

**UNIVERSITY OF KWAZULU-NATAL**

**RETENTION OF ACADEMICS IN UGANDAN PRIVATE**

**UNIVERSITIES: THE ROLE OF HUMAN RESOURCE**

**PRACTICES**

**BY**

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**DATE: NOVEMBER 2016**

**Permission to submit**

## DECLARATION

I Mary Nalwanga Mutyaba Wanda declare that:

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## **ABSTRACT**

The study assesses the retention of academics in private Ugandan Universities and focuses on the role of human resource management practices in ensuring retention. There is rapid growth in the number of universities in Uganda which calls for a large number of academics that should be retained to offer services. Hence, human resource practices were explored to assess the extent to which these practices are currently able to retain staff and also to determine specific challenges and strategies to academic staff retention.

The study was conducted in six chartered Private Universities in Uganda, namely, Ndejje, Uganda Christian, Uganda Martyrs, Bugema, Nkumba University and Kampala International Universities. A quantitative cross sectional survey design applying both quantitative and qualitative techniques was adopted. Academics, HR officers and members of Top Management at the universities were selected using cluster sampling (academics) and simple random sampling respectively. Data was collected using questionnaires which were distributed to academics and HR and Top Management officers were interviewed.

The findings show that all the six HR practices were adopted but with varying degrees of magnitude; training and development has the greatest impact on academics' retention followed by compensation; academics believe that management is most concerned with recruitment and selection followed by performance appraisal, HR planning, industrial relations, training and development and compensation.

Further still there exist significant intercorrelations amongst the human resource practices; the HR practices significantly account for the variance in determining academics retention; there is a significant difference in the perceptions of academics varying in biographical profiles (age, education, position, tenure, gender and the biographical profiles of academics significantly influence their intentions to quit. On the basis of these findings recommendations have been drawn to ensure enhancing the positive effects and to counteract the negative effects of academics' retention and the challenges to academics' retention. Also recommendations on the basis of the biographical profiles' influence on the academics intention to quit.

## **DEDICATION**

I dedicate this work to my father Mark Mutyaba, who gave me an inspiration to pursue higher education; my mother Gertrude Namatovu who laid the foundation for my academic success; my husband John Charles who has been my pillar throughout this project; my children David, Paul, Jonathan, Timothy, Justus and Christopher who had to sacrifice a lot during this journey.

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### **Abbreviations and acronyms**

AIDS-	Acquired Immune Deficiency Syndrome
ANOVA-	Analysis of Variance
HIV-	Human Immunodeficiency Virus
HR-	Human Resource
HRIS-	Human Resource Information Systems
HRM-	Human Resource Management
HRP-	Human Resource Planning
IR-	Industrial Relations
KMO-	Kaiser-Meyer-Olkin
NCHE-	National Council for Higher Education
PA-	Performance Appraisal
R & S-	Recruitment and selection
SET-	Social Exchange Theory
SPSS-	Statistical Package for Social Scientists
T & D-	Training and Development
UNISA	University of South Africa



# **CHAPTER ONE**

## **INTRODUCTION AND OVERVIEW OF THE STUDY**

### **1.1 Introduction**

This chapter provides the background to the study of the role of human resource practices in the retention of academics in Private Ugandan Universities. The section lays a foundation for the study by examining the need for the retention of employees in any organisation and more specifically the retention of academics in Universities; the human resource practices used by the respective employees and how the former impact on employee retention; the changing scenario of university education in Uganda over the years and the concern of this evolution which unveils the research problem and calls for the significance of the study to be undertaken. The chapter entails a review of findings drawn from a number of scholars in relation to the above mentioned sections. The research objectives and research questions form the structure which will unveil the conceptual framework and the methodology that the study will follow throughout the study.

### **1.2 Background to the study**

The fundamental aspect being investigated relates to employee retention and more specifically the retention of academics in Ugandan universities. The study focuses on the role of human resource practices in academic retention.

#### **1.2.1 Employee retention**

The retention of employees, more especially highly skilled employees is one of the key practices of human resource management. Employee retention is a challenge in many professions, institutions and organisations world over. Every organisation's core interest is to ensure the retention of its talented employees and minimise on their attrition. Several definitions of the term retention have been fronted. Neog and Barua (2013) define employee retention as a way of persuading workers to stay at the workplace for maximum time or as long as a project lasts. Similarly, Workforce Planning for Wisconsin State Government (2005) defined employee

retention as the effort instituted to create and support a work environment with policies and practices that will attract employees to remain employed. Skilled employee retention gives an organisation a competitive advantage over other institutions and therefore it is crucial that institutions adopt strategies to retain effective knowledge and top employees in order to beat the stiff competition in the market. The retention of academics is very crucial for the survival of the universities; moreover, the costs associated with staff replacement are too high (Nderitu, 2014).

According to Betts (2008), the poor retention of academics results in a number of attrition costs:

- Direct costs such as hiring, recruitment and selection, training and development, separation costs and the loss of students from the university as a result of losing confidence in the institution since their lecturers are leaving.
- Opportunity costs as a result of reduction in future students enrollment, loss of academic capital, loss of institution reputation and eventual loss of business;
- Indirect costs such as reduction in the morale of the remaining students and academics.

Baker, Day and Silas (2006) observed the fact that hiring new employees into the organisation was more costly than retaining them. The ability to retain employees is dependent on the organisation's ability to manage them; the latter entails motivational, interaction, visioning and learning processes (Kaliprasad, 2006). Retaining staff is not only costly but challenging since similar organisations are hunting for the same staff.

Employee retention is a key opportunity that needs to be urgently addressed and once addressed all stakeholders, namely, the employees, the employer and the customers will be satisfied. Since retaining employees is becoming difficult, organisations are putting greater effort into encouraging and facilitating retention.

### **1.2.2 The retention of academics in Universities**

In academic institutions the critical human capital includes academic, administrative and technical human resources (Mihyo, 2008). According to Quality Assurance Framework for universities and the Licensing process for the National Council for Higher Education (NCHE) (2011), "No University or Tertiary Institution shall employ a lecturer, instructor or other person

recruited for the purpose of teaching or giving instructions to students whose qualifications do not conform to the standards set by the National Council by regulations”. However, in Uganda the number of Universities has increased tremendously while the number of academics has not grown at the same pace; for instance, the current number of universities is forty and the available academics are insufficient. This implies that these universities will compete for the available academics and there is need for them to retain these staff and, therefore, they urgently need to employ the strategies to do so. Therefore, this research intends to explore the existing human resource practices and their influence in retaining the academics in the Private universities in Uganda.

Universities in the world are experiencing an increased recruitment of students due to the high demand for university education. Huge investments in both the public and private universities have been carried out mainly to attract students but the question relates to how they would prevent the academics from leaving (Mihyo, 2007). There are currently about 16,000 international students out of 200 000 students at Uganda’s universities partly because Ugandan universities are unique in the region, accommodate special-needs students, have a diverse range of academic programmes, types of universities and quality of graduates and in many cases these courses are the only ones offered in the region (Borderless Report, 2012).

There is a need for high calibre staff to teach the various academic disciplines; these are the core employees in the universities. Core staff is at the centre of the organisation’s success and are better at executing tasks. Such staff possess skills and expertise needed by the organisation and actively contribute to the success of the organisation through supporting the mission (Chew & Entekin, 2004). In universities, the demand for knowledge exceeds its supply and therefore there is a need to retain knowledgeable and talented employees who tend to be on high demand when they are offered higher wages; such circumstances call for retention strategies (Young, 2008).

Academics should possess these attributes. Furthermore, since the supply of the staff is far below the demand for them it calls for competing strategies to ensure that each university gets and retains a share of the highly required academics. To achieve this, it is important to know

whether the HR practices in these universities can help retain their acquired staff and not lose them to their competitors. However, it is essential to conduct a study of what Human Resource practices exist and how relevant they are in the retention of academics in the Private Universities in Uganda.

Education institutions are challenged by knowledge retention and these organisations take some time, skill and resources to avert the loss of the valuable knowledge. The loss of knowledge is a global issue where the statistics reveal the fact that an average worker changes jobs ten times between the ages of 18 and 37 years (Young, 2008). Evidently, retention is imperative and the retention of academics is crucial and various strategies should be adopted to ensure this. For example, heads of departments and senior academics need to create an enabling work environment for the junior academics to sustain the latter's retention (Nderitu, 2014). This is crucial in retention since the junior academics will form a base from which skills and royalty will be developed and built for the university's future staffing needs.

### **1.2.3 Human Resource Practices**

Human Resource Management practices are a key factor in good people management and play a critical role in the retention of staff in organisations. These practices include recruitment and selection, training and development, performance management, remuneration systems, occupational health and safety and, industrial relations (Delery & Doty, 1996; Jackson & Schuler, 1995; Oakland & Oakland, 2001). As much as the employment of the mentioned practices gives an institution a competitive edge over its competitors, the loss of these staff becomes more costly in terms of wasted/lost skills (Chew, 2004; Gutherie, 2001). Without strengthening human resources and retaining the critical skills and competencies within any organisation, other components stand to suffer. Good human resource practices may influence commitment of staff thereby leading to their retention. There are various dimensions of human resource practices, namely, compensation, benefits and rewards, training and career development, work environment, and work life balance which affect the employee retention.

Even in the bid to retain academics educational institutions have encountered challenges as various scholars have noted. For instance, Chandra (2009) enumerates the challenges to

academics' retention as compensation and rewards, change management, talent management, leadership development, recruitment of quality manpower, organisational relations and outsourcing of human resource activities. Powney, Wilson, Hall, Davidson, Kirk, Edward & Mirze (2003) noted that individual Higher Educational institutions need to set aside resources for staff recruitment and development and aim at retaining the most productive staff.

Through their study, Netswera, Rankhumise and Mavundia (2005) identified staff retention factors in South African Higher Education Institutions as developing a climate of trust, allocating the right load hours to the academics, giving the relevant supervisory skills to academics' managers and communicating the chain of command to the academics.

Nderitu (2012) puts academics' retention strategies into monetary and non-monetary categories. A survey by Giacometti (2005) revealed five strategies proposed by the respondents as key in academics' retention, namely, compensation, school culture, motivation, demographic factors and external factors. A positive address to the mentioned would ensure job satisfaction and result in academics' retention.

However, since the various universities are unique in their nature and their environment it is imperative that each university tailors its specific strategies in relation to its uniqueness (Nderitu, 2012).

#### **1.2.4 University Education in Uganda**

The demand for higher education in Uganda is greater than the supply (Wachira, 2013). Wamala & Ssembatya (2013) noted that private universities are springing up all over East Africa.

In Uganda, up to 1988 Makerere was the only university, by 1998 the number rose to seven and by 2014 there were 36 universities while only eight were public. For a long time, Uganda has been the focus of academic learning in East Africa because of Makerere University's good image and the lower tuition charges compared to its neighbours; however, the rapid expansion of universities poses a challenge of quality maintenance. Private universities have sprung up to fill the gap created by the inefficiency in the public universities. Uganda has about 1 000 PhD

holders which is about 12% of the academics (Wachira, 2013). There is a shortage of qualified PhD academics in East Africa as observed by Spaul (2015) citing Nkunya (2011) and he postulates a worse situation in the near future when the current academics retire coupled with an expansion in the higher education sector. This calls for a strong need to ensure that each university puts in place measures to ensure that they retain these valued staff.

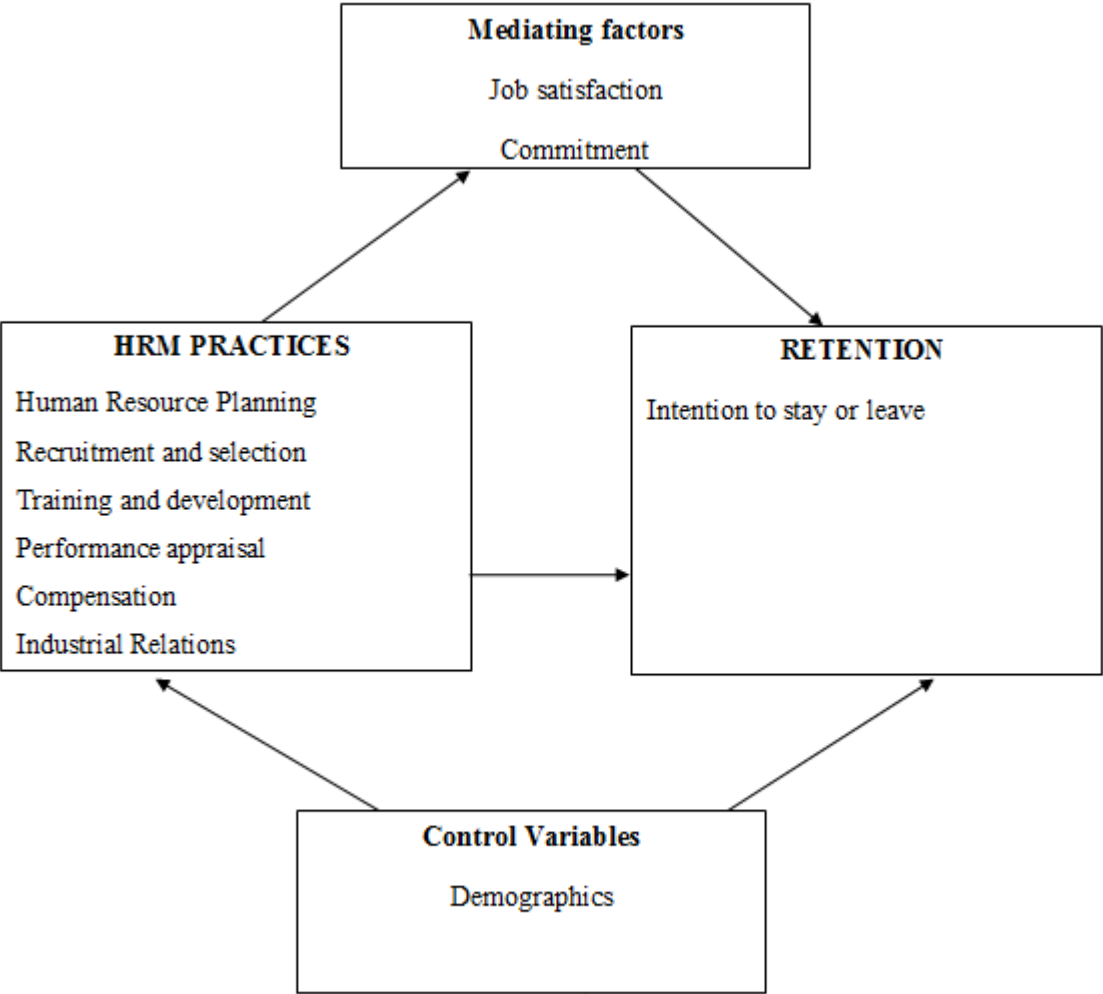
Expansion in the demand for higher education is pushing universities into a situation where universities are using academics who are employed on a temporary basis and are working with other universities and also hiring academics who are not properly qualified for the job. The resultant effect is compromised teaching and research, and the lack of time for close interaction of staff and students (Spaul, 2015). When the quality of the services delivered by the academics is compromised it affects the cardinal role of the universities and the products of these institutions in the long run.

### **1.3 Research Problem**

Academics' recruitment and retention remains a challenge across the globe but the situation in many African countries including Uganda appears to be particularly urgent (Tettey, 2010). A number of studies have investigated turnover and the retention of workers in general and academic staff in particular and how to address these problems (Amutuhaire, 2010; Harting, 2010; Ng'ethe, Iravo & Namusonge, 2012; Ramasamy, 2011; Roessler, 2002; Tettey, 2006; Tettey, 2010). However, there is little written information about academics and retention. Studies on academics' retention have focused on the factors influencing job retention among academics in general without paying particular interest to key factors such as human resource practices. Furthermore, little research has been undertaken on the subject of academics' retention in the Ugandan context focusing on the role of human resource practices. Both private and public institutions in Uganda need to know how human resource practices influence academic staff retention in their organisations. The critical question is to what extent do HR practices influence the decision of employees to stay at the institution and how?

The problem statement of the study is: What are the HR practices in Ugandan Private Universities and to what extent do they play a role in the retention of academics in the universities?

The conceptualisation of the problem is graphically depicted in Figure 1.1.



**Figure 1.1**

**The Conceptual framework showing the relationship between Human Resource Practices and Staff Retention**

Developed by the researcher and modified from the Guest Model by Guest (1997).

The Conceptual framework shows that retention, the dependent variable, is influenced by six (6) main HRM practices which are the independent variables. In the study, the mediating factors are job satisfaction and commitment while the control variables are demographics.

#### **1.4 Research objectives**

The objectives of the study are:

- To explore the HRM practices employed in Private Ugandan Universities.
- To determine what factors influence Private Ugandan Universities' academics' retention and how.
- To establish the extent to which HR practices influence academics' retention in Private universities and how.
- To establish the challenges to Academics' retention in Private Universities.
- To explore strategies to improve HR practices and the retention of academics in Private Universities.
- To assess how academics' biographical profiles (age, education, position, tenure, gender) influence their perceptions of the role of the HRM practices employed as well as the other factors affecting retention respectively.

#### **1.5 Research questions**

The research questions underpinning the study are:

- What HRM practices are employed in Private Ugandan Universities?
- What factors influence academics' retention in Private Ugandan Universities and how?
- To what extent do HRM practices influence academics' retention in private Universities and how?
- What are the challenges to staff retention in Private Universities?
- What strategies improve HR practices and the retention of academics in Private Universities and how?
- How do academics' biographical profiles (age, education, position, tenure, gender) influence their perceptions of the role of HRM practices employed as well as the other factors affecting retention respectively?



## **1.6 Research hypotheses**

The study was guided by the following hypotheses:

### **Hypothesis 1**

H<sub>1</sub>: There exist significant intercorrelations amongst the human resource practices.

### **Hypothesis 2**

H<sub>2</sub>: The HR practices (HR planning, recruitment and selection, training and development, compensation, performance appraisal, industrial relations) significantly account for the variance in determining academics retention.

### **Hypothesis 3**

H<sub>3</sub>: There is a significant difference in the perceptions of academics varying in biographical profiles (age, education, position, tenure, gender) regarding the human resource practices (human resource planning, recruitment and selection, training and development, compensation, performance appraisal, industrial relations) respectively.

### **Hypothesis 4**

H<sub>4</sub>: The biographical profiles of academics (age, education, position, tenure, gender) significantly influence their intentions to quit.

## **1.7 Scope of study**

The study was conducted in six of the chartered Private Universities in Uganda. These are Ndejje, Uganda Christian, Uganda Martyr's, Bugema, Nkumba University, and Kampala International Universities. The listed universities were chosen among the over 40 (forty) existing universities because they were the only ones that had so far been granted charters (accredited by the government) after meeting requirements spelt out by National Council for Higher Education (NCHE). NCHE's checklist has Human Resource Management as a major requirement; therefore, the Universities possess functional HR departments.

The target population comprises of academics, HR officers and members of Top Management in the selected universities. The academics are involved in teaching, supervising research projects and field work, research and community engagement and possess qualifications ranging from Bachelor's degrees to Post-Doctoral degrees. The HR officers and Top Management directly and indirectly execute the HR practices.

## **1.8 Significance of the study**

The research findings:

- a) Will help the Universities' administrators, especially the HRM departments, to get to the crux of what is relevant and the best HR practices necessary to retain staff and ensure academics' retention.
- b) Will provide insight into the challenges, and strategies with regard to HR practices that are in place to improve retention in these institutions.
- c) Will explore and provide a better understanding of retention factors of HR and more specifically academics in Private Universities of Developing countries.

## **1.9 Structure of the study**

The study consists of seven chapters:

### **Chapter One**

Chapter One incorporates the background to the study and the background to education in Uganda with emphasis to higher education and the trends over the last decades. Furthermore, the chapter presents the research problem from which the research objectives and research questions are derived as a guide to addressing the problem. The hypotheses to be tested are enumerated. Chapter 1 also provides a justification for the study and need to find out the HR practices in Ugandan Private Universities and to what extent they play a role in the retention of academics in these universities. The chapter concludes with the significance of the study and its structure.

## **Chapter Two**

This chapter examines the literature review of employee retention which is the dependent variable in this study. The chapter provides a review of other scholars' views of employee retention; its causes and effects on organisations; the aspects of employee retention, that is, the intention to quit and intention to stay; the theories of turnover and intent to leave; a conceptual model showing a comparison of the Organisational Behaviour Concepts and the variables in the Guest Model and a detailed explanation of the various components of the variables in the Organisational Behaviour Concepts.

## **Chapter Three**

Chapter Three contains a literature review of the human resource practices used to retain staff and more specifically the six HR practices earmarked in this study, namely, HR planning, recruitment and selection, training and development, compensation, performance appraisal and industrial training. The chapter further provides a review of literature on the relationship between staff retention and the six HRM practices, the challenges to staff retention in universities in the world at large, the strategies suggested by various scholars on how to improve the HR practices and staff retention in organisations.

## **Chapter Four**

The chapter is about the research design employed in this study. The chapter provides a description of the sampling techniques and a description of the study sample. This shows how the study zeroed on the six chartered private universities out of the 40 universities in the country and the justification for choice of the sample size, namely, the members of top management, HR officers and academics. The chapter provides a justification of the data collection method using the survey design combining both qualitative and quantitative methods and an analysis of the relevance of the different items in the questionnaire and interview guide in the study undertaken; advantages and disadvantages of the interview and questionnaire as data collection techniques; the validity and reliability of the tools; the methods of data analysis and the process involved and the ethical consideration while the study was being undertaken. Lastly, the chapter outlines the limitations of the study.

## **Chapter Five**

Chapter Five presents the results of the study using tabular and graphical representations. It provides insight into the Human Resource Management Practices employed in Ugandan Private Universities, the Human resource practice with the greatest impact on academics' retention, Management's concern regarding the human resource practices, effects of academics' retention in Universities, challenges to Academics' retention in Private Universities and the strategies to improve HR practices and retention in Private Universities. The statistical analyses of the questionnaire are presented. Lastly the chapter provides the qualitative analyses of the qualitative data collected using the interview guide and the analyses derived from the transcribed data are presented in tabular form.

## **Chapter Six**

The chapter gives a discussion of the study findings presented in Chapter Five. Every finding is discussed with reference to other scholars in the same field who hold similar and dissenting views to the current study findings.

## **Chapter Seven**

Chapter Seven entails the recommendations as per the results of the study. These practical recommendations are aimed at facilitating the retention of academics in Ugandan Private Universities. Therefore, these recommendations, also presented in graphical format, when effectively implemented has the potential to enhance academic staff retention.

### **1.10 Limitations of the study**

The researcher encountered the following limitations in the process of study: time constraints due to the tight schedule within which to undertake the research; restricted access to the secondary data which relates to HR practices and policies; securing time to interact with the HR practitioners; financial shortages - the study involved large sums of financial expenses as is the case with every study worthy of its value.

## **1.11 Conclusion**

With an outline of the structure of the study given, the next chapter (Chapter Two) is a literature review which examines the findings of various scholars in the area of employee retention and what causes the decision to stay or quit the employment as well as theories of turnover and intent to leave.

## **CHAPTER TWO**

### **EMPLOYEE RETENTION**

#### **2.1 Introduction**

The aim of this study was to examine the role of Human Resource practices in the retention of academic staff in private Ugandan Universities. Retention was the dependent variable of the study which is basically measured the by employees' intention to stay or leave.

This chapter, therefore, examined and reviewed literature related to the concepts of turnover (the resulting action of intention to leave /quit) and retention as expressed by the intent to stay.

The focus was on the discussion of retention aspects of staff and in particular academic staff in institutions of higher learning and universities as explored by the research findings of various scholars in the field of Human Resource and retention. In addition, the chapter examined the intervening variables (commitment and job satisfaction) and the control variable, demographics.

#### **2.2 Human Resource Management**

Dessler (2007) defines Human resource management (HRM) as the policies and practices involved in carrying out the 'human resource (HR)' aspects of a management position including human resource planning, job analysis, recruitment, and selection. Armstrong (2008) defines human resource management as a strategic and coherent approach to the management of an organisation's most valued assets – the people working there who individually and collectively contribute to the achievement of its objectives. Lehmann, Dieleman and Martineau (2008) affirm that aspects of HRM in organisations entail the resourcing of staff through attraction and retention strategies.

Organisations are able to face business challenges through the use of a competitive human resource; moreover, the latter determines the current success enjoyed by organisations.

### **2.3 Retention**

According to Cascio (2003), retention is when management engages in activities to retain employees in an organisation; these include emphasizing good employee relations, putting in place a healthy and safe work environment and remunerating labour for effective job performance. Makondo (2014) citing Ehlers (2009) define employee retention as all the strategies, action plans and methods used to retain talent or valuable employees in the organisation in order to achieve and sustain competitive advantage.

Day (2000) observed that organisations which are failing to retain their employees were likely to suffer setbacks in performance since the departing employees may join competitors or may directly enter into the competition market. Retention is regarded as a strategy to attain organisational competitive advantage in modern times (Hussain & Rehman, 2013; Daniels & Walker, 2001; Youndt, Snell, Dean, & Lepak, 1996). High performing workers usually find good alternatives and may leave (Wetprasit, 2006).

Moreover, research findings reveal that organisations with high employee retention rates do not waste resources on staffing and training of new employees but instead invest funds in measures geared towards improving employee performance (Abbasi & Hollman, 2000). Therefore, (Behara, Sahoo & Sundaray, 2011) suggested that employers should devise strategies to keep these valuable assets satisfied. Coetzee (2006), McNee, Morello, Zidar, and Smith (1998) and Döckel (2003) enumerated six retention issues, namely, availability of training and development openings, remuneration, prospects for career advancement, employee support, employment policies and nature of job characteristics.

In order for organisations to be able to establish appropriate plans to retain talent, they should recognise that power has to be shifted from organisations to people. Organisations should revisit their human resource strategies to be able to accommodate this shift and to gain competitive advantage (Shikongo, 2011). There is a change in what HR treasured in the past and what is pertinent at this point in time as revealed in the comparison outlined in Table 2.1.

**Table 2.1**  
**Comparison the old and the reality**

<b>Old reality</b>	<b>New reality</b>
Human resource requires companies.	Companies require Human resource.
An organisation's competitive advantage entails machines, capital and geography area.	An organisation's competitive advantages are the people.
Better talent makes some difference.	Better talents make a huge difference.
Job scarcity.	Scarcity of talented people.
Employees' loyalty and job security.	Employee mobility and unreliable commitment.
People accept the standard package that they are offered.	People demand much more remuneration for their effort.

Michaels, E.G., Handfield-Jones, H. & Axelrod, B. (2001). *The War for Talent*. Massachusetts: Harvard Business School Publishing, p. 6.

From Table 2.1 it is evident that HR in the new reality is at the centre of organisational survival and needs extra attention in order to retain employees.

#### **2.4 Intention to quit and Turnover**

Scholars note a difference between actually leaving and the intention to quit; however, much of writing focuses on intent to leave (Johnsrud & Rosser, 2002). One's intent to leave is an employee's inclination to resign, which is the last step before actually leaving (Martin, 1979) and is a powerful predictor of actual turnover (Bluedorn, 1982; Lee & Mowday, 1987; Vigoda-Gadot & Ben-Zion, 2004).

Intention to quit has been defined by various scholars as a proposal to quit the current job and search for employment elsewhere (Medina, 2012). Martin (2011), citing Mowday, Koberg and McArthur (1984), maintains that intention to quit is the behavioral intention to leave employment immediately prior to the actual turnover decision while Vandenberg and Nelson (1999) define intention to leave as an individual's measured possibility of leaving an organisation at a future



date. Intention to quit is a psychological process individuals go through while contemplating taking on alternative employment options and it is preceded by several decisions made by an individual before taking the decision to quit (Martin, 2011). Price (2007) portrays labour turnover as a ratio of the number of organisational members who have left during the period being considered divided by the average number of people in that organisations during the period.

There exists a relationship between intention to leave and actual turnover (McCarthy, Tyrrell & Lehane, 2007). McCarthy et al. (2007) noted that definite behaviours precede intentions. Medina (2012) citing Schwepker (2001) observed a positive and significant relationship in dozens of studies exploring leaving intentions and actual leaving behavior. Intention to leave is the best predictor of turnover as reflected by Sutherland & Jordaan (2004) where there was a strong correlation between intention to depart and actual turnover. Similarly, 'intention to quit' demonstrated a consistent bi-variate relationship to turnover behaviour with an r value consistently around the 0.50 level as per the finding by Maertz and Campion (2004).

Since the intention to leave a job is an immediate indicator of leaving, turnover intention has been incorporated into most employee turnover models (Medina, 2012). It is, therefore, important to analyse turnover intentions because they provide an estimation of employees who might leave the organisation at some time in the future (Tettey, 2006). Lambert, Hogan, & Barton (2001) stated that intention to leave consistently and immediately precedes actual employee turnover. Kipkebut (2010) noted that before a decision to actually turnover is reached, an employee expresses behavioural intentions to leave the organisation which include thinking of quitting the organisation, intention to search for alternatives and intentions to quit the organisation.

#### **2.4.1 Theories of turnover and Intent to leave**

There are a number of theories underlying the concept of turnover intent:

- **Social Exchange Theory**

The theory underscores the role of exchange processes in determining social behaviours which is intended to maximize benefits and minimize costs. Therefore, human relationships are governed by a subjective reward-cost analysis, where it is expected that the more one gives, the more one should expect in return and people walk out of the relationship when the costs outweigh the benefits. The concept of the turnover intent is rooted in the principle of reciprocity (Mylene, 2008). When employees realise they are not getting what is due to them they will opt to leave; thus, turnover occurs.

- **Matching Theory**

The theory postulates that employees move in search for employment in a bid to correct matching failures which may have occurred in the initial job placement (Sousa-Poza & Henneberger, 2002) since it is hard to establish one's potential at the onset of one's job tenure. Mylene (2008) explains that young employees experiment in the early stages of their professional life and aim for job positions that best match their capabilities and at the same time offer reasonable wages; here they will gain experiences and acquire information about the job market through exposure.

- **The search theory**

A worker searching for employment has imperfect knowledge about the prevailing market price of labour variables and will depend on the reservation price which is the lowest salary or wage at which a person will consider accepting or rejecting a job offer (Morrell, Loan-Clark, & Wilkinson, 2001; Mylene, 2008). In the process of employees seeking alternative work positions outside the current workplace, one may appreciate the present workplace after making comparisons with alternative jobs (Mylene, 2008), so the latter affirms that job search is a crucial precursor to quitting.

- **Equity Theory**

A highly motivated employee is interested in fair distribution of resources where his rewards match his contributions and is rewarded at about the same rate as his peers (Brinkmann & Stapf,

2005). It is on the basis of the Equity theory that one feels unfairly treated and therefore opts for turnover (Mylene, 2008).

- **Organisational Equilibrium Theory**

Mylene (2008) observed the underlying notion of the theory, that is, the need to strike a balance between the organisation and the employees in terms of pay, and work to ensure continued organisational efficiency. The Organisational theory explains the reason of employee mobility as being the availability of alternative job opportunities and factors related to job satisfaction such as increased inducements to the workers which tend to lower intention to leave (Morrell et al., 2001).

Among the above theories this study will adopt the Social Exchange Theory (SET) and the Conceptual Model of the Relationship between Social Exchange Factors and Intention to Quit and Continuance Commitment.

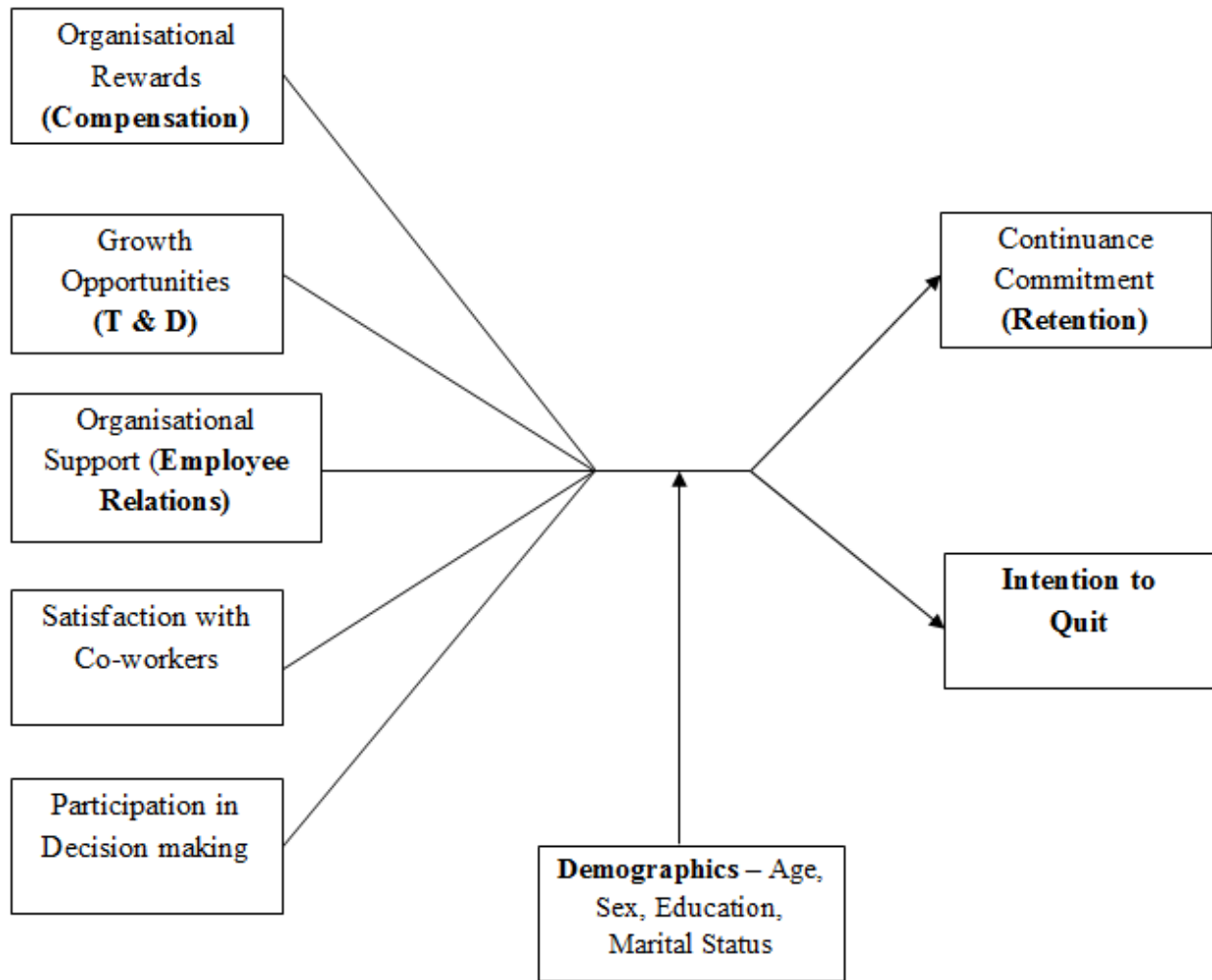
The SET relationship brings to birth concepts of micro organisational behaviour, namely, organisational rewards, growth opportunities, organisational support, satisfaction with co-workers and participation in decision making. The concepts are the outcomes of the interactions and benefits of exchange relationships which clearly outline the effects and consequences which impact employees' turnover or intentions of turnover. For instance, high demand for rewards has a negative impact on turnover whereas positive rewards will positively impact intentions to stay.

- **Organisational behaviour**

Organisational behaviour is the study which uses sociological theories to examine the behaviours of individual employees operating in groups in an organisational setting and how the external environment impacts on these staff, strategies and the overall vision of the organisation (Sarkar, Mukhopadhyay and Ghosh, 2011).

The concepts of micro organisational behaviour have similarities with independent variables of the Guest Model as the latter explains the intention to stay/leave (retention/quit). The concept 'organisational rewards' relates to compensation, while 'growth opportunities' relates to training

and development and the concepts of ‘organisational support’, ‘satisfaction with co-workers’ and ‘participation in decision making’ are closely related to industrial relations. All these are crucial factors in an employee’s decision to stay in or quit employment. The concepts above have been represented in a conceptual model (Figure 2.2).



**Figure 2.2**

**Organisational behavior concepts**

Model adapted from Boudewijn, V.S. (2011). *Conceptual Model of the Relationship between Social Exchange Factors and Intention to Quit and Continuance Commitment*. Tilburg University, p.17.

The interaction of the aforementioned variables and their effect on Intention to Quit and Continuance Commitment are explained below:

- **Organisational Rewards**

Sarkar et al. (2011) maintains that a reward system defines what employers expect of workers and what the latter expect from the former in return. Sarkar et al. (2011) quoting Lawler (1995) further believes that rewards are an asset in enhancing employee and organisational behaviour in a bid to realise the organisation's strategy and goals.

