their previous jobs have a weak organizational commitment towards the previous institution. The researcher believes that these results reflect the sample members' negative opinion on their understanding of the role and impact of the factor "organizational commitment"; most respondents strongly disagreed on the statement “I was pessimistic when I decided to quit my last job.”

It appears to the researcher that it is only logical for employees to be optimistic when deciding to find and move to another job; in fact, such optimism is what motivates them to quit their jobs and move to a different one.

The researcher noticed that the statement with the highest mean is “I quit my last job because I wanted to work at another institution”; this means that employees' intentions to leave their jobs are due to their desire to work at another institution. In this sense, the organizational commitment to the previous work did not reach the point of making them want to continue working there.

In General " External and Work Related Factors"

Table (5.16): Means and Test values for all item of Model Factors

Item	Mean	S.D	%	Test value	P-value	Rank
Employment perception	7.21	1.12	72.1	16.67	0.000*	2
Union Presence	4.43	1.87	44.3	-12.95	0.000*	4
Payment	1.68	0.64	16.8	-103.93	0.000*	7
Job Performance	8.53	1.02	85.3	38.24	0.000*	1
Role Clarity	6.70	2.04	67.0	5.29	0.000*	3
Overall Job Satisfaction	2.62	0.98	26.2	-53.50	0.000*	6
Organizational Commitment	4.30	2.12	43.0	-12.43	0.000*	5
External and Work Related Factors	5.11	0.76	51.1	-18.13	0.000*	

*The mean is significantly different from 6

Table (5.16) shows the mean of all items equals 5.11 (51.1%), Test-value = -18.13 and P-value =0.000 which is smaller than the level of significance ($\alpha = 0.05$). The mean of all items is significantly different from the hypothesized value 3. We conclude that the respondents disagreed on all items of external and work related factors.

From the table, the researcher concludes that the respondents do not agree on the salary factor (i.e. it comes last). To explain the responses of the respondents, the researcher notices their dissatisfaction with the salaries. It appears that to them, the salaries they receive are less than those received by employees who fill similar alternative positions; or that the salaries do not cover their expenses. In the list of items disagreed on by the respondents, job satisfaction follows salaries. It seems to the researcher that the sample's responses tend to show dissatisfaction with the work conditions and that they do not feel psychologically comfortable there. Organizational Commitment comes third in line; which means respondents link quitting their jobs to the weak organizational commitment, emotional correlation and affiliation they have towards the institution.

As for the respondents' strong agreement, the researcher notices that the sample agrees on Job Performance. It appears that they were satisfied with their level of performance were keen to achieve the general objectives of the organization. As for the availability of alternative work, the researcher believes that the respondents' responses indicate that the availability of alternative work plays a role in motivating employees to move from work in the Ministry of Education's institutions to other workplaces. As for Role Clarity and the Presence of a Union, the researcher concludes that the respondents' agreement on Role Clarity comes third in line, and is followed by the Presence of a Union (fourth in line). The Test Value, though, shows their disagreement on the statements of this section which measures the employees' degree of satisfaction with the union's activities and measures how effective the union is in meeting the demands of the employees.

Turnover

Table (5.17): Means and Test values for “Turnover”

	Item	Mean	S.D	%	Test value	P-value	Rank
1.	The Ministry of Education understands the meaning of Turnover phenomenon	7.86	2.01	78.6	14.29	0.000*	14
2.	Turnover plays a key role in the policies of the Ministry's HR management.	8.14	1.82	81.4	18.21	0.000*	10
3.	Turnover is greatly influenced by organizational commitment.	7.89	1.78	78.9	16.39	0.000*	12
4.	The Turnover phenomenon pushes lots of competent personnel out of the Ministry.	8.33	1.71	83.3	20.99	0.000*	7
5.	Turnovers are considered expensive both financially and spiritually to the employees leaving the Ministry.	8.36	1.72	83.6	21.26	0.000*	6
6.	The educational and service sectors at the Ministry of Education are negatively affected by the Turnover phenomenon.	8.39	1.67	83.9	22.17	0.000*	5
7.	Salaries are considered one of the	9.08	1.47	90.8	32.33	0.000*	1

	Item	Mean	S.D	%	Test value	P-value	Rank
	most important reasons for the spread of the Turnover phenomenon.						
8.	The spread of the Turnover phenomenon at the Ministry of Education indicates the bad working conditions it provides.	7.80	1.98	78.0	14.06	0.000*	15
9.	The Ministry of Education was very interested in identifying the reasons behind the spread of the Turnover Phenomenon at the Ministry.	8.19	2.05	81.9	16.50	0.000*	9
10.	The reputation of the Ministry of Education has been negatively influenced by the spread of Turnover phenomenon.	7.87	1.71	78.7	16.94	0.000*	13
11.	The spread of Turnover phenomenon at the Ministry reflects the poor investment in its employees.	8.24	1.69	82.4	20.48	0.000*	8
12.	The facilitation and flexibility of moving from a job to another helps in the spread of the Turnover phenomenon.	7.97	1.66	79.7	18.26	0.000*	11
13.	The general economic situation plays a big role in the spread of Turnover phenomenon across the public sector.	8.99	1.37	89.9	33.78	0.000*	2
14.	The phenomenon of Turnover can be limited through granting the employees good privileges.	8.85	1.50	88.5	29.33	0.000*	3
15.	The spread of the Turnover phenomenon reflects the lack of loyalty employees have towards the Ministry and the lack of job satisfaction.	8.51	1.49	85.1	26.11	0.000*	4
	All items of the field	8.30	1.05	83.0	33.69	0.000*	

* The mean is significantly different from 6

Table (5.17) shows the following results:

- The mean of item #7 “Salaries are considered one of the most important reasons for the spread of the Turnover phenomenon” equals 9.08 (90.8%), Test-value = 32.33,

and P-value = 0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. We conclude that the respondents agreed on this item.

- The mean of item #8 “The spread of the Turnover phenomenon at the Ministry of Education indicates the bad working conditions it provides” equals 7.80 (78.0%), Test-value = 14.06, and P-value = 0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. We conclude that the respondents agreed on this item.
- The mean of the field “Turnover” equals 8.30 (83.0%), Test-value = 33.69, and P-value=0.000 which is smaller than the level of significance ($\alpha = 0.05$). The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to the field of "Turnover".

Regarding the dependent variable section, the researcher concludes, based on the results shown in table (5.17), that the sample members have a positive opinion and strongly agree on the fact that salaries are one of the most important reasons that made them leave their jobs at the institutions of the MOHE.

The respondents' answers reflected their agreement on "The spread of the Turnover phenomenon at the Ministry of Education indicates the bad working conditions it provides", but at a less degree than on the rest of the statements. The researcher believes that employees who leave their jobs do so because of the comparisons they conduct between the current job and the alternative one. Some of those who quit their jobs say that the environment of their previous work was bad; some of the respondents, though, say that the working conditions do not necessarily have to be bad. Employees could quit because they are looking for better working conditions.

5.3 Research Hypothesis

- 1) There is a significant statistical correlation at ($\alpha = 0.05$) level between the external and work related factors and employees' turnover phenomenon at the Ministry of High Education in Gaza.

Table (5.18) Correlation coefficient between external and work related factors and employees' turnover phenomenon

	Correlation Coefficient	P-Value
Relationship between Employment perception and the phenomenon of employees' turnover	.369	0.000*
Relationship between Union Presence and the phenomenon of employees' turnover	-0.035	0.297
Relationship between Payment Factors and the phenomenon of employees' turnover	-.550	0.000*
Relationship between Job Performance and the phenomenon of employees' turnover	.327	0.000*
Relationship between Role Clarity and the phenomenon of employees' turnover	-.328	0.000*
Relationship between Overall job satisfaction and the phenomenon of employees' turnover	-.628	0.000*
Relationship between Organizational Commitment and the phenomenon of employees' turnover	-.513	0.000*
Relationship between External and Work Related Factors and the phenomenon of employees' turnover	-.379	0.000*

* Correlation is significant at 0.05 level

Table (5.18) shows that the correlation coefficient between external and work related Factors and the employees' turnover phenomenon at the Ministry of High Education in Gaza = -.379 and the p-value (Sig.) = 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude that there exists a significant relationship between external and work related factors and the employees' turnover phenomenon at the Ministry of High Education in Gaza.

These results were consistent with (Dubey et al., 2016). While in humanitarian organizations Employment Perception is a significant variable that affects Turnover, Union Presence is not. Work-related factors (payment, job performance, role clarity, job

satisfaction and organizational commitment) are significant variables that affect Turnover and do play an important role at humanitarian organizations.

Table (5.19) Correlation coefficient between external and work related factors and employees' turnover phenomenon separately

	Correlation Coefficient	P-Value
Relationship between Employment perception and the phenomenon of employees' turnover	.369	0.000*
Relationship between Union Presence and the phenomenon of employees' turnover	-0.035	0.297
Relationship between external factors and the phenomenon of employees' turnover	.179	0.003*
Relationship between Payment and the phenomenon of employees' turnover	-.550	0.000*
Relationship between Job Performance and the phenomenon of employees' turnover	.327	0.000*
Relationship between Role Clarity and the phenomenon of employees' turnover	-.328	0.000*
Relationship between Overall job satisfaction and the phenomenon of teacher's turnover	-.628	0.000*
Relationship between Organizational Commitment and the phenomenon of employees' turnover	-.513	0.000*
Relationship between work related factors and the phenomenon of employees' turnover	-.516	0.000*

* Correlation is significant at the 0.05 level

Table (5.19) shows that the correlation coefficient between external factors and the phenomenon of employees' turnover at the Ministry of High Education in Gaza equals .179 and the p-value (Sig.) equals 0.003. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there exists a significant relationship between external factors and the phenomenon of employees' turnover at the Ministry of High Education in Gaza.

Table (5.19) shows that the correlation coefficient between work related factors and the phenomenon of employees' turnover at the Ministry of High Education in Gaza equals -.516 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $\alpha = 0.05$. We conclude there exists

a significant relationship between work related factors and the phenomenon of employees' turnover at the Ministry of High Education in Gaza.

When we calculate the relationship between the external factors and the employee's turnover separately and calculate the relationship between the work related factors and the employee's turnover, we notice that the correlation coefficient between the work related factors and the employee's turnover is higher than that between the external factors and employee's turnover and also higher than that between all factors combined and the employee's turnover, due to the existence of the element of the union presence, As shown in the previous tables, regarding the variable "Union Presence", Correlation Coefficient = -0.035, the P-value (Sig.) = 0.297, which is greater than 0.05; hence this variable is statistically insignificant. Therefore, we conclude that there is an insignificant relationship between union presence and the phenomenon of employees' turnover at the Ministry of High Education in Gaza. These results were consistent with (Dubey et al., 2016). He found that in humanitarian organizations Employment Perception is a significant factor that affects Turnover, while Union Presence is not significant factors for humanitarian organizations in case of work-related factors, (Dubey et al., 2016) found that all variables are highly significant, so work-related factors do play an important role in humanitarian organizations.

2) There is a statistically significant effect of the external and work related factors at ($\alpha = 0.05$) level on the employees' turnover phenomenon at the Ministry of High Education in Gaza. The Multiple Linear Regression Model is used and the following results are obtained:

Table (5.20): Results of Multiple Linear Regression Analysis

Variable	B	T	Sig.	R	R-Square	F	Sig.
(Constant)	6.677	13.925	0.000*	.776	0.589	49.816	0.000**
Employment Perception	0.215	5.161	0.000*				
Union Presence	0.022	0.899	0.369				
Payment	-0.269	-2.721	0.007*				
Job Performance	0.249	5.450	0.000*				
Role Clarity	-0.044	-1.719	0.044*				
Overall Job Satisfaction	-0.370	-5.612	0.000*				
Organizational Commitment	-0.103	-3.867	0.000*				

* The variable is statistically significant at 0.05 level.

** The relationship is statistically significant at 0.05 level.

Table (5.20) shows the following results:

- The Multiple Correlation Coefficient $R = 0.776$ and $R\text{-Square} = 0.589$. This means that 58.9% of the variation in Turnover is explained by all independent variables together "Employment Perception, Union Presence, Payment, Job Performance, Role Clarity, Overall Job Satisfaction and Organizational Commitment".
- The analysis of Variance for the regression model. $F=49.816$, $\text{Sig.} = 0.000$, so there is a significant relationship between the dependent variable "Turnover" and the independent variables "Employment Perception, Union Presence, Payment, Job Performance, Role Clarity, Overall Job Satisfaction and Organizational Commitment".
- The estimated regression equation is:

$$\text{Turnover} = 6.677 + 0.215* \text{ employment perception} + 0.022* \text{ union presence} - 0.269* \text{ payment} + 0.249* \text{ job performance} - 0.044* \text{ role clarity} - 0.370* \text{ job satisfaction} - 0.103* \text{ organizational commitment} .$$

The estimated regression equation is used to predict the value of Turnover for any given values (responses) to the independent variables.

- For the variable "Employment Perception", the $t\text{-test} = 5.161$, the $P\text{-value} (\text{Sig.}) = 0.000$, which is smaller than 0.05, hence this variable is statistically significant. Since the indication of the test is positive, then there is a significant positive effect of the variable "Employment Perception" on Turnover.

This result is consistent with the results of (Dubey et al., 2016), in which the researchers have argued that the humanitarian workers' decision to leave their organizations is guided by the attractiveness of the job. This study found that the "employment perception" is a significant variable that affects Turnover. A. Rahman et al. (2008) found that perceived alternative job opportunities had a significant positive correlation with Turnover Intentions and were the major factor associated with Turnover Intentions among IT Professionals in Pakistan. Bee et al. (2014) study showed that there is a moderate relationship between the independent variable "perceived alternative employment opportunities" and the dependent variable "job turnover intention". Another study in Singapore, Chew et al. (2016), revealed that professionals, managers,

executives and technicians are found to be heavily swayed by better external opportunities.

- Regarding the variable "Union Presence", the t-test = 0.899, the P-value (Sig.) = 0.369, which is greater than 0.05; hence this variable is statistically insignificant. Therefore, there is an insignificant effect of the variable "union presence" on Turnover.

This result is consistent with the results of (Dubey et al., 2016) who found that Union Presence is not a significant variable that affects Turnover in humanitarian organizations. However, Park et al. (2014) study found that employees in union firms have higher intention towards job turnover, so it is inconsistent with the current result.

The researcher explains that there is no relationship between the unions and the Job Turnover. The research population consisted of the employees and staff who follow the union of employees, engineers or accountants; and teachers who follow the union of teachers. There may be discrepancies in the responsibilities of each union and the extent of employees' satisfaction with their achievements. Because of the fact that employees may have moved from one governmental job to another governmental job, unions remain the same and do not change. Therefore, the union does not affect employees' decision to change their workplace; there must be other reasons and considerations that make employees decide to change their jobs.

As for the variable "Payment ", the t-test = -2.721, the P-value (Sig.) = 0.007, which is smaller than 0.05; hence this variable is statistically significant. Since the indication of the test is negative, then there is a significant negative effect of the variable payment factor on Turnover.

This result is consistent with the results of (Dubey et al., 2016) who found that there is a significant negative effect of the variable "payment" on Turnover; indicating that payment does play an important role in humanitarian organizations. The result is also consistent with (Shaheen, 2011) study, which revealed that money (i.e. salaries and financial rewards) affects Turnover and the resignation of doctors in Hebron and Bethlehem. Other studies like Jadayil (2011) explored 5 variables that could affect Turnover, salary being one of them in the Industrial Sector of Jordan. The main reason for Turnover among private schools' teachers in the southern region of Jordan is low

salaries (Qatawneh, 2007). The result of (Assefa, 2014) study is also consistent with the result of this study. It stated that the main reasons behind teachers' turnover in public general secondary schools of Addis Ababa were insufficient salaries and lack of privileges. R. Hassan (2013) study found that payment levels have a significant negative relation with Turnover. Hilina (2011) also found that the major cause of Teachers' Turnover in selected public and private secondary schools in Addis Ababa was the money teachers received. In addition, the result of this study is consistent with (Alhamwan et al., 2015) study which found that certain variables are crucial in influencing nurses' decisions to either leave or remain in public hospitals in Jordan, a pay level was one of these variables. Chew et al. (2016) found that annual salaries influence Turnover Intentions indirectly through mediation and moderation effects on (professionals, managers, executives and technicians) PMET's satisfaction with compensation in Singapore. Vossen (2011) found that wage growth is negatively related to Voluntary Turnover; whether promotion rate variable was included or not.

For the variable "Job Performance", the t-test =5.450, the P-value (Sig.) =0.000, which is smaller than 0.05. Hence, this variable is statistically significant. Since the indication of the test is positive, then there is a significant positive effect of the variable "job performance" on Turnover.

This result is inconsistent with the results of (Dubey et al., 2016) who found that there is a significant negative effect of the job performance factor on Turnover. Vossen (2011) found that the relationship between Individual Job Performances and Voluntary Turnovers was nonlinear. It revealed that the quitting probabilities rapidly decreased with enhanced Job Performance until the value of Job Performance almost reached the average "grade (3)", after which the quitting probabilities remain almost unchanged. Thus, the study discovered that the lowest performers are most likely to quit while average and high performers have much lower turnover rate. Lai and Chen (2012) found that there was no significant positive relationship between the Job Performance and Turnover Intention. The researcher attributes the differing results of these studies to two reasons. First: When the employees' performance is high and convincing and provides outputs with high quality, it is more likely for them to receive offers from alternative

institutions. Second: In the event that the employee receives a weak salary or is not satisfied with his/her job and has a high performance, the chances of his/her leaving his/her job will increase.

For the variable "Role Clarity", the t-test =-1.719, the P-value (Sig.) =0.044, which is smaller than 0.05. Therefore, this variable is statistically significant. Since the sign of the test is negative, then there is a significant negative effect of "the role clarity" factor on Turnover.

This result is consistent with the results of (Dubey et al., 2016) who found that there was a significant negative effect of "the role clarity" variable on Turnover.

S. Hassan (2013) noted that offices with a high level of role clarification had significantly higher levels of work satisfaction and lower rates of Turnover. Alquraishi (2010) found that "role ambiguity" is one of the causes of work pressure, which increases the turnover rate.

For the variable "Overall Job Satisfaction", the t-test =-5.612, the P-value (Sig.) =0.000, which is smaller than 0.05. Hence, this variable is statistically significant. Since the sign of the test is negative, then there is a significant negative effect of the overall job satisfaction on Turnover.

This result is consistent with several other studies (Adeli, 2013; Dubey et al., 2016; R. Hassan, 2013; S. Hassan, 2013) that proved the presence of a significant negative effect of the variable "job satisfaction" on Turnover. Bee et al. (2014) study showed a moderate relationship between the independent variable, Job Satisfaction, and the dependent variable, Job Turnover Intention. A. Rahman et al. (2008) and (Lai & Chen, 2012) also concluded that Job Satisfaction had negative effects on Turnover Intentions. The latter research was chosen on the basis of convenience sampling and was selected from automobile sales persons of Taipei, Taiwan.

The variable "organizational commitment" is statistically significant because the t-test value = -3.867 and the P-value (Sig.) = 0.000, which is smaller than 0.05. Since the sign of the test is negative, then there is a significant negative effect of this variable on Turnover.

This result is consistent with the results of (Dubey et al., 2016) who found that there was a significant negative effect of the variable organizational commitment on turnover. The latter research even considered organizational commitment to be one of the main factors that influenced turnover intention among technical employees in information technology organization in Malaysia (R. Hassan, 2013). A. Rahman et al. (2008) revealed that organizational commitment had a negative effect on turnover intentions among IT Professionals in Pakistan. Another study Bee et al. (2014) showed a moderate relationship between the independent variable “organizational commitment” and the dependent variable “job turnover intention”. Park et al. (2014) discovered that one of the fundamental consequences of organizational commitment is decreased intention to quit the organization in the United States. Jehanzeb et al. (2013) also revealed that organizational commitment had a negative effect on Turnover Intentions among employees in the private sector of Saudi Arabia.

In addition, based on the P-value (Sig.), the most significant independent variable is the Overall Job Satisfaction followed by Job Performance, Employment Perception, Organizational Commitment, Payment, Role Clarity and finally Presence of a Union.

3) There are statistically significant differences at ($\alpha = 0.05$) level among the respondents' opinions on the factors that affect employees' turnover at the Ministry of High Education in Gaza. The differences can be attributed to the characteristics factors such as gender, marital status, number of children, previous place of work, age, degree and years of experience.