The reward system impacts on any organisation's strategy implementation through employee recruitment and retention, work motivation, training and development, defining work environment relationships, emphasizing and implementing the communication policy and costing the compensation expenses (Sarkar et al., 2011; Lawler, 1995).

The way compensation is made, the mode of compensation and how the employees receive it indicate the organisations' priorities, goals and values (Sarkar et al., 2011; O'Neil, 1995).

Compensation is a key variable of job satisfaction. It will show how satisfied employees are with the remuneration or any other rewards given by the organisation and in the end will indicate the degree of job satisfaction (Masroor & Fakir, 2009).

- **Growth Opportunities (Training & Development)**

Work exchange is where the job provides the workers opportunities for professional development, skills acquisition and the realisation of good employee relations; where opportunities for growth exist employees have limited intentions to quit the organisations they are working with.

Growth opportunities is a crucial factor in determining employees' decision whether to quit or not as mentioned in Eley, Eley and Clark (2010) reasons for nurses' turnover which include limited pay, opportunity for decision making, recognition, too much work, lack of support services, poor industrial relations and no professional growth opportunities.

- **Organisational Support**

Organisational Support is a relationship of an employee and the organisation he/she works with, and the state of the relationship determines one's decision to leave or stay with the organisation (Herscovitch & Meyer, 2002; Meyer & Allen, 1991). Bateman and Strasser (1984) define organisational commitment as an activity which involves workers' loyalty to an organisation and with a willingness to put in extra effort on behalf of the organisation in a bid to show the sense of belonging to the organisation.

Organisational commitment comprises of three aspects; a strong dedication and trust in the organisation's goals, desire to exert extra effort for the organisation's sake and a determined will to be a constant member of the organisation (Porter, Steers, Mowday and Boulian, 1974). The components fit in well with the definition of commitment which emphasizes the bond between an individual and the organisation.

According to Meyer and Allen (1991) and Dunham, Grube, & Castaneda (1994), there are three types of commitment:

- **Affective commitment**

Affective commitment is the attachment a worker has with an organisation and its goals in terms of emotions, identification and involvement. All the preceding is imbedded in the definition of organisation commitment (Meyer, Allen & Smith, 1993).

- **Continuance Commitment**

Continuance Commitment is an employee's willingness to stay with an institution due to the vast investments made in terms of retirement, years of employment, relationships with co-workers and organisational uniqueness - all these termed as 'non-transferable' investments (Reichers, 1995). Continuance commitment is further strengthened by the close bond between the employer and the worker and this will lessen an employee's intention to quit (Meyer & Allen, 1991).

➤ **Normative commitment**

Normative commitment is the feeling of obligation to the workplace (a generalised feeling of loyalty and sense of duty (Weiner, 1982). This commitment is felt by a worker towards an organisation (Bolon, 1993).

• **Satisfaction with Co-workers**

Satisfaction with co-workers defines how workers perceive their performance at work in relation to fellow employees' support in terms of attitude of behaviour (Masroor & Fakir, 2009; Purani & Sahadev, 2008). When workers are contented with the company of coworkers and are involved in decision making, they will want to be part of the organisation and will, therefore, be unlikely to harbor intentions of quitting but will instead be highly committed (Boudewijn, 2011).

Felps, Mitchell, Hekman, Lee, Holtom, & Harman (2009) quoting Salancik & Pfeffer (1978) maintains that employees' decision to stay or quit jobs is an influence of co-workers, where the latter influences the formers' decisions, emotions, mind and behaviours as stipulated in the Turnover Contagion Model. This is further alluded to by Degoey (2000) when he emphasized the social psychological belief that people rely on others when deciding on the right way forward in instances of uncertainty. Whenever employees realise differences between their thoughts and those of colleagues, they will opt to change their decisions to match those of their counterparts (Festinger, 1954); this has been the trend in times past where workers behave similarly to their colleagues (Chartrand & Bargh, 1999). It is expected that when workers are contemplating quitting they will consult fellow workers on what decision to take; moreover, a focal employee will be inclined to searching for another job if several others are seeking for employment elsewhere and vice versa (Felps et al., 2009). Actions which propose job search include renewing one's resume and checking in classified adverts may send a message that a colleague is planning to quit which will affect fellow employees to follow suit in their actions.

• **Participation in Decision making**

When workers are permitted to participate in decision making they tend to have a stronger commitment to the organisation (Komal, Mohammad, Samina, Aisha & Mohammad, 2011). In

organisations where workers are not participating in decision making, commitment is adversely impacted but where workers are highly involved in the decision making process organisations will realise rapid growth; moreover, where organisations use HRM practices widely they gain higher returns (Komal et al., 2011).

Many organisations leave the role of making decisions about policies to adopt and what job designs to follow to top-level managers; moreover, it is the middle managers who have to adopt and bear the consequences of these policies (Hellriegel, Jackson & Slocum, 1999).

When employees are given a chance to develop and implement strategies in organisations they develop a sense of belonging, will ensure that the organisational goals are realised and they feel part of the institution which furthers their commitment (Komal et al., 2011).

- **Demographics**

Demographics include age, gender, education and marital status. According to Griffith, Hom and Gaertner (2000) and Cotton and Tuttle (1986), factors such as age, marital status, family size, gender nature of employment contract and education qualifications influence intentions to quit or turnover.

According to Cardona, Lawrence and Bentler (2004), in the Social Exchange Theory the employer and employees are engaged in three forms of exchange relationships:

- **Economic exchange:** This relates to remuneration such as financial benefits and salaries. Mottaz (1988) underscores the role of rewards in employee commitment when he points out the positive relationship between rewards and employee commitment (therefore retention) in the organisation. The higher the benefits from an organisation are to the employee, the lower the intention to quit (Boudewijn, 2011). The SET postulates that employees who are well rewarded are more committed and, therefore, less likely to think about quitting, but employees who feel under rewarded will always struggle to get higher rewards.
- **Work exchange:** This is where the job provides the workers opportunities for professional development, skills acquisition and realisation of good employee relations; where



opportunities for growth exist thereby resulting in employees having limited intentions to quit the organisations they are working with.

- **Social exchange:** The exchange relates to the employee's desire to give back to the organisation according to the benefits the former derive from the latter. Social exchange emphasizes the impact of organisational support in enhancing employee retention and reduced turnover in organisations. In the same vein, employees will be very reluctant to accept employment elsewhere (Eisenberger, Fasolo, & Davis-LaMastro, 1990 cited in Boudewijn, 2011).

#### **2.4.2 Causes of Turnover**

Though there has been progress in research on the causes of employees' decisions to stay or leave, there still remains a challenge on what definite factors critically cause this decision. Knowles (1964) identified a number of purported causes as external factors, institutional factors (like pay, skills, working conditions, supervision), personal characteristics of the employees (such as aptitude, past history, sex, age, tenure served, and interests) and attitude to the job. Martin (2011) noted that turnover is caused by several factors some of which are related to HR practices of organisations. Milkovich and Boudreau (1997) as cited in Sutherland and Jordaan (2004) observes the fact that the decision to quit is influenced by some factors which the organisation has no control or has moderate control. In the same vein, Johari, Yean, Adnan, Yahya and Ahmad (2012) believe that the cause of employees' quitting organisations is the dissatisfaction caused by a number of company related factors. In addition, Branham (2005) enumerates factors for employees' leaving and notes that they are related to HRM practices and these are lack of recognition, low pay, dissatisfaction with the jobs, limited career advancement, poor management practices, poor industrial relations, and unrealistic work cultures.

Ongori (2007) noted that employees quit organisations because of personal, economic, geographical, marital reasons among others. On the other hand, Justus, Kombo, Murumba and Edwin (2011) observed better salary, fringe benefits and opportunity for upward growth in other organisations, unbearable workload, poor working environment conditions and absence of public relations among the managers as causes of employees' reasons for leaving organisations.

Akinruwa, Ajayi and Akeke (2014) suggested strategic policy measures to mitigate labour turnover which include recruitment, selection, induction, training, job design and wage payment.

Martin (2011) and Mushrush (2002) enumerated the causes of turnover as laxity in observance of proper implementation of HR practices like training, remuneration, selection and recruitment and communication which are crucial to HR retention in organisations.

Others factors have been noted to influence academics retention are a country's social, political and economic factors; spouses working abroad may lead to their partners quitting; perceived crime and political instability and possible opportunities outside the nation (Netswera et al., 2005).

On the other hand, Sutherland & Wilhelm (2004) identified possible indicators that precede employees' actual quitting and categorised them as employee related issues and internal and external causes; Justus et al. (2011) maintain that internal antecedents to the organisation and employee specific issues precede turnover.

Citing Vanderberg and Nelson (1999) noted the fact that lack of contentment with the job, unsatisfactory remuneration and hostility at the work place as causes perpetrators of employee dissatisfaction and eventual turnover.

Medina's (2012) findings concur with other scholars that employee turnover is less among contented employees. This is also confirmed by Egan, Yang & Bartlett (2004), Lambert et al., (2001), MacIntosh & Doherty (2010), Schwepker (2001), Silverthorne (2004) where a conclusion was established about the inverse relationship between intention to quit and job satisfaction in an organisation.

### **2.4.3 Effects of Turnover**

The turnover of knowledge workers causes concern for the management of organisations since the latter's ability to retain knowledge workers determines its success (Sutherland & Jordaan, 2004). Citing, Abassi and Hollman (2000), Samuel and Chipunza (2009) noted that at times organisations are faced with unimplemented programs coupled with low creativity and productivity of desired goods and services which are a result of the exit of good employees while the non-performers remain.

Various scholars have underscored the effects of employee turnover in all types of institutions. When employees leave, organisations lose their effectiveness in their operations as observed by Hom & Griffeth (1995) and quoted by Hom and Kinichi (2001). Unplanned and unforeseen employee turnover affect the productivity and operations of organisations (Maluti, Warentho and Shiundu, 2011).

- Both voluntary and involuntary employee turnover are costly to organisations since it involves replacing them (Basile, Lewis & Tarm, 2005).
- Turnover is destructive to organisations and it is, therefore, necessary for management to reduce the employee turnover rate more especially those that are crucial to its operations. Every time an employee quits, it calls for recruitment, selection, training and allowing time for the new employee to learn the organisation's culture and practices and to be grounded in the new skills; moreover, a departing employee takes with him the knowledge, and expertise (Samuel & Chipunza, 2009).
- In the same vein, Makondo (2014) cautions that when staff quit it will lead to expenses in terms of time devoted to training new recruited academics, lost faculty skills and abilities and organisational loyalty.
- The decision to quit results in losses associated with lost expertise and disruptions in organisational operations and the difficulty of attracting new employees (Johari et al., 2012).

### **2.5 Intention to stay**

Intent to stay is a psychological process (Hunjra, Ali, Chani, Khan, & Rehman, 2010). The concept of 'intent to stay' means losses are associated with lost expertise and disrupted work activities (Al-Omari, Qablan & Khasawneh, 2008; Lyons, 1971). It does not assume employees

will not quit in case there are competitive employment opportunities in the outer work world (Matier, 1990). However, it calls for incentives to retain faculty staff (Al-Omari et al., 2008). Smart (1990) cites three determinants of intent to stay among academic staff, namely, organisational satisfaction, job satisfaction and individual characteristics and demographics.

Ryan, Healy and Sullivan (2012) observed that a strong relationship between employees and administration plus freedom to express one's views freely leads to organisational commitment and leads to intent to stay and employees' retention. Bowen and Schuster's (1986) findings reveal that employee turnover is higher at institutions which subscribe more to autocratic instead of democratic governance.

Research findings have revealed a significant positive correlation between length of time at the university and intent to stay (Markowitz, 2012). It is expected that the longer an academic staff remains with an institution the deeper he/she binds with the organisation, seniority and pay rise and relationships deepen; all these variables will impact on organisational commitment (Markowitz, 2012). Research findings affirm that effective organisations produce satisfied organisational members which process reduces employee turnover (Zhou & Volkwein, 2004).

## **2.6 Staff Retention**

Employee retention is a challenging issue since business success is dependent on the valued staff and how successful the organisation has been in retaining them (Agyeman & Ponniah, 2014). Akindele (2007) observes a serious challenge of employee retention in current times which necessitates constant calls for firms to find replacements. Research findings show that wages are lower in most of the African countries than in developed nations and this keeps pushing skilled people out of the continent in search of better wages elsewhere. In today's highly competitive labour market, characterised by high unemployment there is extensive evidence that the organisations are facing retention challenges of their best employees (Ramlall, 2004).

### **2.6.1 Staff retention at Universities**

The aspect of staff retention in public and private institutions of higher learning in Uganda is attracting attention as has been the case in other nations. The importance of staff retention is underscored by the fact that academic excellence is determined by the faculties' ability to recruit and retain staff (Absar, Azim, Balasundaram & Akhter, 2010).

Observing that staff shortage was crippling universities in Uganda, Businge and Karugaba (2012) expressed fear since academic staff are quitting which is escalating the challenge of the scarce staff. Makondo (2014) observes that the universities should ensure to acquire the capacity to recruit and keep quality academic staff that are necessary for sustaining teaching, research and community engagement.

Citing the McGregor Report (2010) on Makerere University, Businge and Karugaba (2012) agree that a deficiency of qualified senior faculty staff explains the low quality education in Uganda. There are many emerging private universities in the country which are a potential employment hub; however, academics opt to stay in the in Public universities characterised by fame and job security and so it is unlikely that the latter will take on full time contracts in the private universities to address the staffing challenges (Tettey, 2006). Private universities compete for retention of academic staff because they are necessary for these institutions to attain academic excellence.

The role of Universities in the provision and development of manpower required for the social, economic and technological advancement of any nation cannot be over-emphasized as revealed by a number of scholars. Kipkebut (2010) notes that universities' research activities are a source of revenue and information required by various sectors of the economy. Universities act as a source of labour needed in national social, economic and technical development (Ng'ethe et al., 2012). Makondo (2014) too describes the mandate of universities as teaching-learning, research and community engagement.

In current times many employees are due for retirement and entrants in the labour market are fewer which will likely cause labour shortage in the future. The new generation of workers aim

at skills development and this should be observed by all current employers if they are to retain these employees.

Higher education institutions require innovation, intellect and dependability of their workers than elsewhere in the work world. This emphasises the need to retain this cadre of staff since the prerequisite of institutional quality and consistence in training institutions is in possession of a skilled and committed academia (Ng'ethe et al., 2012). When academics quit institutions, it impacts on creation and dissemination of information and it reduces the benefits of teamwork among academic staff (Ng'ethe et al., 2012; Tettey, 2006). When critical employees leave an organisation they take with them vital skills necessary to address customer needs (Ramlall, 2004). This is very true in universities where academic knowledge is the major deliverable in the system. The challenge of African universities is the prevalent brain drain and the failure of students to return home after pursuing studies abroad; all which exaggerates the skills deficiency problem (Ng'ethe et al., 2012; Tettey, 2006). University managers allude to the effect of staff deficiencies and their likely effect on skills and intellectual development in Africa (Makondo, 2014). The problem is more evident from the findings by Asiku, Tamale, Kajura and Tinkasimire (2014) who noted that attraction and retention of skilled professionals in Uganda continued to be a big challenge; he revealed that Makerere University is currently operating with 45% of its staff establishment which is a key challenge affecting the higher education sector in Uganda.

The importance of understanding academic staff retention and the role of HRM practices in Private Ugandan Universities is evident when the demand for highly qualified academics in universities is considered. Through recognising employee turnover indicators, precise prediction of turnover behaviors could be made and employee strategies to mitigate turnover be designed early enough (Hwang & Kuo, 2006). This will be relevant since there is a dire need to retain academic staff.

## **2.7 Intervening Variables**

Intervening variables or mediating variables describe the resulting effect of the interaction between the dependent and independent variables. In the current research study the mediating variables are job satisfaction and commitment.

### **2.7.1 Commitment**

A committed employee is one that will remain with the organisation for longer periods of time than those which are less committed. Brum (2007) notes that employee commitment is enhanced through a combination of human resource practices such as training, compensation, evaluation and others; moreover, employee retention is highly influenced by commitment. Hartog, Bosehe & Paauwe (2004) observed the positive impact of HRM practices on the commitment, motivation and employee performance in organisations. Highly committed employees will identify with the goals of the organisation and have little reason to want to leave. In the same vein, employees who have rewarding, meaningful and enjoyable jobs are less likely to quit as compared to employees who dislike their jobs (Kipkebut, 2010). Employees develop during their stay in the organisation and training increases organisational commitment through increased self-worth and importance of the employees (Dockel, Basson & Coetzee, 2006).

### **2.7.2 Job satisfaction**

Guest (1997) observes that the high degree of implementation of HRM practices results in a positive response towards work from workers (job satisfaction). According to Absar, Nimalathan and Jilani (2010) and Robbins (1998), motivated employees increase institutional output since there will be reduced turnover and absenteeism. Contrary to the foregoing submission, Sutherland and Jordaan (2004) says there is no scientific relationship between job satisfaction and organisational commitment, and intention to stay.

Armstrong (2008) suggests the need for organisations to provide an environment within which employees can achieve high levels of motivation through providing opportunities for training and development, remunerations and job satisfaction. To Locke (1976) job satisfaction denotes an employee's appraisal of the workplace's ability to meet individual worker's expectations and needs.

Masroor and Fakir (2009) citing Purani and Sahadev's (2008) research findings notes that job satisfaction also entails the employee's satisfaction with the organisation's human resource policies and strategies in place; where the latter are expressed in employees' attitudes about the organisation's reaction to the well-being of its employees, working conditions.

Employee dissatisfaction is partly attributed to; poor employee relations, low compensation, job insecurity, non-participation in decision making and rigid flextime (Albaugh, 2003; Masroor & Fakir, 2009). Moreover, job dissatisfaction predicts employees' intent to quit their current job (Shields & Ward, 2001; Tzeng, 2002).

## **2.8 Control Variable**

A control variable is the factor that must not be changed throughout the study because it also affects the other independent variables being tested, thus affecting the outcome of the study. In this study, the variables that have been integrated in the conceptual frame work as control variables are demographics.

### **2.8.1 Demographics**

Employee demography is the study of the various attributes of members of a social entity (Edgar & Geare, 2005; Pfeffer, 1998a). HR demographic characteristics which impact on retention and HR turnover include gender, age, marital status, qualifications and years of service (Agyeman & Ponniah, 2014). In the same vein, Edgar and Geare (2005) considered similar factors, namely, gender, age, ethnicity, occupation, seniority, salary levels. Marital status is an important demographic issue in HRM practices. Demographic HR needs vary, for example, what matters to younger employees is the opportunity for professional growth whilst the middle age workers value most the opportunity to grow and have a clear path to personal development and workers who are getting ready to retire are more interested in transferring all what they have learnt throughout their term of service to the next generation so it is not lost (Fawcett Society, 2013). Price and Mueller (1981) confirmed a greater likelihood to quit among the young than among the elderly workers because they had the most routine jobs, participated less in the decision making process, lacked knowledge about their jobs, had fewer friends and received less pay.



## **2.9 Conclusion**

From the above literature review it is crucial for institutions of higher learning to critically address the issues of staff retention since the signs of the intention to quit and the actual turnover have been cited as expressed by the various scholars in the literature review. At the same time there is need to emphasise the determinants of intention to stay which culminates into retention of academic staff, the latter being the concern and focus of this study.

## **CHAPTER THREE**

### **HUMAN RESOURCE PRACTICES USED TO RETAIN STAFF**

#### **3.1 Introduction**

This chapter reviews the existing literature on the human resource (HR) practices affecting the retention of employees and academic staff at universities in particular as expounded by various scholars and theories of Human Resource Management. However, the literature review encompasses selected HR practices as postulated in the Guest Model by Guest (1997).

#### **3.2 Human Resource Practices**

Human Resource Management practices are defined activities and policies which organisations put in place and practice in the bid to support them as they offer the expected functions to their employees like mentoring, remuneration, industrial relations, training and development and, employee appraisal.

Hornsby and Kuratko (2003), Hussain and Rehman (2013) and Hislop (2003) in their definitions of HRM practices highlight specific activities, namely, recruitment and selection, remuneration, performance appraisal, training and development, incentive benefits, job analysis and description. Johari et al. (2012) consider HR practices to be the foundation strategies used to ensure that organisations have talented employees to assist in increasing the productivity and the innovativeness of the organisation.

Various employees may perceive the HR practices offered differently although the practices offered may be similar across organisations; this is a result of the type of employment contracts, attitudes/beliefs, previous employment experience and effects of employees' workplace comparisons (Hartog et al., 2004).

An employee's decision to stay in an organisation can be foretold by the way human resource practices impact on his/her welfare. For instance, Agyeman and Ponniah (2014) found that remunerations, employee capacity, development and industrial relations were HR practices that

enhance and play a pivotal role in employee retention, reduce absenteeism, and lead to better quality work. Moreover, HR practices are respected by both employees and employers because they are perceived as being successful in the retention and recruitment of employees (Hussain & Rehman, 2013; Wallace, 2001). Ramlall (2004) observes that although organisations possess a number of human resource management practices, these often originate from unfounded theories. Sparrow and Hiltrop (1997) cited the following factors as being instrumental in influencing HRM practices:

- Industrial relations
- Degree of organisational nationalisation and diversification of economic activities
- The level and intensity of HRM policies impact on the implementation of employee support practices
- Organisational culture.

Noe and Winkler (2008) maintains that HRM practices are concerned with employee recruitment, skills development, industrial relations, remuneration staff appraisals and workplace environment - all these are key factors in employees' job satisfaction and commitment to an organisation. Furthermore, the Harvard model notes that the appropriate implementation of HRM practices results in good attitudes from the workers and the latter play a role in attaining organisational objectives. The model further recognizes the fact that employees are led and that they are key players in implementing the organisation's strategic objectives (Guest & Pecci, 2001; Stoney, 1998). Despite the varied studies by researchers, the findings repeatedly zero in on particular key HR practices like job security, employee relations, remuneration, employee involvement, performance appraisals and decision making.

Noe, Hollenbeck, Gerhart and Wright (2007) noted that employees are influenced by policies and practices that are embedded in Human Resource Management practices. Among the several models of HRM, the Guest Model of HRM is considered to be much better (Aswathappa, 2008). HR planning, recruitment and selection, training and development, performance appraisal, compensation, and industrial relations are the HR practices incorporated by Guest (1995) and Yeganeh and Su (2008). In the same vein, Johari et al. (2012) assert that the above HR practices enhance job satisfaction, motivation and commitment among employees and their resultant

intention to stay. As already noted, this study attempts to examine the role of the following six HRM practices as discussed in the Guest Model by Guest (1995) and to assess their influence on the retention of Academic staff in Private Ugandan Universities:

- **Human Resource Planning**

Armstrong and Shimizu (2007) and Bulla and Scott (1994) believe that human resource planning identifies the human resource needs of an organisation, plans to meet them in order to realise the goals of the institution and looks at the human resource management issues that are crucial in improving organisational effectiveness and efficiency. An institution focused on efficiency and effectiveness needs to emphasise human resource practices.

HR planning entails numerous activities including setting institutional human resource objectives, putting in place and implementing skills development, employee appraisal and remuneration programs to equip employees with appropriate characteristics and skills and, enhancing employee commitment and productivity which determine the organisation's output and innovations (Jackson & Schuler, 1995; Mills, 1985). The aforementioned factors are crucial in employee retention as discussed by various scholars and this affirms the role HR planning plays in employee retention.

The Human resource planning process entails several steps: (a) forecast an institution's staffing needs and supply (in line with future organisational objectives); this should be based on analysis from collected data; (b) determine the HR goals; (c) set in place strategies and activities to fulfill the HRM objectives; and (d) constantly appraising the effectiveness of the programs (Burack, 1988; Odiorne, 1981). On the other hand, Mills (1985) noted human resource planning as a process involving recruitment and selection, employee motivation to stir up effectiveness and aligning the institutions' human resource planning agenda with its objectives based on the appropriate time period. Human resource planning determines the organisation's demand and supply of labour and the possible sources and the latter should be in line with the organisational goals, vision and mission (Vijayalakshmi & Gurunathan, 2012a).

Human Resource planning may be divided into three time periods, namely, short term (for a period which is less than one year), intermediate term (intended for two to three years), and long term (more than three years) and this is done in accordance with the organisation's overall planning policy framework.

Human resource planning has a number of objectives: Recruiting and retaining the desired quantity and quality of workers, predict possible turnover and address the consequences, improve the skills and character of the labour force, forecast impact of technological changes and plan for the relevant training for the existing manpower to ensure employee retention (Vijayalakshmi & Gurunathan, 2012b).

- **Recruitment and Selection**

Recruitment and selection (person-organisation fit) includes a process that aims at attracting suitable applications (recruitment) from which the most suitable person may be selected; it involves identifying the best candidate for the available job vacancies (MacBeath, Oduro, Jacka and Hobby, 2006). Young (2008) explains that during selection the best fit individuals are picked, and attracted to take on employment with the institution.

- **Employee selection**

The selection activities emphasise the eventual long run applicants' contributions and organisations will leave vacant employment positions until the most qualifying candidates are found; meanwhile the search for bright employees is extended to probable sources such as head hunting from credible institutions, for example, credible institutions of higher learning. The way recruitment and selection are conducted are critical to building a culture of employee retention (Komal et al., 2011).

Dibble (1999) notes that retention begins when an employee takes on a job offer. The ability of an organisation to retain an employee depends on preliminary arrangements before an employee's first day of work. The basis of retention is labour acquisition, job description and orientation and these should be done with a critical mind because:

- If a job description does not define what one is looking for, the right people will not be recruited and therefore, the organisation misses out on the required skills.
- If the recruitment efforts reach a few potential employees, then the firm will not have good people to choose from.

Retaining workers involves identifying the employees; hence, it is important to learn what it takes to retain staff. It is imperative to plan activities necessary to retain the targeted employees and also identify barriers to retention. Katou and Budhwar (2007) found a positive relationship between recruitment and selection in organisational performance and this affected effectiveness, efficiency, innovation, and quality.

A company will have the right people by ensuring it hires the right people. These involve using the following human resource management practices:

- **Person-job fit**

Person-job fit is where a candidate's qualifications are aligned with the organisation's desired competencies. Person-job fit relates employees' academic and skills attributes to the job requirements and instead neglects the personal attributes of the applicants though these are relevant in job performance (Edwards, 1991). Cable and Judge (1997) emphasized the need for the organisation to match the applicants' values to the specific organisation's requirements such as organisation culture during the selection process.

- **Person-organisation fit**

Person-organisation fit has to do with the degree to which an employee matches and easily fits in the organisation's work environment and this calls for employing people who can work well with the already existing staff or employees. The absence of person-organisation fit often results in employee turnover and this calls for matching employees' values and those of the organisation (Chew & Sharma, 2005). Applying efficient acquisition techniques will enable an organisation to attract employees who fit its skills requirements (Absar et al., 2010; Fernandez, 1992).

### ➤ **Person-future fit**

Person-future fit refers to the projected future benefits which will result from engaging particular applicants. In instances where organisations emphasise recruiting staff whose skills will remain relevant over a period of time, the former prefer to keep vacancies for some time until they identify the right people (Collins, Ericksen & Allen, 2005).

New employees need to be started off ‘on the right foot’ designing and taking them through an effective orientation session. This gives them the needed information because they get to know other new and old staff; moreover, orientation impacts employee retention in the first months of work (Cannon-Bowers & Bowers, 2009).

### • **Training and Development**

Training is one of the several human resource practices that can have a considerable impact on employee commitment (Brum, 2007) which results in the retention of the workforce by the organisation. Robbins (1998) defined training as a process which changes individuals’ skills, knowledge, attitudes, and/or behavior and the latter are necessary in achieving and improving the organisation’s goals. The learning opportunities and chances for employee growth constitute development. Among the many human resource strategies suggested by Armstrong (2008) is one crucial one intended to meet specific staff development and training objectives which are necessary to equip staff and ensure that employees acquire skills and knowledge necessary to match the ever advancing technology. Every employee desires career growth and development and where this is not emphasised, the worker will exit the organisation at the first opportunity. Growth and development of employees can be achieved through coaching, delegation and assigning extra responsibilities to the employees (Mathur, 2015).

The necessity of training in the recent time becomes imperative as a result of the high rate of competition and it is relative to the organisation’s performance (Akinruwa et al., 2014). Various scholars have defined training differently. Training is considered a form of human capital investment made by the individual or firm and is intended to equip employees with skills that match the organisation’s present and future labour demands (Ng’ethe et al., 2012). It is the training of potential employees to undertake higher-level tasks (Johari et al., 2012). Akinruwa et

al. (2014) quoting Sultana, Irum, Ahmed and Mehmood (2012) underscore the fact that training ensures an adequate supply of technically and socially competent staff that are capable of pursuing career development in specialist departments and/or assuming management positions in institutions of higher learning. Companies have to train and develop their workers as a means of building a pool of skills from which they will draw in times of need. Further still, trained personnel are able to improve on their performance and realise their career aspirations and they will, therefore, be more committed to the companies (Total Rewards Association, 2014). Employee retention is enhanced by training workers continuously and also providing professional development; employees will stay longer with an organisation that provides professional growth (Cannon-Bowers & Bowers, 2009).

There are two types of training;

- **General training** which provides development skills to the workers applicable at the present job and in similar organisations.
- **Specific on-the-job training** which targets a defined workplace and often impacts on the efficiency and output of the organisation.

Training and development programs include those designed to provide basic skills. Coetzee (2006) concur that positive HR policies are essential for buffering the organisation's skills base. Therefore, training is a requirement if workers are to be recruited and fit for future labour markets. Behera et al., (2011) observed that employee redundancy was a reason for employee turnover and recommended training, re-training and multi-skilling training since employees attach value to the availability of training which prepares them for future roles. Further still, employees prefer to work in a challenging environment, offering new learning opportunities, advancement and personal development (Gerhart, 2005). This was supported by Thang and Buyens (2008) who emphasized that learning and development help employees to acquire advanced knowledge and positive work attributes at the places of work.

Sari (2009) observed that training programs are intended to achieve several benefits such as making employee output better and ensuring health and safety, teaching employees about the



company specifics such as general rules and technical knowledge to enable them to perform and complete assigned tasks effectively and stamp out likely work imperfections. Mitchell, Holtom, Lee, Sablinski and Erez (2001) emphasise the need to train and develop the skills to the desired level which calls for resources such as time and finances. Behera et al. (2011) recommend that organisations should provide sufficient opportunities to workers to gain knowledge and skills through availing training programmes such as in-house training. Employees benefit from training and development since it helps them to work independently and to get requisite skills and knowledge needed to act responsibly (Guest, 1997). Moreover, as emphasized by Coetzee (2006), employees need training in order to prevent their skills from plateauing in their careers.

Brum (2007) alludes to the fact that high turnover rates, less commitment and negative attitude towards work characterise employees whose needs are not met by an organisation's training programs. Training and development makes academic staff feel that they are receiving chances of growth and, therefore, getting meaning in the job (Ng'ethe et al., 2012). Giving opportunities to employees to learn and ensuring effective training can enhance retention (Arnold, 2005; Herman, 2005; Hussain & Rehman, 2013). There is a need for development to be part of the company in order to increase people's capabilities. The development is vital when it comes to attracting and retaining people as talented people are inclined to leave if they are not growing (Michaels et al., 2001).

Guthrie (2001) observes that various organisations conduct different training and development programs. In a competitive work environment all organisations will put a premium on their human resource which is regarded as a major determinant of success and this is demonstrated by the amount of resources devoted to the training activities.

Rosser (2004) notes that University academic staff gain a lot from the interaction with colleagues during academic conferences and symposiums; moreover, training and development are relevant for academics. Training and development activities for faculty members are important in the professional work of the academic. In support of this, Makondo (2014) when examining what academic staff perceives as University's obligations to them found that staff development was one of the factors enumerated. Chew (2004) observed that organisations that have low labour

turnover spent a lot of time on formal training while those with high turnover rates spent little time on employee training. Giving opportunities to employees to learn and ensuring effective training can enhance retention (Arnold, 2005; Herman, 2005; Hussain & Rehman, 2013) and young enthusiastic workers will only be retained in organisations with training and development opportunities (Ng'ethe et al., 2012). The benefits of training are twofold as noted by Brum (2007), namely, there are more avenues for career development and higher remuneration to the employee and the organisation realises increased productivity. More so, training attempts to increase employee commitment and will counter the various costs associated with turnover. Michaels et al. (2001) pointed out that since talented people are scarce, organisations need to look for these. Looking for them is not enough but examining what HR practices are crucial to retain them is equally important. He asserts that there is a need for development to be part of the company in order to increase people's capabilities. The development is vital when it comes to attracting and retaining people. According to Coetzee (2006), when employees believe that a company provides proper training that promotes self-worth and importance, they will be attached to their company since they are aware of the expense of training and thus, develop organisational commitment. McElroy (2001) believes that this commitment arises as a result of the employees appreciating the skills they have acquired and a desire to 'reciprocate' by giving the organisation its money's worth.

Altarawneh (2005) in his study about the effectiveness of training and development and its role, practices and impacts on Jordanian banking organisations noted the most crucial challenge and problem in training and development as being inaccurate training and needs assessment process, poor training tools and content, inappropriate trainees, lack of qualified personnel in the training and development department; all these hamper effective training and development and its desired results.

Proper and effective training and development requires training needs assessment. The former denotes the exercise of identifying various training needs in an organisation with the purpose of improving the worker's job performance. A difference between the expected and the actual performance of a task reveals a need for employee training.

Through training needs assessment employees who need training and the nature of training will be identified. This also benefits the trainees since they will receive relevant training to their career prospects and will enable them perform tasks efficiently which motivates and promotes their desire to stay with the organisation. Training needs analysis involves:

- Analysing the personnel in terms of the trainers and who should be trained and the latter's knowledge level.
- Analysing the existing skills as compared to the desired skills in relation to the tasks to be performed.
- Analysing whether the organisation's challenges can be addressed through training.
- Analysing the costs and the benefits of the training where it is recommended that the benefits should exceed the costs of the training exercise.

- **Performance Appraisal**

Performance Appraisal is the activity that is designed to measure the level of an employee's performance after a definite period of work (Absar et al., 2010). In the same vein, Johari et al. (2012) believe that performance appraisal is conducted by evaluating employees' performance in relation to the organisations' benchmarks.

During the process of performance appraisal, the job performance of an employee is documented and evaluated. Organisations need to develop acceptable appraisal measures like selecting managers with desirable character traits, adopting assessment procedures that involve performance appraisals, personality tests and assessment centres; emphasizing accurate and honest performance appraisal and avoiding errors, promotion of transparency in appraisals, generating timely feedbacks and articulating the goals of appraisal, adopting a 360-degree appraisal system which provides a balanced assessment of employee performance and in all the appraisal exercise there should be constant communication/dialogue (Roberts & Pregitzer, 2007). Johari et al. (2012) maintain that performance appraisal involves determining employees' strengths and weaknesses and it is done on the basis of pre-established criteria and organisational objectives, employee organisational behavior, accomplishments, potential for the future improvement, strengths and weaknesses. The employee should be fairly evaluated in line with

the employment guidelines and decisions taken (Erdogan, 2002). The Annual Staff Appraisal of the University of Vienna (2013) explains the objectives of Performance Appraisal:

- Through performance appraisals employees show their contribution based on the outlined organisational objectives and are appraised against their job descriptions. Beck (2013) alludes to the fact that performance reviews give employees the opportunity to know their progress towards achieving the organisational goals and, therefore, put in more effort to getting to the target.
- The employers elaborately discuss the organisation's goals with the employees; establishes and sets new tasks; appreciates and commends workers' performances; redefine tasks, recognise and pay tribute to the performance of employees and provide feedback. Where employees' contributions to organisational success is recognised and appreciated, the former will be motivated to stay (Chew & Sharma, 2005). Employees leave because they do not feel appreciated. Moreover, employee recognition is not only through financial benefits, career advancements or adjustable work hours but is personal, where an individual's and employees' unique contributions is recognised (Ng'ethe et al., 2012).
- Through performance appraisals employees get to discuss individual career objectives with superiors and further stages for qualifications. Shikongo (2011) and Baptiste (2007) believe that when employees participate in taking major decisions on issues like finances, strategies and policies, the former will not only benefit from the information acquired but will be motivated since they consider themselves trusted and this improves their performance.

Performance improvement, employment decisions (such as promotion, termination, transfers), establishing personal objectives for training programs, salary and wage administration used in job criteria and the selection of workers best suited to perform certain required organisational tasks, guide to monitor employees' career development and work motivation through the use of reward systems. Performance appraisals are beneficial in that they provide feedback to the employer or organisation on issues of HR practices and how they relate to the welfare of the employee and therefore, can be used to gauge one's organisational commitment. Studies have reported positive relationships between HR practices and performance improvement at both

individual and organisational levels (Schraeder, Becton & Portis, 2007). Moreover, performance appraisal enables employees to realise their strong and weak areas and this will enable them to address areas which require improvement (Johari et al., 2012).