This hypothesis can be divided into the following sub-hypotheses:

- **There are statistically significant differences at ($\alpha = 0.05$) level among the respondents in their opinions about the factors that affect employees' turnover at the Ministry of High Education in Gaza attributed to Gender factor.**

Table (5.21): Independent Samples T-test of the fields and their p-values for gender

No.	Field	Means		Test Value	Sig.
		Male	Female		
	Employment Perception	7.31	6.97	2.167	0.031*
	Union Presence	4.31	4.72	-1.555	0.121
	Payment	1.69	1.67	0.191	0.849
	Job Performance	8.51	8.56	-0.322	0.747
	Role Clarity	6.72	6.65	0.251	0.802
	Overall Job Satisfaction	2.56	2.78	-1.644	0.102
	Organizational Commitment	4.13	4.69	-1.871	0.063
	External and Work Related Factors	5.08	5.19	-1.085	0.279
	Turnover	8.38	8.10	1.887	0.060
	All items of the questionnaire	5.81	5.84	-0.372	0.711

* The mean difference is significant at 0.05 level

Table (5.21) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the field “employment perception”, then there is a significant difference between respondents toward this field due to Gender factor. The researcher concludes that the personal characteristic “gender” has an effect on this field.

The researcher attributes the differences toward the field "employment perception" among the respondents to “gender” because women prefer teaching jobs for the social values, less working hours and the availability of more holidays. On the other hand, institutions prefer to hire men because their lives are more stable, they do not ask for maternity leaves and they are sometimes more suitable to the nature of the profession and its pressures. In addition, published advertisements of some jobs with high administrative titles are sometimes specified for men only because they have more managerial and leadership capabilities than women.

For the other fields, the p-value (Sig.) is greater than the level of significance ($\alpha = 0.05$), which indicates that there is an insignificant difference among the respondents toward these fields due to “gender”. The researcher concludes that the personal characteristic “gender” has no effect on the other fields.

The researcher justifies the fact that the differences among the respondents attributed to gender are insignificant as the other sectors affect men and women in a similar way. For instance, the presence of employees' union does not differentiate between men and women in the decisions. In addition, both genders follow the same

salary scale and face the same conditions and thus their satisfaction and commitment are somewhat similar. This result is consistent with (Dubey et al., 2016) study that found that “gender” had no significant impact on Turnover. In addition, Hilina (2011) found that there is not a statistically significant relation between teachers' sex and turnover intentions. However, this result does not come in line with the results of (Almalki et al., 2012). He found that there is actually a relation between the two, as $p < 0.05$. Regarding Assefa (2014), though, he found that both genders' decisions regarding quitting or not were the same.

- **There are statistically significant differences at ($\alpha = 0.05$) level among the respondents in their opinions about the factors that affect employees' turnover at the Ministry of High Education in Gaza attributed to marital status**

Table (5.22): Independent Samples T-test of the fields and their p-values for marital status

No.	Field	Means		Test Value	Sig.
		Married	Single		
1.	Employment Perception	7.23	6.94	0.963	0.336
2.	Union Presence	4.47	3.90	1.147	0.253
3.	Payment	1.67	1.85	-1.042	0.298
4.	Job Performance	8.54	8.35	0.699	0.485
5.	Role Clarity	6.70	6.72	-0.053	0.958
6.	Overall Job Satisfaction	2.60	2.92	-1.200	0.232
7.	Organizational Commitment	4.30	4.18	0.228	0.820
	External and Work Related Factors	5.12	5.03	0.460	0.646
	Turnover	8.33	7.88	1.606	0.110
	All items of the questionnaire	5.83	5.65	1.181	0.239

Table (5.22) shows that the p-value (Sig.) is greater than the level of significance ($\alpha = 0.05$) for each field. Therefore, there is an insignificant difference among the respondents toward each field due to the marital status. The researcher concludes that the personal characteristic “marital status” has no effect on each field.

Such result is similar to that reached by (Almalki et al., 2012), who found that Turnover Intentions are not affected by the marital status of employees. However, according to Assefa (2014), single teachers are more likely to quit than married ones. Yet again, Dubey et al. (2016) found that the marital status of employees does not influence Turnover.

- There are statistically significant differences at ($\alpha = 0.05$) level among the respondents in their opinions on the factors affecting employees' turnover at the Ministry of High Education in Gaza attributed to the number of children

Table (5.23): ANOVA test of the fields and their p-values for the number of children

No.	Field	Means				Test Value	Sig.
		None	2 or less	3-5	6 or more		
1.	Employment Perception	7.09	7.27	7.18	7.30	0.244	0.865
2.	Union Presence	3.99	4.22	4.64	4.55	1.282	0.281
3.	Payment	1.78	1.57	1.75	1.58	1.653	0.178
4.	Job Performance	8.33	8.55	8.56	8.54	0.389	0.761
5.	Role Clarity	6.25	6.46	6.89	6.91	1.199	0.311
6.	Overall Job Satisfaction	2.64	2.45	2.77	2.47	1.919	0.127
7.	Organizational Commitment	3.85	4.01	4.58	4.28	1.502	0.215
	External and Work Related Factors	4.89	4.98	5.24	5.13	2.566	0.055
	Turnover	8.21	8.49	8.15	8.47	1.855	0.138
	All items of the questionnaire	5.63	5.75	5.88	5.87	2.071	0.105

Table (5.23) shows that the p-value (Sig.) is greater than the level of significance ($\alpha = 0.05$) for each field. This indicates that there are no significant differences among the respondents toward each field due to the number of children. The researcher concludes that the personal characteristic “number of children” of employees has no effect on any field.

This result is inconsistent with (Dubey et al., 2016) study that found that the number of children had a significant impact on Turnover. In Almalki et al. (2012) study, having children does not greatly affect Turnover which is consistent with the current study.

- There are statistically significant differences at ($\alpha = 0.05$) level among the respondents in their opinions about the factors that affect employees' turnover at the Ministry of High Education in Gaza attributed to the place of work .

Table (5.24): Independent Samples T-test of the fields and their p-values for the place of work

No.	Field	Means		Test Value	Sig.
		School	North and West Gaza Directorates of Education		
1.	Employment Perception	7.24	7.21	0.165	0.869
2.	Union Presence	4.59	4.39	0.645	0.519
3.	Payment	2.04	1.59	4.442	0.000*
4.	Job Performance	8.44	8.55	-0.652	0.515
5.	Role Clarity	7.07	6.60	1.414	0.159
6.	Overall Job Satisfaction	3.31	2.46	5.760	0.000*
7.	Organizational Commitment	5.20	4.07	3.351	0.001*
	External and Work Related Factors	5.46	5.03	3.624	0.000*
	Turnover	7.63	8.46	-5.114	0.000*
	All items of the questionnaire	5.94	5.78	1.755	0.081

* The mean difference is significant at 0.05 level

Table (5.24) shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for the fields “Payment, Overall Job Satisfaction, Organizational Commitment and external and work related factors” with turnover. Hence, The researcher concludes that there is a significant difference among the respondents toward these fields due to the place of work. This means that the personal characteristic “place of work” has an impact on these fields.

From the table (5.24), it appears that the mean of "payments" item to employees working in the directorates is less than that of teachers who work at schools. Regarding the idea that administrative staff are more dissatisfied with their payments than teachers, the researcher explains this through the fact that when a teacher is promoted to a head of a department, s/he is deprived from the teaching premium, whose value is more than that of a head of a division. Therefore, workers at the directorate receive less payment. It is also shown in the table that the job satisfaction of respondents who worked as teachers and left their jobs is more than that of administrative staff. Such result is due to the nature and work environment that surrounds teachers, and the vacations they are offered. The organizational commitment of administrative employees, as well, is less than that of teachers. Based on all of the mentioned differences, it appears that the mean of turnovers to workers at directorates is more than that of teachers.

For the other fields, the p-value (Sig.) is greater than the level of significance ($\alpha = 0.05$). Therefore, there is no significant difference among the respondents toward these fields due to the “place of work” factor. The researcher concludes that the personal characteristic “place of work” has no effect on the other fields.

- **There are statistically significant differences at ($\alpha = 0.05$) level among the respondents in their opinions about the factors that affect employees’ turnover at the Ministry of High Education in Gaza attributed to age**

Table (5.25):ANOVA test of the fields and their p-values for age

No.	Field	Means				Test Value	Sig.
		Less than 30	30 to less than 35	35 to less than 40	40 or more		
1.	Employment Perception	7.13	7.27	7.16	7.44	0.474	0.701
2.	Union Presence	3.96	4.39	4.81	5.03	2.901	0.036*
3.	Payment	1.58	1.60	1.82	2.00	3.574	0.015*
4.	Job Performance	8.48	8.71	8.37	8.30	1.907	0.129
5.	Role Clarity	6.29	6.56	7.11	7.45	2.697	0.047
6.	Overall Job Satisfaction	2.49	2.54	2.77	3.06	2.233	0.085
7.	Organizational Commitment	3.82	4.43	4.54	4.42	1.503	0.214
	External and Work Related Factors	4.87	5.12	5.26	5.42	4.050	0.008*
	Turnover	8.48	8.38	8.10	7.89	2.440	0.065
	All items of the questionnaire	5.67	5.84	5.89	5.96	2.464	0.063

* The mean difference is significant at 0.05 level

Table (5.25) shows that the p-value (Sig.) is smaller than the level of significance ($\alpha = 0.05$) for the fields “Union Presence, Payment and External and Work Related Factors”. This means that there is a significant difference among the respondents toward these fields due to age.

For the other fields, the p-value (Sig.) is greater than the level of significance ($\alpha = 0.05$). Thus, there is insignificant difference among the respondents toward these fields due to age. We conclude that the personal characteristic “age” has no effect on the other fields. The researcher attributes the differences among the respondents toward the two fields “Union Presence and Payment” to age because employees in the Ministry of Education are divided into two categories after the political division. The old employees,

who still belong to the West Bank employees' union, receive their salaries in full and at a stable rate. Their salaries are higher than those of the Gaza employees' union, who suffer from salary delays and weak union efforts due to difficult circumstances faced by the union.

For the other fields, the p-value (Sig.) is greater than the level of significance ($\alpha = 0.05$). Thus, there is insignificant difference among the respondents toward these fields due to age. We conclude that the personal characteristic “age” has no effect on the other fields.

This result is consistent with (Dubey et al., 2016) who noted that age and gender had no significant impacts on Turnover. This result shows a similarity with (Almalki et al., 2012) study results, which reached the conclusion that age had no true influence on Turnover Intention. Statistically, Hilina (2011) showed that there is no statistically significant relation between teachers' traits, such as age, and their turnover intentions. Assefa (2014), however, found otherwise; older teachers showed more tendency towards staying in their jobs, unlike younger ones.