Fair and balanced performance appraisals need to be done and these should be the basis of compensation, benefits, promotion and rewards to the employees. Furthermore, it is necessary to inform workers about the performance evaluation criteria, feedback and suggestions to improve performance. Moreover, performance reviews which are accurate are essential in rating employees' levels of performance and rewarding them accordingly which motivates the exceptional performers (Beck, 2013). Gerhart (2005) emphasizes the fact that the performance appraisal feedback should be timely and two-way (from both the employee and the employer). Failure to articulate issues on performance evaluation and to communicate the outcomes of employee appraisals by the supervisors leads to workers' dissatisfaction (Behera et al., 2011). Good performance appraisal is relevant since it affects employee acquisition and development, remuneration and worker relations (Absar et al., 2010). Roberts and Pregitzer (2007) observed the fact that workers should not be penalized unfairly; instead, they should be encouraged to keep trying and working on their weak areas. From the research findings by Johari et al. (2012) it is evident that performance appraisal impacts employees' performance and retention in an organisation.

The role of performance management needs to be geared towards helping employees to develop towards succeeding and staying focused at attaining the organisation's goals. In the same vein, the Total Rewards Association (2014) observed that when employers pay the needed attention to the performance management process, they will reduce the employee exodus in their organisations. However, it is noted that some employees hate appraisals. Roberts and Pregitzer (2007) discuss reasons why employees dislike performance appraisals:

- **Rating Bias:** Employees dislike performance appraisals because of lack of objectivity from the raters/managers. This is due to use of non-performance factors like tribe, color, gender and personal relationships in appraisals.
- **Mood:** When a manager or supervisor is in a bad mood he/she may emphasize the negative aspects of individuals which may on the other hand be overlooked when he/she

is in good mood. This brings unfair judgment and creates subjectivity in appraisal results.

- **Hypocrisy:** This occurs when managers rate their favorite workers highly while the unfavoured workers are pushed back with the consequences being unfair appraisal results.
- **Poor Informal Feedback:** Employees get irritated when they do not promptly receive objective appraisal feedback/reports. Moreover, employees should be rated by managers/supervisors who are conversant with the exercise and they should provide written reports with evidence in the areas of shortcomings on the part of the employee.
- **Rater Errors:** This occurs where due to fear of criticisms from the employee the managers choose to rate the workers undeservedly highly. On the other hand, the managers may opt to put unattainable standards to the employees' frustration. However, the rater errors are also attributed to lack of training on the part of the raters.

- **Compensation**

Compensation is the offering of rewards in order to attract and retain skilled manpower (Johari et al., 2012). Compensation also means any form of remuneration given to workers for their efforts (Dessler, 2008). Osibanjo, Adeniji, Falola and Heirsmac (2014) citing American Compensation Association (1995) defines compensation as both the monetary and non-monetary remuneration given by the employer to the employees for the work done. The purpose of the compensation is to give satisfaction, improve performance and ensure retention. Payment made to employees include salary, salary add-ons and incentive payments such as bonuses and gain sharing (Pfeffer, 1998), and the payments may vary and are based on skills and knowledge (Nugroho, 2012). Hussain and Rehman (2013) and Tang, Kim and Tang (2000) suggested that increased wages and salaries enhances employee retention while Absar et al. (2010) observed the importance of compensation since it drives employees to work. Compensation is central to human resource management in organisations since it influences individuals' choice to work or not work in an organisation (Johari et al., 2012). To the employees, compensation is for recognising the work done, for self-esteem and to enable one to live decently (Bean-Mellinger, 2015). Higginbotham (1997) argued that a competitive compensation is the most important financial reward that generates employee satisfaction and in the end promotes employee retention. According to the

Equity Theory, workers are interested in the amount of pay given to the efforts they put in the organisation. The remuneration employees receive in the form of wages and others will be determined by inputs such as educational achievements, skills and experience acquired (Gerhart, 2005). The wages received are an extrinsic benefit which is helpful in meeting financial obligations and leading to employees' commitment and loyalty at the work place.

Chiu, Luk and Tang (2002) noted that compensation systems are used to reward employees' efforts, motivate them, increase productivity through improved job performance, increases career satisfaction and reduces intentions to quit. Philips and Fox (2003) also underscore the importance of compensation in the processes of employee acquisition, retention, motivation and these are key to the success of organisations. Armstrong (2008) suggested that a fair wage policy needs to consider various aspects, namely, equity, changes in the costs of living, employee appreciation in the form of non-financial rewards and work related pay systems.

When organisations fail to provide equitable compensation the employees will develop negative attitudes towards the organisation and will not continue with the current organisation (Johari et al., 2012). Ferris, Perrewé, Anthony and Gilmore (2000) alludes to the fact that any organisation's reward system has a role to play in retaining its employees since it provides satisfaction for what they are receiving in exchange for their efforts. Döckel et al. (2006) observed that compensation alone is not enough for the employees, but they are also interested in how the pay system works, and want to know how they can achieve pay increases. Igbaria and Greenhaus (1992) in their study established that salaries directly affected the level of commitment employees give to organisations and that there existed an inverse relationship between wages and turnover.

According to Tettey (2006), being discontent with salaries is a key cause of the lack of commitment of academics to institutions and careers and consequently, results in their decisions or intentions to leave. High performers often decide to seek employment elsewhere when they are not adequately remunerated (Griffeth et al., 2000). When employees are fairly remunerated their financial and material needs will be met and thus, the decision to stay with an organisation (Shoaib, Noor, Tirmizi and Bashir 2009). From research findings, African nations are faced with

the problem of the brain drain and it is partly associated with a poor compensation system (Dzvimbo, 2006).

Salary requirements and the assurance that one will retain the job for some time impact on staff job satisfaction at institutions of higher learning (Ng'ethe et al., 2012). In all organisations, it is true that remuneration influences the employee acquisition and retention process. Organisations especially pay a special package to workers with unique and highly critical talents and high performing employees hope for a better remuneration than their colleagues who perform below the expected level (Gerhart, 2005). Remuneration affects lecturers' intentions to retain their jobs; therefore, it should be the starting point by revising it upwards.

Traditionally, organisations depended on the pay equity approaches to attract and recruit employees. This reflects fair pay; however, competitive organisations have moved to a system where individual performance is considered in wage payment. Companies consider what it takes to attract and retain each individual regardless of what other employees are being paid. Symphony Management Consulting (2014) observe the fact that the employers should know the answer to an important question often related to compensation: do the workers regard their wages to be in line with their skills, mental ability, responsibilities, and job scale? Other employers will ensure that generally all their workers' wages and other dues are fixed high up at the scale of the prevailing market wage (Stein, 2000). The latter approach however, may make compensation expenses high but will in the long run reduce the risk of attrition and its associated costs. High salary is a primary factor in retention since fairly reasonable wages have a strong bearing on workers' intention to stay (Higginbotham, 1997). In line with fair salaries, employees pay more attention and are interested in knowing the operations of the pay system and ways of earning higher wages (Kochanski & Ledford, 2001).

Institutions of higher learning need support in remunerating academic staff; this will ensure that the essential needs of the latter's families are met. Institutions need to develop systems of extending loans to the workers to procure houses and vehicles to better their livelihoods (Mihyo, 2008). In addition, universities need to pay a living wage to all the staff to promote their effectiveness at work (Asiku, 2013).



Moncartz, Zhao and Kay (2009) also identified compensation and benefits as key retention factors. They further confirm the role of competitive pay systems in the acquisition, commitment and retention of high caliber staff. Compensation influences individuals' intention to work and may stir employees into aiming for career advancement and promotion in the organisation (Johari et al., 2012). Job security, independence and better self-esteem (Hoyt & Gerdloff, 1999) increase the feeling of high esteem and recognition which enhance commitment at the work place (Coetzee 2006). Despite the fact that compensation ensures recognition, other forms of recognition are crucial (Chew & Sharma, 2005) and these should be emphasized over and above compensation. Lee, Gerhart, Weller, & Trevor (2008) suggested cheap forms of employee recognition such as employers' presence at employees' meal meetings and casual call-on to workers when time allows.

Findings reveal that there is a big difference in wages between developed nations and most of the African countries which promotes the brain drain as the employees search for better wages elsewhere. Mihyo (2008) has observed that in a bid to improve the standards of living of their staff, institutions of higher learning have revised salaries and other benefits to match the global market competition; unfortunately, some of the innovations may be superseded by the incentives of their competitors in other sectors or countries.

Employees need to know that there is more to compensation than money and also realise that payments are to be made for performance and not for one's time (TCii Strategic and Management Consultants. 2011). In the same way Bean-Mellinger (2015) emphasises the fact that employees want to know that their salaries are competitive in relation to similar work environment; low salaries for the employees lead to exit of top performers leaving the organisation with low performers. Performance related pay should involve job definition and relating one's performance against the employer's expectations; moreover, an employee whose performance exceeds the employer's expectations should be given a bonus (TCii Strategic and Management Consultants, 2011). All these strategies are geared towards ensuring employee satisfaction and the latter has a positive impact on retention. Also, employees will be attracted by all round benefits in their compensation package (Bean-Mellinger, 2015).

Osibanjo et al. (2014) observed that though rarely prioritised compensation packages impact on job satisfaction among academic staff in some private universities, and employees' intention to stay with an organisation. TCii Strategic and Management Consultants (2011) allude to the fact that compensation strategies used by smart organisations include, among others, employing both soft (non-monetary) and hard (monetary) benefits to retain their staff; involve employees in designing stimulating reward systems and respond to the dynamic work environment through the use of flexible compensation systems. There is a desire for both internal equity and external competitiveness in the compensation system. Moreover, the workers are happy to know that their salaries are commensurate with their contributions to the institution (Symphony Management Consulting, 2014). This knowledge will control employee exit with the excuse of search for better remuneration. Organisations that continuously review their pay methodologies and strategies, and engage people with appropriate skills will have equitable compensation. The latter creates employee satisfaction and this will substantially increase retention (Symphony Management Consulting, 2014).

- **Industrial Relations**

Industrial Relations is a HR practice that examines all aspects of the employee relationship. It is popularly termed as employment relations (ER) since it embraces relationships which do not necessarily address work place affairs.

There are various terms used to denote industrial relations and these are used interchangeably: employment relation, employer–employee relations and labour management - it embraces all aspects of work relationships like labour relations and human resource; therefore, it is the study of workers unions, collective bargaining and workers-management relations (Mathur, 2015). Industrial relations is the study of the aspects of employment relationships between the workers and the employers during the working tenure (Akinfenwa, Fagbamila & Abdulganiyu, 2013). Industrial relations define the relationships that exist between employers, employees and government on one hand while on the other hand there exists a relationship with associations and institutions through which mediations and interactions occur (Mathur, 2015). Industrial Relations emphasise good employee relationship between workers and the superiors, employee

unions' representation, continued improvement of the job design and work environment, and ensuring skills and welfare development of the employees. The Industrial relations' major objective is to create a friendly working environment between employees and employers which positively impacts on employee retention (Akinfenwa et al, 2013). All these are for the overall benefit of the institution, employers and workers and take the form of management policy, changes in the place of work, acquisition of new workplace skills in line with new technology, active participation in union activities plus proper employee relations.

Industrial Relations is basically one of the original HRM practices concerned with the relationship between the employer and employees at the workplace (Absar et al., 2010; Singh & Kumar, 2011). Industrial Relations or Labour Relations is viewed as the relationship between the employers and employees; the state arbitrates and ensures a level ground for negotiations (Absar et al., 2010; Weeratunga, 2003). Good industrial relations enhance employee commitment, motivation and retention and all these improve the quality of the employee output (Gerhart, 2005). Organisations should have employee relations policies which outline strategies that emphasise representative systems through which employee interests are put before their employers (Armstrong, 2008).

Employee relations include aspects of labour unions, employer and state roles in arbitration conflict resolutions. In the third world countries, industrial relations have been hampered by rampant illiteracy among the workers coupled with immense unemployment; ignorance about union operations, labour rights and employer exploitation; political interferences in union affairs and unproductive labour (Absar et al., 2010; Khan & Taher, 2008). Unions' help workers voice their concerns and thereby, promote workers' consistency (Spencer, 1986).

In unionised workplaces employees are in a position to air out their concerns which is not the case in places where unions are absent; the latter are characterised by employees quitting. Therefore, institutions with employee unions have strong worker relations which increase employee retention (Guthrie, 2001; Medoff, 1984). Spencer (1986) observed that employees who have the chance to express their workplace concerns to enable improvement of the work related issues have a high chance to remain in organisations. Relations of employees especially

sophisticated knowledge workers has always been a priority issue in organisations. However, in the new age the reason for employees to stay is premised on the belief that the employers will maintain employee currency, give them new skills and offer more experiential training (Garger, 1999; Mir, Mir & Mosca, 2002). Spencer (1986) observed that employees who have the chance to express their workplace concerns in a bid to push for the improvement of the work related issues have a high chance to remain with organisations.

Ng'ethe et al. (2012) urged that the top managers of the universities who supervise the academic staff should play a crucial role in marketing their universities as the best in the area by ensuring a remuneration system with predetermined wage ranges and employing a performance appraisal form which allows room for feedback (managers who provide feedback regularly encourage autonomy at work and ensure effectiveness at work with minimum supervision). This will involve managers explaining to employees what their roles are and re-emphasizing their abilities which are portrayed through feedback. Employees remain satisfied with an organisation which accords them a cordial relationship while autocratic leadership style intended to push employees to work harder is found to be aggressive and is, therefore, resented by the workers (Akinfenwa et al, 2013). Moreover, the nature of the relationship the employees have with the employers determines the length of the former's stay with an institution (Michael, 2008; Ferreira, 2009).

### **3.3 The relationship between staff retention and HRM practices**

Variations may exist between what workers think of the HRM practices in institutions and this is dependent upon the employee's past workplace terms of reference and contract (Hartog et al., 2004). Research findings from scholars show how employees' aspirations at various career stages differ. According to Tampoe (1993, p. 51) personnel can be categorised based on career development stages as follows:

- 1<sup>st</sup> stage (fulfillment): Here the employees are satisfied with the compensation and the job motivation. Boxall, Macky and Rasmussen (2003) referring to the Life Cycle Theory observe that the young employees will experiment with various jobs and will be less committed and fixed at one workplace;
- 2<sup>nd</sup> stage (transition): In this stage, the workers are uncertain with the best choice for their careers and are urgently in need of proper job repositioning.

- 3<sup>rd</sup> stage (development): In this stage, employees desire to be stable and settle down in their current careers.
- 4<sup>th</sup> stage (plateaued): In this stage, the workers may be content with their personal achievement and growth and are happy to stay at this level.

With the various stages attained by the employees, it is imperative that the employers apply different management skills to help the former fit their motivational needs (Shikongo, 2011). There tends to be employment stability as people get older and they become better paid. This is supported by the Life Cycle Theory (Levinson 1996; Sheehy, 1997) which argues that there are identifiable developmental stages affecting women and men.

Whereas the youth are obsessed by work challenges, acquisition of new skills through training, remunerations, personal-job-fit, and career advancement, the older workers' efforts are directed on how to enrich one's job and make the workplace better. The latter's emphasis is directed towards mentoring the junior staff, gaining autonomy at work, managing crises and ensuring job security since older employees are more prone to redundancy (Chew & Sharma, 2005). Turnover intentions decrease with additional years on one's age; moreover, older age corresponds with longer tenure of employment. Each additional year spent with an employer implies higher pay, better end of redundancy package, institutional loyalty and gained experience (Medina, 2012). This, therefore, makes it risky to move from one employer to another.

Findings from research reveal a higher tendency of quitting among the young academic staff that has a higher potential for promotion than the older counterparts (Tettey, 2006). Predictors of employees' intention to quit include low compensation, rigid work schedule (Coomber & Barriball, 2007; Hayes, Luoma, Bond, Masuda and Lillis, 2006; Masroor & Fakir, 2009), prospects for furtherance of career (Masroor & Fakir, 2009; Rambur, Val Palumbo, McIntosh & Mongeon, 2003; Tzeng, 2002), unsatisfactory workplace management and work stress as causes.

### **3.4 The Challenges to staff retention in Universities**

There are a number of reasons why workers resign. In the process of organisations executing the implementation of a number of HR practices to retain their staff or employees a number of challenges have been identified:

- **Workplace legislations or policies**

These are outlined guidelines detailing how organisations are administered and managed (NSW Industrial Relations, 2013). The policies provide a background to the organisation's culture through detailing both employee and management roles in the institution. In the same vein, the policies give the objectives and management's position, the resultant consequences of contravening the policy and the scope and responsibilities associated with the policy. It is necessary that institutional policies give the resultant effect of not abiding by the policy guidelines (NSW Industrial Relations, 2013).

- **Economic downturn**

Admittedly, the ongoing economic state of affairs in Africa cannot allow for needed resources to be availed to support and ensure reasonable remuneration for the academic staff and this has affected the retention of employees.

- **Skills shortage and competition for high quality staff**

The Government of Uganda was aware of the influx of senior lecturers to private universities in Uganda and promised to gradually increase staff in the Public Universities salaries (Businge & Karugaba, 2012). However, Tettey (2006) notes that senior academics in Public universities, who are approaching retirement, may not be willing to start all over again in Private universities since they already invested time during their pensionable years.

- **Aging workforce**

One of the challenges in HR practices and staff retention identified by Tettey (2006) is the inevitable aging academia. Reality calls for universities to consider the consequences of these trends and arrest them through practical measures required to activate the staffing potentials. Parry and Harris (2011), citing Hewitt (2009), emphasise the challenge of the aging workforce when they point out that though HRM practices encourage employee retention at the workplace, they enhance one's term of service because most of the policy guidelines and practices seem to be formulated to assist older workers during their exit.

- **Workplace environment and relations**

Aspects of work environment do not affect every employee similarly because the model of satisfaction formation varies from employee to employee (Dass, Kumar & Topaloglu, 2014). This is because of the expectations of the employee, and the existence of a mismatch between the job and the person (Branham, 2005). Stainback, Ratliff & Roscigno (2011) observed the relevancy of ensuring that employees are treated to a friendly workplace environment.

- **Employee turnover**

It is a challenge to retain quality staff; where organisations cannot meet the employees' desire to develop and change their current positions, the latter will move on (Basile et al., 2005). Data from the study by Tettey (2006) reveals the challenges universities are facing in attracting younger academics and the fact that the latter are more likely to leave their jobs. However, findings affirm that some faculty staff due to retire opt to quit academia to take up better paying jobs in order to accumulate more income in preparation for retirement.

### **3.5 Strategies to improve HR practices and staff retention**

Retaining workers will involve identifying employees and learning what it takes to retain the staff and planning and taking actions based on what it takes to retain the targeted employees. Workers need practices that promote a fair and acceptable environment. Organisations need to acquire, train or impart skills and retain the key staff needed to realise the organisations' goals and objectives. Employers should emphasise workforce demography, retention of high caliber employees and examining HR practices needed for intervening in the retention struggle among universities in developing nations. Universities need to invest both time and effort in developing appropriate and relevant approaches and HR practices to ensure staff retention.

The organisations' line managers should design detailed plans to attract and retain employees that have job satisfaction and commitment and, therefore, must consider retention strategies. These include, among others, decentralising power, creating clear communication channels among various staff, openness in taking decisions and recognising excellence in performance (Tettey, 2006). Various authors have proposed several strategies to improve HR practice implementation and in so doing enhance staff retention which is the core concern of employers

in many organisations. For instance, Kochanski and Ledford (2001) proposed specific key strategies needed to keep an institution's staff, that is, benefits, career development, job description, work place relatedness and correlation and financial strategies.

It is, however, important to take caution that both satisfied and dissatisfied employees are equally likely to quit a company. Dass et al. (2014) note that both work environment and individual characteristics influence employee satisfaction but it is not clear whether all employees who leave have similar levels of satisfaction and recommend that companies should analyse their employees' model of satisfaction formation. The information received is helpful in developing better employee retention programs and enhancing success in retaining the best talents. Several strategies may be adopted to enhance the retention of employees:

- **Improve Recruitment**

In order to ensure that quality candidates are hired, organisations need to have a clear job design and competencies to the post and ascertain the curriculum vitae of the corresponding candidate and select the potential candidate fitting the job offer (Basile et al., 2005).

- **Job Security**

Amutuhaire (2010), in his study about the terms of service and staff retention at Makerere University, maintains that if the latter is to improve retention of lecturers in the university, setting job security is a priority since it has a positive relationship with job retention and should not be neglected. The argument is that lecturers who are satisfied with their job security are capable of retaining their jobs compared to those that are not satisfied.

- **Type of contract**

Amutuhaire (2010) found no significant difference on intentions to retain jobs between permanent and temporary contract lecturers, but Ssesanga and Garrett (2005) found that the nature of employment contract determines employees' job satisfaction and, in turn, influences employees' intentions to retain jobs. Tettey (2006) in his study realised that some of the part time lecturers had full time jobs elsewhere outside academia because of the better conditions of



service, implying that there is a need to improve terms of service in the universities if the latter are to attract full time and committed lecturers.

- **Good communication and employee relations strategy**

Good communication and employee relations strategy includes decentralising authority, promoting communication among different groups, fostering transparency in decision-making and rewarding excellence. Basile et al. (2005) suggested the need for managers to be genuinely interested in their employees, their hopes, dreams, fears and disappointments and being able to give relevant counsel through open communication and feedback.

When academics are consulted and given a chance to participate in decision making it makes them feel part of the system and they will own the outcomes of the decisions made (Tettey, 2006). Furthermore, academics will not contemplate quitting an organisation which gives them autonomy and supports their innovation. In the same vein, HR managers should use the continuous practice of monitoring employee sentiments regarding their job. This ensures that organisations are in a position to assess the employee morale across one's employment tenure which is a necessity in any workplace (Monster Inc, 2006).

- **Provision of competitive remuneration**

Many HR officers take remuneration to be the leading cause of employee turnover and, therefore, opt to employ compensation as a bait to retain staff (Monster Inc, 2006). In general, the majority of staff believe their wages to be insufficient given the cost of living prevailing in the economy. In the various platforms, wages are an issue for debate among respondents making it evident that the latter are interested in negotiating for higher salaries since salaries are a determining factor if employees are to enjoy decent lives now and after retirement. They, therefore, put a high premium on benefits such as good health care coverage, car and housing loan schemes, support for children's education, and a reasonable pension (Tettey, 2006).

- **Good working conditions**

Stainback et al. (2011) proposed that universities should create a positive work environment and observed that supervisors at the Universities had the role of establishing a positive work

environment which is an essential determinant of employee retention, that is, whether or not an employee stays with an organisation. In creating and maintaining a positive work environment, Stainback et al. (2011) further noted that it is imperative that supervisors value the diversity and unique experiences of each individual, ensuring that all employees are made to feel welcome, are valued, and are treated with respect and dignity. To further emphasise the role of supervisors, Basile et al. (2005) assert that the qualities of valued managers include the ability to freely interact with the employees and give challenging tasks to their workers but at the same time encourage the latter to tackle the tasks before them.

Such managers are essential in developing good employees. Employees will always look forward to going to a good work environment and also enjoy the tasks before them, and this will, therefore, reduce turnover contemplations.

- **Training and development opportunities**

Training and development opportunities features as an HR practice but is also proposed as a strategy to staff retention by a number of researched literature. It also embraces providing opportunities for career development such as opportunities for workers being promoted to management positions. The opportunities to train and develop employees vary from organisation to organisation and it is a competitive factor in organisations in maintaining high employee retention rates (Mubarak, Wahab & Khan, 2012).

The majority of HR managers hold the view that employee retention is largely determined by employees' overseers (Monster Inc, 2006). HR managers should have prospects for career progress and new openings for training and development since they need to develop and maintain new skills. Supervisors should put in place opportunities for their workers to advance their skills and knowledge; such opportunities may be within or outside the University environment. Without professional training and development, employees cannot match the advanced innovations and developments in technology being unveiled regularly in the various areas of specialisation (Stainback et al., 2011).

- **Employee recognition systems**

Supervisors need to recognise and reward employees. Line managers should use incentives like recognitions, awards and bonuses to workers (Stainback et al., 2011). The form of recognition and reward vary from employee to employee and the supervisor should know what motivates who through the continuous interactions that he/she has with the workers. Recognition is intended to appreciate the employee for the work and outstanding contributions made.

- **Company reputation and culture and organisational values**

HR managers in competitive companies are using the strategy of developing employees and, organisations have put in place competitive strategies that articulate the benefits embedded in their work place human resource policies which are intended to boost employee commitment. The employment brand experience paints an image of what a company offers and outlines the factors that are necessary for job satisfaction and commitment and eventual retention (Monster Inc, 2006). Some staff opt to work in institutions whose reputation and relevance of graduates in the job market is commendable (Netswera et al., 2005).

### **3.6 Conclusion**

In the foregoing review of the research findings by renowned HR scholars it is evident that Guest's (1995) Model of HR practices impacts on staff retention in line with the way organisations implement the practices. In the same vein, organisations should critically consider the challenges they face in the retention process while also considering the practical strategies to ensure staff retention since it is the goal or underlying factor of organisational success.

## **CHAPTER FOUR**

### **THE RESEARCH DESIGN**

#### **4.1 Introduction**

This chapter provides the explanation of the research methodology to be used. It presents the research design, research approaches or paradigms, study site, target population, sampling strategies, sample size, data collection methods, data quality control, measurements, limitations of the study ethical considerations and limitations of the study.

#### **4.2 Sampling Technique and description of the sample**

The target population included University academic staff, HR officers and some administrative managers; the latter were integrated since they were directly concerned with the implementation of HR practices in the selected Universities in Uganda. In order to select a representative sample of academics, proportionate stratified random sampling was adopted to allow for equal representation of the academics in all employment tenures. Both full time and part-time academic staff were included in the sampling frame because were equally affected by the HR practices and likely to be influenced by these HR practices in their decision to stay or leave the Universities. In order to obtain a representative number of academics in selected universities, a sample size had to be determined. The estimated study total population was 1701 and an appropriate sample size was selected based on the sample size table developed by Sekaran & Bougie (2010). In accordance with the population-to-sample size table, a population of 1701 academics required a random sample of 313 employees with a 95% confidence interval and 5% margin of error. Table 4.1 presents the proportion of academics that were selected from each participating private university.

**Table 4.1**

**Sample size for quantitative study participants**

<b>Category</b>	<b>Name of University</b>	<b>Population</b>	<b>Proportionate Sample size</b>
Academic Staff	Ndejje University	251	46
	Uganda Christian University	230	42
	Uganda Martyrs University	158	29
	Kampala International University	541	100
	Bugema University	301	55
	Nkumba University	220	41
	Total		1701

The HR officers and top management directly and indirectly execute the HR practices. These were selected using convenience sampling depending on their availability during the time of study. Lavrakas (2008) defines convenience sampling as a non-probability sampling technique in which people are sampled because they are a convenient source of data for the research. It was estimated that out of a total of 45 top university administrators and Human resource officers, 23 were selected from the six selected Private Ugandan Universities (Table 4.2).

**Table 4.2**  
**Selected qualitative study participants**

<b>Category</b>	<b>Name of University</b>	<b>Population</b>	<b>Participants to be selected</b>
<b>Top Management</b>	Ndejje University	07	04
Vice Chancellor	Uganda Christian University	05	03
Deputy Vice Chancellor Academics	Uganda Martyrs University	05	03
Deputy Vice Chancellor Finance	Kampala International University	04	02
Deputy Vice Chancellor Administration	Bugema University	03	01
Academic Registrar	Nkumba University	07	04
Deputy Academic Registrar			
University Secretary			
Deputy University Secretary			
Bursar			
<b>Human Resource Officers</b>	Ndejje University	03	01
	Uganda Christian University	03	01
	Uganda Martyrs University	02	01
	Kampala International University	02	01
	Bugema University	02	01
	Nkumba University	02	01
	<b>TOTAL</b>	<b>45</b>	<b>23</b>

### 4.3 Data collection

The geographical location of the research study was in Uganda. The choice of Uganda as a study location was motivated by the challenges of the increasing number of private universities in the country coupled by an increasing demand for academics in the last two decades. The study was, therefore, conducted in the Chartered Private Universities in Uganda which also conduct courses which are fully accredited. These universities included Ndejje University, Uganda Christian

University, Uganda Martyr's University Nkozi, Bugema University, Nkumba University and Kampala International University. The listed Universities were granted charters after meeting requirements spelt out by National Council for Higher Education (NCHE) where human resource management is a major requirement and, therefore, the universities possessed functional HR departments.

The choice of a research design was guided by the purpose of the study, the type of investigation, the extent of researcher involvement, the stage of knowledge in the field, the time period over which the data is to be collected and the type of analysis to be carried out, that is, whether quantitative or qualitative (Kipkebut, 2010 cited in Sekaran, 2003).

This research used a cross sectional survey design to gather information from the various Universities. Mosby's Dental Dictionary (2008) defines cross-sectional survey study as one in which a significant sample of a population is used to estimate the relationship between an outcome of interest and the population variables as they exist at one particular time. The study used a cross-sectional since it involves collection of data at once to reduce time and costs (Amutuhaire, 2010; Van Wagner, 2008) and involves a large number of respondents (Barribeau, Butler, Corney, Doney, Gault & Gordon, 2005). The researcher applied mixed methods design (quantitative and qualitative approaches) to collect data from the selected respondents. The quantitative data measured and analysed variables with statistical procedures (Bakkabulindi, 2008; Creswell, 2009).

Therefore, the study adopted both quantitative and qualitative techniques. Quantitative research techniques used to gather numerical data and used statistical analysis to arrive at meaningful conclusions. Qualitative techniques were used to probe deeper into the research questions with the help of the interview guides. The quantitative research generates statistical data through the use of fairly large scale survey data collected through questionnaires and structured interviews while qualitative research will involve the interpretation of phenomena without depending on numerical measurements and statistical methods (Kipkebut, 2010). An examination of the various HR practices for Academics in the selected Universities and how they had impacted on the retention of the staff were done. Information was also collected by reading the HR manuals

of the Universities and this was weighed against the retention of their academics. The participants in the quantitative study were selected randomly from the academics population in Ugandan Universities. Interviews were conducted with the various HR officers and members of top management. The latter were intended to get more detailed information and opinions about the HR practices and retention which may not have been captured in closed-ended items of the questionnaires. This category of respondents interacted freely with the researcher who asked questions that required detailed explanations and free expression of opinions about the various human resource practice issues in the respective Universities. Hence, in this study, data was collected through using questionnaire and structured interviews.

Questionnaires (Annexure 1) was distributed to the Academics. Questionnaires are a quick way of obtaining data from many people, easy to test for reliability and validity, make a participant feel a sense of anonymity and enable a standard format (Brink, Walt & Rensburg, 2012). Some of the items in the questionnaire used a Likert scale which is a form of rating scale used to ask people about their opinions and attitudes when provided with a series of statements which may be either negative or positive and the respondents have to choose a position (Fisher, Schoenfeldt & Shaw, 2007).

A Likert scale is also defined by Johns (2010) as a format used to measure attitudes and opinions. It has five points with labeled scales which are dependent on the topic of survey and includes a neutral midpoint of the attitude measured. The Likert scale is the agree-disagree approach to measuring attitudes in questionnaires of all kinds: market research, opinion and surveys. Using the Likert scale is a simple way of gauging specific opinions and is also useful in the construction of multiple-item measures which are used to assess opinions and attitudes (Johns, 2010). In this study, the Likert scale was used to get the respondents opinions on the human resource practices as determinants of retention as outlined in the questionnaire (Annexure 1).

The HR and Top Management officers were interviewed, guided by an interview schedule (Annexure 2). The benefit of the interviews is that in-depth responses can be obtained (Brink et al., 2012). Vital information was gathered from HR manuals of the universities and this was



weighed against the retention of their academics. Qualitative techniques were used to probe deeper into the research questions. The data collected from the interviews was used to validate and explain the findings from the quantitative analysis and, furthermore served as a supplementary method to gain deeper insight into the findings derived from the quantitative data analysis. An examination of the various HR practices as articulated in the Guest Model by Guest (1997) in the selected Universities and how they have impacted on the retention of the staff was done. The researcher gathered relevant information by reading the HR manuals of the Universities and this was weighed against the retention of their academics.

### **4.3.1 Interviews**

Interviews are used where participants' views and knowledge are important in generating data and they are possible to have interpersonal contact and follow up on important issues in the study.

#### **4.3.1.1 Definition of interviews and their nature**

In research, an interview is a verbal conversation between two people with the aim of gathering data which is relevant for the intended area or field of study (Harish, 2009). Interviewing is useful in qualitative research; the researcher can ask oral open-ended questions and will record the respondent's answers either through writing or by use of a recording machine. Interviews are conducted through face-to-face, or via telephonic contact.

Interviews may be both structured (where definite questions are phrased) and unstructured (there is no rigid wording of the questions to be asked).

#### **4.3.1.2 Advantages and disadvantages of the interview as a data collection technique**

Through the use of the face to face interview, the researcher was assured of direct feedback from the respondents; was able to probe the respondents further and also receive better and more insights through the explained responses in the areas of academics retention in the respective universities; the researcher had personal interaction with the respondents which made the latter relaxed and willing to give more time to the former and even gave more detailed information

than would have been given through the use of other technique of data collection. Moreover, through the interview the researcher had the opportunity to explain and give more clarifications on the questions which increased the accuracy of the collected data.

However, the use of interviews had a number of disadvantages in this study; it was time consuming especially where the researcher had to fix appointments with top management and HR officers whose schedules are generally tight. Similarly, the interview exercise and the process of compiling, transcribing and coding was time-consuming. In addition, the interview exercise was expensive in terms of travel to the respondents' universities, processing the interview guides and administering them.

#### **4.3.1.3 Process and dimensions that will be tapped on**

The interview was adapted from the questions in the questionnaire. The questions in the interview guide were open-ended and sought for responses having detailed information to emphasise the answers to the structured questions in the questionnaire. These were administered to management and HR officers in the selected universities.

Through the interview, background information from the respondents was collected, but in addition, more detailed facts and explanations on issues/questions posed to the academics through the questionnaire were clarified and expounded through the responses. The interview had sections relating to the research questions and objectives as outlined below.

#### **Section One: Background Information**

This section comprised of demographic information about the respondents.

#### **Section Two: HRM practices employed in Private Universities in Uganda**

This section comprises of a number of questions intended to get a detailed account of the six HR practices the study addressed and how they relate to each University selected. In addition, officers were required to provide clarity on the relationship of the intervening variables with the dependent and independent variables and how they operate in the universities under study.

### **Section Three: Extent to which HRM practices influence academics retention in Private Ugandan Universities and how**

Top Management and HR officers were required to describe the extent to which HR practices influence academics retention and how they do so in Private Universities in Uganda.

### **Section Four: Effects of academics retention in Private Ugandan Universities**

The question posed aimed at seeking an explanation about the effects of academics retention on universities' activities.

### **Section Five: Challenges of staff retention in Private Ugandan Universities**

The questions asked were about the challenges to academics' retention and why academic staff chose to quit their jobs.

### **Section Six: Strategies to improve HR practices**

This section sought insight into the strategies the Administrators have for improving HRM practices.

#### **4.3.1.4 Validity and Reliability**

Validity of research data provides an assurance that the instruments used to collect data are the right ones (Patrice, 2015). Reliability is the level of consistence in what is being measured. This calls for asking predetermined questions in research to all the respondents, and can further be increased by asking a number of questions about the same issue (Crossman, 2015).

#### **4.3.2 Questionnaires**

Questionnaires are a quick way of obtaining data from many people, easy to test for reliability and validity, make a participant feel a sense of anonymity and enable a standard format (Brink et al., 2012).

#### **4.3.2.1 Definition and nature of questionnaires**

A questionnaire is a set of questions often formulated with determined optional answers for the respondents to choose or record their responses (Sekaran & Bougie, 2010). Some of the questions in the questionnaire used a Likert scale which is a form of rating scale used to ask people about their opinions and attitudes when provided with a series of statements which may be either negative or positive and the respondents have to choose a position (Fisher et al., 2007). Questionnaires (Annexure 1) was distributed to the academics.

#### **4.3.2.2 Construction of the questionnaire**

The questionnaire was constructed with sub-sections corresponding with the biographical profiles of the respondents, namely, gender, age, academic qualifications, position held and tenure in the University as well as with the research objectives of the study. The sub-sections of the research objectives comprised the major divisions of the questions asked as outlined below:

##### **Objective one: To find out the Human resource practices employed by private universities in Uganda**

The objective had the following dimensions: the HR practices as per the Guest (1995) Model and the extent to which the respondents think the Management of their Universities is concerned about executing the practices. The respondents had to choose the answer from the provided Likert scale.