- **There are statistically significant differences at ($\alpha = 0.05$) level among the respondents in their opinions about the factors that affect employees' turnover at the Ministry of High Education in Gaza attributed to education level**

Table (5.26): ANOVA test of the fields and their p-values for education level

No.	Field	Means			Test Value	Sig.
		Diploma or less	Bachelor Degree	Master Degree and more		
1.	Employment Perception	7.28	7.22	7.13	0.106	0.900
2.	Union Presence	4.61	4.45	4.26	0.167	0.846
3.	Payment	1.61	1.67	1.81	0.639	0.529
4.	Job Performance	8.53	8.53	8.49	0.021	0.979
5.	Role Clarity	6.57	6.58	7.55	2.794	0.063
6.	Overall Job Satisfaction	2.19	2.59	2.98	2.786	0.064
7.	Organizational Commitment	4.08	4.26	4.65	0.461	0.631
	External and Work Related Factors	5.02	5.09	5.31	1.062	0.347
	Turnover	8.74	8.31	8.05	1.529	0.219
	All items of the questionnaire	5.84	5.80	5.91	0.503	0.605

Table (5.26) shows that the p-value (Sig.) is greater than the level of significance ($\alpha = 0.05$) for each field. This proves that there is an insignificant difference among the respondents toward each field due to education level. The researcher concludes that the personal characteristic “education level” has no effect on each field.

Both the results of this study and that of (Almalki et al., 2012) reveal that the educational level does not have any influential aspects on Turnover Intention. The statistical result of Hilina (2011) study indicated that there is no statistically significant relationship between teachers' personal characteristics, like their level of qualification, and teachers' turnover intention. Assefa (2014) came to the conclusion that no matter what the educational level is, deciding to stay or quit is the same. A study by Dubey et al. (2016), though, found that education does have an impact on turnovers.

- **There are statistically significant differences at ($\alpha = 0.05$) level among the respondents in their opinions about the factors that affect employees' turnover at the Ministry of High Education in Gaza attributed to years of experience**

Table (5.27) shows that the p-value (Sig.) is greater than the level of significance ($\alpha = 0.05$) for each field. This means that the differences among the respondents toward each field due to years of experience are insignificant. The researcher concludes that the personal characteristic “years of experience” of employee has no effect on each field.

This result is inconsistent with (Dubey et al., 2016) who found that the years of experience had a strong impact on Turnover. The researcher attributes the differences to the fact that most of the total sample individuals left the public schools and moved to UNRWA schools where experience is not a prerequisite for employment, contrary to the functional and professional jobs where experience plays a major role and provide their employees the opportunity to move to jobs in major companies sometimes even outside the Gaza Strip. Such result is the same as that of (Hilina, 2011) which reflects the lack of a statistically significant relation between teachers' personal characteristics, like work experience, and teachers' Turnover Intention.

Table (5.27): ANOVA test of the fields and their p-values for years of experience

No.	Field	Means			Test Value	Sig.
		Less than 5 years	5 to less than 10	10 years and more		
1.	Employment Perception	7.07	7.22	7.32	0.833	0.436
2.	Union Presence	4.65	4.27	4.47	0.814	0.444
3.	Payment	1.69	1.60	1.78	1.659	0.193
4.	Job Performance	8.46	8.62	8.46	0.691	0.502
5.	Role Clarity	6.77	6.59	6.80	0.277	0.758
6.	Overall Job Satisfaction	2.62	2.56	2.72	0.548	0.579
7.	Organizational Commitment	4.24	4.29	4.35	0.038	0.963
	External and Work Related Factors	5.11	5.07	5.17	0.380	0.685
	Turnover	8.20	8.39	8.24	0.782	0.458
	All items of the questionnaire	5.79	5.80	5.85	0.216	0.806

Chapter 6
Conclusions
and
Recommendations

Chapter 6

Conclusions and Recommendations

6.1 Introduction

The aim of this research was to explore the factors affecting the Turnover of the Ministry of High Education Employees in Gaza. This chapter discusses the key findings and recommendations that the researcher suggests to minimize the phenomenon of employees' turnover in MOHE. In the first section, the researcher summarizes the findings revealed by the study through the data analysis. This will be followed by the study recommendations and several new topics suggested by the researcher for future research. Based on the discussion in the previous chapter, this chapter summarizes the key findings and conclusions of the current study. In addition, it puts forward a number of practical recommendations and theoretical suggestions for future research.

6.2 Conclusions

This research investigates the case of Employee Turnover in the Ministry of High Education in Gaza (MOHE). The number of teachers leaving schools affiliate to the Ministry of High Education to work at schools affiliate to the United Nations Relief and Work Agency (UNRWA) is increasing. Reports say that (829) fix-term appointed administrative staff and teachers have left the Ministry since 2010, (610) of which were teachers who left public schools and chose to work at UNRWA schools. In addition, (53) short-term teachers left to work at UNRWA schools in the school year 2015/2016. This indicates that the MOHE in Gaza is required to recruit and appoint new teachers to fill in the resulting vacancies.

The research problem can be stated in the question, “**What are the factors that affect the Ministry of High Education employees' turnover in Gaza?**”

A case study was conducted on the Directorate of Education and Schools of North and West Gaza. 260 questionnaires were distributed to the staff members who have left their jobs since 2010; 239 questionnaires were retrieved. The sample included 182 teachers, 71 of which were female and 168 were male employees. The total number

of employees in the directorates was 47 whereas the number of employees at schools was 192.

6.2.1 " Employment Perception" and its relationship with Turnover

Table (5.18) shows that the Correlation Coefficient between Employment perception and the phenomenon of employees' turnover at the Ministry of High Education in Gaza equals 0.369 and the p-value (Sig.) equals 0.000.

It is concluded that "employment perception" has a statistically significant relationship with employees' turnover. This indicates that the availability of an attractive alternative job motivates the employees to leave their current job and move to an alternative one.

By analysing the respondents' answers, the researcher found that the level of agreement on the "employment perception" is high (relative mean= 72.1%) as shown in table (5.9), which means that the presence of an alternative job has a significant role and does impact the employee's decision to leave the job.

6.2.2 Presence of Union and its relationship with Turnover

Table (5.18) shows that the Correlation Coefficient between Union Presence and the phenomenon of employees' turnover at the Ministry of High Education in Gaza equals -0.035 and the p-value (Sig.) equals 0.297 (more than 0.05).

It is concluded that "presence of a union" has an insignificant relationship with employees' turnover. This means that the union is not related to and has no effects on employees' turnover at the MOHE.

By analyzing the respondents' answers, the researcher noted that the level of agreement on the "presence of a union" is low (relative mean= 44.3%) as shown in table(5.10), which means that the respondents (departing employees) do not agree on the importance of the union of employees in achieving their demands, nor do they agree on their satisfaction with the union.

6.2.3 Payment and its relationship with Turnover

Table (5.18) shows that the Correlation Coefficient between Payment and the phenomenon of employees' turnover at the Ministry of High Education in Gaza equals -0.550 and the p-value (Sig.) equals 0.000 less than 0.05 .

The researcher concludes that "payment" has a significant negative relationship with employees' turnover. This conclusion indicates that the lower the salary and the incentives are, the greater the turnover is. In other words, when the employee is dissatisfied with the salary s\he receives, s\he is more likely to leave the job at the MOHE.

By analyzing respondents' answers, the researcher found that the level of agreement on the "Payment" is low (relative mean= 16.8%) as shown in table(5.11). This means that most of the respondents are not satisfied with their salaries, which, according to the employees, do not meet their needs. In addition, some of them do not receive their salaries and dues on time.

6.2.4 Job Performance and its relationship with Turnover

Table (5.18) shows that the Correlation Coefficient between job performance and the phenomenon of employees' turnover at the Ministry of High Education in Gaza equals 0.327 and the p-value (Sig.) equals 0.000 (less than 0.05).

The study shows that "Job Performance" has a significant positive relationship with employees' turnover. The researcher believes that the justification of this finding is that the employees who perform their jobs well and fulfil their duties but do not feel satisfied with their salaries or work environment and conditions naturally search for other job opportunities. Another explanation might be that good performers receive job opportunities from other institutions and companies and are easily accepted to join the staff of the organization.

Analyzing respondents' answers reveals that the level of agreement on "Job Performance" is high (relative mean= 85.3%) as shown in table(5.12), which means that most of the respondents are satisfied with their performance field and think that they performed well in the previous job .

6.2.5 Role Clarity and its Relationship with Turnover

Table (5.18) shows that the Correlation Coefficient between role clarity and the phenomenon of employees' turnover at the Ministry of High Education in Gaza equals $-.328$ and the p-value (Sig.) equals 0.000 less than 0.05 .

According to the study findings, "Role Clarity" has a significant negative relationship with employees' turnover. This may be interpreted that organizations with a high level of role clarity have significantly higher levels of job satisfaction and lower rates of Turnover.

Analysis of the respondents' answers reveals that the level of agreement on the "Role Clarity" is moderate (relative mean= 67.0%) as shown in table(5.13). The researcher explains the moderate agreement among respondents to indicate that the clarity of the roles in the Ministry of Education may be at a moderate level; or that depending on the nature of the work of the employees and the departments they follow, for some believe that there is role clarity in their workgroups while others believe that their roles are ambiguous or vague. The sample individuals were all from the departing staff, so the researcher argues that the resignation of employees who left their jobs despite perceiving the clarity of their roles could be attributed to other factors reviewed in this study.

6.2.6 Job Satisfaction and its relationship with Turnover

Table (5.18) shows that the Correlation Coefficient between job satisfaction and the phenomenon of employees' turnover at the Ministry of High Education in Gaza equals $-.628$ and the p-value (Sig.) equals 0.000 less than 0.05 .

This shows that "job satisfaction" has a significant negative relationship with employees' turnover; that is to say that job satisfaction negatively affected Turnover. In other words, the turnover rate at the Ministry of Education institutions increases as the employees feel less satisfied and less comfortable at work and vice versa.

Analyzing the answers, the researcher found that the level of agreement on the "job satisfaction" factor is low (relative mean= 26.2%) as shown in table(5.14), which means that the employees of the Ministry of Education are not satisfied with their

work environment. This was apparent in the questionnaire section that measured the extent of the employees' sense of psychological comfort, job stability and potential for career growth.

6.2.7 Organizational Commitment and its Relationship with Turnover

Table (5.18) shows that the Correlation Coefficient between organizational commitment and employees' turnover at the Ministry of High Education in Gaza equals -0.513 and the p-value (Sig.) equals 0.000 less than 0.05 .