##### **Objective Two: To determine what factors influence Private Ugandan Universities' academic staff retention and how**

This objective had items about the factors that influence academics retention and how they influence retention; the respondents were required to give unstructured responses in narrative form.

##### **Objective Three: To establish the extent to which HR practices influence academics retention in Private universities and how**

Using free responses the respondents were required to describe the extent to which human resource practices influence academics retention and how they did so.

**Objective Four: To establish the challenges to Academics retention in Private Universities**

There were answers provided on a Likert scale to respond to the nature of the challenges and the degree to which the respondents agreed that the predetermined challenges did exist at their universities.

**Objective Five: To explore strategies to improve HR practices and retention in Private Universities**

A Likert scale was provided to the respondents to provide opinions concerning the predetermined strategies needed to improve HR practices and retain academics.

**Objective Six: To assess how academics' biographical profiles influence their perception of the role of the HRM practices employed as well as the other factors affecting retention respectively**

The demographic data of the respondents was matched with their responses to ascertain whether their perceptions are influenced by the biological profiles.

**4.3.2.3 Process of questionnaire administration**

The Questionnaire (Annexure 1) was distributed to the Academics. The minimum number of questionnaires to be sought from each of the universities was determined using Sekaran's (2003) population-to-sample size table and was proportionately selected based on the number of staff from each University, that is, 152 from Ndejje University, 144 from Uganda Christian University, 108 from Uganda Martyrs' University, 217 from Kampala International University, 169 from Bugema University and 140 from Nkumba University. The questionnaires were distributed by research Assistants who were employed by the researcher and were randomly handed over to the lecturers (coordinators) at the Universities. After an agreed upon time, the research assistants collected the completed questionnaires from the coordinators identified at the respective universities.

#### **4.3.2.4 In-house pretesting and pilot testing**

Pilot testing is the process of finding out whether the tools of data collection and survey will be effective; this is done by undertaking a small run of the data collection instrument on a few people of the various sub-groups from the intended study sample using the same procedures and protocols that will be used in the final data collection phase. The purpose of pilot testing is to ensure that the subjects in the sample understand the question and in the same way, show the attitude of the respondents to the questions and establish the amount of time it takes for the respondents to answer the questions. It is a mini version of the major research project and is beneficial in that the researcher can get the chance to identify likely challenges and address them in time before the actual research exercise.

The benefits of pilot testing are: the researcher gets the opportunity to make adjustments in the process of research based on the results from the pilot test, the feedback helps the research get to know the response of the respondents to the questions in the study, the test gives the researcher opportunity to make valuable decisions on resources allocation and the test will show how ready the researcher is to carry out the exercise (JBS International, Inc., 2000).

In this study, a pilot test was undertaken using a group of respondents from Ndejje University who were selected as follows: 20 academics out of the 930 academics, 2 Top Managers and the one Human Research officer. The responses from the aforementioned provided insight into the degree of understanding of the items in the questionnaire, the appropriateness of the language level and measurement as well as the validity of the research instruments.

#### **4.3.2.5 Validity and reliability of the questionnaire**

The validity of the questionnaire was ensured through use of content validity. This is the subjective method of gauging the appropriateness of the items of a questionnaire that will be used in this study. The process involved seeking the opinion of reviewers who have great knowledge of the subject matter who establish that the instrument contains everything that should be included in the study of academics retention in universities and human resource practices. In addition, recurring factors that surfaced when conducting the literature review

provided insight into the dimensions that were included in the questionnaire. Furthermore, the validity of the questionnaire was statistically assessed using Factor Analysis.

On the other hand, the reliability of the questionnaire was determined using Cronbach's Coefficient Alpha to determine the inter-item consistency of the questionnaire. The closer the statistics is to unity, the stronger the reliability of the measuring instrument, with the best r value being when  $r > 0.70$ .

#### **4.4 Data analysis**

Data collected from the quantitative survey was coded and captured by Epidata and analysed using the SPSS software. The analysis of quantitative data relied on three methods: univariate, bivariate and multivariate methods. The univariate analysis included frequency and percentage tables, means and standard deviations to describe the responses towards various study items and characteristics of study participants. The bivariate analysis, particularly the correlation and chi-square analyses, was performed to test relationships and associations between dependent and independent variables of the study. At the multivariate level, multiple regression analysis was conducted to ascertain the influence of the various factors on academics' retention in Ugandan private universities and extent to which HRM practices influence academic staff retention. To facilitate correlational and regression analysis, the Likert-scale question items was subjected to Factor Analysis to generate factor scores.

Both questionnaires and interviews administered to the academics, HR and top management officers generated qualitative data. The qualitative data generated from open-ended questions in the questionnaire was analysed using content analysis. In order to process the qualitative data from interviews of the HR and top management officers, all interview recordings were transcribed verbatim. The first step in the analysis of these data consisted of reviewing and categorising the textual data under different themes of interest in the study for each group of participants (Academics, HR and Top management officers). To facilitate the codification, the study used content and thematic analysis for the preliminary data coding. Coding begin immediately after the interviews have been transcribed. This early coding helped in categorising data and understanding the collected information. A de-identification process was conducted

during data analysis to ensure the anonymity of respondents. Finally, direct quotations of individual responses discussions that could explain the respondents' views and bring out their voices were identified and presented in the respondents' own words to give more insight into the issues under consideration. Field notes and original transcripts were looked upon when more information/clarity was needed during coding, analysis and write up.

#### **4.5 Statistical Analysis of the questionnaire**

The researcher conducted a pre-test to investigate issues such as possible flaws in the instruments, ambiguous instructions or definitions and immeasurable variables. In order to ensure the questionnaires and interview guides were freed from systematic errors, they were subjected to a content validity test which was intended to ensure that the instruments cover adequate area of the topic under study. The researcher ensured that the instruments were adequate in terms of validity and reliability; reliability is part of validity in that an instrument that does not yield reliable results cannot be considered to be valid (Brink et al., 2012). It is very important to test the reliability of the scales of the statistical tools to be used in the research. Reliability shows the extent to which a scale produces consistent result if measurements were made repeatedly (Absar et al., 2010). Reliability is determined by establishing the association between scores. If the association is high, the results are reliable. The researcher calculated the Cronbach's alpha coefficient for internal consistency reliability which was recommended for Likert type scales instruments (Gliem & Gliem, 2003). Cronbach's Coefficient Alpha is the most widely used method and has a scale ranging between 0 and 1. However, the Cronbach's alpha measure is less effective in open-ended questionnaires (Brink et al., 2012). The questions in the questionnaire were piloted to check for the margin of error using the formula to calculate the margin of error at a 95% confidence level.

#### **4.6 Ethical Considerations**

As recommended by Creswell (2009), researchers need to respect the participants and the sites of research. The researcher in this case:

1. Requested written permission from the Management of each participating university to allow the study to be conducted;



2. Gave all required respect to the involved parties by keeping each participant's identity confidential;
3. Informed respondents (academics) that participation is voluntary and that management was not to have access to their individual responses and opinions;
4. Ensured that the results of the findings were not misused to the advantage of any University or individual participant;
5. Acknowledged all authors and manuscripts used and referred to in the study;
6. Provided the findings of the study for dissemination to interested parties especially those who needed to benefit from the research findings through improving their operations in the Universities.

#### **4.7 Limitations of the study**

When conducting this research, subjects were from Private Universities in Uganda; these were numerous but the following were specifically taken into consideration: Ndejje University, Uganda Christian University, Uganda Martyr's University, Bugema University, Islamic University in Uganda, Kampala University, Kampala International University. Since these universities are Chartered, they met the requirements as stipulated in the National Council for Higher Education (NCHE) checklist where the HRM aspect is mandatory. Therefore, other Ugandan Universities were excluded from the study and results cannot be generalised to them.

The researcher encountered the following limitations in the process of study: time constraints due to the tight schedule within which to undertake the research; restricted access to the secondary data which relates to HR practices and policies; securing time to interact with the HR officers and the top managers of the Universities was hard since these are very busy people who are always in and out of several meetings and financial constraints since this study was at every stage involving large sums of financial expenditures as is the case with every academic programme worthy of their value.

#### **4.8 Conclusion**

The research methodology as explained above employed critical research design, paradigms, study site and target population which were appropriate for establishing the role of human resource practices in the retention of university academics in Uganda and the right sample size which yielded representative information which gave viable results which generalised the findings to other universities with similar characteristics.

## **CHAPTER FIVE**

### **PRESENTATION OF RESULTS**

#### **5.1 Introduction**

A literature review was undertaken relating to the independent variables of human resource practices, namely, human resource planning, recruitment and selection, training and development, compensation, performance appraisal and industrial relations and the dependent variable as the retention of academics. The research methodology adopted was then documented and implemented. Data was collected using questionnaires and interviews. From the 313 questionnaires distributed to the academics in the six private sector universities in Uganda, 300 completed questionnaires were obtained thereby generating a 95.9% response rate. Data was analysed using both quantitative and qualitative analyses, thereby generating the results of the study which are presented in this chapter.

#### **5.2 Descriptive analysis**

The role of human resource practices in the retention of University academics in Private Ugandan universities was established by requesting academics to respond to questions asked in relation to the six selected human resource practices (human resource planning, recruitment and selection, training and development, compensation, performance appraisal and industrial relations). Furthermore, the Human Resource Officers and members of the top management in the selected Universities were subjected to interviews with questions relating to the above human resource practices and issues of academics' retention. The questionnaire had various items which were tapped into using a five (1-5) point Likert scale which were initially used to generate descriptive statistics (Table 5.1 to Table 5.7).

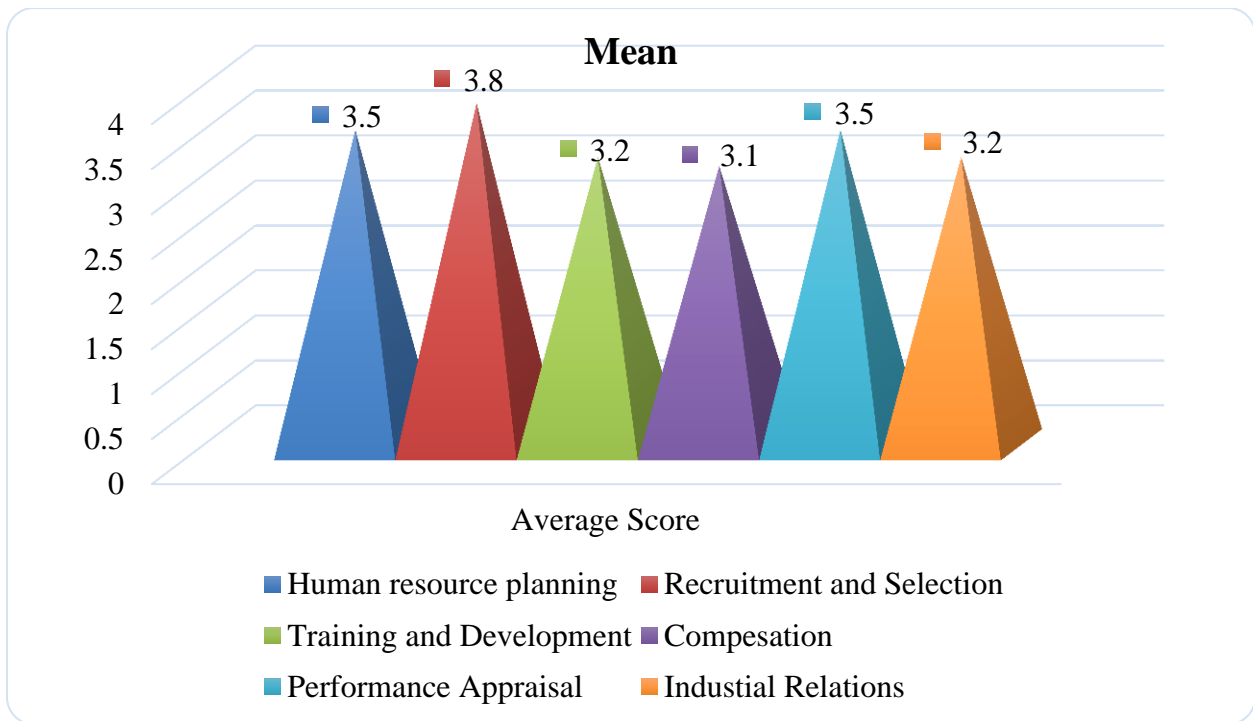
### 5.2.1 The Human Resource Management Practices employed in Ugandan Private Universities

Objective one of the study was to explore the HRM practices employed in Ugandan Private Universities.

This section presents academics' perceptions of the six selected HRM practices addressed in the study. Respondents were asked to indicate the extent to which they agreed to statements relating to HRM practices undertaken by their private universities using a five-point Likert scale (Table 5.1 and Figure 5.1).

**Table 5.1**  
**Descriptive Statistics: Level of adaption of human resources practice**

Human Resource Practice	Mean	95% Confidence Interval		Standard Deviation	Min.	Max.
		Lower Bound	Upper Bound			
Human resource planning	3.487	3	4	1.055	1	5
Recruitment and Selection	3.797	4	4	0.999	1	5
Training and Development	3.247	3	3	1.127	1	5
Compensation	3.093	3	3	1.105	1	5
Performance Appraisal	3.497	3	4	1.141	1	5
Industrial Relations	3.16	3	3	1.038	1	5



**Figure 5.1**  
**Level of adaption of human resource practices**

Table 5.1 and Figure 5.1 reflect the computed means of the six human resource practices as employed in the various Private Universities. From the results, it is evident that the various human resource practices are adopted in varying degrees in the universities. Recruitment and selection was the most adopted (Mean = 3.8), followed by human resource planning and performance appraisal (Mean = 3.5 for each), training and development coupled with industrial relations (Mean = 3.2 for each) and lastly, compensation (Mean = 3.1).

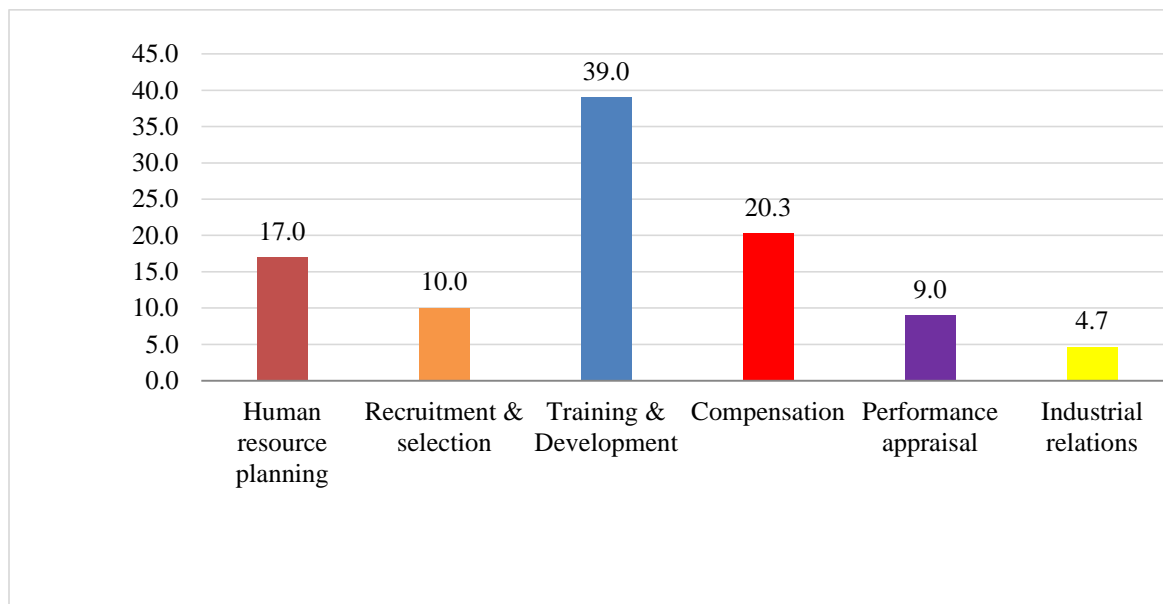
### 5.2.2 Human resource with the greatest impact on academics' retention

The academics had to choose one human resource practice that they considered to have the greatest impact on their retention (Table 5.2 and Figure 5.2).

**Table 5.2**

**Descriptive Statistics: Human Resources Practice with the greatest impact on retention**

<b>Human Resource Practice</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Human resource planning	51	17
Recruitment & selection	30	10
Training & Development	117	39
Compensation	61	20.33
Performance appraisal	27	9.00
Industrial relations	14	4.67



**Figure 5.2**

**Human Resource with the greatest impact on academics' retention**

Table 5.2 and Figure 5.2 indicate the academics' rating of the one human resource practice out of the six practices believed to impact academics retention most. The results reflect that training and development of human resources had a frequency of 117 (39%) out of the 300 responses and, therefore, had the greatest impact on the academics' retention. This was followed by

compensation (20.3%) and human resource planning (17%) while industrial relations had the least impact (4.67%).

### 5.2.3 Management's concern regarding the human resource practices

The academics indicated their level of satisfaction with management's concern regarding the human resource practices (Table 5.3 and Figure 5.3)

**Table 5.3**

**Descriptive Statistics: Management's concern regarding Human Resources practices**

Human Resource Practice	Mean	95% Confidence Interval		Standard Deviation	Min.	Max.
		Lower Bound	Upper Bound			
Human resource planning	3.087	3	3	1.011	1	5
Recruitment and Selection	3.280	3	3	0.979	1	5
Training and Development	2.850	3	3	1.110	1	5
Compensation	2.670	3	3	1.038	1	5
Performance Appraisal	3.163	3	3	1.077	1	5
Industrial Relations	2.893	3	3	0.972	1	5



**Figure 5.3**

**Academic’s level of satisfaction with management’s concern regarding the human resources practices**

The mean values of the academics’ level of satisfaction with management’s concern regarding the human resource practices were assessed (Table 5.3 and Figure 5.3) and it was found that academics believed that management was most concerned about recruitment and selection (Mean = 3.280) followed by performance appraisal (Mean = 3.163), human resource planning (Mean = 3.087), industrial relations (Mean = 2.893) and training and development (Mean = 2.850). However, academics were of the view that management was least concerned with compensation (Mean = 2.670).



**Table 5.4****Descriptive Statistics: Implementation of the various aspects of the HR practices**

<b>Implementation of aspects of HR practices</b>	<b>Mean*</b>	<b>Std. Dev.</b>	<b>Min.</b>	<b>Max.</b>
<b>Human resource planning</b>				
HR forecast is in line with University strategies.	3.347	0.998	1	5
The University has clear HR objectives.	3.493	1.010	1	5
The University designs and implements set HR programmes.	3.263	1.019	1	5
There is HR monitoring and evaluation at the university.	3.493	0.959	1	5
Appraisals are effectively done at the University.	3.050	1.107	1	5
The University implements good industrial relations.	2.930	0.998	1	5
<b>Recruitment and Selection</b>				
The Job interview is a good preview of the work experience.	3.523	1.046	1	5
My job expectation reflects my understanding of the job.	3.660	0.967	1	5
Previous academic engagements influenced my decision to pursue a career in the University.	3.887	0.943	1	5
The job interview considered the person-job fit.	3.777	0.896	1	5
The job interview considered the person- organisation fit.	3.687	0.878	1	5
The job interview considered the person-future fit.	3.573	0.939	1	5

\* All mean values lie within the critical range

**Table 5.4 (Continued)**

**Descriptive Statistics: Implementation of the various aspects of the HR practices**

<b>Implementation of aspects of HR practices</b>	<b>Mean*</b>	<b>Std. Dev.</b>	<b>Min.</b>	<b>Max.</b>
<b>Training and Development</b>				
Training provided for my job success.	3.000	1.182	1	5
I am provided with effective mentoring and coaching experience as part of my training.	2.997	1.132	1	5
I receive professional development necessary for me to perform my job capably.	3.140	1.183	1	5
I am given the opportunity to develop my skills.	3.510	1.052	1	5
The University provides scholarships for staff to study.	2.937	1.316	1	5
<b>Compensation</b>				
I am compensated fairly for the work that I perform.	2.833	1.130	1	5
Fringe benefits provided are competitive with those offered by other organisations.	2.500	1.077	1	5
The University often implements fair upward pay revision.	2.627	1.104	1	5
The University provides awards for additional qualifications.	3.027	1.103	1	5
The University gives a performance related pay.	2.577	1.093	1	5
There are provisions for non-monetary rewards.	2.623	1.125	1	5
<b>Performance Appraisal</b>				
Performance Appraisals are objective and conducted regularly.	3.077	1.172	1	5
There is quick feedback from appraisals.	2.510	1.178	1	5
My performance has improved as a result of the appraisals.	2.910	1.169	1	5
My successes are acknowledged by my supervisor.	3.240	1.149	1	5
I have a clear understanding of the promotion requirements for this job.	3.297	1.194	1	5
Through performance appraisal my career dreams are enhanced.	2.963	1.125	1	5

\* All mean values lie within the critical range

**Table 5.4 (continued)****Descriptive statistics: Implementation of the various aspects of the HR practices**

<b>Implementation of aspects of HR practices</b>	Mean	Std. Dev.	Min.	Max.
<b>Industrial Relations</b>				
Industrial Relations allow employee representation and participation.	3.160	1.095	1	5
Industrial Relations strengthen the grievance redress procedure.	3.063	1.066	1	5
Industrial Relations promote employees' bargaining power.	3.127	1.144	1	5
Industrial Relations enhance Union-Management cooperation.	3.203	1.104	1	5
Proper Industrial Relations allows for the implementation of the job design.	3.177	1.124	1	5
Industrial Relations promote good employment practices.	3.443	1.103	1	5

\* All mean values lie within the critical range

Table 5.4 reflects responses relating to the implementation of the various aspects of the HR practices in the private universities. The results reveal that the various aspects of the six HR practices are implemented with varying magnitude. With regards to HR planning, academics felt that the University has clear HR objectives and there is HR monitoring and evaluation at the University but were not convinced that the University implements good industrial relations. Furthermore, the academics held rather positive views about the University's recruitment and selection and strongly felt that previous academic engagements influenced their decision to pursue a career in the University and that the job interview considered the person-job fit. However, less positive views were held with regard to training and development; whilst staff did express that they were given the opportunity to develop their skills, they were not as convinced that the University provides scholarships for staff to study or effective mentoring and coaching. With regard to compensation, Table 5.4 reflects negative views especially with regard to fringe benefits, performance related pay, provisions for non-monetary rewards, fair upward pay revision and fair remuneration.

Performance appraisals were also moderately evaluated with academics expressing concerns over the duration of feedback from appraisals, the impact of the appraisals on performance and its contribution to the realization of career plans. Evidently, industrial relations were viewed by the academics in a positive light with staff being most convinced that industrial relations promote good employment practices.

#### 5.2.4 Effects of Academics' retention in Universities

Academics responded to what they thought to be the effects of academics' retention within Universities (Table 5.5 and Figure 5.4).

**Table 5.5**

**Descriptive statistics: Responses to the effects of Academics retention in Universities**

Effects of Academic Retention	Mean	95% Confidence Level		Standard Deviation	Min.	Max.
		Lower Bound	Upper Bound			
Improves academic performance.	4.267	4	4	0.807	1	5
Enhances research excellence.	4.183	4	4	0.844	1	5
Promotes community participation.	3.763	4	4	0.911	1	5
Perfection in inventions and innovations.	4.117	4	4	0.852	1	5
A strong base of academic staff.	4.183	4	4	0.743	1	5
A base for succession planning.	4.057	4	4	0.885	1	5
Academic staff inefficiency due to overstay.	2.827	3	3	1.247	1	5
Limits entry of new people with new brains.	2.903	3	3	1.211	1	5
Threat to staff base continuity when staff retire.	2.953	3	3	1.192	1	5

Table 5.5 reflects that staff retention has positive impacts ranging from improving academic performance (Mean = 4.267), enhancing research excellence and having a strong base of staff (Mean = 4.183 each), perfection in inventions and innovations (Mean = 4.117), having a base for succession planning (Mean = 4.057) to promoting community participation (Mean = 3.763). Perceived negative impacts of staff retention include the threat to staff base continuity when staff retire (Mean = 2.953), limits entry of new people with new brains (Mean = 2.903) and academics' inefficiency due to overstay (Mean = 2.827).

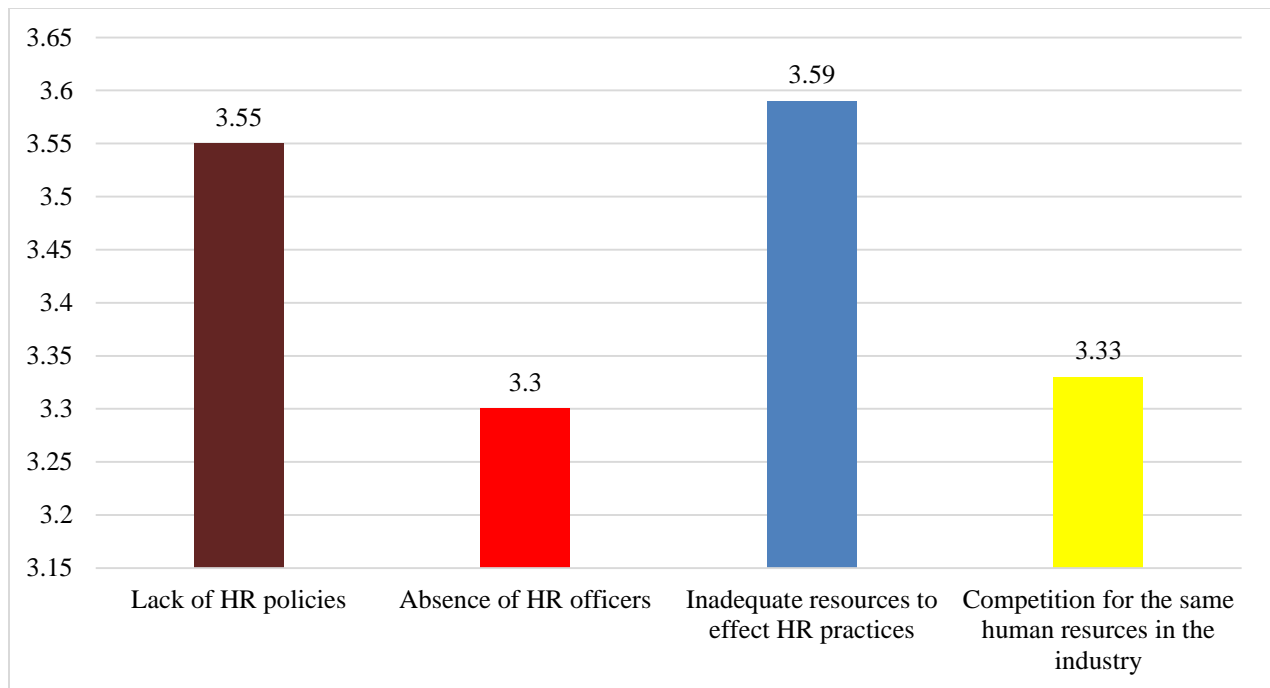
### 5.2.5 Challenges to Academics' retention in Private Universities

The challenges to academics' retention was also assessed as outlined in Table 5.6.

**Table 5.5**  
**Descriptive Statistics: Challenges to academics' retention**

Challenges to Academics' Retention	Mean	95% Confidence Level		Standard Deviation	Min.	Max.
		Lower Bound	Upper Bound			
		Lack of HR policies.	3.553			
Absence of HR officers.	3.307	3	3	1.191	1	5
Inadequate resources to effect HR practices.	3.593	3	4	0.972	1	5
Competition for same human resources in the Industry.	3.330	3	3	1.064	1	5

Table 5.6 indicates that the greatest challenge for academics' retention at the universities is inadequate resources to effect human resource practices (Mean = 3.593) followed by the lack of HR policies (Mean = 3.553), competition for the same human resources in the industry (Mean = 3.330) and the least in magnitude was absence of human resource officers (Mean = 3.307). These challenges are also graphically illustrated (Figure 5.4).



**Figure 5.4**  
**Challenges to academics' retention**

From Table 5.6 and Figure 5.4 it is evident that the greatest challenge for academics retention at the universities are the inadequate resources to effect human resource practices.

### **5.2.6 Strategies to improve HR practices and retention in Private Universities**

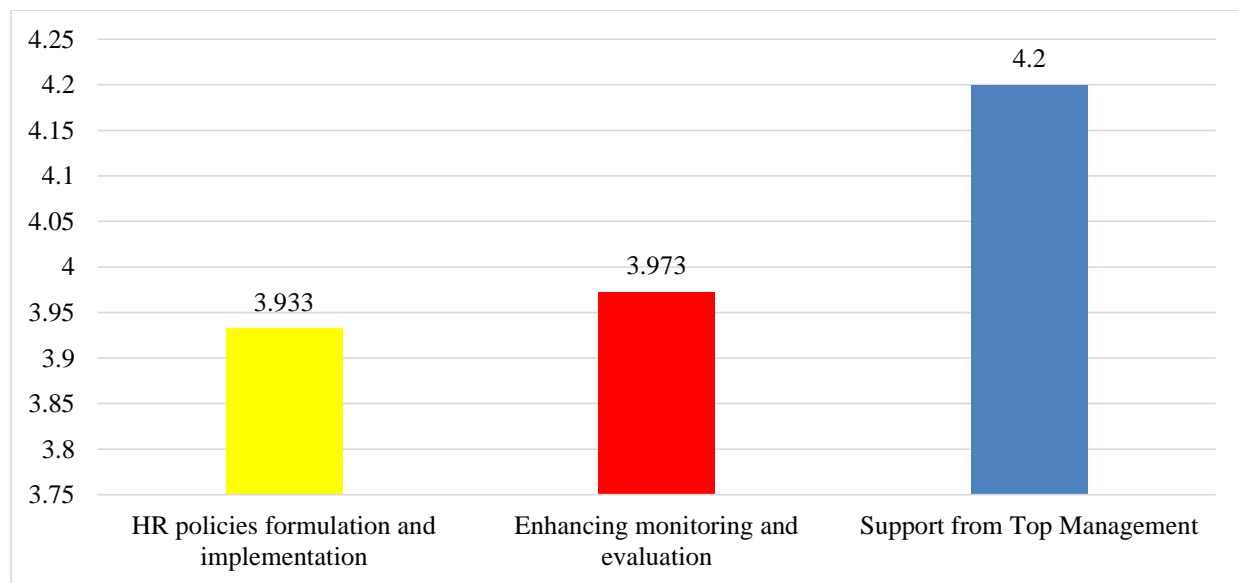
The academic staff proposed possible strategies which the universities may employ to improve the human resource practices and hence, the retention of academics (Table 5.7).

**Table 5.6**

**Descriptive Statistics: Strategies to improve HR practices**

Strategies to improve HR practices	Mean	95% Confidence Level		Standard Deviation	Min.	Max.
		Lower Bound	Upper Bound			
		HR policies formulation and implementation.	3.933			
Enhancing monitoring and evaluation.	3.973	4	4	0.797	1	5
Support from Top Management.	4.200	4	4	0.873	1	5

Table 5.7 reflects that academics believe that support from Top Management (Mean = 4.2), enhancing monitoring and evaluation (Mean = 3.973) and getting HR policies formulation and implementation (Mean = 3.933) are the most effective strategies for improving HR practices.



**Figure 5.5**

**Strategies to improve HR practices**

Table 5.7 and Figure 5.5 reflect that academics believe that support from Top Management (Mean = 4.2) will be most effective in enhancing HR practices.

### 5.2.7 How the human resource practices relate to job satisfaction

Academics were asked to reflect on how they believed the six human resource practices related or contributed to their level of job satisfaction (Table 5.8).

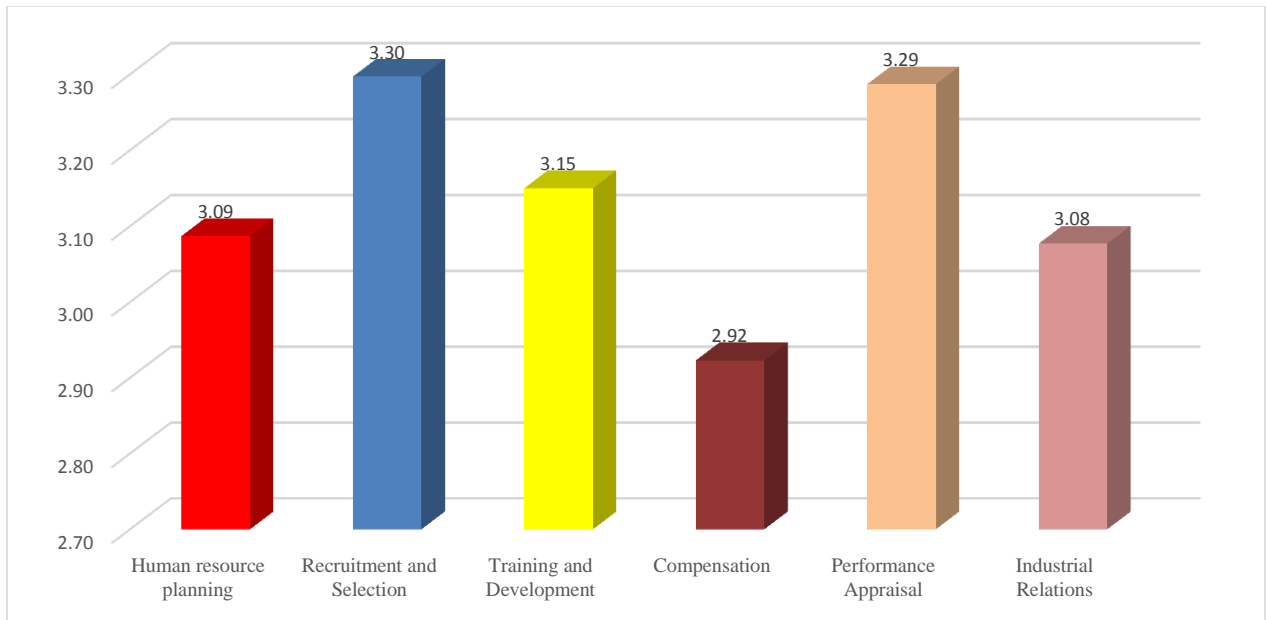
**Table 5.7**

**Descriptive Statistics: How human resource practices relate to job satisfaction**

Strategies to improve HR practices	Mean	95% Confidence Level		Standard Deviation	Min.	Max.
		Lower Bound	Upper Bound			
		Human resource planning	3.087			
Recruitment and Selection	3.297	3	3	0.948	1	5
Training and Development	3.150	3	3	1.122	1	5
Compensation	2.923	3	3	1.075	1	5
Performance Appraisal	3.287	3	3	1.237	1	5
Industrial Relations	3.077	3	3	1.173	1	5

Table 5.8 provides a reflection of academics' perceptions of the link between human resource practices and job satisfaction. Academics believe that the strongest link or contribution to their level of job satisfaction currently is recruitment and selection (Mean = 3.297) followed by performance appraisal (Mean = 3.287), training and development (Mean = 3.150), human resource planning (Mean = 3.087), industrial relations (Mean = 3.077) and finally, compensation (Mean = 2.923).





**Figure 5.6**

### **How the HR Practices relate to Job Satisfaction**

From Table 5.8 and Figure 5.6 it is clearly evident that academics believe that currently compensation is contributing the least to their level of job satisfaction.

## **5.3 Inferential statistics**

Inferential statistics were conducted to test the hypotheses of the study.

### **5.3.1 Human Resource Practices**

Intercorrelations were conducted amongst the human resource (HR) practices, namely, HR planning, recruitment and selection, training and development (T&D), compensation, performance appraisal (PA) and industrial relations (IR).

### **Hypothesis 1**

There exist significant intercorrelations amongst the human resource practices (Table 5.9).

**Table 5.8**

**Intercorrelations among the human resources (HR) practices**

<b>HR Practices</b>	<b>HR Planning</b>	<b>Recruitment and selection</b>	<b>T&amp;D</b>	<b>Compensation</b>	<b>PA</b>	<b>IR</b>
HR Planning	1					
Recruitment and selection	0.475*	1				
T&D	0.502*	0.232*	1			
Compensation	0.555*	0.256*	0.526*	1		
Performance Appraisal (PA)	0.551*	0.347*	0.485*	0.563*	1	
Industrial Relations (IR)	0.470*	0.251*	0.365*	0.513*	0.517*	1

\*  $p < 0.05$

The data in Table 5.9 indicates that there exists significant intercorrelations amongst the human resource practices (HR planning, recruitment and selection, training and development, compensation, performance appraisal, industrial relations) respectively at the 5% level of significance. Hence, hypothesis 1 may be accepted. The relationships are predominantly moderate in strength with the strongest relationship being between performance appraisal and compensation ( $r = 0.563$ ).

**5.3.2 Extent to which human resource practices influence academic retention and how**

The study sought to establish the extent to which human resource practices influence academics' retention in Private universities and how these HR practices do so.

**Hypothesis 2**

The HR practices (HR planning, recruitment and selection, training and development, compensation, performance appraisal, industrial relations) significantly account for the variance in determining academics' retention.

In order to understand the extent which Human Resource Management practices influence academics' retention in private Universities, this study adopted a logistic regression. The logistic regression is highly effective at estimating the probability that an event will occur and it offers a new way of interpreting relationships by examining the relationships between a set of conditions and the probability of an event occurring (Sweet & Grace-Martin, 2003). The logistic regression model is preferred by many researchers over other discrete choice models because logistic regression is a straight forward statistical test and has the ability to include non-linear effects (Wilson & Butler, 2007).

The model was adopted to ascertain how well the independent variables (human resource planning, recruitment and selection, training and development, compensation, performance appraisal, industrial relations) predict the dependent variable, that is, academics' retention. The estimated logistic regression equation adopted for the study is the following:

$$\{(P_i = f(Y=1|X_i) = \beta_0 + \beta_1 X_1 + \dots + \beta_n X_n \dots\dots\dots (1)\}$$

Where:

Pi = the probability of retention

Y = dependent variable (academic staff retention)

When Y = 1 intend to stay in the university or

When Y = 0 do not intend to stay

The LOGIT model can be linearised as

$$\frac{p_i}{1-p_i} = \beta_0 + \beta_1 HRP + \beta_2 RS + \beta_3 TD + \beta_4 Comp + \beta_5 PA + \beta_6 IR + \varepsilon \dots\dots\dots 2$$

The dependent variable is the natural log of the probability of Retention (Pi) divided by the probability of No Retention (1-P).

Where:

β0 = is the Y intercept or constant

β1 ... β6 = coefficient of regression which measures how each independent variable influences the dependent variable that is academic retention.

HRP = Human resource planning

RS = Recruitment and selection

TD= Training and development

Comp= Compensation

PA= Performance appraisal

IR= Industrial Relations

$\varepsilon$  = Error term

The first step in the estimation of logistic regression model is to ascertain whether the data was suitable for logistic regression analysis. Therefore, a multicollinearity diagnostic test was conducted (Table 5.10). Multicollinearity refers to a situation in which two or more explanatory variables in a regression model are highly linearly related. There is a perfect multicollinearity if the correlation between two independent variables is equal to 1 or -1.

**Table 5.9**

**Correlation matrix for main effects of the binary logistic regression**

<b>HR Practices</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1 Human resource planning	1					
2 Recruitment & selection	0.453	1				
3 Training & Development	0.491	0.2337	1			
4 Compensation	0.551	0.2428	0.4886	1		
5 Performance appraisal	0.548	0.3152	0.4901	0.5676	1	
6 Industrial relations	0.467	0.2152	0.3404	0.5037	0.505	1

The results in Table 5.10 indicate that there is no multicollinearity among the human resource management practices since none of the correlation values is 0.8 or greater, rendering the practices suitable for the logistic regression analysis (Table 5.11).

**Table 5.10**  
**Logistic regression results**

<b>Human Resource Practice</b>	<b>Marginal effects</b>	<b>Std. Err.</b>	<b>Z</b>	<b>p-value</b>
Human resource planning	-0.010	0.043	-0.240	0.812
Recruitment & selection	-0.056	0.034	-1.650	0.098**
Training & Development	-0.034	0.036	-0.930	0.354
Compensation	-0.096	0.039	-2.450	0.014*
Performance appraisal	-0.072	0.039	-1.850	0.064**
Industrial relations	0.024	0.035	0.690	0.487
Number of observations	300			
Pseudo R <sup>2</sup>	0.0917			
LR chi <sup>2</sup> (6)	38.14			
Prob > chi <sup>2</sup>	0.0000			

*(\*) Significant at 5% significance level and (\*\*) significant at 1%*

Table 5.11 presents the results of Logistic Regression model. Since the estimated coefficients of the logit model do not have a direct interpretation and is therefore not informative, marginal effects (dydx) were computed. The marginal effects provide a response in the dependent variable as a result of a change in the independent variable.

On the whole, the model was significant and fit quite well at  $p < 0.01$  with pseudo R-squared values of 0.0917, meaning that the independent HR practices significantly account for only about 9.17% for the variance in academics' retention. Hence, hypothesis 2 may be accepted. The implication is that there are other variables accounting for the variance in academics' retention which have not been included in this model. The results show that recruitment and selection, compensation and performance appraisal have significant negative effects, that is, it increases the probability of academics quitting the university. These results imply that the probability of quitting the university will reduce by 0.06, 0.1 and 0.07 for a unit increase in recruitment and selection, compensation and performance appraisal respectively. This implies that if improvement in the way in recruitment and selection, compensation and performance appraisal is

implemented in private universities, it has the potential to make academics stay in their universities.

### 5.3.3 Impact of biographical profiles on perceptions of HR practices and other factors affecting academic staff retention

The influence of academics' biographical profiles (age, education, position, tenure, gender) on their perceptions of the key human resource practices (human resource planning, recruitment and selection, training and development, compensation, performance appraisal, industrial relations) were statistically assessed.

#### Hypothesis 3

There is a significant difference in the perceptions of academics varying in biographical profiles (age, education, position, tenure, gender) regarding the human resource practices (human resource planning, recruitment and selection, training and development, compensation, performance appraisal, industrial relations) respectively (Table 5.12).

**Table 5.11**

**Kruskal-Wallis ANOVA: Human resource practices and Age**

<b>Dimensions</b>	<b>Chi-Square</b>	<b>Df</b>	<b>p</b>
Human resource Planning	8.193	3	0.042**
Recruitment and selection	0.633	3	0.888
Training and development	6.230	3	0.101
Compensation	5.539	3	0.136
Performance Appraisal	13.497	3	0.004*
Industrial Relations	0.590	3	0.898

\*  $p < 0.01$

\*\*  $p < 0.05$

The results of the Kruskal-Wallis Anova reflected in Table 5.12 indicate significant differences in the perceptions of academics varying in age regarding the human resource practices of performance appraisal and human resource planning at the 1% and 5% levels of significance

respectively. No other significant differences were noted in terms of age. Hence, Hypothesis 3 may be partially accepted in terms of age.

However, since only human resource planning and performance appraisal revealed significant difference with age, a post hoc tests (follow up tests) was conducted after the one-way ANOVA to find out which specific groups were significantly different from each other. To perform the follow up test, the Tukey test was adopted because of its flexibility and ease of computation (Table 5.13 and Table 5.14).

**Table 5.12**

**Pairwise comparison results for the Tukey post hoc test: Human resource planning and age**

Age categories	Contrast	Std. Err.	Tukey	
			T	p-value
30-39 years vs >29 years	-1.87	0.65	-2.85	0.024**
40-49 years vs <29 years	-0.56	0.84	-0.67	0.910
50 years + vs <29 years	-1.72	0.85	-2.02	0.184
40-49 years vs 30-39 years	1.31	0.71	1.84	0.259
50 years + vs 30-39 years	0.15	0.73	0.2	0.997
50 years + vs 40-49 years	-1.16	0.90	-1.29	0.568

**\*\* p < 0.05**

Looking at the p-value (that is, the P>|t| row under the Tukey column) in Table 5.13, it is evident that there is a statistically significant difference in respondents' perception about human resource planning between respondents whose age ranged between 30-39 years and those below 29 years. However, there were no significant differences between other age groups since their p-values are higher than 0.05 at 5% level of significance.

**Table 5.13**

**Pairwise comparison results for the Tukey post hoc test: Performance appraisal and Age**

Age categories	Contrast	Std. Err.	Tukey	
			T	p-value
30–39 years vs <29 years	-2.66	0.80	-3.33	0.005*
40-49 years vs <29 years	-0.58	1.03	-0.57	0.942
50 years + vs <29 years	-1.71	1.05	-1.64	0.358
40-49 years vs 30–39 years	2.08	0.87	2.38	0.082
50 years + vs 30–39 years	0.95	0.90	1.06	0.714
50 years + vs 40-49 years	-1.13	1.10	-1.03	0.733

\*  $p < 0.01$

In respect to performance appraisal and age, the results in Table 5.14 show statistically significant differences in respondents' perception about performance appraisal between the 30-39 years and those below 29 years. However, there were no significant differences between other age groups.

**Table 5.14**

**Kruskal Wallis ANOVA: Human Resource practice practices and Education**

Dimensions	Chi-Square	Df	P
Human resource planning	0.666	2	0.717
Recruitment and selection	7.345	2	0.025**
Training and development	0.041	2	0.979
Compensation	0.193	2	0.908
Performance Appraisal	1.692	2	0.429
Industrial Relations	1.035	2	0.596

\*\*  $p < 0.05$

The results of the Kruskal-Wallis Anova presented in Table 5.15 indicate significant differences in the perceptions of academics varying in education levels regarding recruitment and selection at the 5% level of significance. No other significant differences were noted in terms of education.



Hence, hypothesis 3 may be partially accepted in terms of education. In order to assess exactly where the significant differences lie in terms of education regarding recruitment and selection, the Tukey test was conducted (Table 5.16).

**Table 5.15**  
**Pairwise comparison results for the Tukey post hoc test: Recruitment and selection**  
**Education**

Education categories	Contrast	Std. Err.	Tukey	
			T	p-value
Masters vs Bachelor	1.47	0.60	2.46	0.039**
PhD vs Bachelor	0.28	0.89	0.32	0.946
PhD vs Masters	-1.18	0.76	-1.56	0.264

**\*\* p < 0.05**

The results presented in Table 5.16 reveal that statistical differences exist regarding respondents' perception about recruitment and selection between those who have a Master's degree and those who completed a Bachelor degree. No other statistically significant differences were noted amongst respondents from the different educational categories.

**Table 5.16**

**Kruskal-Wallis ANOVA: Human resource practices and Position**

<b>Dimensions</b>	<b>Chi-Square</b>	<b>Df</b>	<b>P</b>
Human resource Planning	2.558	4	0.634
Recruitment and selection	5.938	4	0.204
Training and development	11.391	4	0.022**
Compensation	6.508	4	0.164
Performance Appraisal	6.420	4	0.170
Industrial Relations	1.673	4	0.793

**\*\* p < 0.05**

The results of the Kruskal-Wallis Anova depicted in Table 5.17 indicate significant differences in the perceptions of academics varying in position regarding training and development at the 5% level of significance. However, no other significant differences were noted in respect to the other human resource practices. Hence, Hypothesis 3 may only be partially accepted in terms of position. In order to assess exactly where the significant differences lie in terms of position regarding training and development, the Tukey test was conducted (Table 5.18).

**Table 5.17****Pairwise comparisons results for the Tukey post hoc test: Training and Development and Position**

Position categories	Contrast	Std. Err.	Tukey	
			T	p-value
Lecturer vs Teaching assistants	-0.40	0.75	-0.54	0.983
Senior Lecturer vs Teaching assistants	-1.63	0.65	-2.49	0.095
Associate Professor vs Teaching assistants	-1.08	1.08	-1	0.857*
Professor vs Teaching assistants	-8.58	3.15	-2.73	0.053
Senior Lecturer vs Lecturer	-1.23	0.64	-1.91	0.312
Associate Professor vs Lecturer	-0.67	1.07	-0.63	0.971
Professor vs Lecturer	-8.17	3.14	-2.6	0.073
Associate Professor vs Senior Lecturer	0.56	1.01	0.55	0.981
Professor vs Senior Lecturer	-6.94	3.12	-2.22	0.174
Professor vs Associate Professor	-7.50	3.24	-2.32	0.143

\* **p < 0.01**

Table 5.18 indicates that the difference in views regarding training and development approaches was only significant between Associate Professors and Teaching assistants. No other statistically significant differences were noted amongst respondents from the different positions.

**Table 5.18****Kruskal-Wallis ANOVA: Human resource practices and Tenure**

<b>Dimensions</b>	<b>Chi-Square</b>	<b>Df</b>	<b>P</b>
Human resource Planning	27.177	4	0.000*
Recruitment and selection	10.209	4	0.037**
Training and development	17.574	4	0.001*
Compensation	22.420	4	0.000*
Performance Appraisal	15.160	4	0.004*
Industrial Relations	4.609	4	0.330

\*  $p < 0.01$

\*\*  $p < 0.05$

The results of the Kruskal-Wallis Anova depicted in Table 5.19 indicate significant differences in the perceptions of the academics varying in tenure regarding human resource planning, training and development, compensation and, performance appraisal at 1% level of significance. Furthermore, significant differences were noted in the perceptions of academics varying in tenure regarding recruitment and selection at the 5% level of significance respectively. In addition, no significant differences were noted in the perceptions of academics varying in tenure regarding the human resource practice of industrial relations. Hence, Hypothesis 3 may be partially accepted in terms of tenure. In order to assess exactly where the significant differences lie in terms of tenure, the Tukey test was conducted (Table 5.20, Table 5.21 and Table 5.22).

**Table 5.19****Pairwise comparison results for the Tukey post hoc test: Human Resource planning and tenure**

Tenure categories	Contrast	Std. Err.	Tukey	
			T	p-value
≥1 to <3 years vs <1 year	0.46	1.15	0.4	0.994
≥3 to <5 years vs <1 year	-2.64	1.13	-2.33	0.139
≥5 to <10 years vs <1 year	-1.86	1.13	-1.65	0.470
≥10 years vs <1 year	-2.46	1.18	-2.09	0.228
≥3 to <5 years vs ≥1 to <3 years	-3.10	0.68	-4.54	0.000*
≥5 to <10 years vs ≥1 to <3 years	-2.32	0.68	-3.43	0.006*
≥10 years vs ≥1 to <3 years	-2.93	0.76	-3.86	0.001*
≥5 to <10 years vs ≥3 to <5 years	0.78	0.65	1.2	0.752
≥10 years vs ≥3 to <5 years	0.17	0.73	0.24	0.999
≥10 years vs ≥5 to <10 years	-0.60	0.73	-0.83	0.921

\* **p < 0.01**

Table 5.20 based on Tukey test revealed that three (3) tenure group comparisons relating to HR planning are statistically significant with p-values less than 0.01 at 1% level of significance. It is evident that academics who had spent ≥3 to <5 years at the university and those who had spent between ≥1 to <3 years revealed statistically significant difference in their perception about human resource planning. Significant differences were also observed between academics who had spent ≥5 to <10 years and those who had spent between ≥1 to <3 years as well as between academic staff who had spent 10 years and more in the university compared to those who had spent between ≥1 to <3 years.

**Table 5.20****Pairwise comparisons results for the Tukey post hoc test: Recruitment and selection and tenure**

Tenure categories	Contrast	Std. Err.	Tukey	
			T	p-value
≥1 to <3years vs <1 year	0.74	1.08	0.68	0.960
≥5 to <10 years vs <1 year	-0.89	1.07	-0.83	0.921
≥3 to <5 years vs <1 year	-0.17	1.07	-0.16	1.000
≥10 years vs <1 year	-0.87	1.11	-0.78	0.937
≥5 to <10 years vs ≥1 to <3 years	-1.63	0.64	-2.53	0.086
≥5 to <10 years vs ≥3 to <5 years	-0.91	0.64	-1.43	0.609
≥10 years vs ≥1 to <3 years	-1.61	0.71	-2.25	0.165
≥5 to <10 years vs ≥3 to <5 years	0.72	0.61	1.17	0.767
≥10 years vs ≥3 to <5 years	0.02	0.69	0.03	1.000
≥10 years vs ≥5 to <10 years	-0.70	0.69	-1.01	0.849

Using the Tukey test, no significant differences were noted amongst employees in the various tenure categories regarding recruitment and selection; perhaps other discriminatory measures such as the Post-Hoc Scheffe's Test may show significance.

**Table 5.21****Pairwise comparisons for Results for the Tukey post hoc test: Training and development and Tenure**

Tenure categories	Contrast	Std. Err.	Tukey	
			T	p-value
≥1 to <3years vs <1 year	-1.35	1.20	-1.12	0.796
≥3 to <5 years vs <1 year	-3.78	1.19	-3.18	0.014**
≥5 to <10 years vs <1 year	-3.49	1.18	-2.95	0.028**
≥10 years vs <1 year	-3.27	1.24	-2.64	0.065
≥3 to <5 years vs ≥1 to <3 years	-2.43	0.71	-3.39	0.007*
≥5 to <10 years vs ≥1 to <3 years	-2.14	0.71	-3.01	0.023**
≥10 years vs ≥1 to <3years	-1.92	0.79	-2.42	0.114
≥5 to <10 years vs ≥3 to <5 years	0.29	0.68	0.43	0.993
≥10 years vs ≥3 t <5 years	0.51	0.77	0.66	0.964
≥10 years vs ≥5 to <10 years	0.22	0.76	0.29	0.999

\* **p < 0.01**\*\* **p < 0.05**

From Table 5.22 it is evident that academics who had spent 3 to 10 years in the university and those who had spent less than one year revealed statistically significant differences in their perceptions about training and development. In addition, academics with a tenure of 3 to 10 years in the university differed significantly from those with a tenure of ≥1 to <3 years in terms of their perceptions of training and development.

**Table 5.22****Pairwise comparisons results for the Tukey post hoc test: Compensation and Tenure**

Tenure categories	Contrast	Std. Err.	Tukey	
			T	p-value
≥1 to <3 years vs <1 year	-2.62	1.35	-1.95	0.296
≥3 to <5 years vs <1 year	-5.15	1.33	-3.88	0.001*
≥5 to <10 years vs <1 year	-4.89	1.32	-3.69	0.002*
≥10 years vs <1 year	-5.63	1.38	-4.08	0.001*
≥3 to <5 years vs ≥1 to <3 years	-2.53	0.80	-3.17	0.014**
≥5 to <10 years vs ≥1 to <3 years	-2.27	0.79	-2.86	0.036**
≥10 years vs ≥1 to <3 years	-3.01	0.89	-3.4	0.007*
≥5 to <10 years vs ≥3 to <5 years	0.26	0.76	0.35	0.997
≥10 years vs ≥3 to <5 years	-0.48	0.86	-0.56	0.980
≥10 years vs ≥5 to <10 years	-0.75	0.85	-0.88	0.905

\* **p < 0.01**\*\* **p < 0.05**

From Table 5.23 it is evident that academics who have been employed in the university for 3 years and over differ significantly in their views on compensation from those who have been in the university for less than 1 year. Similarly, those academics with tenure of 3 years and over differ significantly in their views on compensation from those who have been in the university for ≥1 to <3 years. It can therefore, be concluded that academics who have been employed in the university for 3 years and over differ significantly in their views on compensation from those who are have been in the university for less than 3 years.



**Table 5.23****Pairwise comparisons results for the Tukey post hoc test: Performance appraisal and Tenure**

Tenure categories	Contrast	Std. Err.	Tukey	
			T	p-value
≥1 to <3 years vs <1 year	-1.55	1.44	-1.07	0.820
≥3 to <5 years vs <1 year	-3.91	1.42	-2.76	0.049**
≥5 to <10 years vs <1 year	-3.52	1.42	-2.49	0.096
≥10 years vs <1 year	-3.95	1.48	-2.67	0.061
≥3 to <5 years vs ≥1 to <3 years	-2.36	0.86	-2.77	0.047**
≥5 to <10 years vs ≥1 to <3 years	-1.97	0.85	-2.33	0.139
≥10 years vs ≥1 to <3 years	-2.40	0.95	-2.53	0.087
≥5 to <10 years vs ≥3 to <5 years	0.39	0.81	0.48	0.989
≥10 years vs ≥3 to <5 years	-0.04	0.92	-0.04	1.000
≥10 years vs ≥5 to <10 years	-0.43	0.91	-0.47	0.990

\*\*  $p < 0.05$

From Table 5.24 it is evident that academics with tenure of  $\geq 3$  to  $> 5$  years in the university differ significantly from those with tenure of less than 3 years with respect to performance appraisals.

**Table 5.24****Mann-Whitney Test: Human resource practices and Gender**

Dimensions	Z	p-value
Human resource Planning	1.784	0.0745
Recruitment and selection	2.991	0.0028*
Training and development	0.111	0.9113
Compensation	2.292	0.0219**
Performance Appraisal	2.895	0.0038*
Industrial Relations	1.438	0.1504

\*  $p < 0.01$

\*\*  $p < 0.05$

The results of the Mann-Whitney Test reflected in Table 5.25 indicate that there are significant differences in the perceptions of male and female academics regarding recruitment and selection as well as performance appraisal at 1% level of significance and compensation at 5% level of significance. However, no significant differences in the perception of academics varying in gender were noted regarding human resource planning, training and development and, industrial relations respectively. Hence, Hypothesis 3 may only be partially accepted in terms of gender. In order to assess exactly where the significant differences lie, the means across the genders were compared (Table 5.26).

**Table 5.25**

**Mean Analyses: Recruitment and Selection, compensation and performance appraisal and Gender**

<b>HR Practices</b>	<b>Average</b>		<b>Mean diff.</b>
	<b>Male</b>	<b>Female</b>	
Recruitment and selection	22.50	21.2	1.30
Compensation	16.62	15.17	1.46
Performance Appraisal	18.60	16.61	1.98

Based on mean score values, it is evident from Table 5.26 that male academics hold more positive views of the HR practices of recruitment and selection, compensation and performance appraisals at their university than female academics with the greatest difference being reflected with regards to performance appraisals.

**Hypothesis 4**

The biographical profiles of academics (age, education, position, tenure, gender) significantly influence their intentions to quit (Table 5.27).

**Table 5.26****Intention to quit and biographic profiles of respondents**

<b>Biographical Variable</b>	<b>Pearson chi<sup>2</sup></b>	<b>p-value</b>
Age	3.408	0.333
Education	1.111	0.574
Position	3.880	0.423
Tenure	25.650	0.000*
Gender	0.077	0.782

\* **p < 0.01**

The results in Table 5.27 reflect that only tenure out of the five biographical variables significantly influences academics' intention to quit. Hence, hypothesis 4 may only be partially accepted in terms of intention to quit and biographical influences. In order to assess exactly where the significant differences lie, the Tukey test was computed (Table 5.28).

**Table 5.27****Pairwise comparisons results for the Tukey post hoc test: Intention to quit and Tenure**

<b>Tenure categories</b>	<b>Contrast</b>	<b>Std. Err.</b>	<b>Tukey</b>	
			<b>T</b>	<b>p-value</b>
≥1 to <3years vs <1 year	0.412	0.134	3.07	0.019**
≥3 to <5 years vs <1 year	0.563	0.132	4.26	0.000*
≥5 to <10 years vs <1 year	0.639	0.132	4.85	0.000*
≥10 years vs <1 year	0.509	0.138	3.7	0.002*
≥3 to <5 years vs ≥1 to <3 years	0.151	0.080	1.9	0.322
≥5 to <10 years vs ≥1 to <3 years	0.227	0.079	2.88	0.035**
≥10 years vs ≥1 to <3 years	0.098	0.088	1.11	0.803
≥5 to <10 years vs ≥3 to <5 years	0.076	0.076	1.01	0.852
≥10 years vs ≥3 to <5 years	-0.054	0.085	-0.62	0.972
≥10 years vs ≥5 to <10 years	-0.129	0.085	-1.52	0.548

\* **p < 0.01**\*\* **p < 0.05**

From Table 5.28 it is evident that academics with greater than 1 year of tenure differed significantly from those with less than a year of service in terms of intentions to quit. Furthermore, academics with a tenure of  $\geq 5$  to  $< 10$  years differed significantly from those with a tenure of  $\geq 1$  to  $< 3$  years in terms of intentions to quit. In order to assess exactly where the significant differences lie, the means across the genders were compared (Table 5.29). Furthermore, the results in Table 5.27 reflect that only tenure out of the five biographical variables significantly influences academics' intention to quit. In order to confirm the outcome and to engage in deeper analyses the Pearson chi-square statistic was assessed and cross-tabulations were undertaken (Table 5.29).

### Hypothesis 5

There is no association between academics' tenure and their intention to quit the university.

**Table 5.28**  
**Pearson chi-square and cross tabulations: Intention to quit and Tenure**

<b>Pearson chi-square</b>							
<b>Chi-square</b>				<b>P</b>			
25.6503				0.000*			
<b>Cross-tabulations</b>							
<b>Have you ever considered leaving the university?</b>		<b>TENURE</b>					<b>TOTAL</b>
		<b>&lt;1 year</b>	<b><math>\geq 1</math> to <math>&lt; 3</math> years</b>	<b><math>\geq 3</math> to <math>&lt; 5</math> years</b>	<b><math>\geq 5</math> to <math>&lt; 10</math> years</b>	<b><math>\geq 10</math> years</b>	
<b>YES</b>	<b>Frequency</b>	16	40	35	30	26	147
	<b>%</b>	<b>5.3</b>	<b>13.3</b>	<b>11.7</b>	<b>10</b>	<b>8.7</b>	<b>49</b>
<b>NO</b>	<b>Frequency</b>	0	28	45	53	27	153
	<b>%</b>	<b>0</b>	<b>9.3</b>	<b>15</b>	<b>17.7</b>	<b>9</b>	<b>51</b>
<b>TOTAL</b>	<b>Frequency</b>	<b>16</b>	<b>68</b>	<b>80</b>	<b>83</b>	<b>53</b>	<b>300</b>
	<b>%</b>	5.3	22.6	26.7	27.7	17.7	100.00

The Pearson chi-square indicates that there is a significant relationship between tenure and intention to quit. Hence, hypothesis 5 may not be accepted. It therefore, confirms the ANOVA results by showing the link between intention to quit and tenure of academics. Furthermore, from Table 5.29 it is evident that almost an equal percentage of academics reflect intentions to quit (49%) as opposed to a negligibly higher percentage (51%) that do not intend to quit working for the university. Evidently, almost all the academics display intentions to quit. The greatest percentage of academics intending to quit their employment is those working between 1 and 3 years in the university followed by those working between 3 to 5 years. It can therefore be deduced that intention to quit is greatest amongst academics working for the institution between 1 to 5 years. It is also interesting to note that only 5.3% of the academics with tenure of <1 year had intentions to quit. Furthermore, academics' intentions not to quit are highest amongst those that are with the institution for  $\geq 5$  to <10 years (17.7%).

#### 5.4 Statistical analyses of the questionnaire

The psychometric properties of the questionnaire (validity and reliability) were statistically assessed using Factor Analysis and Cronbach's Coefficient Alpha respectively. Before the Factor Analysis was conducted, the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity were conducted (Table 5.30).

**Table 5.29**  
**Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity**

HR Practices	KMO		Bartlett's test of sphericity	
	KMO value	Decision	Chi square	P-value
Human resource planning	0.805	Meritorious	496.148	0.000
Recruitment and selection	0.760	Middling	527.71	0.000
Training and development	0.815	Meritorious	539.800	0.000
Compensation	0.850	Meritorious	719.395	0.000
Performance Appraisal	0.813	Meritorious	753.246	0.000
Industrial relations	0.858	Meritorious	1409.146	0.000

Table 5.30 indicate the KMO results and Bartlett’s test of Sphericity which confirmed sampling adequacy, appropriateness and suitability respectively. High values of KMO as reflected in Table 5.30 indicate that a Factor Analysis of the variables is a good idea.

#### 5.4.1 Validity of questionnaire

The validity of the self-developed questionnaire was evaluated using Factor Analysis based on principal component Factor Analysis (Table 5.31). When computing the Factor Analysis, only items with factor loadings greater than 0.4 were included in the study. Furthermore, when an item loaded significantly on more than one factor, only that with the highest factor loading was considered.

**Table 5.30: Validity of the measuring instrument - Factor Analysis**

ITEM	FACTORS						
	1	2	3	4	5	6	7
IR4	0.868						
IR6	0.834						
IR5	0.827						
IR3	0.792						
IR2	0.694						
IR1	0.687						
C6		0.673					
C2		0.664					
C4		0.652					
C5		0.650					
C3		0.647					
C1		0.605					
HRP2		0.568					
HRP3		0.522					
PA1			0.764				
PA3			0.735				
PA6			0.644				

**Table 5.31: Validity of the measuring instrument - Factor Analysis (continued)**

ITEM	FACTORS						
	1	2	3	4	5	6	7
PA4			0.619				
PA2			0.601				
PA5			0.514				
EFFECTS8				0.849			
EFFECTS2				0.819			
EFFECTS4				0.796			
EFFECTS5				0.785			
EFFECTS1				0.754			
EFFECTS6				0.742			
EFFECTS3				0.664			
R&S5					0.776		
R&S4					0.752		
R&S6					0.659		
R&S1					0.603		
R&S3					0.566		
R&S2					0.526		
HRP1					0.419		
T&D3						0.782	
T&D1						0.753	
T&D2						0.752	
T&D5						0.553	
T&D4						0.509	
EFFECTS9							0.738
EFFECTS7							0.654
HRP5							0.593
HRP4							0.512
HRP6							0.415
<b>Eigenvalue</b>	4.686	4.632	3.834	3.648	3.559	3.282	2.052
<b>% of Total Variance</b>	10.65	10.53	8.72	8.29	8.09	7.46	4.66

Table 5.31 indicates that 6 items load significantly on Factor 1 and account for 10.65% of the total variance. Since all 6 items relate to *Industrial Relations*, Factor 1 may be labelled likewise. Furthermore, 8 items load significantly on Factor 2 and account for 10.53% of the total variance. Of these 8 items, 6 items relate to compensation and 2 items relate to human resource planning. Since the majority of the items relate to compensation, Factor 2 may be called *Compensation*. Table 5.31 also indicates that 6 items load significantly on Factor 3 and account for 8.72% of the total variance. Since all 6 items relate to *Performance Appraisals*, Factor 3 may be labelled likewise. In addition, Table 5.31 reflects that 7 items load significantly on Factor 4 and account for 8.29% of the total variance. Since all 7 items relate to *Effects of Retention*, Factor 4 may be labelled such. Table 5.31 displays that 7 items load significantly on Factor 5 and account for 8.09% of the total variance. Of these 7 items, 6 items relate to recruitment and selection and 1 item relates to human resource planning. Since the majority of the items relate to *Recruitment and Selection*, Factor 5 may be called such. Table 5.31 reflects that 5 items load significantly on Factor 6 and account for 7.46% of the total variance. Since all 5 items relate to *Training and Development*, Factor 6 may be labelled likewise. Table 5.31 also indicates that 5 items load significantly on Factor 7 and account for 4.66% of the total variance. Of these 5 items, 3 items relate to human resource planning and 2 items relate to effects of retention. Since the majority of the items relate to human resource planning, Factor 7 may be labelled as *Human Resource Planning*.

From Table 5.31 it is evident that the questionnaire is a valid measurement of the dimensions of the study and all seven dimensions surfaced in the Factor Analysis.

#### **5.4.2 Reliability of questionnaire**

The reliability of the overall questionnaire and of the dimensions were computed using Cronbach's Coefficient Alpha (Table 5.32).



**Table 5.31**

**Cronbach's Coefficient Alpha: Reliability of overall questionnaire and dimensions**

<b>Dimension</b>	<b>Reliability</b>
Human Resource Planning	0.7972
Recruitment and Selection	0.7821
Training and Development	0.8143
Compensation	0.8533
Performance Appraisal	0.8501
Industrial Relations	0.9204
<b>Overall Questionnaire</b>	<b>0.9335</b>

Table 5.32 reflects that the questionnaire has a very high level of inter-item consistency and hence, a high level of reliability ( $\alpha = 0.9335$ ). The inter-item consistency of the various dimensions was also computed and indicates that all the dimensions have a strong level of reliability ranging from 0.7821 to 0.9204.

### **5.5 Qualitative analyses**

Qualitative analyses were also undertaken to reflect the views of human resource officers and members of top management of the six universities regarding the HR practices. The respondents provided verbal responses which were recorded, transcribed and then presented in narrative form (Table 5.33).

**Table 5.33: The Human Resource Practices employed in the Universities**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
HR Practices employed	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Staff development/growth</li> <li>• Industrial/Employment Relations issues (staff conduct, freedom of expression, termination, disciplinary action)</li> <li>• Selection</li> <li>• Management of HR (retirement, employee motivation, capacity building, compensation, employee wellness, promotion)</li> </ul>	<p>“.... this includes right from recruitment, performance appraisal, staff welfare and grievance or industrial relations and salaries or wages management and disciplinary actions, termination and retirement.”</p> <p>“... any practices, actions that relate to the management of human resources within an organisation, it might be actions of hiring of the human resources, development of human resources, promotion of human resources”</p>
Staff Retention	<ul style="list-style-type: none"> <li>• Effort put in to retain staff</li> <li>• Keeping the working staff</li> </ul>	<p>“... ensuring limited labour turnover. After recruitment, staff members are maintained as long as they can still desire to work with the organisation.”</p>
	<p><b>Intention to quit</b></p> <ul style="list-style-type: none"> <li>• Preference/desire for staff to leave the job</li> <li>• Better opportunity elsewhere</li> <li>• Not satisfied</li> </ul>	<p>“..when staff expresses desire to leave on one’s accord...”</p>
	<p><b>Intention to stay</b></p> <ul style="list-style-type: none"> <li>• Expression of opinion by staff to stay</li> </ul>	<p>“... our staff, committed and working for the growth and development of the institution...having the intention to stay.”</p>

**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
HR planning	<ul style="list-style-type: none"> <li>• Departments identify and reflect their needs and gaps</li> <li>• Undertake HR audit</li> <li>• Departmental audit and projections</li> <li>• Develop those who are already there</li> </ul>	<p>“... respective departments reflect their needs ... depending on the strategic plans and needs, present their request to the HR department for the required staff...”</p>
	<p><b>How HR planning relates to overall HRM functions</b> It is important in managing HR and provides basis for future planning</p>	<p>“...after recruitment there is a need for a program for the staff; ...like retention, motivation, ensure positive attitudes...to avoid negative outcomes.</p>
	<p><b>HR planning influence on HR practices</b></p> <ul style="list-style-type: none"> <li>• Yes it influences</li> </ul>	<p>“...yes [yeah], it influences...by coming up with policies and programs that positively influence, academics grow their skills [career development] and so on...”</p>
Recruitment and selection	<p><b>How the university fills vacant academic positions</b></p> <ul style="list-style-type: none"> <li>• Fills them through adverts (advertise, interview and select/recruit the best)</li> <li>• Priority given to part time academics in the university</li> <li>• Head hunting</li> </ul>	<p>“...there is an elaborate process of advertising, interviewing and then selection of the best ... and we also outsource from a bigger source in the industry [and] select the most competent.”</p>

**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
Recruitment and selection (continued)	<p><b>Description of the recruitment and selection process in the university</b></p> <ul style="list-style-type: none"> <li>• Identification of vacant positions, HR department advertises, recruitment and selection of best academics is made</li> </ul>	<p>“...vacant positions are identified [and] advertised, applicants are interviewed, selections made and these are recommended to the university’s council and the staff are eventually hired.”</p>
	<p><b>Effectiveness of approach is in attracting and retaining the right academics</b></p> <ul style="list-style-type: none"> <li>• Brings right academics on board</li> </ul>	<p>“...approach is effective since it selects the best and academic’s labour turnover is very low ...”</p>
Training and staff development	<p><b>Is the training provided to academics relevant to their work assignments?</b></p> <ul style="list-style-type: none"> <li>• Yes, it is relevant though sometimes it is not relevant to the academics</li> </ul>	<p>“...it boosts performance...”</p> <p>“Yes [Yeah] it is very relevant ... where we find that there may be knowledge and skills gaps ... training becomes relevant...”</p>

**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
Training and staff development (continued)	<p><b>Is the selection into training and staff development programmes fairly carried out?</b></p> <ul style="list-style-type: none"> <li>• Yes, it is fairly done and is open to whoever is interested</li> </ul>	<p>“Yes...there’s fairness ... academics’ applications go to school boards which vet and determine whether they address the needs of the university ...”</p>
	<p><b>How training and development impact on academics’ intention to stay.</b></p> <ul style="list-style-type: none"> <li>• Greatly impacts</li> </ul>	<p>“...academics feel treasured and have an obligation to use gained skills for the future and further development of the institution.”</p> <p>“... where the university contributes to academics’ training and development e.g. at PhD level, the staff are bonded ... have definite years they are compelled to work ...”</p>
Compensation	<p><b>Is academics’ pay related to their roles and responsibilities?</b></p> <ul style="list-style-type: none"> <li>• Yes, based on qualifications and roles</li> <li>• Pay depends on students’ tuition</li> </ul>	<p>“Yes, allowances are based on the performance.”</p> <p>“Yeah. It is related ... to roles and responsibilities, one gets salary and will receive responsibility allowances for other structured responsibility”</p>

**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
Compensation (continued)	<p><b>Extent to which is academics are satisfied with their salaries</b></p> <ul style="list-style-type: none"> <li>To an extent, some are satisfied</li> <li>Some are not satisfied</li> </ul>	<p>“...academics are not very much satisfied, generally in Uganda the cost of running university education is higher than students’ tuition, academics are satisfied by prompt payment but not by satisfactory payment.”</p> <p>“... salary per say may not be above what the other universities pay; however, allowances ... are fair.”</p>
	<p><b>Is the academics’ salary competitive with that of other organisations?</b></p> <ul style="list-style-type: none"> <li>Not competitive</li> </ul>	
	<p><b>Impact of remuneration on academics’ decision to stay or leave the university.</b></p> <ul style="list-style-type: none"> <li>Greatly impacts many academics</li> <li>The impact of the decision is not only from remuneration alone.</li> </ul>	<p>“There is a positive relationship between remuneration and decision to stay ...”</p> <p>“... salary is not that much but ... academics are committed ... but also the non-monetary benefits like the work environment influences the decision to stay or leave.”</p>

**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
Performance Appraisal	<b>Frequency of performance appraisal</b> <ul style="list-style-type: none"> <li>• Every semester</li> <li>• Regularly</li> </ul>	<p>“Because we have the Quality Assurance department, appraisal is on a daily basis.”</p>
	<b>How fast do the appraised receive feedback from the appraisals?</b> <ul style="list-style-type: none"> <li>• It is instant</li> <li>• Very fast</li> </ul>	<p>“It is instant ... because during the interaction between employer and academics, the feedback is provided immediately.”</p> <p>“It very fast ... as soon as possible and according to the situation.”</p>
	<b>Do you think staff’s performance improves as a result of appraisals?</b> <ul style="list-style-type: none"> <li>• Yes, positive appraisal leads to academics’ retention.</li> <li>• Negative biased appraisal feedback will lead to academics’ turnover.</li> </ul>	<p>“...effect can be positive or negative; a negative appraisal report may lead to intention to leave while a positive report leads to intention to stay.”</p>
Industrial relations	<b>How Industrial relations are implemented in the university?</b> <ul style="list-style-type: none"> <li>• Negotiations</li> <li>• Appreciating staff</li> <li>• Verbal and non-verbal communication</li> <li>• Good working relations</li> </ul>	<p>“... done through academics’ association with executive representatives so staff are encouraged to confide in these representatives ...”</p> <p>“Since the university is para-church,</p>

**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
Industrial relations (continued)	<ul style="list-style-type: none"> <li>No formal industrial relations</li> </ul>	industrial relations are cosmetic.”
	<p><b>The activities involved in Industrial relations</b></p> <ul style="list-style-type: none"> <li>Recognising best performing staff</li> <li>Good working conditions</li> <li>Workplace safety measures</li> <li>Social interactions</li> <li>Academics’ savings scheme</li> <li>Conflict resolution</li> <li>Health insurance</li> <li>Association meetings</li> <li>Human resource manual</li> </ul>	
	<p><b>The impact of Industrial relations on academic retention</b></p> <ul style="list-style-type: none"> <li>Motivates academics</li> <li>Smooth and harmonious working environment</li> </ul>	“The impact is positive ... and academics want to stay ...”
Most important HR practice for Academic retention	<ul style="list-style-type: none"> <li>Human resource planning</li> <li>Recruitment and selection</li> <li>All are important</li> <li>Training and development</li> <li>Industrial relations</li> <li>Compensation and recognition</li> </ul>	“Every HR practice is important and one cannot function without the other; however, human resource planning is crucial because it relates you to all the others.”