It is concluded that "organizational commitment" has a significant negative relationship with employees' turnover, which may mean that organizational commitment had negative effects on Turnover. The lower the employees' commitment and affiliation to the Ministry of Education is, the more likely they are to leave work and move to another job.

The researcher analyzed the responses and found that the level of agreement on "organizational commitment" is low (relative mean= 43.0%) as shown in table (5.15). This indicates that most respondents did not "agree" on the organizational commitment fields. In other words, their lack of organizational commitment was one of the factors that made them think about leaving the job.

6.3 Recommendations

6.3.1 Practical and Theoretical Implications

This study plays a great role in adding and enriching the information and knowledge package of the relations between several factors (such as perceived available job alternatives -employment perception, union presence, payments, job performance, role clarity, job satisfaction, and organization commitment) and Turnover.

Considering the nature of the country where this study is conducted (i.e. a developing one), the results help both the public and educational sectors in understanding the Turnover phenomenon. Studies which discuss this matter and were conducted in Palestine and the Gaza Strip though exist are limited. Also, what gives such research its importance is that it has been conducted in a place on which a siege has been imposed for almost a decade, undoubtedly affecting the service sector. Looking

into the results, it appears that assumptions regarding the negative connection between payment, role clarity, job satisfaction and organizational commitment and Turnover are validated and are held true in this research context. Furthermore, the concepts of job performance and external opportunities play two very significant roles in this research context.

The research, therein, opens the eyes of employers and decision makers and helps them better read their employees' turnover intentions. The study's results, which have been proven of great importance, can be used to achieve a better perception about the theory and policies of management.

6.3.2 Management Recommendations

Management policies as well can make use of this research because of the recommendations provided by the researcher. Turnover phenomenon and Turnover Intentions are of immediate relevance to professional high performers (employees) and HR managers. First and foremost, it is imperative for any management to always understand its employees' turnover intentions.

Turnovers could result in losses and could affect the performance of an institution. Knowing the possible damages allows those in charge, managers, to make such matter on top of their list of concerns. They should always keep an eye on the intentions of their employees formally and informally. Formally, they could conduct periodic surveys; and informally, they could keep in touch with their employees. It would also help to initiate monitoring systems that would follow up with turnovers. Managers should consider meeting with employees who leave their jobs so to understand their reasons and the factors which affected their choice of leaving. Understanding the nature of the issue and reasons for quitting could help in keeping expert employees and preventing them from leaving. For example, if the employee is leaving for a better job opportunity where there is a better title, and the MOHE can offer such title; it could simply give the employees the titles they want and solve the problem.

It was through monitoring systems that such information was found. Therefore, it is of great importance for organizations to research the relationship between turnovers and turnover intentions. Any data related to turnover intentions should help spot

important employees who are of great value and are very likely to have leaving intentions. The organization should see how satisfied they are with everything about their jobs, and improve whatever needs to be so.

Job satisfaction has been proven as a valuable indicator of turnover intentions through the results of this study and others. Any management, then, is advised to keep job satisfaction a priority; it being more important at times of crises. The satisfaction of employees, as researched, is mainly related to the supervisor, coworkers and work nature; thus the spotlight should be directed at these factors. Employees' feelings about each other and their superiors should be under the circle of love, appreciation and trust. The focus being on hard times, employees' awareness of what is going inside the organization and what its future looks like is essential. Basically, when employees feel like they are part of a family, they start feeling more connected with each other, work in harmony, and stay loyal. When, however, employees sense a great change - whether in the tasks they are assigned, the structuring, or the forming of new teams or leadership- the harmony between them is disturbed thus causing their dissatisfaction with the three mentioned researched factors.

Money, represented by payments and promotions, is a factor that greatly plays a role in the dissatisfaction of "salaried" employees. As the situation is bad, offering better payments and promotions is not an option. In fact, an organization finds itself forced to, sometimes, reduce costs, restructure the workforce, or restrict promotions. Because of how teachers feel about the higher salaries of UNRWA teachers, it is important to consider raising teachers' salaries in a way that makes them equal. Another thing decision makers should take into consideration is the importance of always paying the employees on time. Delaying their additional works' dues and wages leads to their dissatisfaction. Some of those additional work duties include their assistance in the general secondary examinations, the exams of practicing the profession and the employment examinations.

Moving to the perception of alternative jobs, such factor is of less influence if properly dealt with by the management, which should follow up with the labor market. The thing about turnover, in this context, is that an expert employee without any

perception of other opportunities and job vacancies (alternatives) would not leave; unlike an expert employee who is satisfied and sees another job somewhere else. Even if the management, in this case, intervenes and suggests better satisfaction, the employee is more probably going to leave. At the same time, if employees see that other alternatives are similar in terms of attractiveness, for example, to those inside their work environment, they would, most probably, not leave.

Any organization should understand the great value of Employee Retention. High performers and talented workers should be, first, hired and retained. A preventive measure that could be applied to reduce unwanted employees' voluntary turnover or turnover intentions is to hire and attract the right employees from the beginning.

6.3.3 Future Research

Future research on the topic of Turnover should be directed towards the research context, the research sample, conceptual model expansion and the research approach.

More Turnover research should be carried out in developing countries. It would be beneficial to conduct the right researches, here in Palestine for instance, to measure turnovers since no formal data sources exist. Furthermore, having Turnover researched in other sectors such as the health sector or at universities would add value and understanding to the reality of turnovers. The researcher believes that future studies can benefit from including the teachers as a study sample and some factors related to the school environment as the study variables.

The theoretical aspect can be further improved through the inclusion of other factors. Other popular variables that can be included are engagement, achievement, recognition, job security, retirement, social status, workload, and image. The variables could be either used as independent, moderating or mediating variables.

Finally, it is recommended to conduct a study on Turnover Intentions using a qualitative approach, where the factors affecting Turnover Intentions can be identified inductively. Subsequently, the results, a conceptual model of Turnover Intentions, may be quantitatively tested. In addition to this study, an explorative study on the tangible and intangible cost of Turnover in different sectors would increase awareness about the importance of the topic of Turnover.

6.3.4 Suggested Topics for Future Research

This research arouse some topics for future research like,

1-A Study on Employee Attrition and Retention in Private Sector

2- The Impact of Turnover and Availability of Employees on the Organization

Performance at the MOHE

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Appendices

Appendix(A): Questionnaire in Arabic



الجامعة الإسلامية غزة

عمادة الدراسات العليا

كلية التجارة

إدارة الأعمال

الأخوة / الأخوات العاملون في المؤسسة الحكومية حفظكم الله ورعاكم،،،

السلام عليكم ورحمة الله وبركاته ،،،

يقوم الباحث بإجراء دراسة حول:

العوامل المؤثرة في الدوران الوظيفي لموظفي وزارة التربية والتعليم العالي في محافظات قطاع غزة (دراسة حالة: مديرية التربية والتعليم شمال غزة)

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في إدارة الأعمال من الجامعة الإسلامية -
غزة.

ولهذا الغرض قام الباحث ببناء هذه الاستبانة - التي بين أيديكم - للتعرف على واقع الدوران الوظيفي
لموظفي وزارة التربية والتعليم العالي في محافظات قطاع غزة، والعوامل التي تؤثر فيه.

حيث أن المقصود بالدوران الوظيفي هو ظاهرة التغير في عدد العاملين نتيجة الالتحاق بالعمل
أو الخروج منه، يعرف معدل دوران العمل على أساس نسبة العاملين الذين يتركون العمل في فترة
معينة الى متوسط عدد العاملين في تلك الفترة .

ونظراً لأهمية رأيكم في هذا الدراسة، يرجو الباحث تعاونكم الجاد والصادق لإنجاح هذه الدراسة من
خلال التكرم بالإجابة عن جميع فقرات الاستبانة بدقة وعناية وموضوعية وأن تكون الإجابة معبرة عن آرائكم،
علماً بأن المعلومات الواردة في هذه الاستبانة ستحظى بالسرية التامة ولن تستخدم إلا لأغراض البحث العلمي
فقط.

وشكراً جزيلاً على وقتك

للاستفسار الرجاء عدم التردد في الاتصال على جوال 0599994671

الباحث

عبدالله شحادة

القسم الأول: البيانات التعريفية: ضع علامة (√) في مربع الإجابة الصحيحة.

أولاً: بيانات عامة	
1. الجنس	<input type="checkbox"/> ذكر <input type="checkbox"/> أنثى
2. الحالة الاجتماعية	<input type="checkbox"/> متزوج <input type="checkbox"/> أعزب
3. عدد الأولاد	<input type="checkbox"/> لا يوجد <input type="checkbox"/> 2 أو أقل <input type="checkbox"/> 3 إلى 5 <input type="checkbox"/> 6 فأكثر
4. مكان العمل السابق	<input type="checkbox"/> مديرية شمال غزة <input type="checkbox"/> مدرسة
5. العمر (عند الانتقال من العمل السابق)	<input type="checkbox"/> أقل من 25 عاماً <input type="checkbox"/> 25 إلى أقل من 30 <input type="checkbox"/> 30 إلى أقل من 35 <input type="checkbox"/> 35 إلى أقل من 40 <input type="checkbox"/> 40 إلى أقل من 45 <input type="checkbox"/> 45 فأكثر.
6. الدرجة العلمية	<input type="checkbox"/> دبلوم فأقل <input type="checkbox"/> ماجستير فأعلى <input type="checkbox"/> بكالوريوس
7. المسمى الوظيفي	<input type="checkbox"/> مدير المديرية <input type="checkbox"/> رئيس قسم <input type="checkbox"/> رئيس شعبة <input type="checkbox"/> موظف إداري <input type="checkbox"/> سكرتير <input type="checkbox"/> مدير مدرسة <input type="checkbox"/> معلم <input type="checkbox"/> غير ذلك _____
8. سنوات الخبرة في الوظيفة السابقة	<input type="checkbox"/> أقل من 5 سنوات. <input type="checkbox"/> 5 إلى أقل من 10 سنوات. <input type="checkbox"/> 10 إلى أقل من 15 سنة. <input type="checkbox"/> 15 إلى أقل من 20 سنة. <input type="checkbox"/> 20 سنة إلى أقل من 25 سنة. <input type="checkbox"/> 25 سنة فأكثر.

القسم الثاني: العوامل المؤثرة في الدوران الوظيفي.

ضع الدرجة المناسبة من درجة (1) الأقل موافقة على ما ورد في العبارة إلى درجة (10) الأكثر موافقة

على ما ورد في العبارة.