**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
<p>How do the following affect academics' intentions to stay or leave?</p> <p>Commitment</p>	<p><b>Describe the level of employee commitment to the university</b></p> <ul style="list-style-type: none"> <li>• The majority of academics are highly committed</li> <li>• Academics' commitment in some instances is lacking.</li> </ul>	<p>“Commitment varies - some academics are always motivated with or without pay ...”</p>
	<p><b>Is commitment based on the HR practices or another factor?</b></p> <ul style="list-style-type: none"> <li>• HR practices do contribute</li> <li>• Commitment is based on motivation</li> <li>• It is a combination of factors</li> <li>✓ Based on personal issues</li> <li>✓ Based on the work environment</li> </ul>	<p>“... human resource practices are in the lead; however, commitment is also based on the job's scarcity, desire to keep their placements, so academics work hard to protect ... position.”</p> <p>“... old people are too committed as compared to the young ones ...”</p>
	<p><b>How commitment affects academics' retention at the university</b></p> <ul style="list-style-type: none"> <li>• Commitment influences retention positively</li> </ul>	<p>“Commitment has a direct relationship - when commitment is low, retention will be low and vice versa.”</p>

**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
Job satisfaction	<p><b>What job satisfaction entails and conditions in place to promote job satisfaction</b></p> <ul style="list-style-type: none"> <li>• Staff is motivated to stay on the job</li> <li>• Staff performs to expectations</li> <li>• Job enrichment</li> <li>• Achieving personal goals</li> <li>• Continuous development and training</li> </ul>	<p>“... job satisfaction entails the ability to acquire those personal goals ... some conditions in place are development and training, welfare, sociable work environment, harmonious communication, timely payment of salary....”</p>
	<ul style="list-style-type: none"> <li>• Good work environment</li> <li>• Staff feeling valued by organisation</li> <li>• Timely remunerations</li> <li>• Frequent meetings and dialogue between management and academics</li> </ul>	
	<p><b>Are academics satisfied with the jobs they are doing at the university?</b></p> <ul style="list-style-type: none"> <li>• The majority of them are satisfied</li> <li>• Some academics are not satisfied</li> </ul>	<p>“... some academics are satisfied others are working to earn .... but are not satisfied.”</p>

**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
Job satisfaction (continued)	<p><b>How satisfied are you with the amount and relevance of information received from superiors?</b></p> <ul style="list-style-type: none"> <li>• Satisfied with information given to them and it is not interfered with</li> <li>• There is an information gap</li> </ul>	<p>“There’s a communication policy in the university.”</p> <p>“... they receive information but ... want more ... but management only gives them ... what they are supposed to hear.”</p>
Influence of HR practices	<ul style="list-style-type: none"> <li>• Good HR practices lead to good academics</li> <li>• Low academic turnover</li> <li>• Strong influence - both positively and negatively</li> <li>• Improves on teaching</li> <li>• Hard to retain academics due to competition</li> <li>• Improved policy making</li> <li>• Creates platform for staff to air personal issues</li> <li>• System is new in private universities and the effect is growing</li> </ul>	<p>“where the human resource practices are good, retention is high and vice versa”</p> <p>“... human resource practices are very vital, every university needs them ... in order to maintain academics ... So human resource policies must be in place.”</p>

**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
Effects of academic retention	<ul style="list-style-type: none"> <li>• Increases academics' confidence and commitment,</li> <li>• Improved teaching, knowledge activities and hard work for both students and staff</li> <li>• Increases research publication and consultancy, hard work for both students and staff</li> <li>• Community development/engagement</li> <li>• Retained staff gain more experience and students will be satisfied and new students recruitment will be high</li> <li>• Sometimes academics' skills become outdated</li> </ul>	<p>"... high academic retention leads to more experienced staff, progress in students' recruitment and satisfaction; university business is based on committed academics and retention will make work effective."</p>
Challenges of academic retention	<ul style="list-style-type: none"> <li>• Financial constraints</li> <li>• Work pressure</li> <li>• Academics' procrastination</li> <li>• Securing the right academics</li> <li>• Research and consultancy opportunities</li> <li>• Staff turnover/leave for greener pastures</li> <li>• High academics' turnover which compromises academic programmes</li> </ul>	<p>"... the challenges are similar to other institutions; the ability to enforce work; getting the right academics for the positions and promoting inter-relations."</p> <p>"retaining academics with</p>

**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
Challenges of academic retention (continued)	<ul style="list-style-type: none"> <li>• Staff compensation/ Remuneration</li> <li>• Competition</li> </ul>	remuneration based on tuition which has to be put to other uses.”
Why academics quit?	<ul style="list-style-type: none"> <li>• Search for greener pastures</li> <li>• Work pressure/stress</li> <li>• Retirement</li> <li>• Poor work relationships and atmosphere</li> <li>• Lack of promotions</li> <li>• Failure to do research and consultancy</li> <li>• Low remuneration</li> <li>• Joining politics</li> </ul>	<p>“... academics in marketable areas like accounting or engineering go to other fields.”</p> <p>“... academia is strenuous work, one has to publish, do research ... the institutions have no funds, there is a high demand for academics in other organisations and hence, academics run to parliament and other better engagements.”</p>
Possible strategies of improving HR practices	<ul style="list-style-type: none"> <li>• Follow the six HR practices in this study</li> <li>• Create a work friendly environment</li> <li>• Hiring professionals in the human resource department, good human resource team - use of consultants to recruit</li> <li>• Involve staff in decision making</li> <li>• Quality assurance</li> <li>• Benchmark with other organisations’ HR departments</li> <li>• Place HR department at a high</li> </ul>	

**Table 5.33: The Human Resource Practices employed in the Universities (continued)**

ITEM INVESTIGATED	FINDINGS	MOST PERTINENT QUOTES
Possible strategies of improving HR practices (continued)	<ul style="list-style-type: none"> <li>management level to be given more attention</li> </ul>	

## 5.6 Conclusion

The results regarding the role of human resource practices in the retention of academics in private Ugandan universities were computed and presented in this chapter. The key findings indicate that the various human resource practices are adopted in varying degrees with recruitment and selection being the most adopted (Mean = 3.8) and compensation (Mean = 3.1) being the least adopted. Furthermore, academics believe that management was most concerned about recruitment and selection (Mean = 3.280) but least concerned with compensation (Mean = 2.670). In addition, academics believe that support from Top Management will be most effective in enhancing HR practices. Inferential statistics were also computed and key findings regarding the HR practices were presented. For example, here are significant differences in the perceptions of male and female academics regarding recruitment and selection as well as performance appraisals but there is no significant differences in the perception of academics varying in gender regarding human resource planning, training and development and, industrial relations respectively. Overall, a significant difference in the perceptions of academics varying in biographical profiles (age, education, position, tenure, gender) regarding the human resource practices was noted.

It must be noted that results are meaningless unless compared and contracted with the findings of other researchers in the field, which will be undertaken in Chapter 6.

## **CHAPTER SIX**

### **DISCUSSION OF RESULTS**

#### **6.1 Introduction**

The data collected was presented and analysed in Chapter 5. The form of presentation varied according to the nature of the data and comprised of qualitative and quantitative analyses. However, results are meaningless unless compared and contrasted with the findings of other researchers in the field. Hence, Chapter 6 entails a discussion of the results of the study.

#### **6.2 Discussion of results**

The discussion of the data systematically follows the order of presentation of the results as in Chapter Five and it involves debates drawn from the findings of other scholars in the field of study.

##### **6.2.1 The Human Resource Management Practices employed in Ugandan Private Universities**

The respondents' perception of the extent to which they agree with the adoption of the six human resource practices reveals that all the practices are adopted in varying degrees of magnitude. However, the human resource management practice that is most adopted is recruitment and selection. Similar findings were noted by French and Rumbles (2010) who underscored recruitment and selection as being very crucial because organisations regard their staff as a source of competitive advantage. Moreover, the recruiting officials play the 'gatekeeper' role as the organisation can lead, manage and develop only the selected persons. From the results, it is evident that the various human resource practices are adopted in varying degrees in the universities. Recruitment and selection was the most adopted, followed by human resource planning and performance appraisal. Proper HR planning can ensure job satisfaction of the workers by providing opportunities for the employees to get involved in planning their own career paths (Absar et al., 2010; Weeratunga, 2003) and job satisfaction is a factor that supports the retention of employees.

The study findings by Tinuke (2015) showed a significant relationship between human resource planning and employee turnover. This is significant since the establishment of several universities which are demanding the same human resource is coupled with a limited supply of academics with PhDs and there is tight competition among private and public universities.

For any organisation to retain quality employees it is crucial to implement a fair employee appraisal system for the latter enables the workers to grasp their roles and direct them to personal career growth (Koshy & Babu, 2013). Third and fourth in the degree of adoption are training and development coupled with industrial relations. Haider, Rasli, Akhtar, Yusoff, Malik, Aamir, Arif, Naveed and Tariq (2015) too highlight the relevance and use of training and development in organisations and maintain that through training, employees realise basic work competencies and acquire basic job related skills which enable them to provide better services at their work stations. Similarly, Haider et al. (2015) found that a strong correlation exists between training and development and employee retention. Furthermore, Arora (2014) supports the application of industrial relations in organisations since it enhances efficiency among the staff and gives higher profits to the producers. Compensation was rated the least adopted and hence, most neglected HR practice in the Universities despite the key role it plays in the retention of staff. According to Haider et al. (2015), although the compensation given to employees is not the only reason for their staying, it reveals the organisation's commitment to the employees.

It must be noted though that all the HR practices have high means which emphasises that Ugandan universities are adopting all the HR practices. The importance and value attributed to the practices is echoed by Zakaria, Zainal and Nasurdin (2011) and Haider et al. (2015) who observed that HR practices are considered to be one of the significant factors that boost organisational performance and the prerequisite for employee retention in organisations is to ensure more effective implementation of the practices.



### **6.2.2 Human resource practice having the greatest impact on academic retention**

The results reflect that training and development of human resources has the greatest impact on the academics' retention. Similar findings were obtained by Hong, Hao, Kumar, Ramendran and Kadiresan (2012) who observed a positive correlation between training and retention. Similarly, the American Public Transportation Association (2009) suggested that employees need to be exposed to sufficient training programs if they are to be retained in the organisations. The positive relationship between training and development and retention was further alluded to by Arnold (2005), Herman (2005) and Hussain and Rehman (2013) when they observed that giving opportunities to employees to learn and ensuring effective training could enhance retention. Moreover, Ng'ethe et al. (2012) noted that the only way of retaining young employees in organisations was through providing them with training and development opportunities. This school of thought is further emphasised by the observation in public universities which support academics through training and therefore, the latter would not want to leave since the training was relevant in their current jobs and would not opt to leave in search for training elsewhere (Ng'ethe et al., 2012). However, Hong et al. (2012) noted that although institutions invest heavily in training and developing staff, the latter leave on completing their development objectives. Staff who outgrow their portfolios and where further training does not enhance further career development, opted to quit employment with the organisation thereby implying that training and development is but a temporary remedy to labour turnover. It is important to note that the relationship between training and intention to quit may be moderated by who funds the training. If the training is self-funded it may lead to job search by the employee; however, where training is paid for by the employer there will be an inverse relationship between training and turnover since there will be a higher probability for the employees to stay with the organisation (Ng'ethe et al., 2012; Rodrigues, Dinis, Paço & Ferreira, 2008).

According to findings in the current study, the human resource practice with the second largest impact on academics' retention is compensation. This is supported by Tangthong (2010) who states that compensation is useful as a key human resource practice that organisations use to retain employees. However, Uganda experiences poor remuneration which has a dual effect of forcing Ugandan academics to leave universities in search for greener pastures and the remaining

academics to resort to engaging in part-time lecturing which reduces commitment to their universities (Kipkebut, 2010; Ssesanga & Garrett, 2005).

In their research Tangthong, Trimetsoontorn and Rojniruntikul (2014) also highlight the direct and indirect effect of training and development as well as compensation on employee retention, although they later point out that training and development does not have a complete role in determining employee retention. Similarly, the findings of Haider et al. (2015) reflect that training and development had a 30.2% significance and negative impact on turnover/intention to quit.

### **6.2.3 Management's concern regarding the human resource practices**

Academics' level of satisfaction with management's concern regarding the human resource practices was assessed and it was found that academics believed that management was most concerned about recruitment and selection. The findings are supported by David and Geoffrey (2009) who noted that recruitment practices strongly influence turnover. Pilbeam and Corbridge (2006) observed that recruitment and selection is a key function in organisations, which should be conducted correctly since its incorrect implementation affects organisational effectiveness through appointing unsuitable employees who may not be relevant when exercising the other human resource practices. Furthermore, French and Rumbles (2010) affirm the core role of recruitment and selection in the activities of the organisations' human resource managers.

The academics noted that management was also concerned about the other human resource practices but in varying degrees, which in descending order are performance appraisal, human resource planning, industrial relations, training and development and lastly, compensation. Evidently, academics felt that management was least concerned about compensation. Haider et al. (2015) are in agreement and reported that Management's concern about all the human resource practices is crucial because it is possible to reduce employee turnover by implementing human resource practices effectively thereby increasing retention in the organisation. However, giving the least attention to compensation may have a negative impact on retention as observed by Hong et al. (2012) especially since compensation has a direct relationship with the retention of

workers. Haider et al.'s (2015) findings concur with Hong et al. (2012) where they reveal a variation in the organisations' employee retention caused by compensation.

### **6.2.3.1 Implementation of the various aspects of the HR practices**

The results of the current study reflect that the various aspects of the six HR practices in the private universities are implemented in varying magnitude. Regarding HR planning, the academics felt that the Universities had clear HR objectives and there was HR monitoring and evaluation but the academics were not convinced that the Universities implemented good industrial relations. Furthermore, the academics held rather positive views about the Universities' recruitment and selection and strongly felt that previous academic engagements influenced their decision to pursue a career in the University and that the job interview considered the person-job fit. In line with this view, Sekiguchi (2004) maintains that person-job fit has a bearing on better job satisfaction, faster adjustment to the work environment, likely commitment to the job and therefore, a lower intention to quit; recruiters found the person-job fit to be a basis for recommending employees as alluded to by Cable and Judge (1997). Moreover, recruiters perceived person-job fit to have a higher correlation to retention than that of person-organisation fit as per Kristof-Brown's (2000) study about distinguishing between employees' perception of person-job and person-organisation fit. In addition, Sekiguchi (2004), citing Kristof-Brown (2000), observed that person-job fit greatly eliminates applicants without the basic job requirements. Similarly, in a publication on Person-job fit versus person-organisation-fit (2015) it was noted that organisations frequently opt for person-job fit to ensure that the applicant's skills are in line with job requirements even without further training. This is critical in the universities where there is shortage of resources for the initial training of fresh academic recruits.

However, less positive views were held with regards to training and development. For instance, while staff did express that they were given the opportunity to develop their skills, they were not as convinced that the University provides scholarships for staff to study and neither did the universities exercise effective mentoring and coaching. As already observed, Rosser (2004) underscored the benefits of training and developing academics; hence, inadequate training and development is bound to negatively impact on the output of academics. With regards to

compensation, the findings of the current study reflect negative views especially relating to fringe benefits, performance related pay, provisions for non-monetary rewards, fair upward pay revision and fair remuneration. Ramzan, Hafiz, Ghanzanfar and Muhammad (2014) found that compensation has a positive impact on the performance of employees. However, Tangthong et al. (2014) emphasises that although the compensation system and employee training and development impact employee retention through encouraging employee engagement, training alone cannot address every retention factor.

In the current study, performance appraisals were moderately evaluated with academics expressing concerns over the duration of feedback from appraisers, the impact of the appraisals on performance and its contribution to the realisation of career plans. On a similar note, Iqbal, Zakariya, Khan, Zakariya and Batool (2013) found a significant and direct relationship between performance appraisal and employee's performance. This calls for the need to accelerate the feedback given to staff to enable them to address shortfalls identified in the appraisals for the good of the academics, the universities and service delivery.

Evidently, industrial relations were viewed by the academics in a positive light with staff being most convinced that industrial relations promote good employment practices. Silva, Opatha and Gamage (2016) believes that the latter can be realised since the benefits of industrial relations are extensive, for example, raising living standards through improved terms and conditions of employment, improvement in productivity resulting in competitiveness, reduction in conflicts, realisation of harmonious relations and increased conflict resolutions.

#### **6.2.4 Effects of Academics' retention in Ugandan Universities**

Staff retention has positive impacts ranging from improving academic performance, enhancing research excellence and having a strong base of staff. This was earlier alluded to by Makondo (2014) when he observed that universities needed to recruit and keep quality academics that are necessary for sustaining teaching, research and community engagement. Furthermore, Makondo (2014) argues that extensive and meaningful research involves long time devotion to work and any form of employee mobility from the university is likely to impede research activities' continuity. Similarly, research, perfection in inventions and innovations is partly as a result of

academics' retention. Moreover, the mandate of universities is teaching and learning, research and community engagement. The other effect of academics' retention is, having a base for succession planning needed to promote community participation. Perceived negative impacts of staff retention include the threat to staff base continuity when staff retire, limiting entry of new people with new brains and academics' inefficiency due to overstay. The latter is emphasised by the preference for higher academics' turnover since the prolonged absence of turnover results in aging of the staff profile and these in most times constitute the non-research active staff. There is also a need to appoint visiting lecturers, which cannot be effected unless the former leave (Metcalf, Rolfe, Stevens & Weale, 2005).

### **6.2.5 Challenges to Academics' retention in Private Universities**

The greatest challenge for academics' retention at the Private Ugandan universities cited was inadequate resources to effect human resource practices. Mutiria, Rukangu and Kubaison (2015) note that if employers are to effectively retain workers they must know the factors that motivate the employees and what factors lead to their exit. In addition, the employers have to know the specifics associated with the exit factors, that is, whether they are employee characteristics, nature of work or employer related (Horwitz, 2004; Mutiria et al., 2015). However, Gardner (2005) notes the fact that private institutions need resources and knowledge, that the basis of competitive advantage lies in these institutions' abilities to source and retain human capital and hence, should be focused on allocating sufficient finances to implement human resource practices for labour retention strategies. Similarly, Asiku (2013) observes that inadequate funding is a key challenge affecting higher tertiary/university education. This is further emphasised by Sentamu (2013) who states that the available higher education resources are insufficient for managers of institutions to effectively address the staff welfare challenges; specifically, some institutions have been forced to withdraw activities due to under-funding. Less job satisfaction is noted among academics because they compare their earnings and job opportunities elsewhere and job promotion and security as key factors (Hillary, Healthier, Philip & Martin., 2005; Mutiria et al., 2015).

Less job satisfaction is noted among academics in the current study because they compare their earnings and job opportunities elsewhere and view job promotion and security as key factors

(Hillary et al., 2005; Mutiria et al., 2015). The lack of HR policies was expressed by the academics as an impediment to retention. The absence of the human resource policies will deter the implementation of human resource practices and the effects are as predicted by the equity theory; an employee will be disillusioned upon realising the discrepancy between the benefits he/she receives and what others obtain. In the same line, Lafuente and Rabetino (2011) and Holton and O'Neill (2004) concur that the traditional model of voluntary turnover is in tandem with the former theory that employees will compare options of benefits offered in various employment environments and will quit in favour of the competitor where the terms of employment are better.

The other challenge cited in the current study was competition for the same human resources in the industry. This is supported by Gardner (2005) who observes that competing labour markets are a threat to employers of the greater value creating staff since the latter's value-creating capabilities will be targeted. As deduced from the work by Kipkebut (2010) the pull and push forces have forced senior Malaysian academics to search for alternative job opportunities while the less skilled academics who seem to show institutional commitment remain due to the lack of alternative job opportunities. The challenge leaves universities with low caliber academics, so there is a need for universities to ring fence their academics by minimising the pull and push forces in the higher education market. This is true of universities since the loss of highly skilled professionals will translate in a gap in the university's ability to create knowledge through research.

Least in magnitude among the challenges to retention was the absence of human resource officers. However, contrary to this absence of HR officers, Cole (2002) recommends the need to examine responsibilities and levels of accountability of the existing line managers and the different specialist human resource personnel. The private universities should have fully fledged human resource officers to implement their human resource functions.

### **6.2.6 Strategies to improve HR practices and retention in Private Universities**

The respondents cited three strategies to improve academics' retention in the Private Universities, namely, support from top management, enhancing monitoring and evaluation and, HR policies formulation and implementation.

According to the study on human resource strategies of retention in Kenya, several strategies to improve human resource practices and retention in the private universities were fronted such as setting salaries based on employees' qualifications and experience, improved staff development, leave policies, policy guidelines and industrial relations. However, no single strategy could satisfy the lecturers in the selected universities. Allen (2008) noted that managing retention in organisations was an easy task since it entailed analysis of the varied strategies which are counteracted by constant talent exit, so he recommended the analysis of turnover and its likely effect, the acquisition of and understanding of the catalysts process of turnover and, designing retention strategies customised to the organisation's unique characteristics. In their Transformation Agenda the University of South Africa (2008) has a policy aimed at recruiting, developing and retaining staff possessing relevant skills, knowledge and mindsets (Dube & Ngulube, 2013).

### **6.2.7 How the human resource practices relate to job satisfaction**

Academics' perceptions of the link between human resource practices and job satisfaction have been described by the results of the study. Academics believe that the strongest link or contribution to their level of job satisfaction currently is recruitment and selection followed by performance appraisal, training and development, human resource planning, industrial relations and finally, compensation. The findings are in line with Absar et al. (2010) who in their study from manufacturing firms in Bangladesh established that specific human resource practices, namely, human resource planning, recruitment and selection, training and development, performance appraisal, compensation, and industrial relations were independently, directly and significantly related to job satisfaction. However, the highest correlation noted by Absar et al. (2010) was between human resource planning and job satisfaction but from the academics' perception recruitment and selection was paramount and therefore universities should put most emphasis on the recruitment of academics to ensure job satisfaction. In Mudor and Tooksoon's (2011) study about the relationship between human resource management practices, job

satisfaction and turnover, the results revealed a positive association between supervision, job training and pay practices with job satisfaction respectively. In their investigation into the relationship between human resource management practices and the workers' overall job satisfaction and their satisfaction with pay, Petrescu and Simmons (2008) established that many HR practices raise employees' overall job satisfaction. In a study of the impact of human resource practices on job satisfaction in the textile industry of Pakistan, Niazi (2014) showed differences in levels of satisfaction among the various departmental levels with officers/supervisors being less satisfied with the practices than middle level management employees.

### **6.2.8 Relationships amongst the Human Resources Practices**

The results of the current study reflect significant intercorrelations amongst the human resource practices (HR planning, recruitment and selection, training and development, compensation, performance appraisal, industrial relations) respectively. The relationships are predominantly moderate in strength with the strongest relationship being between performance appraisal and compensation followed by compensation and HR planning. The study by Absar et al. (2010) is in support of the current study findings and reveals that the human resource practices were positively correlated with each other and at the same time statistically significant with the strongest relationship being between recruitment and selection and performance appraisal followed by HR planning and performance appraisal.

The significant intercorrelations amongst the human resource practices also imply that an improvement in any one practice has the potential to have a snowballing effect and enhance positive employee perceptions of HR practices, thereby contributing to retention. By implication, an improvement in the implementation of all the HR practices has the potential to increase employee satisfaction and reduce turnover.

### **6.2.9 Extent to which human resource practices influence academic retention and how**

The results reflect that while the HR practices (recruitment and selection, compensation, performance appraisal) significantly account for the variance in determining academics retention, there are other variables that account for the variance in academics' retention which were not



included in the model. Haider et al. (2015) in their research realised a significant correlation among all variables and found that employee retention was highly correlated with the human resource practices and they concluded that employee retention in organisations can be increased through implementing better human resource practices.

The results of the current study indicate that the probability of quitting the university will reduce for a unit increase in recruitment and selection, compensation and performance appraisal. Kwenin, Muathe and Nzulwa (2013) also observed the role of other factors besides financial rewards in the bid for the employees to stay with the organisation. The findings show that compensation has a higher impact on employee retention than all the other human resource practices implying that employees feel valued at the work place as alluded to by Lai (2011b) who believes that high pay is an appreciation for the good performance of the employees. This view is further supported by Kwenin et al. (2013) who found that every unit of increase in compensation will lead to a rise in retention, at the same time an increase in training will cause retention to increase and, retention rises with every unit increase in performance appraisal. However, it is important to note that financial reward alone is not enough to attract employees to stay with their organisation.

#### **6.2.10 Impact of biographical profiles on perceptions of HR practices and other factors affecting academic staff retention**

The results of the study reflect significant differences in the perceptions of academics varying in biographical profiles (age, education, position, tenure, gender) regarding specific human resource practices (human resource planning, recruitment and selection, training and development, compensation, performance appraisal, industrial relations) respectively.

In particular, significant differences in the perceptions of academics of varying age were noted between respondents who are 30-39 years and those below 29 years regarding the human resource practices of performance appraisal and human resource planning. However, Ng'ethe et al.'s (2012) study found that academics below 40 years rated training as having a higher significant relationship with intention to quit which implies that training was more favorable to the age group. The employees above forty years of age expressed a lower degree of intention to

quit; hence, the latter's intention to quit is higher for academics below forty years (Ng'ethe et al., 2012). Edgar and Geare (2005) observed the need to consider the demographic composition of the organisations' employees when designing and developing HR policies and practices and gauging their possible implications. Furthermore, it is important to align the human resource policies and practices to the workers' demographics.

In addition, significant differences in the perceptions of academics varying in education levels (those who have a Master's degree and those who completed a Bachelor's degree) were noted regarding recruitment and selection. These age related differences in attitudes are a result of the importance the workers attach to recruitment and selection. In support of this finding, Edgar and Geare (2005) believe that the older staff considers recruitment and selection to be more important than the younger employees. The notion is based on the fact that the latter face fewer barriers to recruitment and selection than the former.

The current study's findings indicate significant differences in the perceptions of the academics varying in tenure regarding human resource planning, training and development, compensation and, performance appraisal. A related study by Zimmermann, Liu and Buck's (2009) about the employee tenure and nationality of joint ventures in China, showed that the employees' contributions to pension funds were highly significantly related to employee tenure; the employees' attitudes towards the firm's responsibility for pension provision was significantly related to tenure. However, the findings revealed absence of a significant relationship of the type of bonus to tenure. Furthermore, in the current study, significant differences were noted in the perceptions of academics varying in tenure regarding recruitment and selection. In relation to this Zimmermann et al. (2009) too made an interesting observation; the short-term bonuses (that is, the 'weekly' and 'monthly' bonuses) were related to the highest tenure (>10 years), while the yearly bonuses to the second highest tenure (6 to 10 years), and quarterly bonuses to the third highest (4 to 5 years). No significant differences were noted in the perceptions of academics varying in tenure regarding the human resource practice of industrial relations in the current study.

### **6.2.11 Impact of biographical profiles on academics' intentions to quit**

The results of the study reflect that only tenure out of the five biographical variables (age, education, position, tenure, gender) significantly influenced academics' intention to quit. In tandem with the findings, in public universities, education level does not influence academics' intention to leave; this implies that retention strategies for academics in these universities should be directed to all academics irrespective of their education level (Ng'ethe et al., 2012). There are several scholars who have explored the relationship between intention to quit and independent variables (age, education, position, tenure, and gender). For example, Altunoğlu and Sarpkaya (2012) found that employees above 45 years of age had minimal intentions to leave since they have families and show a sense of responsibility than their counterparts and professors had lower intentions to quit since they are assumed to operate under favorable conditions. Randhawa (2007) provides proof of the impact of demographic variables on the degree of change in the employees' intentions to quit. In the same vein, research findings by Almalki, Fitzgerald and Clark (2012) reveal a significant relationship between gender, age tenure, education level and the employees' intention to quit; there is an inverse relationship between the employees' age and intention to quit, implying that the young employees have a higher intention to quit than their counterparts, that is, the more elderly. Aziz and Ramli (2010), Robbins (2000) and McBey and Karakowsky (2001) confirm the fact that age, gender, marital status and tenure influence an employee's decision to quit. Furthermore, Mylene (2008) noted a direct relationship between employee tenure and intention to quit. The findings imply a crucial need to monitor the demographic factors in order to control retention to the desired levels.

However, in their study about the turnover intentions among Civil Servants in the Benue State, Ucho, Mkavga and Onyishi (2012) revealed using regression analysis that tenure was not a significant factor in intention to quit. Similarly, Glissmeyer, Bishop and Fass (2007), Yorgun, Yilmaz & Keser (2009) and Ucho et al. (2012) did not find any demographic variable having an impact on retention.

Furthermore, the results of the current study indicate that almost an equal percentage of academics reflect intentions to quit as opposed to a negligibly higher percentage that do not intend to quit working for the universities. The greatest percentage of academics intending to

quit their employment are between 1 and 3 years of experience in the university followed by those with a tenure of 3 to 5 years. It was deduced that intention to quit is greatest amongst academics who have worked for the universities between 1 to 5 years. It is interesting to note that only a very small percentage of the academics with tenure of <1 year had intentions to quit. Furthermore, academics' intentions not to quit are highest amongst those that have been with the institution for between 5 to 10 years. The older the worker, the lower the probability of this worker to quit because he/she has a limited option for future deployment, are more loyal and expect higher remuneration and retirement benefits. Such employees, according to Robbins (2000), are therefore more dependable and can be relied upon for continuity of the organisations. However, Paulsen (2014) and Kennedy (2009) realised that the cause of turnover of engineers aged 40 years and above was leaders who do not recognise the performance of these categories of workers. Elderly workers derive pride in recognition unlike the younger ones whose contentment is through financial rewards (Farrington, Coid, Harnett, Jolliffe, Soteriou, Turner and West, 2006; Paulsen, 2014). This has an implication in that as one's tenure increases so does the age and, therefore, if the employees are to stay with the organisation, the leaders have to pay special attention to what motivates them to stay.

### **6.3 Discussion of the qualitative results**

The qualitative results are based on the responses of human resource officers and top management of the six universities and assesses their awareness of the HR practices, their views on the most important HR practice for academics' retention, how various factors affect academics' intentions to stay or leave, the influence of HR practices, the effects of academics' retention, the challenges to academic retention, why academics quit and their proposed strategies for improving HR practices.

#### **6.3.1 Awareness of HR practices**

From the transcribed data gathered from the top management and human resource officers of the six universities, the responses revealed that they were fully aware of the various human resource practices employed in the universities. The opinions of their responses are discussed in terms of each human resource practice.

➤ **Human resource planning**

Respondents were of the opinion that it is important to manage human resource as it provides the basis for future planning by coming up with policies and programs that positively influence academics' abilities to grow their skills and ensure career development. In addition, the responses from the interviews intimated the fact that through HR planning the respective departments reflect their needs based on the strategic plans and needs of the universities, present their request to the HR department for the required staff and also, after recruitment there is a need for programs for the staff in the aspects of retention, motivation, all of which are intended to ensure positive attitudes and to avoid negative HR management outcomes. Tinuke (2015) enumerates the roles of human resource planning in higher education institutions to include addressing the needs for human resources for the concurrent vacancies, the development of young and aspiring academics who desire to upgrade their careers but lack skills and experience and, the exit of senior staff. The success of human resource planning is manifested through the educational institution's strength and sustainability.

➤ **Recruitment and selection**

Recruitment of academics is an urgent situation worldwide but more especially in several African nations (Hugo, 2010). In this study, it was clear that the process of recruitment and selection is carried out in the universities by identifying vacant posts, followed by the advertisement and selection of the best staff; next the interview exercise is carried out and priority is given to staff already employed on a part-time basis. Respondents noted the fact that at times head hunting from the 'academic industry' is undertaken. However, there are universities without recruitment plans and this is a high risk in incidents of a large group of academics approaching retirement (Tinuke, 2015). Without definite recruitment plans universities stand a risk of experiencing a shortfall of academics which is detrimental to the universities' activities. It was observed that the University of South Africa was facing the risk of knowledge loss with 14% of the staff being at the professorial level and 18% of the staff who are due to retire being renowned scholars and researchers (Dube & Ngulube, 2013). This is an example of the threat that other universities in Africa are facing and need to address. There is also competition amongst academic institutions who are trying to recruit from the same pool of available academic staff. Sattigeri (2016) suggested that a move to recruit and retain employees

effectively will create a positive employer brand which attracts workers to stay with the organisation.

### ➤ **Training and development**

The current study observes that the training provided generally was relevant to the academics' work assignments. Employee training results in improved performance in organisations and takes the form of increased productivity, quality and services (Hong et al., 2012). Research by Carey & Matlay (2010) also highlighted the key role of training in employee retention for both the new employed graduates and final year students. In the same vein, Powell (2010) identifies the relevance of training as a key retention factor of employees of all age groups and thus, emphasizes the need to invest in the training of high caliber graduates.

In this study it was observed that the training and development process impacts on the intention to stay in that the academics feel treasured and have an obligation to use gained skills for the future development of the institution. Retention was possible with organisations bent on continuously training newly hired staff and developing the old talent (Boxall et al., 2003). Furthermore, individual growth, learning and skills development are more crucial as they make staff more employable. Moreover, from Gómez-Mejía, Haynes, Núñez-Nickel, Jacobson and Moyano-Fuentes' (2007) observation, loyalty and commitment are no longer key factors in human resource management. Instead, where the university contributes to academics' training and development, for example, at PhD level, the staff is bound for a definite number of years as they are compelled to work as observed by cases of respondents from the universities. Moreover, talented staff is very eager to develop their careers and will need the help of the institutions to realise their dreams; they will stay with those organisations that give them the opportunity to advance (Kibui, Gachunga & Namusonge, 2014). In tandem, Chitalu (2011) highlights the provision of training and development to employees as one of the major retention factors, which in turn, gives the organisation a competitive edge over others.