العوامل الخارجية:		
المجال الأول: الإدراك الوظيفي Employment perception أثر وجود فرصة عمل بديلة على مغادرتك العمل في المؤسسة السابقة .		
م.	السؤال	من 1 - 10
1.	تركزت عملي السابق بسبب حصولي على عرض أفضل للعمل بمؤسسة أخرى.	
2.	تركزت عملي السابق بسبب سهولة الانتقال الى عمل بديل ومغربي.	
3.	اتخذت قرار الانتقال من عملي السابق قبل أن اجد عمل بديل.	
4.	فضلت العمل خارج القطاع الحكومي عن العمل في القطاع الحكومي.	
5.	التحقت بعملي السابق بهدف العمل لفترة مؤقتة إلى أن أتمكن من الحصول على عمل آخر.	
6.	التحقت بعملي السابق بهدف الحصول على خبرة تؤهلني إلى الحصول على عمل أفضل.	
7.	تركزت العمل بسبب لم يكن فيه فرص للتقدم الوظيفي مقارنة بالوظائف البديلة.	
8.	كان لدي الرغبة في العمل لدى مؤسسة تمنح امتيازات أفضل.	
المجال الثاني: وجود نقابة (اتحاد) الموظفين Union presence وتعرف النقابات العمالية بانها مجموعة تأسست من العمال المنظمين يعملون معا لتحسين المصالح الاقتصادية واحترام الشروط المتفق عليها من خلال عملية المفاوضة الجماعية مع المشغلين أو أصحاب القرار.		
م.	السؤال	من 1 - 10
1.	تبدي نقابة الموظفين اهتماما بقضايا تحسين أجور ورواتب الموظفين.	
2.	تفي النقابة بالوعود التي تقطعها على نفسها تجاه العاملين فيما يتعلق في تحسين اوضاعهم.	
3.	تعمل نقابة الموظفين على التنسيق مع وزارة التربية والتعليم بهدف الحصول على مزايا أكثر للموظفين العاملين في قطاع التعليم.	
4.	يوجد رضى على أداء النقابة فيما يتعلق بأمر الموظفين.	
5.	تحرص النقابة للتواصل مع الموظفين والحصول على تغذية راجعة منهم.	
6.	تساهم النقابة في نقل مطالب العاملين الى أصحاب القرار الحكومة بشكل مرضي.	
7.	التمثيل النقابي في نقابة الموظفين مستند على الانتخابات الديمقراطية الحقيقية مما يحقق الاهداف الحقيقية لمطالب الموظفين .	

العوامل المتعلقة بالعمل: Work Related Factors		
المجال الثالث: الرواتب Payment		
الرواتب يعتبر تعويضاً نقدياً مباشراً يحصل عليه الفرد (الموظف) لقاء مساهمته التي يقدمها للمنظمة التي يعمل بها.		
م.	السؤال	من 1 - 10
1.	الراتب السابق الذي كنت أتقاضاه مرتفعاً.	
2.	يعتبر راتبي السابق متناسب مع العمل الذي كنت أقوم به.	
3.	كنت راضياً عن الراتب الذي كنت أتقاضاه.	
4.	شعرت بالرضا بسبب كثرة الحوافز المادية بالنسبة للمؤسسات الأخرى.	
5.	يغطي الراتب السابق احتياجاتي واحتياجات أسرتي.	
6.	تقاضيت راتباً جيداً مقارنة برواتب الآخرين في المؤسسات الأخرى.	
7.	رواتبتي ومستحققاتها السابقة كانت تصرف بأوقاتها.	

المجال الرابع: الأداء الوظيفي Job performance		
يعرف الأداء الوظيفي بأنه العملية التي يتعرف من خلالها على أداء الفرد لمهامه وقدراته على الأداء والخصائص اللازمة لتأدية العمل بنجاح.		
م.	السؤال	من 1 - 10
1.	حرصت دوماً على تحقيق الأهداف العامة للمنظمة عند أدائي للعمل .	
2.	شعرت بالرضا عن مستوى أدائي الوظيفي في عملي السابق.	
3.	كانت لدي القدرة على تحمل مسئولية الأعباء اليومية المختلفة.	
4.	كنت أشعر بأهمية التعاون مع فريق العمل لإنجاز المهام.	
5.	أدرك ضرورة الاتصال مع الرؤساء والزعماء لتنفيذ المهام.	
6.	كنت أستطيع القيام بأكثر من عمل في آن واحد.	
7.	استخدمت التقنيات الحديثة في أداء عملي بشكل مستمر.	
8.	كنت أحرص أن تكون مخرجات العمل بالجودة المطلوبة.	

المجال الخامس: وضوح الدور Role clarity		
وضوح الدور هو امتلاك الفرد للمعلومات المطلوبة لأداء العمل مثل المعلومات عن الأهداف والسياسات والإجراءات في حدود صلاحياته ومسؤولياته.		
م.	السؤال	من 1 - 10
1.	كنت أتلقى مهاماً من مسئول واحد فقط.	
2.	كانت مسؤولياتي في العمل محددة بوضوح.	
3.	كانت الصلاحيات تتطابق مع المسؤوليات.	
4.	هناك تطابق بين مؤهلي وتخصصي مع العمل الذي كنت أقوم به.	
5.	جميع الأعمال التي كنت أقوم بها ضمن نطاق صلاحياتي.	
6.	كانت الأنظمة والصلاحيات في مؤسستي واضحة.	
7.	هناك توافق وتتسق بين ما تمليه الإدارة العليا ومتطلبات العمل.	

المجال السادس: الرضا الوظيفي Overall job satisfaction		
يعرف الرضا الوظيفي بأنه شعور إيجابي الناتج عن تقييم الشخص وظيفته أو تجربته (السابقة)		
م.	السؤال	من 1 - 10
1.	هناك العديد من أوقات الراحة أثناء الدوام في العمل السابق.	
2.	شعرت بالراحة النفسية مع زملائي في العمل.	
3.	منحني العمل السابق الشعور والاحساس بالاستقرار الوظيفي.	
4.	منحني العمل السابق مكانة اجتماعية لائقة.	
5.	كان بإمكانني التقدم في عملي السابق بشكل جيد .	
6.	هياً لي العمل السابق فرص لتطوير وسائل جديدة وأفضل لأداء العمل.	
7.	شعرت بتحقيق ذاتي في العمل السابق.	
8.	توجد عدالة في الحصول على ترقية في العمل السابق.	

المجال السابع: الالتزام التنظيمي Organizational commitment		
الالتزام التنظيمي هو درجة اندماج الفرد بالمنظمة واهتمامه بالاستمرار فيها.		
م.	السؤال	من 1 - 10
1.	كنت أشعر بسعادة بالغة للعمل في مؤسستي وكنت أفضلها على جهات أخرى كان بإمكانني العمل بها.	
2.	كان لدي شعور قوي بالانتماء لمؤسستي.	
3.	كان لدي شعور بالارتباط عاطفياً لمؤسستي السابقة .	

4.	تركزت العمل في مؤسستي بالرغم من شعوري بالالتزام التنظيمي .
5.	اعتبر نفسي مدينا لمؤسستي السابقة لما لها من فضل وأثر على حياتي .
6.	استمرار العمل في المؤسسة يعتبر تصرف أخلاقي بالنسبة لي.
7.	كنت متشائما عندما قررت ترك العمل في مؤسستي السابقة.
8.	مغادرتي للعمل السابق نابعة من رغبتني للعمل في مؤسسة أخرى.

المجال الثامن: الدوران الوظيفي Turnover
المقصود بالدوران الوظيفي هو ظاهرة التغير في عدد العاملين أو النسبة المئوية للموظفين الذين يتركون المنظمة طوعية و يتم استبدالهم بموظفين جدد .

م .	السؤال	من 1 - 10
1.	تدرك وزارة التربية والتعليم ظاهرة مفهوم الدوران الوظيفي.	
2.	يلعب الدوران الوظيفي دورا أساسيا في سياسات إدارة الموارد البشرية للوزارة .	
3.	تتأثر ظاهرة الدوران الوظيفي بشكل كبير بالالتزام التنظيمي .	
4.	تدفع ظاهرة الدوران الوظيفي العديد من الكفاءات للهجرة من الوزارة .	
5.	يعتبر الدوران الوظيفي مكلفا ماليا ومعنويا بالنسبة للموظفين المغادرين من الوزارة .	
6.	يتأثر القطاع التعليمي والخدماتي سلبيا في وزارة التربية والتعليم بظاهرة الدوران الوظيفي .	
7.	يعتبر الرواتب من أهم أسباب انتشار ظاهرة الدوران الوظيفي .	
8.	يعتبر انتشار ظاهرة الدوران الوظيفي في وزارة التربية والتعليم مؤشرا لسوء ظروف العمل فيها	
9.	وزارة التربية والتعليم كانت مهتمة ومعنية بمعرفة سبب انتشار ظاهرة الدوران الوظيفي فيها .	
10.	تتأثر سمعة وزارة التربية والتعليم سلبيا بسبب انتشار ظاهرة الدوران الوظيفي .	
11.	انتشار ظاهرة الدوران الوظيفي يمثل استثمارا ضعيفا للموظفين فيها .	
12.	سهولة وسلاسة اجراءات الانتقال من العمل يساعد في انتشار ظاهرة الدوران الوظيفي .	
13.	الوضع الاقتصادي العام يلعب دورا مهما في انتشار ظاهرة الدوران الوظيفي في القطاع الحكومي .	
14.	يمكن الحد من انتشار ظاهرة الدوران الوظيفي بمنح امتيازات جيدة للموظفين .	
15.	تعكس انتشار ظاهرة الدوران الوظيفي انخفاض نسبة الولاء والرضا الوظيفي .	

Appendix (B): Electronic Questionnaire



العوامل المؤثرة على الدوران الوظيفي لموظفي وزارة التربية والتعليم العالي في محافظات قطاع غزة (دراسة حالة: مديرية التربية والتعليم شمال غزة)

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في إدارة الأعمال من الجامعة الإسلامية - غزة. ولهذا الغرض قام الباحث ببناء هذه الاستبانة - التي بين أيديكم- للتعرف على واقع الدوران الوظيفي لموظفي وزارة التربية والتعليم العالي في محافظات قطاع غزة، والعوامل التي تؤثر فيه.

حيث أن المقصود بالدوران الوظيفي هو ظاهرة التخير في عدد العاملين نتيجة الالتحاق بالعمل أو الخروج منه، يعرف معدل دوران العمل على أساس نسبة العاملين الذين يتركون العمل في فترة معينة إلى متوسط عدد العاملين في تلك الفترة.

ونظراً لأهمية رأيكم في هذا الدراسة، يرجى الباحث تعاونكم الجاد والصادق لإنجاح هذه الدراسة من خلال التكرم بالإجابة عن جميع فقرات الاستبانة بدقة وعناية وموضوعية وأن تكون الإجابة معبرة عن آرائكم، علماً بأن المعلومات الواردة في هذه الاستبانة ستحظى بالسرية التامة ولن تستخدم إلا لأغراض البحث العلمي فقط.

وتشكراً جزيلاً على وقتك

للاستفسار الرجاء عدم التردد في الاتصال على جوال 0599994671

الباحث
عبدالله شحادة

*مطلوب

القسم الأول: البيانات التعريفية: ضع علامة (√) في مربع الإجابة الصحيحة.

أولاً: بيانات عامة

1-الجنس *

اختيار ▼

2- الحالة الاجتماعية (عند مغادرتك العمل في وزارة التربية والتعليم) *

اختيار ▼

3- عدد الأولاد (عند مغادرتك العمل في وزارة التربية والتعليم) *

لا يوجد

2 أو أقل

3 إلى 5

6 فأكثر

4- مكان العمل السابق *

مديرية التربية والتعليم

مدرسة

5- العمر (عند مغادرتك العمل في وزارة التربية والتعليم) *

- أقل من 25 عاماً
- 25 إلى أقل من 30
- 30 إلى أقل من 35
- 35 إلى أقل من 40
- 40 إلى أقل من 45
- 45 فأكثر

6- الدرجة العلمية (عند مغادرتك العمل في وزارة التربية والتعليم) *

- دبلوم فأقل
- بكالوريوس
- ماجستير فأعلى

7- المسمى الوظيفي (عملك السابق في وزارة التربية والتعليم) *

- مدير المديرية
- رئيس قسم
- رئيس شعبة
- موظف إداري
- سكرتير
- مدير مدرسة
- معلم

8- سنوات الخبرة (عملك السابق في وزارة التربية والتعليم) *

- أقل من 5 سنوات
- 5 إلى أقل من 10 سنوات
- 10 إلى أقل من 15 سنة
- 15 إلى أقل من 20 سنة
- 20 سنة إلى أقل من 25 سنة
- 25 سنة فأكثر

القسم الثاني: العوامل المؤثرة على الدوران الوظيفي.

ضع الدرجة المناسبة من درجة (1) الأقل موافقة على ما ورد في العبارة إلى درجة (10) الأكثر موافقة على ما ورد في العبارة

العوامل الخارجية

المجال الأول: الإدراك الوظيفي Employment perception

أثر وجود فرصة عمل بديلة على مغادرتك العمل في المؤسسة السابقة .

1- تركت عملي السابق بسبب حصولي على عرض أفضل للعمل بمؤسسة أخرى.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2- تركت عملي السابق بسبب سهولة الانتقال الى عمل بديل ومغري.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3- اتخذت قرار الانتقال من عملي السابق قبل أن أجد عمل بديل.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4- فضلت العمل خارج القطاع الحكومي عن العمل في القطاع الحكومي.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5- التحقت بعملي السابق بهدف العمل لفترة مؤقتة إلى أن أتمكن من الحصول على عمل آخر.*

6- انتحقت بعملى السابق بهدف الحصول على خبرة تؤهلنى إلى الحصول على عمل أفضل. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7- تركت العمل بسبب لم يكن فيه فرص للتقدم الوظيفى مقارنة بالوظائف البديلة. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8- كان لى الرغبة فى العمل لدى مؤسسة تمنح امتيازات أفضل. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

المجال الثانى: وجود نقابة (اتحاد) الموظفين Union presence

وتعرف النقابات العمالية بأنها مجموعة تأسست من العمال المنظمين يعملون معا لتحسين المصالح الاقتصادية واحترام الشروط المتفق عليها من خلال عملية المفاوضة الجماعية مع المشغلين أو أصحاب القرار.

1- تبدي نقابة الموظفين اهتماما بقضايا تحسين أجور ورواتب الموظفين. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2- تقي النقابة بالوعود التى تقطعها على نفسها تجاه العاملين فيما يتعلق فى تحسين اوضاعهم. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3- تعمل نقابة الموظفين على التنسيق مع وزارة التربية والتعليم بهدف الحصول على مزايا أكثر للموظفين العاملين في قطاع التعليم.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4- يوجد رضی على أداء النقابة فيما يتعلق بأمر الموظفين.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5- تحرص النقابة للتواصل مع الموظفين والحصول على تغذية راجعة منهم.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6- تساهم النقابة في نقل مطالب العاملين الى أصحاب القرار الحكومة بشكل مرضي.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7- التمثيل النقابي في نقابة الموظفين مستند على الانتخابات الديمقراطية الحقيقية مما يحقق الاهداف الحقيقية لمطالب الموظفين.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

العوامل المتعلقة بالعمل: Work Related Factors

المجال الثالث: الرواتب Payment

الرواتب يعتبر تعويضاً نقدياً مباشراً يحصل عليه الفرد (الموظف) لقاء مساهمته التي يقدمها للمنظمة التي يعمل بها.

1- الراتب السابق الذي كنت أتقاضاه مرتفعاً.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2- يعتبر راتبي السابق متناسب مع العمل الذي كنت أقوم به.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3- كنت راضياً عن الراتب الذي كنت أتقاضاه.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4- شعرت بالرضا بسبب كثرة الحوافز المادية بالنسبة للمؤسسات الأخرى.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5- يغطي الراتب السابق احتياجاتي واحتياجات أسرتي.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6- تقاضيت راتباً جيداً مقارنة برواتب الآخرين في المؤسسات الأخرى.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7- رواتبي ومستحققاتها السابقة كانت تصرف بأوقاتها.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

المجال الرابع: الأداء الوظيفي Job performance

يعرف الأداء الوظيفي بأنه العملية التي يتعرف من خلالها على أداء الفرد لمهامه وقدراته على الأداء والخصائص اللازمة لتأدية العمل بنجاح.

1- حرصت دوماً على تحقيق الأهداف العامة للمنظمة عند أدائي للعمل.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2- شعرت بالرضا عن مستوى أدائي الوظيفي في عملي السابق.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3- كانت لدي القدرة على تحمل مسؤولية الأعباء اليومية المختلفة.*

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4- كنت أشعر بأهمية التعاون مع فريق العمل لإنجاز المهام. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5- أدرك ضرورة الاتصال مع الرؤساء والزملاء لتنفيذ المهام. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6- كنت أستطيع القيام بأكثر من عمل في آن واحد. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7- استخدمت التقنيات الحديثة في أداء عملي بشكل مستمر. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8- كنت أحرص أن تكون مخرجات العمل بالجودة المطلوبة. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

المجال الخامس: وضوح الدور Role clarity

وضوح الدور هو امتلاك الفرد للمعلومات المطلوبة لأداء العمل مثل المعلومات عن الأهداف والسياسات والإجراءات في حدود صلاحياته ومسؤولياته.

1- كنت أتلقى مهاماً من مسئول واحد فقط. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2- كانت مسؤولياتي في العمل محددة بوضوح. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3- كانت الصلاحيات تتطابق مع المسؤوليات. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4- هناك تطابق بين مؤهلي وتخصصي مع العمل الذي كنت أقوم به. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5- جميع الأعمال التي كنت أقوم بها ضمن نطاق صلاحياتي. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6- كانت الأنظمة والصلاحيات في مؤسستى واضحة. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7- هناك توافق وتناسق بين ما تملّيه الإدارة العليا ومتطلبات العمل. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

المجال السادس: الرضا الوظيفي Overall job satisfaction

يعرف الرضا الوظيفي بأنه شعور إيجابي الناتج عن تقييم الشخص وظيفته أو تجربته (السابقة)

1- هناك العديد من أوقات الراحة أثناء الدوام في العمل السابق. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2- شعرت بالراحة النفسية مع زملائى في العمل. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3- منحنى العمل السابق الشعور والاحساس بالاستقرار الوظيفي. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4- منحني العمل السابق مكانة اجتماعية لائقة. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5- كان بإمكانني التقدم في عملي السابق بشكل جيد . *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6- هيا لي العمل السابق فرص لتطوير وسائل جديدة وأفضل لأداء العمل. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7- شعرت بتحقيق ذاتي في العمل السابق. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8- توجد عدالة في الحصول على ترقية في العمل السابق. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

المجال السابع: الالتزام التنظيمي Organizational commitment

الالتزام التنظيمي هو درجة اندماج الفرد بالمنظمة واهتمامه بالاستمرار فيها.

1- كنت أشعر بسعادة بالغة للعمل في مؤسستي وكنت أفضلها على جهات أخرى كان بإمكانني العمل بها. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2- كان لدي شعور قوي بالانتماء لمؤسستي. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3- كان لدي شعور بالارتباط عاطفياً لمؤسستي السابقة. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4- تركت العمل في مؤسستي بالرغم من شعوري بالالتزام التنظيمي. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5- اعتبر نفسي مديناً لمؤسستي السابقة لما لها من فضل وأثر على حياتي. *

10	9	8	7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6- استمرار العمل في المؤسسة يعتبر تصرف أخلاقي بالنسبة لي. *

10 9 8 7 6 5 4 3 2 1

7- كنت متتائما عندما قررت ترك العمل في مؤسستي السابقة. *

10 9 8 7 6 5 4 3 2 1

8- مغادرتي للعمل السابق نابعة من رغبتي للعمل في مؤسسة أخرى. *

10 9 8 7 6 5 4 3 2 1

المجال التامن: الدوران الوظيفي Turnover

المقصود بالدوران الوظيفي هو ظاهرة التنوير في عدد العاملين أو النسبة المئوية للموظفين الذين يتركون المنظمة طواعية و يتم استبدالهم بموظفين جدد .