Hong et al. (2012) predicted that institutions with relevant training programmes should have higher retention rates but they noted that training addresses retention challenges partially and, therefore, calls for the institutions to co-opt necessary measures needed to address other

challenges to staff retention. This study established that access to academic growth motivates academics to remain in the employ of the university. Investment in academics' development needs the required resources although the respondents in the study by Selesho and Naile (2014) intimated that there was unequal consideration on the allocation of career development opportunities. However, as observed by Davis, Eisenhardt and Bingham (2007), retention is not only about career development but many variables like motivation, commitment and rewards pose as influencing variables. Therefore, employers need to consider the positive consideration of a multitude of retention factors.

### ➤ **Compensation**

The compensation was related to the academics' responsibilities but the observation was that the academics were generally not satisfied with their salaries as revealed by this study's findings; in Uganda the cost of managing education within universities is high but the academics are satisfied by the prompt payment of the salaries. The study further observed that there existed a positive relationship between remuneration and academics' intention to stay. Lai (2011a) noted that employees consider a good salary as an appreciation for the work or service rendered and they will remain with the organisation if they are valued. The implication is that the compensation system needs to be effectively administered in organisations like educational institutions which are intelligent-intensive whose basic resources are the competent workers. This is very pertinent in universities whose core staff is the academics and whose intelligence is paramount in implementing the basic activities of research, innovation and scholarship. In the same vein, most of the managers believe that the prime retention factor is money and many employees mentioned the reason of better pay or higher compensation for leaving one employer for another (Mathis & Jackson, 2003). Supervisors believe that the leading employee retention factor is money and employees leave organisations for better pay or higher compensation (Onah & Anikwe, 2016). Where remunerations are stagnant and there exists vacant positions, more academics continue leaving universities and the consequence is the loss of quality teaching and administration (Selesho & Naile, 2014). To support the case further, both study findings by Chew and Chan (2008) and Hong et al. (2012) reveal a significant positive relationship between remuneration and retention.

However, Kipkebut (2010) noted that the challenge of poor remuneration in developing countries caused by scarce financial and economic resource limits the universities' abilities to attract and retain their academics. Although the respondents in the current study noted that the salary was generally low, the academics were committed to the universities and in addition, their decision to stay was also influenced by non-monetary benefits like the work environment.

The analysis by Khan and Taher (2008) highlights the role of pay-satisfaction and learning and growth opportunities as having direct and significant effects on academics' retention; moreover, the latter had a stronger impact than the former. Furthermore, differences in salaries are a major cause of quitting the academic profession (Selesho & Naile, 2014). This, therefore, highlights the need for universities to provide opportunities for the academics to improve their skills and pursue the development of their careers.

#### ➤ **Performance Appraisal**

Through performance appraisals workers are evaluated against the employers' set standards and expectations; this, in turn, aids the employees to realise their performance levels and areas which need to be improved (Mutiria et al., 2015). From the findings of the current study, it is evident that respondents believe that the appraisals are very regular and the feedback in most cases is fast and in some cases instantaneous.

The performance of the academics was observed to increase as result of the appraisal; however, the respondents noted that positive and negative appraisals impact on the academics' intention to stay or leave. This is alluded to by Hong et al. (2012) who noted that the performance appraisal as a medium of communication between employers and employees and if positively implemented will benefit the employees through feedback leading to job satisfaction to the benefit of the organisation; however, if used as a tool for measurement and monitoring, the appraisal may lead to tension between the employee and employer.

Performance appraisals have multiple effects, namely, cause decisions to be taken, guidance on compensation, issuance of recognitions awards, transfers, training opportunities, promotions and terminations and if not executed effectively it may at times lead to discouragement among the



appraises (Lau & Sholihin, 2005). Therefore, the appraisal may have positive or negative effects; a negative appraisal report may lead to intention to leave while a positive report leads to academics' intention to stay.

### ➤ **Industrial relations**

The aim of industrial relations is to create harmonious relationships between employers and employees at the work place and thereby ensure employee commitment and eventual retention with the organisation. Industrial relations are implemented as per this study to include but is not limited to, negotiations, appreciating staff through verbal and non-verbal communication thereby recognising best performing staff, work place safety measures, social interactions, staff savings schemes, conflict resolutions, staff association meetings, good working relations and welfare. Chhabra and Suri (2007) highlights the relevance of these benefits and says that it is on the basis of these benefits that the employees will decide whether to accept or turn down the job offer. The benefits are a basis for competitive advantage among similar organisations.

However, some university officials in this study confess that there are no formal industrial relations at their universities although they noted that the practice of industrial relations motivates the academics and leads to a harmonious working environment. Akinfenwa et al. (2013) note that management needs to ensure cooperation and teamwork, open communication, provide welfare services, adequate compensation, discussion and guidance on employee career plans, minimise industrial disputes and building a flexible work environment thereby ensuring effective industrial relations with the resultant benefits to both the employee and employers. In the same line, employee retention is determined partly by how they receive and share the information concerning the organisation (Selesho & Naile, 2014). When employees are given the opportunity to share they feel trusted and will, therefore, be loyal and plan to remain longer with the organisation. All these activities enhance good industrial relations which promote employee retention in the universities and thus, job satisfaction. There are various ways through which employees attain job satisfaction as cited in the current study and these include training, welfare services, promotion, good leadership styles, cordial relationship between management and the workers, good working conditions and the recognition of the employees' performance. With the mentioned factors in favor of the employees, the latter are more likely to remain with

the organisation (Akinfenwa et al., 2013). As observed by Chhabra and Suri (2007), it is on the basis of these benefits that the employees will decide whether to accept or turndown the job offer. The benefits act as a basis for competitive advantage among similar organisations. Mutiria et al.'s (2015) regression results showed that holding other factors constant the welfare benefits had a greater effect on employee retention, followed by career growth, training and development and performance appraisal respectively. From the foregoing findings, it is evident that universities will be able to retain their academics if they emphasised the cited human resource practices in their human resource management policies.

### **6.3.2 Most important HR practice for academics' retention**

When asked which HR practice was most important for academics' retention many of the respondents in this study cited various practices; however, the consensus was that all HR practices were very important and one HR practice cannot function without the other but human resource planning is key because it relates to all the others HR practices. Academics in the study by Selesho and Naile (2014) revealed that salaries, academic development and promotion were the major reasons that keep them with the universities although they were quick to comment that the HR aspects were not addressed in accordance with their expectations.

### **6.3.3 How the following variables affect academics' intentions to stay or leave**

The current study assessed the extent to which commitment and job satisfaction affect the academics' decision to stay or leave the universities.

#### **6.3.3.1 Commitment**

In the current study the respondents think that commitment is based on employees' job security, the desire for the latter to keep and secure their placements which pushes them to work so hard to protect their posts. The other respondents observed that the older academics are more committed than the younger ones. This is echoed by Sattigeri (2016) who observed that employee commitment is a strategic move to have and retain the best, most talented labour to the benefit of the workers and the organisation; moreover, the latter need to retain their best employees and keep them committed in order to survive the labour competition. Rathnaweera (2010) citing

Robbins (2005) defined organisational commitment as a situation where a worker identifies with an organisation's goals, and wishes to be part of the organisation.

Further still, the present study notes that commitment is partly dependent on the human resource practices in the universities and partly on other factors such as work environment and personal factors. The foregoing observation is supported by Maluti et al.'s (2011) finding that committed workers strive to achieve organisational expectations even when the environment is extraordinary and such workers are rarely lost to the organisations' competitors. In addition, organisations need to build social bonds among the workers and provide a conducive work environment through eliminating factors that are detestable at work (Maluti et al., 2011). Onah and Anikwe (2016) citing Sinha and Sinha (2012) emphasise the fact that for the future successful organisations need to adapt organisational behavior which is in line with the existing work environment where longevity and success depend upon innovation, creativity and flexibility. The academics' retention would be desirable since there is dire need to have them around for the institutions to realise their obligations.

This results of this study reflect a direct relationship between commitment and retention in that where commitment is low academics retention is low and vice versa, thereby implying that commitment influences retention positively. The respondents generally noted that the universities need to retain their best employees and keep them committed in order to survive the labour competition.

#### **6.3.3.2 Job Satisfaction**

The current study established the opinion that job satisfaction entails the ability for the employees to acquire personal goals and, enumerated the conditions put in place by the universities to promote job satisfaction to include:

- staff feeling valued by the organisation;
- staff continuous development and training,
- staff welfare,
- sociable work environment,
- harmonious communication,

- timely payment of remuneration and
- availability of a communication policy at the university.

However, others noted the existence of information gaps at their universities. In support of the foregoing findings Absar et al. (2010) recommended the need for organisations to develop good working conditions and environments since these facilitate the employees to work effectively. To support the observation further, Mensah & Abor's (2014) findings reveal that where the work conditions and environment in the organisations are satisfactory to the workers the latter were content with their relationship with management. In the same vein, Rajendran and Chandramohan (2010) underscores the importance of job satisfaction since it influences employee efficiency and determines the employee's attendance and turnover.

However, when asked whether the academics are satisfied with the jobs they were doing, in the current study, some respondents were quick to note that some academics were not satisfied with their work but worked for the sake of earning a salary. Contrary to the latter view, Tettey (2006) and Babalola and Erhun (2001) observed that academics remain in academia despite the odds due to the strong passion they have for the profession. On the other hand, Selesho and Naile (2014) concur that academics job satisfaction and their decision to remain with the university was determined by the payments they receive, in addition to other factors; moreover, the upward progression in the remuneration was identified as a determinant of recruitment and retention of academics. This is supported by an earlier observation by Masroor and Fakir (2009) citing Purani and Sahadev's (2008) findings that job satisfaction also entails the employee's satisfaction with the organisation's human resource policies and strategies in place. However, Mensah & Abor (2014) did not register significant effects of job satisfaction on human resource practices which meant that the effects of the latter practices on employee retention were not dependent on job satisfaction.

Furthermore, the findings in the current study showed that the academics are satisfied when they perform to their expectation, achieve their personal goals and have continuous training and development; they feel valued at the work place, receive timely remuneration and hold frequent dialogue with management. To highlight the role of training in staff motivation and the resultant

job satisfaction Kebaetse, Mokone, Badlangana and Mazhani (2016) citing Vaiman and Haslberger (2013) attributed academics' motivation for choosing their institution (University of Botswana in their study) partly due to the academics' pursuit of professional and personal growth partly, due to training. Selesho and Naile (2014) noted that academics cited job satisfaction as an intrinsic element that motivates academics to stay at their work station.

#### **6.3.4 Influence of HR practices**

The responses from the Human Resource officers and the members of top management in the current study indicate that if human resource practices are well implemented, there are a number of positive influences such as achieving good academics and low academic turnover. Moreover, where the practices are emphasised there is improved teaching and universities will compete for the academics based on the quality of the practices. The universities have a platform for their academics to air out personal issues. However, the system of human resource practices is new in private universities and the effect is growing. However, human resource practices are very vital; every university needs them in order to maintain academics and hence, human resource policies must be in place.

#### **6.3.5 Effects of academics' retention**

In the current study the top managers and human resource officers enumerated a number of effects academics retention has on the private universities. The findings from this study were that when academics are retained:

- the academics' confidence and commitment to the work increases;
- it improves teaching, knowledge activities and hard work for both the students and staff;
- there is increased research publication and consultancy which requires hard work for both students and staff.

Metcalf et al.'s (2005) findings revealed that almost one half of the academics' tenure in old universities was on fixed term contracts and the basis of this was that universities employed mainly staff conducting only research; on the other hand, in the newer universities three quarters of the academics were permanent. Permanent academics have ample time to conduct research and this emphasizes the need for retention. Ng'ethe et al. (2012) noted the importance of the role

of the universities to provide labour necessary for the economic, social and technological innovation of organisations. Selesho and Naile (2014) too enumerated the obligations of universities as research, teaching, learning and community engagement, and emphasise the need for academics that are qualified and suitable for the work. Retention further promotes community development and engagement.

Staff retention leads to greater staff experience, brings about student satisfaction and increases new student recruitment. In tandem with academics' retention and its effect on students, Kebaetse et al. (2016) in their study on academic staff recruitment and retention challenges of the University of Botswana medical school realised that staff loss reduced students' confidence in the school's future and its ability to handle academics' staffing; this partly resulted in the students' uprisings and high dropout rates in 2011.

There is an increasing demand for qualified academics who are the custodians of skills and intellect to meet the upcoming global demographic profile challenges and in addition universities should provide competent scholars who will train labour fit for the nation's needs (Selesho & Naile, 2014). Employee retention means all efforts taken by organisations to sustain a working environment that can maintain existing employees in the company (Onah & Anikwe, 2016). Through retention the academics will be given a degree of autonomy at the work place which leads to job satisfaction and commitment (Selesho & Naile, 2014). However, in the current study it was found that due to overstay, the academics skills' become outdated. This is true especially when the academics do not engage in training and development activities. The solution to this challenge was foreseen by Michaels et al. (2001) when they proposed a need for development to be part of the organisation in order to increase people's capabilities. Similarly, Coetzee (2006) highlighted the need for training in order to prevent employees' skills from plateauing in their careers.

### **6.3.6 Challenges to academics' retention**

In the current study, the following were cited as the challenges to academics' retention:

➤ **Financial constraints**

Finances were cited as a challenge in the private universities whose major source of financing is tuition paid by the students. These funds are to be used to implement the HR practices and policies and if they are insufficient then the retention of academics is at stake. This challenge also resulted in the Council of the University of Ibadan placing an embargo on academics' recruitment due to funding difficulties; this was intended to allow the university to pay the remuneration of the existing workers (Tettey, 2006). Among the sampled institutions under the UCEA (2002) case studies, pay levels were cited as a major problem for retention especially for staff with expertise valued by the private sector where such category of staff was more likely to quit higher education. Pay for the academics needs to be seriously addressed if universities are to retain and ring fence their staff.

➤ **Work pressure**

This study identified too much pressure and work requirements as factors that tend to push academics to the edge and will force them to quit at any opportune moment. In tandem, research by the University of Plymouth (2003) revealed that the academics workload was more stressing than any other public sector job; moreover, the stress is more pronounced in the new universities (Metcalf et al., 2005). Furthermore, findings from one university showed that the average work hours varied by activity, for instance, academics' teaching and research responsibility consumed 49.9 hours and those with either teaching only or research only had an average of 45.3 hours and 44.4 hours respectively (Bryson & Barnes, 2000). These are relatively many hours compared to workloads in other sectors.

➤ **Academics' procrastination**

The results of the current study indicated that academics tend to procrastinate thereby not adding value to academia in the universities. Inception Technologies (2014) recommends that in order to control procrastination employees should be allowed some degree of autonomy to conduct their affairs but this should include some level of accountability in order not give room for inefficiency. Academics need to be allowed to be self-driven and encouraged to work towards producing the desired output.

➤ **Securing the right academics**

This study cited views that with so many people desiring to get employed universities face the challenge of identifying the right academics who will be able to provide the necessary talent and skills for the development and generation of knowledge. The findings are in agreement with Metcalf et al.'s (2005) observation where he cites Bett's (1999) belief that the problem of retention includes those academics involved in research and teaching on fixed contracts. In addition, Kebaetse et al. (2016) cited recruitment and retention challenges at the University of Botswana School of Medicine (UBSOM) as uncompetitive salaries and benefits both locally and regionally, ended contracts which were not renewed and abrupt termination of contracts by the academics, discontent among the academics, unappreciated new changes in the management of the School and reviewed positions as well as qualification requirements for the management posts. All the challenges to retention need to be addressed in order to attain academics' retention and the benefits that accrue to it.

➤ **Research and consultancy opportunities**

The respondents of this study intimated that when academics secure research and consultancy opportunities elsewhere they will not hesitate to quit academia. The concern is that where universities are failing to retain quality academics and are simultaneously experiencing a shortage of academics, the potential of knowledge creation and learning in the institutions are negatively affected (Selesho & Naile, 2014).

➤ **Staff turnover/Leaving for greener pastures**

The respondents in this study noted that academics were quitting their jobs for greener pastures. In this regard, Tettey (2006) highlighted that in the department of Economics at the University of Ghana ten senior lecturers quit to join to take on positions with local and international organisations which were outside academia since they were offering better pay. Tettey (2006) also discovered that the Faculty of Engineering at UKZN depended on expatriate staff since the nationals preferred to work with organisations which were offering better and higher remuneration. High academics' turnover compromises academic programmes.



Challenges of recruitment and retention of academics were observed where the latter had experiences in fields of business, information technology, electronic engineering, health studies and law (Metcalf et al., 2005). This caliber of staff stands a higher chance of being absorbed in other areas outside academia. Academics are treasured workers with the responsibility of producing research through supervising graduate students and publishing work in accredited journals all of which is accomplished by persons with quality skills acquired over a period of time and this is challenged when the academics' rate of exit is higher than the rate of entry of younger researchers (Dube & Ngulube, 2013). It was observed that The University of South Africa was at a risk of knowledge loss with 14% who are at professorship level and 18% of staff being due to retire who are renowned scholars (Dube & Ngulube, 2013). This is an example of the threat other universities in Africa are facing and need to address. As the academics exit they take with them the skills needed to keep the universities relevant in academia. Brain drain is one of the manpower problems facing developing countries where expertise is transferred from one country to another. The problem is serious in universities where academics' retention is affected and at times the staff move from the academic sector to other sectors (Onah & Anikwe, 2016). However, Tettey's (2006) findings reflect that there is a high volume of part-time academics which indicates the latter's interest in academia and that better employment terms might attract the staff into full-time employment.

➤ **Staff compensation/remuneration**

Observation from the universities under study revealed a challenge of retaining academics whose salaries have to be sourced from students' tuition but this tuition has to also be devoted to other university commitments. Ng'ethe et al.'s (2012) findings reveal a high percentage (81.7%) of respondents who indicated that remuneration was one of the key reasons for academics' exiting from Kenyan public universities; salaries were lower than those elsewhere in the public service and not in line with the cost of living. Academics' retention can be sustained through ensuring fairness in pay and increasing the pay of the new recruits and the valued academics as well as expanding opportunities for promotion (Metcalf et al., 2005). This has been echoed by several researchers and any organisation/university which offers a remuneration which is over and above that of its competitors will realise an influx of academia in its favor.

Observations show that the retention of academics is a global challenge to both developed and developing countries and there is an urgent need for the employers to understand clearly the academics' expectation at the workplace (Selesho & Naile, 2014).

Universities have varying degrees of academics' retention challenges and for one to stay afloat in the competition for academics there is need to draw strategies to retention that will act as an incentive and fulfill employee expectations (Selesho & Naile, 2014). Moreover, findings revealed a greater challenge of attracting and retaining younger academics (Tettey, 2006). On the same note, Kebaetse et al.'s (2016) study identified poor salaries, heavy workloads, growing student numbers and poor infrastructure as some of the causes of academics' recruitment and retention problems.

### **6.3.7 Why academics quit**

In this study, it surfaced that academics quit their jobs in search for greener pastures and due to work pressure/stress associated with academic work thereby calling for job flexibility to reduce the stress. Job flexibility enables employees to work out a balance between their work and personal obligations, which is applicable to all ages groups (Sinha & Sinha, 2012). The inevitable retirement of aging academics, poor work relationships and atmosphere, lack of promotion, failure to do research and consultancy, low remuneration and ambitions push academics from these institutions into politics. The most pronounced observation was that academia is strenuous work - one has to publish, conduct research and lecture and the academic institutions have no funds, thereby promoting the move of academics from their institutions to other academic environments, to parliament and to other better engagements. Failure for universities to invest in talented academics may lead to the loss of critical skills both in the present and future of the universities (Dube & Ngulube, 2013).

Turnover in education institutions is due to employee retirement, discharge, death and new ambitions which results in shortages and deficiencies in academic capabilities, lack of successors and challenges of competent persons to fill the gaps (Tinuke, 2015). The foregoing observations emphasise the need for universities to counteract the causes and effects of turnover.

Metcalf et al. (2005) also highlight the challenge of universities as part of HEIs as being the inability to attract many candidates due to the low starting salaries and hence, the detrimental consequence of only being capable of attracting low quality academics. Dube and Ngulube (2013) summed up the causes of academics' turnover as retirement, resignations, downsizing, retrenchment, uncompetitive remuneration packages and non-conducive working conditions.

### **6.3.8 Possible strategies of improving HR practices**

Most of the staff retention policies and strategies aim at addressing the employee needs in order to boost their job satisfaction and in the long run cut the costs involved in the recruitment and training of new employees (Onah & Anikwe, 2016).

The findings from the current study cite possible strategies on how to improve the existing human resource practices:

#### **➤ Implementing the six HR practices as per the study**

One of the proposed strategies to improving the HR practices is implementing the six HR in the first place.

The six HR practices addressed by this study are HR planning, recruitment and selection, training and development, compensation, performance appraisal and industrial relations and the suggestion is that they be stringently implemented. Selesho and Naile (2014) citing Netswera et al. (2005) provide suggestions to influence academics' retention in universities which include informing academics of their roles and contributions, cultivating an environment of trust, developing a multiplicity of skills for the managers, commitment to rewards and payments. If these are strategically implemented they will contribute to the successful retention of academics of the institutions.

#### **➤ Creating a work friendly environment**

The results of the current study propose a need to create a friendly work environment as one of the academics' retention strategies. In support the proposal Tetey (2006) noted that since the work environment where the academics work has a great influence on the latter's decision to

remain at the university, the academics need to be consulted and given an opportunity to take part in decision making which makes them part and parcel of the decisions' outcomes. A friendly work environment is wherein employees both learn and work. In such an environment, the employees acquire guidance and are appreciated at the work place, there is controlled work pressure, and employees acquire work experience through choice of job tasks for development, and have access to development and advancement opportunities (Onah & Anikwe, 2016; Sinha & Sinha, 2012). Maluti et al. (2011) recommends that organisations need to build social bonds among the workers and provide a conducive work environment through eliminating factors that are undesirable at work.

➤ **Hiring professionals in the human resource department**

A good human resource team of consultants can be used to recruit academics. Sattigeri (2016) suggested that a move to recruit and retain employees effectively will create a positive employer brand which attracts workers to stay with the organisation. This can only be achieved in universities when the human resource team is conversant with strategic human resource policies and practices.

➤ **Involving staff in decision making**

A suggestion to involve the academics in decision making featured as a strategy to improve the human resource practices in the universities and enhance retention. Rathnaweera (2010) found that employee involvement in decision making has a higher positive impact on HR outputs such as employee satisfaction, commitment, and retention. Sattigeri (2016) suggests a need for organisations to encourage employees to participate in their corporate social responsibility activities. This makes them feel part and parcel of the organisations. Some respondents suggested that the Human Resource department should be placed at a high management level in order to be given more attention.

➤ **Putting emphasis on Quality Assurance in academia**

In the current study a suggestion to emphasise Quality Assurance in academia is highlighted. Quality Assurance is key to university development, and in academia it has a bearing on the quality and qualifications of the academics who instruct and supervise students. A study by

Garwe and Tirivanhu (2015) on improving the qualifications of academic staff in a major Zimbabwean University, displayed that an increase in the trend of the cumulative statistics of academics who have enrolled for doctoral studies from 2009 through to 2015; at the same time 133 academics were pursuing doctoral studies at 24 different universities and the number depends on the potential number of qualified supervisors. Moreover, due to better remuneration and terms of service the university attracted 20 academics with doctorates. Wellins, Bernthal & Phelps (2005) note that universities should harness knowledge retention through being able to effectively recruit, retain, deploy and engage talented academics for competitive advantage.

➤ **Benchmarking with other organisations' and universities' HR departments**

Respondents proposed that HR officials needed to benchmark how HR departments in other universities manage their HR affairs and mimic and apply their best practices. For instance, at UNISA when employees leave they engage in exit interviews aimed at identifying the causes of turnover; moreover universities need not wait for academics to threaten to exit but should engage proactive human resource strategies to ensure retention (Dube & Ngulube, 2013).

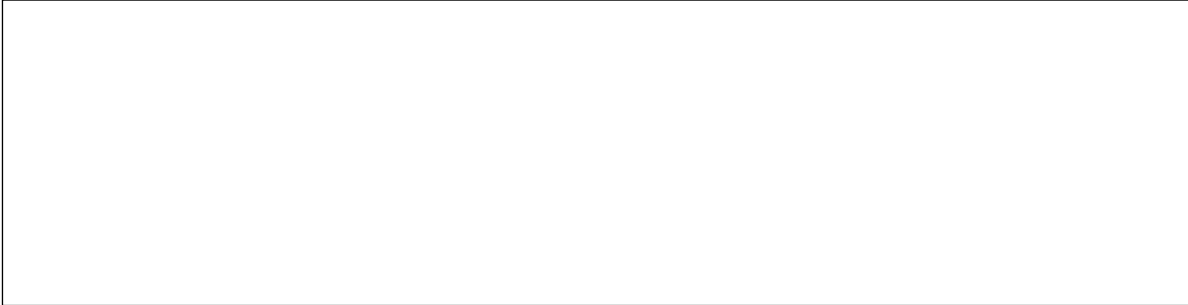
Tinuke's (2015) findings display a lack of retention strategies in Nigerian universities which creates disloyalty, non-commitment and search for greener pastures. With effects like brain drain, skills gap and changes in the universities' philosophy, there is unlikely to be institutional growth and success. The effects observed in the foregoing findings are likely to be equally, if not more, experienced by the universities in Uganda; this will result in a greater turnover and retention problem.

According to Mokoditsoa (2011), many staff members are not satisfied with the retention strategies in place; the respondents noted that incompetent and the competent staff were not observed and rewarded accordingly and in addition there are no retention strategies. Moreover, Mapolisa (2015) says that the effectiveness of cited retention strategies varies from public university to private university and the effectiveness of the monetary and non-monetary staff retention strategies was circumstantial. Moreover, the effectiveness of the strategies was negatively impacted upon due to the lack of information and knowledge about academics' retention. This emphasises the need for the right atmosphere for the proper and effective

implementation of strategies and educating the human resource officers to implement the strategies in the most appropriate manner.

It is important for the employer to understand employee requirements at every stage in their career and it is crucial that the employer hires the right staff that is committed to the work since they will be willing to work. A number of strategies were proposed by respondent and these include employees being clear about the objectives of the organisation through regular and clear communication, employees knowing the employee generational differences, establishing employee needs and empowering workers to produce at their optimal abilities.

Figure 6.1 Key findings of the study



## **6.4 Conclusion**

From the study it is evident that great importance and value is attributed to all the HR practices in enhancing academics' retention. Specifically, the HR practice with the greatest impact on academics' retention is training and development. Furthermore, academics were satisfied with management's concern about recruitment and selection and noted that management placed the greatest emphasis on performance appraisal, followed by human resource planning, industrial relations, training and development and attributed the least emphasis to compensation. The study also found that the six HR practices are implemented in varying magnitude, academics' retention has positive and negative impacts and that the greatest challenge for academics' retention at the universities is inadequate resources to effect human resource practices. The hypotheses were tested and generated conclusive results. The results of the study enable the generation of conclusions and recommendations, which will be presented in Chapter 7.



## **CHAPTER SEVEN**

### **RECOMMENDATIONS AND CONCLUSION**

#### **7.1 Introduction**

The findings of the study were discussed in Chapter Six by comparing and contrasting them with the findings of other studies in the field. Some of the findings were in agreement with other scholars' findings and in other instances there were clear differences in the findings which were explained. Based on the results of the current study, recommendations are generated and conclusions are drawn and these form the basis of this chapter.

#### **7.2 Recommendations based on the results of the study**

Based on the study, numerous findings surfaced which enabled the researcher to generate useful recommendations that will support and promote academic retention. The recommendations are presented on the basis of the key focus areas of the presentation and discussion of the results of the study.

##### **7.2.1 The Human Resource Management Practices employed in Ugandan Private Universities**

The six HR practices in the study were all employed in the universities although in varying degrees of magnitude as follows: recruitment and selection, HR planning, performance appraisal, training and development, industrial relations and compensation. Evidently, the HR practices are considered important in ensuring retention since their proper implementation leads to employee commitment, as highlighted by many scholars. It is therefore, recommended that:

- Universities need to invest reasonable amounts of both financial and human resources in their HR departments to ensure that all the various HR practices are implemented as per the advice of experts in the department.
- In the same vein the Universities need to benchmark the best practices from organisations and institutions which have excelled in employee retention to get a leaf from their practices and implement them accordingly.
- The human resource practices need to be re-engineered in relation to the changing work environment and prevailing state in the labour and institutional market.

- The HR departments should devise inexpensive but socialising activities which will make the academics feel part of the universities such as end of year get together parties; the academics should be allowed to associate at professional levels with clearly laid out guidelines and limits which will not give room to staff uprisings.
- Universities should supplement academics' compensation by putting in place money generating income by implementing projects such as staff cafeteria where the academics can derive a financial dividend; there should be a staff's savings cooperative union where the academics save and are allowed to access soft loans to aid them acquire personal property such as family houses and cars.

### **7.2.2 Human resource practice having the greatest impact on academics' retention**

The findings revealed that training had the greatest impact on the academics' retention. As earlier alluded to by Sultana et al. (2012), training ensures adequate supply of technically competent staff that are capable of pursuing career development in specialist departments and/or assuming management positions in institutions of higher learning; training and development are key to enhancing academics. It is therefore recommended that:

- Training of the academics can be maintained through the Universities emphasising the mentoring and coaching of new academics in order to build capacity of the latter.
- The HR departments need to source for scholarships to aid the academics fund their training activities and also organise in-house workshops.
- The members of top management need to encourage the staff involved in research to get refresher skills in the modern research methods and also to collaborate with organisations which are in research and innovation ventures.
- The HR department needs to play a more strategic the role in advising the top managers of the universities in the nature of the academics to have and the HR practices implementation based on the objectives and resources of the universities. For instance, academics should be trained in line with the strategic skills needs of the university so that the latter gains maximum benefits from training the academics. In support of this Netswera et al. (2005) citing Horwitz (2004) observed that a HRM strategy should originate and be directly based on the overall organisational strategy; moreover, the organisations need effective HRM

planning which embraces procedures, policies and practices and this will lead to realizing the right staff at the right time in the right posts.

However, the study noted that in some incidents academics leave after training which is costly and this challenge can be addressed by bonding the staff whose training and development has been in one way or the other aided by the university. The bonding is agreed upon and is provided for in some universities' staff development policies; more so, the academics should be allowed to go for staff exchange programmes with other universities which exposes them and will stimulate them to continue more productively in the profession.

All the HR practices had strong impacts on academics' retention as evidenced by the mean values. Therefore, the HR departments should invest in enhancing the provision and implementation of the practices and constantly evaluate how effective the various activities in each HR practice have been.

### **7.2.3 Management's concern regarding the human resource practices**

The findings revealed that University management was most concerned about recruitment and selection while management was least concerned with compensation.

Recruitment and selection is key since it opens the gate for bringing in the academics and how it is done will affect the retention of the latter. In order to perpetuate the focus on recruitment and selection it is recommended that:

- The HR departments continues to exercise objective recruitment and selection procedures in order to attract the best academics who will be beneficial to the university as the other HR practices are put in operation to ensure academics' retention.
- The HR departments should advertise in all possible media such as professional bulletins and corporate magazines to allow for a wide spectrum of choice which allows getting more qualified academics.

Putting least concern on academics' compensation affects their retention as echoed by Hong et al. (2012) who observed a positive relationship between compensation and the retention of workers. Hence, it is recommended that:

- Academic institutions need to put greater emphasis on remuneration since the academics' socio-economic welfare is dependent on the amount and nature of compensation.
- Universities should put in place activities where the academics get involved in applied research and consultancy services since these generate some stipend for the people involved and will supplement the generally low compensation characteristic of African universities.
- In the same vein, Universities need to provide services such as accommodation, meals, health insurance, transport and utilities to subsidise the academics.
- The HR departments need to benchmark and adopt or better salary scales of related institutions in order to remain competitive in retaining academics.

#### **7.2.3.1 Implementation of the various aspects of the HR practices**

The study findings revealed that the Universities had clear HR objectives and HR monitoring and evaluation. This can be further nurtured through:

- Clear HR practice evaluation and right aligning of the HR function in the overall university mission.
- The HR department should be very vigilant in setting its goals and objectives and should be well facilitated in all aspects.
- The recruitment and selection exercises considered person-job fit which is very crucial for identifying academics who are suitable to do academic work. This needs to be maintained through upholding an efficient and transparent recruitment exercise.
- The universities need to source funding opportunities to facilitate academics' training since the latter is emphasised by the universities but it is always not satisfactorily undertaken due the lack of funding and insufficient networking with other higher education related institutions and international funding bodies.
- The universities need to have an instant feedback system to improve on the performance appraisal exercise so that the academics' shortfalls can be addressed immediately to the benefit of all university stakeholders.

- Universities need to engage HR business partners who will study the strategic objectives of the universities and realign the HR practices strategically to ensure the universities retain those academics who will help them realise their objectives.

#### **7.2.4 Effects of Academics' retention in Ugandan Universities**

The study findings were that academics' retention has positive impact ranging from improving academic performance, enhancing research excellence and having a strong base of staff. Given these benefits, the Universities need to ensure that the HR practices are positively implemented in order to aid academic retention. All the factors that promote the extensive promotion of the practices should be explored. This will ensure that the universities have academic performance improved, enhanced research excellence through perfecting research and innovations and, having a base for succession planning to further the activities of the universities. Universities, therefore, should put in place measures that have a direct impact to retention and that will enhance academics' commitment and, in turn, curtail all practices which catalyse the intention to quit work.

Academics' retention will further lead to research excellence which will enable the university to achieve a cadre of high caliber academics that will enhance its image, attract students and other staff into their department.

However, negative impacts of retention that were perceived were:

- The threat to staff base continuity when staff retire. This can be mitigated through thorough HR planning in order to ensure that there is a clear succession plan and recruiting academics of varied age groups who will retire at different times and years.
- When retention is not checked it results in limiting entry of new people with new brains, so new ideas are locked out. Associated with this is the problem of academics' inefficiency due to overstay. The latter is caused by complacency and lack of motivation when the academics get used to the system and have no new things and ideas to look forward to.

Universities should encourage training and development of the academics to check skill plateauing and consider the rotation of roles throughout the departments of the university in

order to create all round staff. In addition, Metcalf et al. (2005) proposed appointing visiting academics to supplement the existing staff.

### **7.2.5 Challenges to Academics' retention in Private Universities**

The results reflected inadequate resources to effect human resource practices. These resources, both material and human, are required for good HR management. It is therefore recommended that:

- Universities need to marshal skilled persons in the field of human resources to aid in implementing the HR function. Moreover, HR practitioners need physical and financial resources to be effective in their activities.
- The HR officers need to be trained in HR business partnering so that they can work with the top administrators to align the academics to the visions and missions of the university and also aid in ensuring the academics are equipped to realising the universities strategic objectives.

Lack of job satisfaction was cited as another challenge to retention in the Private Universities. The recommended strategy to mitigate this challenge is for:

- Universities to benchmark HR practices and implementation in order to inherit the best practices for their universities.
- Universities need to deploy resources in areas of HR which are wanting.

Furthermore, the lack of HR policies was cited as an impediment to academics' retention. In this regard:

- The universities need to design practical HR policies relevant to the needs of modern HR management. The policies should be designed through proper policy formulation procedures and such policies may include research grants, promotion, development, compensation and employee policies
- There was a problem of competition for the same HR in the industry. There are a number of universities in Uganda and the number of academics cannot satisfy the demand. The challenge can be addressed through:
  - ✓ The sharing of academics across the institutions with efficiency and transparency.

- ✓ Universities offering academics attractive packages, training and development, long service and other awards, recognition, promotions, funding children's tuition of academics, research equipment and good employee relations.

The absence of HR officers in the universities can be addressed through:

- Training the HR officers and equipping them with modern human resource partnering skills where they will shift and transform from the supportive to the strategic function.
- Efficient recruitment of HR officers by targeting and identifying those who have had practical experience especially in organisations which are labour intensive (skilled labour).
- HR staff in addition needs to be mentored and to be given assignments to gain skills in HR practice.
- HR departments need to change their own image and move from a supportive role to a strategic role player in the universities. This will be done by the HR officers by advising the heads of faculties and schools on the strategic procedures of sourcing the right academics to meet the strategic goals of the universities.