1- تدرك وزارة التربية والتعليم ظاهرة مفهوم الدوران الوظيفي. *

10 9 8 7 6 5 4 3 2 1

2- يلعب الدوران الوظيفي دورا أساسيا في سياسات إدارة الموارد البشرية للوزارة. *

10 9 8 7 6 5 4 3 2 1

3- تتأثر ظاهرة الدوران الوظيفي بشكل كبير بالالتزام التنظيمي . *

10 9 8 7 6 5 4 3 2 1

4- تدفع ظاهرة الدوران الوظيفي العديد من الكفاءات للهجرة من الوزارة . *

10 9 8 7 6 5 4 3 2 1

5- يعتبر الدوران الوظيفي مكلفا ماليا ومعنويا بالنسبة للموظفين المغادرين من الوزارة . *

10 9 8 7 6 5 4 3 2 1

6- يتأثر القطاع التعليمي والخدماتي سلبيا في وزارة التربية والتعليم بظاهرة الدوران الوظيفي . *

10 9 8 7 6 5 4 3 2 1

7- يعتبر الرواتب من أهم أسباب انتشار ظاهرة الدوران الوظيفي . *

10 9 8 7 6 5 4 3 2 1

8- يعتبر انتشار ظاهرة الدوران الوظيفي في وزارة التربية والتعليم مؤثرا لسوء ظروف العمل فيها . *

10 9 8 7 6 5 4 3 2 1

9- وزارة التربية والتعليم كانت مهتمة ومعنية بمعرفة سبب انتشار ظاهرة الدوران الوظيفي فيها *

10 9 8 7 6 5 4 3 2 1

10- تتأثر سمعة وزارة التربية والتعليم سلبيا بسبب انتشار ظاهرة الدوران الوظيفي . *

10 9 8 7 6 5 4 3 2 1

11- انتشار ظاهرة الدوران الوظيفي يمثل استثمرا ضعيفا للموظفين فيها . *

10 9 8 7 6 5 4 3 2 1

12- سهولة وسلاسة اجراءات الانتقال من العمل يساعد في انتشار ظاهرة الدوران الوظيفي . *

10 9 8 7 6 5 4 3 2 1

13- الوضع الاقتصادي العام يلعب دورا مهما في انتشار ظاهرة الدوران الوظيفي في القطاع الحكومي . *

10 9 8 7 6 5 4 3 2 1

14- يمكن الحد من انتشار ظاهرة الدوران الوظيفي بمنح امتيازات جيدة للموظفين . *

10 9 8 7 6 5 4 3 2 1

15- تعكس انتشار ظاهرة الدوران الوظيفي انخفاض نسبة الولاء والرضا الوظيفي . *

10 9 8 7 6 5 4 3 2 1

Appendix (C): Questionnaire in English

First Part: Personal Information: Put(✓)in the box next to the correct answer:

First: Personal Information	
1. Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
2.Marital Status	Single <input type="checkbox"/> Married <input type="checkbox"/>
3.Number of Children	<input type="checkbox"/> None <input type="checkbox"/> 2 or less <input type="checkbox"/> 3-5 <input type="checkbox"/> 6 or more
4.Previous place of work	<input type="checkbox"/> School <input type="checkbox"/> North Gaza Directorate of Educatio
5.Age	<input type="checkbox"/> Less than 25 <input type="checkbox"/> 25 to less than 30 <input type="checkbox"/> 30 to less than 35 <input type="checkbox"/> 35 o less than 40 <input type="checkbox"/> 40 to less than 45 <input type="checkbox"/> 45 or more
6.Degree	<input type="checkbox"/> Diploma or less <input type="checkbox"/> Bachelor Degree <input type="checkbox"/> Master Degree or more
7.Occupation	<input type="checkbox"/> Director <input type="checkbox"/> Head of Department <input type="checkbox"/> Head of Division <input type="checkbox"/> Administrative Employee <input type="checkbox"/> Secretary <input type="checkbox"/> Headmaster <input type="checkbox"/> Teacher <input type="checkbox"/> Other _____
8.Years of experience at your last job	<input type="checkbox"/> Less than 5 years <input type="checkbox"/> 5 to less than 10 <input type="checkbox"/> 10 to less than 15 <input type="checkbox"/> 15 to less than 20 <input type="checkbox"/> 20 to less than 25 <input type="checkbox"/> 25 or more

Second Part: Factors Influencing Turnovers

From 1 – 10, please give the most suitable degree to how much you agree on the statement.

External Factors		
First topic: Employment perception		
The Influence of having an alternative job offer on quitting work at a previous institution.		
	Statement	1-10
1.	I left my last job because I got a better job offer to work at a different institution.	
2.	I left my last job because it was easy to move to an alternative and better job.	
3.	I decided to leave my last job before finding an alternative.	
4.	I preferred working in a different sector instead of the public one.	
5.	I joined my last job temporarily until I could find another one.	
6.	I joined my last job so to get good experience that would help me get a better job.	
7.	I left work because in my old job I was not offered any career progression in comparison with other alternative jobs.	
8.	I wanted to work at an institution that offered better privileges.	
Second topic: Union Presence		
A unions defined as an organized group that was first established to include a group of workers who work together to improve their economic interests and who respect the conditions which were agreed on with the employers or decision makers after a process of negotiations.		
	Statement	1-10
1.	The employees' union shows interest in wage improvement issues and the employees' salaries.	
2.	The union fulfills the promises it makes towards the employees regarding improving their work conditions.	
3.	The union tries to coordinate with the Ministry of Education to get the employees working in the educational sector more privileges.	

4.	The performance of the union regarding the employees' issues is satisfactory	
5.	The union tries to communicate with the employees and receives feedback from them.	
6.	The union communicates the employees' demands to the decision makers working at the government in a satisfactory manner.	
7.	Union representation is based on real democratic elections, and thus it achieves the actual demands of the employees.	

Work Related Factors		
Third Topic: Payment		
Payments are financial compensations a person (the employee) receives in exchange for his\her contribution to the organization where s\he works.		
	Statement	1-10
1.	My last payment was high.	
2.	My last payment suited the nature of the work I did.	
3.	I was satisfied with the payment I used to receive.	
4.	I was satisfied because the incentives offered were more than those offered by other institutions.	
5.	The payment helped me meet my needs and my family's.	
6.	I received a good payment in comparison with other payments offered at other institutions	
7.	My salaries and benefits were paid on time.	

Fourth Topic: Job Performance

Job performance is defined as the process through which the performance and abilities of an individual are recognized, and the characteristics necessary for the accomplishment of a task successfully are identified.

	Statement	1 - 10
1.	While performing my job, I always ensured to achieve the general objectives of the organization where I worked.	
2.	I was satisfied with the level of my performance at my last job.	
3.	I could handle the different responsibilities and burdens of daily work.	
4.	I felt the importance of cooperating with the work team to get the tasks done.	
5.	I understood the importance of communicating with my superiors and colleagues to get the tasks done.	
6.	I could do more than one task at a time.	
7.	I continuously used modern technology in my work.	
8.	I used to ensure that the work outcomes met the required quality.	

Fifth Topic: Role Clarity

Role clarity is defined as the individual's possession of the required information to perform a certain task; for example, having information about the objectives, policies and procedures in line with his\her competences and responsibilities.

	Statement	1-10
1.	I was assigned tasks by one official only.	
2.	My responsibilities were clear.	
3.	The authority I had matched the responsibilities I was assigned.	
4.	My qualification and degree were suitable with the nature of work I did.	
5.	All the tasks I did were within my competence.	
6.	The systems and authorities at my institution were clear.	
7.	There were harmony and correspondence between what the senior management aspired and the job requirements.	

Sixth Topic: job satisfaction: is the positive reaction one has that is based on the person's evaluation of their job, or (past) experience		
	Statement	1-10
1.	We had many breaks during work time at my last job.	
2.	I felt comfortable around my colleagues at work.	
3.	My last job offered me job stability.	
4.	My last job offered me a good social position.	
5.	I could proceed well at my last job	
6.	My last job offered me many chances to develop new means so to improve the job performance.	
7.	At my last job, I felt accomplished.	
8.	At my last job, promotions were justly offered to employees who deserved to be promoted.	

Seventh Topic: Organizational Commitment :is how involved a person is at his\her organization and how interested s\he is at continuing to work there.		
	Statement	1-10
1.	I was very happy to work at the institution. I preferred working there over other alternative institutions.	
2.	I was very loyal to my institution.	
3.	I was emotionally connected with the institution I worked for.	
4.	I left my job at the previous institution despite my organizational commitment to it.	
5.	I am indebted and grateful to the institution where I last worked because of its great impact on my life.	
6.	To me, I believe that continuing to work at an institution is a moral act.	
7.	I was pessimistic when I decided to quit my last job.	
8.	I quit my last job because I wanted to work at another institution.	

Topic 8: Turnover :is a defined as the phenomenon of change in the number of employees or the rates of employees who willingly leave their organization and are replaced.

م	Statements	1-10
1.	The Ministry of Education understands the meaning of Turnover phenomenon	
2.	Turnover plays a key role in the policies of the Ministry's HR management.	
3.	Turnover is greatly influenced by organizational commitment.	
4.	The Turnover phenomenon pushes lots of competent personnel out of the Ministry.	
5.	Turnovers are considered expensive both financially and spiritually to the employees leaving the Ministry.	
6.	The educational and service sectors at the Ministry of Education are negatively affected by the Turnover phenomenon.	
7.	Salaries are considered one of the most important reasons for the spread of the Turnover phenomenon.	
8.	The spread of the Turnover phenomenon at the Ministry of Education indicates the bad working conditions it provides.	
9.	The Ministry of Education was very interested in identifying the reasons behind the spread of the Turnover Phenomenon at the Ministry.	
10.	The reputation of the Ministry of Education has been negatively influenced by the spread of Turnover phenomenon.	
11.	The spread of Turnover phenomenon at the Ministry reflects the poor investment in its employees.	
12.	The facilitation and flexibility of moving from a job to another helps in the spread of the Turnover phenomenon.	
13.	The general economic situation plays a big role in the spread of Turnover phenomenon across the public sector.	
14.	The phenomenon of Turnover can be limited through granting the employees good privileges.	
15.	The spread of the Turnover phenomenon reflects the lack of loyalty employees have towards the Ministry and the lack of job satisfaction.	

Appendix (D): List of Referees

#	Referee Name	Working Place
1.	Dr. Khalid Abed Dahleez	Islamic University of Gaza.
2.	Dr. Sameer Safi	Islamic University of Gaza & Alpha Center for Statistical Analysis.
3.	Dr. Akram Sammour	Islamic University of Gaza.
4.	Dr. Yousef Baher	Islamic University of Gaza.
5.	Dr. Yaser A. AL shorafa	Islamic University of Gaza.
6.	Dr. Mohammed J. M. Fares	Al-Azhar University
7.	Dr. Wafiq Helmi al-Agha	Al-Azhar University
8.	Belal Albashiti	Head of Business Administration department , Al-Azhar University