### **7.2.6 Strategies to improve HR practices and retention in Private Universities**

Three strategies may be adopted to improve HR practices and retention of academics at universities:

- **Support from top management:** The top managers of the universities need to consult with the HR department for the best way to integrate and assign the relevant resources to enable each department to fit into its strategic position.
- **Enhancing monitoring and evaluation:** Since the HR department is at the center of HR management it needs to be constantly monitored and evaluated for effective implementation of HR practices which are necessary for academics' retention.
- **HR policies formulation and implementation:** Relevant policies to guide and effect relevant HR practices must be formulated and it must be ensured that the policies are implemented in a manner that will favour and attract academics' retention.
- Universities need to **introduce more Human Resource Information Systems (HRIS)** as such technology will help to relieve the HR officers of the operational tasks and allow them concentrate on HR business partnering in order to ensure that the HR strategy is aligned to

the universities' strategy in a bid to achieve total academics' retention who will add value to the universities.

### **7.2.7 How the human resource practices relate to job satisfaction**

The findings in this study showed a positive link between HR practices and job satisfaction as alluded to by Absar et al. (2010) who confirm that human resource planning, recruitment and selection, training and development, performance appraisal, compensation and industrial relations were independently, directly and significantly related to job satisfaction. However, in this current study the strongest link to job satisfaction was recruitment and selection, followed by performance appraisal, training and development, HR planning, industrial relations and then compensation. Based on this relationship the Private Universities should emphasise investments in HR practices implementation in reference to the academics. In order for the academics to be happy, cognisance needs to be given to the following:

- The universities should adopt a performance related pay so that the efforts of the academics are rewarded;
- In the staff development activities, the HR department needs to plan promotions systematically;
- Competitive compensations can act as an incentive to the academics;
- Opportunities for attending both national and international conferences boost employee morale and all these play a key role in the academics' job satisfaction.

### **7.2.8 Relationships amongst the Human Resources Practices**

The results of the current study showed significant intercorrelations amongst the human resource practices (HR planning, recruitment and selection, training and development, compensation, performance appraisal, industrial relations) respectively. Therefore, there is need to improve all the HR practices' implementation simultaneously to create a positive rippling effect and enhance academics' retention. A snowballing effect can be achieved by recruiting widely in all relevant channels; selecting objectively based on competencies; identifying training needs and training appropriately; diversifying academics' compensation packages through giving year-end bonuses; according rewards based on meeting or exceeding goals and non-cash bonuses such as gifts, travel opportunities and extra days off as well as facilitating good industrial and employee



relations. It is imperative that performance appraisals are free of bias and that discretion is used in administering it. Furthermore, there should be expeditious feedback since the results from the feedback is important in decision making on training and development and compensation of the academics. In addition, Industrial Relations should include enabling the academics to understand basic labor law and staying abreast of changes in the laws and decisions on labour, collective bargaining and developing management strategy and proposals for contract negotiations and efforts should be made in showing interest in and appreciating the employees. HR planning should identify and align the other the human resources needed to achieve business objectives. Strategic human resource planning will provide a competitive advantage for the universities.

### **7.2.9 Extent to which human resource practices influence academic retention and how**

The study findings reflect that despite the fact that the mentioned six HR practices greatly account for academics' retention, there are a number of other variables that were not included in the model that contribute to academics' retention. Bearing these findings in mind there should be diligent implementation of the HR practices in order to curtail academics' intention to quit university service.

### **7.2.10 Impact of biographical profiles on perceptions of HR practices and other factors affecting academic staff retention**

Significant differences in the perceptions of academics of varying age were noted specifically between academics of between 30-39 years and those below 29 years with regards to performance appraisal and human resource planning. The academics below 29 years are the millennials and their perceptions with regard to performance is appraisals is definite; in line with their needs, the HR department and line managers should provide performance appraisals which are timely and frequent and the assessment and the feedback should be delivered in a clear and specific manner. In addition, universities should provide development opportunities in order to retain these academics. However, the academics between 30-39 years are the Generation Xers and in response to their needs, the universities should provide and ensure the academics' well-being. This can be done by providing them with welfare services such as health insurance, meals and transport to work place. Furthermore, these academics further need to be treated well in a way that they desire, for example, giving them due recognition and seeking their opinion in

decision making and offering them competitive compensation as compared to similar institutions in the market. These academics also appreciate work-life balance.

Academics below 40 years rated training and development as having a significant and stronger relationship to intention to quit. Therefore, the Universities need to put in place strategies to facilitate training and development for this age bracket if they are to stay with the institutions. Universities should design HR policies and practices in line with the biographical profiles' needs of the academics such as mentoring, training on presentation skills, supervision, research skills, improving publication and writing skills.

Differences in perceptions of the importance of recruitment and selection were noted in academics with Master's and Bachelor's degrees. The universities need to encourage the academics with Bachelor's degrees to enroll for post-graduate studies to overcome the likely recruitment and selection barriers attributed to low education levels. The HR department should provide and source for study opportunities for those desiring to study.

#### **7.2.11 Impact of biographical profiles on academics' intentions to quit**

Tenure was the only biographical profile that significantly influenced academics' intentions to quit. Therefore, the Universities should put in place incentives to retain all academics but with more emphasis on the younger academics as millennials have distinct needs irrespective of their tenure of service. The incentives include relevant training and development services, specific and definite performance appraisals, competitive compensation, good industrial relations such as workers' associations, health services, counselling services and provision of lunch and paying tuition for workers' biological children.

The proportion of the academics intending to quit and those intending to stay was equal; therefore, HR departments should put in place policies for retention such as compensation, recruitment, training, welfare promotion and industrial relations policies for all the biographical profiles.

The greatest percentage of academics intending to quit are those with a tenure of 1-3 years of service followed by those with a tenure of 3-5 years, while the older academics have a lower probability to quit. Universities should design more retention strategies that will convince the young academics to stay and, in turn, also put in place programs that ensure that the elderly are motivated and are assured of their remuneration being in place to further enhance their loyalty to the service and being given due recognition for the services they have rendered. Furthermore, the HR departments should give younger academics more incentives to develop and older ones more opportunities to mentor and coach and be recognised for the worth, wisdom and experience. In addition, more up-to-date technology should be provided to younger generations for formal instruction and delivery since they are the techno-savvy generation.

### **7.3 Academics' awareness of HR activities and the decision to quit**

Academics displayed varied views about their awareness of the HR policies and how commitment and job satisfaction influence their decision to quit or stay in the universities.

#### **7.3.1 Awareness of HR practices**

The findings show that the respondents were aware of the roles and activities of the HR practices. The success of HR planning is manifested through the educational institution's strength and sustainability. In this study, it was clear that the process of recruitment and selection followed the rightful procedure and priority was given to staff already employed on a part-time basis and at times head hunting from the 'academic industry' is done. The study observed that the training provided generally was relevant to the academics' work assignments. Continuous training and development activities for academics should be planned for regularly.

The compensation was related to the academics' responsibilities but the academics were generally not satisfied with their salaries but were satisfied by the prompt payment of the salaries.

The performance of the academics increases as result of the appraisal; however, both positive and negative appraisals impact on the academics' intention to stay or leave. Objective

performance appraisal should be enhanced and the affected academics be counselled to appreciate the exercise.

The benefits given to the academics were a basis for competitive advantage among similar organisations. The universities should provide resources to implement good industrial relations in terms of recognising best performing staff, good working conditions, workplace safety measures, social interactions, academics' savings schemes, conflict resolution, health insurance and association meetings.

### **7.3.2 Most important HR practice for academics' retention**

The results from the study indicated that all HR practices were very important but HR planning was key since it relates to all the other practices. This calls for the HR departments to put equal emphasis on the implementation of all HR practices. Strategic HR planning can be ensured through the HR officers embracing the HR Business Partner role, where the management of the universities are advised on the best way to work with the academics to realise the universities' objectives.

### **7.3.3 How Commitment and Job Satisfaction affect academics' intentions to stay or leave**

These two variables significantly influence academic retention.

#### **7.3.3.1 Commitment**

In this study the respondents thought that commitment is based on employees' job security and the desire for the latter to keep and secure their placements which pushed them to work hard to protect their posts. The commitment depended on the effective implementation of the HR practices in the universities and on the work environment and biographical factors. The Universities should put in place financial and material resources to boost the implementation of the HR practices further. Furthermore, the universities should adopt the HR Business Partner model.

### **7.3.3.2 Job Satisfaction**

The study established that academics were satisfied with their jobs although some indicated that they were not satisfied with the jobs but worked to earn a salary. Universities need put in place conditions that motivate job satisfaction such as continuous staff development and training, good work environment, staff feeling valued by organisation, timely remunerations, frequent meetings and dialogue between management and academics.

### **7.3.4 Influence of HR practices**

The responses from the Human Resource officers and the members of top management in the current study indicate that if human resource practices are well implemented, there are a number of positive influences such as achieving good academics and low academics turnover. Moreover, where the practices are emphasised there is improved teaching and, universities will compete for the academics based on the quality of the practices. The universities should have a platform for their academics to air out personal issues.

However, the system of HR practices is new in private universities and the effect is growing. Universities need to set aside all necessary resources to boost their HR departments and should be equipped with all HR policies and HR manuals to guide their operations.

The findings from this study reveal that when academics are retained, the academics' confidence and commitment to work increases. Furthermore, retention improves teaching, knowledge acquisition activities and hard work for both the students and staff and there is increased research, publication and consultancy which requires effort from both students and staff.

Academics need to be continuously trained and exposed to seminars and academic conferences in order to upgrade their skills and to keep them abreast with the dynamic scholarly world.

### **7.3.5 Challenges to academics' retention**

Numerous challenges to academics' retention were identified in this study:

➤ **Financial constraints**

These are challenges in the private universities whose major source of financing is tuition paid by the students. Universities should start up income generating activities and seek external funding in the form of grants and consultancy firms.

➤ **Work pressure**

Too much pressure and work requirements tend to push academics to the edge and will force them to quit at any opportune moment. The HR department should provide sabbatical leave to allow the academics to get refreshed and rejuvenate their knowledge base and skills and engage in publications. The university should provide a flexible work environment with technological services to ease the pressure at work.

➤ **Academics' procrastination**

Some academics tend to procrastinate thereby not adding value to the academic strength of the universities. HR sections need to plan for constant training in the various sections to equip the staff with skill attributes relevant for the several job assignments.

➤ **Securing the right academics**

It is imperative to identify the right academics who will be able to provide the necessary talent and skills for the development and generation of knowledge and to design special skilling sessions to fill the knowledge and skills gap.

➤ **Research and consultancy opportunities**

When academics secure research and consultancy opportunities elsewhere they will not hesitate to quit academia. Universities should provide equally competitive academic consultancies as alternative for academics' access.

➤ **Staff turnover/Leaving for greener pastures**

The respondents in this study noted that academics were quitting their jobs for greener pastures. Universities need to design competitive salary scales and benefit packages for the academics to keep the existing staff and also attract competent people even from outside academia.

### ➤ **Staff compensation/remuneration**

Observations from the universities under study revealed a challenge of retaining academics whose salaries have to be sourced from students' tuition. Universities should diversify salary/remuneration sources such as introducing academic chairs, securing facilitators from Associations of Universities who work on a voluntary basis and are paid by the associations or country and university of origin.

### **7.3.6 Why academics quit**

In this study, it surfaced that academics quit their jobs in search for greener pastures; due to work pressure/stress associated with academic work thereby calling for job flexibility to reduce the stress; inevitable retirement of aging academics; poor work relationships and atmosphere; lack of promotion; failure to do research and consultancy and low remuneration. Furthermore, ambitions push academics from these institutions into politics. However, the most pronounced observation was that academia is strenuous work - one has to publish, conduct research and lecture and the academic institutions have no funds, thereby promoting the move of academics from their institutions to other academic environments, to parliament and to other better engagements. To counteract the reasons for academics' quitting, universities must simply do the converse as these are the very elements that have the potential to attract academics.

### **7.3.7 Possible strategies of improving HR practices**

Strategies for improving HR practices include:

- Implementing the six HR practices as per the study. The Universities should put in place necessary resources to make the strategy feasible.
- Creating a work friendly environment.
- Hiring professionals in the human resource department that can be used to recruit academics.
- Involving staff in decision making to make them feel part of the universities.
- Putting emphasis on Quality Assurance in academia. Quality Assurance is key to university development, and in academia it has a bearing on the quality and qualifications of the academics who instruct and supervise students.
- Benchmarking with other organisations' and universities' HR departments show they manage their HR affairs and mimic and apply their best practices.

#### **7.4 Recommendations for future research**

This study addressed the retention of academics in Ugandan Private Universities: The role of human resource practices. Whilst every attempt has been made to ensure valid and reliable results, every study has boundaries. Therefore, to enhance the understanding of the retention of academics, future studies can be undertaken:

- A Comparative study of the Retention of academics in Ugandan Private and Ugandan Public Universities: the role of human resource practices. The aim would be to compare and contrast the HR practices in both private and public universities.
- A comparative study of the Retention of academics in developing countries Universities and developed countries Universities: the role of human resource practices. The aim would be to compare and contrast the HR practices adopted in both developing and developed countries.
- The study about academics' retention and the role of Human resource practices should involve other stakeholders such as incorporating the students' perspectives.
- An examination of the impact of retention on the academics' output levels in Ugandan universities.

The aforementioned recommendations generated based on the results of the current study are presented in Figure 7.1.



**Figure 7.1 Recommendations based on the results of the study**



## **7.5 Conclusion**

The six HR practices were implemented in all the selected universities though the degree and level of priority given for the various HR practices varied per university.

The academics' retention has both positive and negative impacts. The positive impacts range from improving academic performance, enhancing research excellence and having a strong base of staff whilst the negative impacts include the threat to staff base continuity when staff retire, limiting entry of new people with new brains and academics' inefficiency due to overstay. The universities should put in place the right resources and policies to boost all the HR practices in order to promote academics' retention and the positive benefits and to mitigate negative effects associated with academics' retention.

The universities should adopt strategies to counteract the challenges to academics' retention. In addition, the universities need to train the HR officers in the principles of HR Business Partnering in order to embrace strategic HR management and, pay special attention to the different perceptions of the academics with varying biographical profiles towards the HR practices and design of strategic policies in order to ensure the retention of these academics.

Undoubtedly, the retention of academics will enhance teaching and learning, the quality of education and the research output in institutions. Taking cognisance of the recommendations made and depicted in Figure 7.1 will certainly enhance the retention of valued academics and enhance the image of tertiary institutions.

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## APPENDICES

### Appendix 1 – Letter of Informed Consent

#### INFORMED CONSENT LETTER

#### UNIVERSITY OF KWAZULU-NATAL

School of Management, Information Technology and Governance

Dear Respondent,

#### PhD Research Project

Researcher: Mary Nalwanga Mutyaba Wanda (+256-752-626-472)

Supervisor: Professor Sanjana Brijball Parumasur (+27 31 260 7176)

Research Office: Ms. M Snyman (031 260 8350)

I, Mary Nalwanga Mutyaba Wanda aPhD student, at the **School of Management, Information Technology and Governance**, of the University of Kwazulu Natal. You are invited to participate in a research project entitled:

#### **RETENTION OF ACADEMICS IN UGANDAN PRIVATE UNIVERSITIES: THE ROLE OF HUMAN RESOURCE MANAGEMENT PRACTICES**

The aim of this study is to: **find out what Human Resource practices exist and how relevant they are in the retention of Academics in the Private Universities in Uganda.**

Through your participation I hope to understand **the role of HRM practices in the retention of academics in Private universities in Uganda.** The results of the survey are intended to contribute to a **better understanding of the role of HRM practices in the retention of academics and to devise strategies of improving the latter's retention in universities.**

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the **School of Management, Information Technology and Governance, UKZN.**

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about **10(ten)** minutes to complete. I hope you will take the time to complete this survey.

Sincerely,

Investigator's signature\_\_\_\_\_ Date\_\_\_\_\_

## Appendix 2-Ethical Clearance Letter



26 November 2015

Mrs Mary Nalwanga Mutyaba Wanda (214573083)  
School of Management, IT & Governance  
Westville Campus

Dear Mrs Mutyaba Wanda,

**Protocol reference number: HSS/1683/015D**

**Project title:** Retention of Academics in Private Universities of Uganda: The role of Human Resource Practices

**Full Approval – Expedited Application**

In response to your application received on 16 November 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.


Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

  
.....  
Dr Shenuka Singh (Chair)

/ms

Supervisor: Professor Sanjana Brijball Parumasur  
Academic Leader Research: Professor Brian McArthur  
School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) / [snymanm@ukzn.ac.za](mailto:snymanm@ukzn.ac.za) / [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

 1910 - 2010  
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

Appendix 3 –Gatekeeper’s letter from Kampala International University.



Ggaba Road, Kansanga \* PO BOX 20000 Kampala, Uganda  
Tel: +256 (0) 41 - 266 813 \* Fax: +256 (0) 41 - 501 974  
E-mail: admin@kiu.ac.ug \* Website: http://www.kiu.ac.ug

**OFFICE OF THE VICE CHANCELLOR**  
*(Office of the Director-Human Resource)*

28<sup>th</sup> January 2015

**To whom it may concern**

Dear Madam/ Sir,

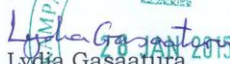
**Re: PERMISSION TO CONDUCT RESEARCH AT KAMPALA INTERNATIONAL UNIVERSITY**

This serves to introduce Ms. Mary Nalwanga Mutyaba Wanda a PhD student at the University of Kwa Zulu Natal – South Africa.

She has been granted permission to conduct research and collect data for her research Topic:

“Retention of University Academic Staff in Uganda: The role of Human Resource Management Practice”.

Please assist her as she may require.

  
Lydia Gasaatura  
**Director, Human Resource**



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*“Exploring the Heights”*



## Appendix 4- Gatekeeper's from Ndejje University

**NDEJJE**

P. O. Box 7088 Kampala Uganda  
Tel: 039-2-730323



**UNIVERSITY**

website: www.ndejjeuniversity.ac.ug

Our ref:

Your ref:

Date 5/10/2015

*NDU/DV/56*

Ms. Mary N.Mutyaba Wanda

P.O.Box 4163,

Kampala



Dear Mary N.Mutyaba Wanda,

**RE: PERMISSION TO CONDUCT RESEARCH IN NDEJJE UNIVERSITY**

Greetings to you.

Your request to conduct research in Ndejje University has been received and permission is granted. As per your request the field of study is entitled **"Retention of Academics in Private Universities of Uganda: The role of Human Resource Practices."**

By the copy of this letter I request the concerned staff to assist in all possible ways. I wish success in all your efforts.

 **NDEJJE UNIVERSITY**  
Yours sincerely,  
  
\* 05 OCT 2015 \*  
.....  
Deputy Vice Chancellor  
Dr. Frederick Kakembo

**DEPUTY VICE CHANCELLOR**

**Appendix 5 –Gatekeeper’s letter from Uganda Christian University.**



**UGANDA CHRISTIAN  
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

**October 15, 2015**

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**PERMISSION FOR Ms. MARY NALWANGA WANDA TO CONDUCT  
RESEARCH IN UGANDA CHRISTIAN UNIVERSITY**

Greetings in the precious name of our Lord. I wish to introduce to you, the above named person, who is a PhD student of University of Kwazulu-Natal, South Africa.

She would wish to conduct research in Uganda Christian University. The title of the research is **“Retention of University Academic Staff in Uganda: The role of Human Resource Management Practices”**.

She would wish to conduct her research through; Questionnaires, Face-to-face interviews among other methods.

Her respondents will include the following; All Academic Staff Members.

By copy of this letter, the above mentioned respondents are notified, and requested to cooperate in facilitating this very interesting research project.

Yours sincerely,

Assoc. Prof. Peter Ubomba-Jaswa (PhD)  
Assoc. Dean, School for Research & Postgraduate Studies

Cc Deputy Vice Chancellor Academic Affairs

A Complete Education for A Complete Person

Appendix 6 –Gatekeeper’s letter from Nkumba University.



# Nkumba University

CHARTERED SINCE 2006 BY THE GOVERNMENT OF UGANDA

## OFFICE OF THE UNIVERSITY SECRETARY

The mission of the University is to provide an environment that enables the cultivation of Competence, Confidence, Creativity, and Character, in the academic, professional and social interaction.

21<sup>st</sup> May 2015

Ms Mary Mutyaba Wanda  
P.O. Box 4163  
Kampala.


Dear Ms Mary Mutyaba Wanda,

**RE: PERMISSION TO CONDUCT RESEARCH IN NKUMBA UNIVERSITY**

This is to acknowledge receipt of your request for permission to conduct research in this institution dated 13<sup>th</sup> November 2014.

The purpose of this letter is to inform you that permission has been granted to you to conduct the research titled “**Retention of University Academic Staff in Uganda: The role of Human Resource Management Practice**” at Nkumba University. We wish you success in your endeavors.

Yours sincerely,

  
M.G. Katusabe-Ssemwezi (Mrs.)  
**UNIVERSITY SECRETARY**  
c.c: Vice Chancellor  
Academic Registrar



Entebbe Highway • P.O. Box 237, Entebbe, Uganda • Tel: +256 (0)41 432 0134 • Fax: +256(0)41 437 4992 • E-mail: us@nkumbauni.ac.ug

Vice-Chancellor: +256 (0)414 374 996 • University Secretary: +256 (0)414 374 992 • Academic Registrar: +256 (0)414 374 994 • University Bursar: +256 (0)414 374 491 • Dean of Students: +256 (0)414 374 998  
School of Law and Institute of Criminal Justice: +256 (0)414 370 997 • School of Commercial, Industrial Art & Design: +256 (0)414 320 269 • School of Hospitality & Environment Sciences: +256 (0)414 374 989  
School of Business Administration: +256 (0)772 694 457 • School of Education, Humanities & Sciences: +256 (0)414 370 999 • School of Social Sciences: +256 (0)414 320 288  
University Library: +256 (0)414 322 897 • General Fax Lines: +256 (0)414 321 448 / 374 288 • Web site: www.nkumbauniversity.ac.ug



## Appendix 7 –Gatekeeper’s letter from Bugema University

**BUGEMA**



**UNIVERSITY**

Main Campus  
32 km, Gayaza-Zirobwe Road  
P.O. Box 6529  
KAMPALA – UGANDA

Tel: 256-312-351400  
Fax: 256-312-351460  
Website: www.bugemauniv.ac.ug

Kampala Campus  
Bombo Rd. branch off btn  
Total Petrol Station &  
Makerere Yellow Pr. Sch. On  
Muganzi Awongerera Rd.  
P.O. Box 6529  
KAMPALA – UGANDA

Tel: 256-312-266-630

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### RESEARCH AND PUBLICATIONS OFFICE

December 11, 2014.

Dear Sir/Madam,

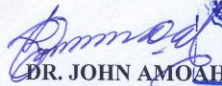
This is to introduce **MRS. MARY NALWAGA MUTYABA WANDA**, a **PHD** student of **UNIVERSITY OF KWAZULU NATAL** who is conducting a research on “**RETENTION OF ACADEMIC STAFF IN UGANDA: THE ROLE OF HUMAN RESOURCE MANAGEMENT PRACTICES**”.

The purpose of this letter is to allow her to conduct this research in Bugema University. Kindly assist her in any way possible when she approaches you. It is for academic purposes and the findings will be of great importance to the university.

Any assistance rendered to her will be highly appreciated.

Thank you.

Sincerely yours,

  
**DR. JOHN AMOAH**  
**DIRECTOR RESEARCH & PUBLICATIONS**

**BUGEMA UNIVERSITY**  
**RESEARCH & PUBLICATIONS**  
**11 DEC 2014** ★  
P. O. BOX 6529, KAMPALA

**Appendix 8 –Gatekeeper’s letter from Uganda Martyrs University**



making a difference

**OFFICE OF THE REGISTRAR**

21<sup>st</sup> October, 2015

TO: All Staff  
Uganda Martyrs University, Nkozi

Dear Sir/Madam,

**Re: AUTHORIZATION TO CARRY OUT RESEARCH AT  
UGANDA MARTYRS UNIVERSITY**

The purpose of this letter is to authorize the bearer of this letter Mary Nalwanga Mutyaba Wanda, from the University of KWAZULU-NATAL, SOUTH AFRICA, to carry out research at Uganda Martyrs University on the topic:

**“RETENTION OF UNIVERSITY ACADEMIC STAFF IN UGANDA: THE ROLE OF  
HUMAN RESOURCE MANAGEMENT PRACTICES.”**

Ms. Nalwanga will administer survey questionnaires to academic staff and also have structured questions to selected members of the Top Management of the University and Officers of the Human Resource Department. She hopes to complete her research in about eight months.

Please avail her with all the necessary assistance she may need as she carries out this research.

Sincerely,

Rev. Dr. Christopher B. Mukidi  
Registrar

cc:

Deputy Vice Chancellor Academic Affairs



## Appendix 9- Questionnaire

### QUESTIONNAIRE FOR ACADEMICS

#### UNIVERSITY OF KWAZULU-NATAL

School of Management, Information Technology and Governance

Dear Respondent,

#### PhD Research Project

**Researcher:** Mary Nalwanga Mutyaba Wanda (+256-752-626-472)  
**Supervisor:** Professor Sanjana Brijball Parumasur (+27 31 260 7176)  
**Research Office:** Ms. M Snyman (031 260 8350)

I, Mary Nalwanga Mutyaba Wanda a PhD student, at the **School of Management, Information Technology and Governance**, of the University of Kwazulu Natal. You are invited to participate in a research project entitled:

#### RETENTION OF ACADEMICS IN UGANDAN PRIVATE UNIVERSITIES: THE ROLE OF HUMAN RESOURCE MANAGEMENT PRACTICES

The aim of this study is to: **find out what Human Resource practices exist and how relevant they are in the retention of Academics in the Private Universities in Uganda.**


Through your participation I hope to understand **the role of HRM practices in the retention of academics in Private universities in Uganda.** The results of the survey are intended to contribute to a **better understanding of the role of HRM practices in the retention of academics and to devise strategies of improving the latter's retention in universities.**

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the **School of Management, Information Technology and Governance, UKZN.**

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about **10(ten)** minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature  Date 06/10/15

**CONSENT**

I.....(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

Please tick or fill in the appropriate response

**SECTION ONE: BACKGROUND INFORMATION**

**QUESTION 1**

Variable	Categories
1. Gender	Male <input type="checkbox"/> 1 Female <input type="checkbox"/> 2
2. Age	Below 29years <input type="checkbox"/> 1 30 - 39years <input type="checkbox"/> 2 40 -49years <input type="checkbox"/> 3 50 years + <input type="checkbox"/> 4
3.What education level have you attained	1 <sup>st</sup> Degree <input type="checkbox"/> 1 Honours <input type="checkbox"/> 2 Masters <input type="checkbox"/> 3 PhD <input type="checkbox"/> 4 Post-Doctoral <input type="checkbox"/> 5
4. Title	Mr/Ms <input type="checkbox"/> 1 Doctor 2 <input type="checkbox"/> 2 Assoc. Professor <input type="checkbox"/> 3 Professor <input type="checkbox"/> 4
5. Academic Position	Teaching Assistant <input type="checkbox"/> 1 Assistant Lecturer <input type="checkbox"/> 2 Lecturer <input type="checkbox"/> 3 Senior Lecturer <input type="checkbox"/> 4 Associate Professor <input type="checkbox"/> 5 Professor <input type="checkbox"/> 6
6.Basic Academic Roles( <b>tick all that apply</b> )	Lecturing <input type="checkbox"/> 1 Research <input type="checkbox"/> 2 Project Supervision <input type="checkbox"/> 3 Tutorials <input type="checkbox"/> 4



7. Number of years employed in University	Less than 1 year	<input type="checkbox"/>	1
	1 - 3 years	<input type="checkbox"/>	2
	3 - 5 years	<input type="checkbox"/>	3
	5 - 10 years	<input type="checkbox"/>	4
	10 +years	<input type="checkbox"/>	5

**SECTION TWO:** The HRM practices employed in Ugandan Private Universities

**QUESTION 2**

2.1 Indicate the extent to which you feel that Ugandan Private Universities adopt the following HRM practices using the scale below:

- 1 - Strongly Disagree (SD)
- 2 - Disagree (D)
- 3 - Neither agree nor disagree (NA/ND)
- 4 - Agree (A)
- 5 - Strongly Agree (SA)

<b>Human Resource Practice</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1.1 Human Resource Planning					
2.1.2 Recruitment and Selection					
2.1.3 Training and Development					
2.1.4 Compensation					
2.1.5 Performance Appraisal					
2.1.6 Industrial Relations					

2.2 Tick the **ONE** HR practice from the list below that you believe has the greatest impact on Human Resource Retention.

<b>Human Resource Practice</b>		
Human Resource Planning	<input type="checkbox"/>	1
Recruitment and Selection	<input type="checkbox"/>	2
Training and Development	<input type="checkbox"/>	3
Compensation	<input type="checkbox"/>	4
Performance Appraisal	<input type="checkbox"/>	5
Industrial Relations	<input type="checkbox"/>	6

2.3 Indicate your attitude about management's concern towards the following HRM practices using the scale below:

- 1 - Highly Dissatisfied (HD)
- 2 - Dissatisfied (D)
- 3 - Neutral (N)
- 4 - Satisfied (4)
- 5 - Highly Satisfied (5)

<b>Human Resource Practice</b>	<b>HD</b>	<b>D</b>	<b>N</b>	<b>S</b>	<b>HS</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.3.1 Human Resource Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.2 Recruitment and Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.3 Training and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.4 Compensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.5 Performance Appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.6 Industrial Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4 Indicate the extent to which to agree or disagree with the items relating to implementation of the under listed aspects of the HR practices in your university. Use the scale below:

- 1 - Strongly Disagree (SD)
- 2 - Disagree (D)
- 3 - Neither agree nor disagree (NA/ND)
- 4 - Agree (A)
- 5 - Strongly Agree (SA)

<b>A: Human Resource Planning</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The existing HR forecast is in line with University strategies.					
2. The University has designed clear HR objectives.					
3. The University designs and implements the set HR programmes.					
4. HR monitoring and evaluation exist in the University.					
5. Performance Appraisals are efficiently done in the University.					
6. The University implements good Industrial Relations.					
<b>B: Recruitment and Selection</b>					
1. My job interview provided a good preview of what I actually experience on the job.					
2. The actual expectations of my job accurately reflect my understanding of the job when I was hired.					
3. Previous academic engagements influenced my decision to pursue a career with the University.					
4. My interview considered Person-job fit.					
5. My interview considered Person–organisation fit.					
6. My interview considered Person–future fit.					

<b>C: Training and Development</b>					
1. I have been provided with the training necessary for success in my job.					
2. I am provided with effective mentoring and coaching experience as part of my training.					
3. I receive professional development necessary for me to perform my job capably.					
4. I am given opportunity to develop my skills.					
5. The University provides scholarships for Staff Study.					
<b>D: Compensation</b>					
1. I am compensated fairly for the work that I perform.					
2. Fringe benefits provided are competitive with those offered by other organisations.					
3. The University often implements fair upward Pay revision.					
4. University provides Awards for additional qualifications.					
5. University gives a performance related pay.					
6. There are provisions for non-monetary rewards.					
<b>E: Performance Appraisal</b>					
1. Performance Appraisals are objective and conducted regularly.					
2. There is quick feedback from appraisals.					
3. My performance has improved as a result of the appraisals.					
4. My successes are acknowledged by my supervisor.					
5. I have a clear understanding of the promotion requirements for this job.					
6. Through Performance appraisal my career dreams are enhanced.					
<b>F: Industrial Relations</b>					
1. Industrial Relations allow employee representation and participation.					

2. Industrial Relations strengthen grievance redress procedure.					
3. Industrial Relations promote employees' bargaining power.					
4. Industrial Relations enhance Union-Management cooperation.					
5. Proper Industrial Relations allows for the implementation of the job design.					
6. Industrial Relations promotes good employment Practices.					

**SECTION THREE: Other factors that influence academics retention in Private Ugandan Universities.**

**QUESTION 3A**

List any other factors that you think influence academics retention in the Private Ugandan Universities.

- 1.-----
- 2.-----
- 3.-----
- 4.-----
- 5.-----

**QUESTION 3B**

Describe how the above mentioned factor(s) influence academics retention in Private Ugandan Universities.

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**SECTION FOUR: Extent to which HRM practices influence academics retention in Private Universities.**

**QUESTION 4A**

Describe the extent to which HR practices influence Academics retention in Private Universities in Uganda.

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**QUESTION 4B**

Describe how the each of the listed Human resource management practices influence academics retention in the Private Ugandan Universities.

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-----

## SECTION FIVE: Effects of Academics retention in Universities

### QUESTION 5A

Indicate the extent to which you agree or disagree with the items relating to the effects of academics retention, using the following scale:

- 1 - Strongly Disagree (SD)
- 2 - Disagree (D)
- 3 - Neither agree nor disagree (NA/ND)
- 4 - Agree (A)
- 5 - Strongly Agree (SA)

	<b>Effect</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Academics retention improves academic performance of students.					
2	Academics retention enhances research excellence of the University.					
3	Academics retention promotes community participation.					
4	Academics retention leads to perfection in inventions and innovations.					
5	Academics retention is a strong base of Academic staff.					
6	Academics retention is a base for succession planning.					
7	Academics retention promotes academic staff inefficiency caused by overstay in the system.					
8	Academics retention limits entry of new people with new brains.					
9	Academics retention causes threat to staff base continuity in case many old staff retire at ago.					

## SECTION SIX: Challenges to staff retention

### QUESTION 6

Indicate the extent to which you agree or disagree with the items relating to the challenges of academics retention, using the following scale:

- 1 - Strongly Disagree (SD)
- 2 - Disagree (D)
- 3 - Neither agree nor disagree (NA/ND)
- 4 - Agree (A)
- 5 - Strongly Agree (SA)

	<b>Challenge</b>	<b>SD</b> <b>1</b>	<b>D</b> <b>2</b>	<b>N</b> <b>3</b>	<b>A</b> <b>4</b>	<b>SA</b> <b>5</b>
1	Lack of HR policies					
2	Absence of HR officers					
3	Inadequate Resources to effect the HR practices					
4	Competition for same Human Resource in the industry.					

## SECTION SEVEN: Strategies to improve HR practices

### QUESTION 7

Indicate the extent to which you agree or disagree with the items relating to the Strategies to improve HR practices, using the following scale:

- 1 - Strongly Disagree (SD)
- 2 - Disagree (D)
- 3 - Neither agree nor disagree (NA/ND)
- 4 - Agree (A)
- 5 - Strongly Agree (SA)



	<b>Strategy</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	HR policies Formulation and implementation					
2	Enhancing Monitoring and Evaluation					
3	Support from Top Management					

## **SECTION EIGHT: Intention to Quit**

### **QUESTION 8A**

Have you ever been employed in another university elsewhere as an Academics?

Yes		1
No		2

### **QUESTION 8B**

Please rate the following issues as they relate to your job satisfaction at the University using the scale below:

- 1 - Very poor (VP),
- 2 - Poor (P),
- 3 - Unsure (U),
- 4 - Good (G),
- 5 - Excellent (E)

<b>Human Resource Practice</b>	<b>VP</b>	<b>P</b>	<b>U</b>	<b>G</b>	<b>E</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Human Resource Planning					
2. Recruitment and Selection					
3. Training and Development					
4. Compensation					
5. Performance Appraisal					
6. Industrial Relations					

**QUESTION 8C**

Have you ever considered leaving this University as an Academic?

Yes		1
No		2

If yes, state reasons why?

- 1.-----
- 2.-----
- 3.-----
- 4.-----

If no, state reasons why?

- 1.-----
- 2.-----
- 3.-----
- 4.-----

**QUESTION 8D**

In general why does Academics leave universities?

- 1.-----
- 2.-----
- 3.-----

**QUESTION 9A**

What HR practice if improved would have the greatest impact on retention at Ugandan Private Universities? (tick what applies)

<b>Human Resource Practice</b>	
1. Human Resource Planning	
2. Recruitment and Selection	
3. Training and Development	
4. Compensation	

5. Performance Appraisal	
6. Industrial Relations	

Other (briefly state)

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**QUESTION 10A**

What initiatives has your University taken to ensure Academics retention?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**QUESTION 10B**

What results have you observed from the above initiatives taken? You may tick any.

1. Decreased Turnover		1
2. Increased Turnover		2
3. Increased Output		3
4. Increased Applicants		4
5. No Noticeable change		5
6. Other		6

Comments:

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THANK YOU

## Appendix 11 - Interview Guide.

### INTERVIEW GUIDE FOR HR OFFICERS AND TOP MANAGEMENT OFFICERS,

#### UNIVERSITY OF KWAZULU-NATAL

#### School of Management, Information Technology and Governance

Dear Respondent,

#### PhD Research Project

Researcher: Mary Nalwanga Mutyaba Wanda (+256-752-626-472)

Supervisor: Professor Sanjana Brijball Parumasur (+27 31 260 7176)

Research Office: Ms. M Snyman (031 260 8350)

I, **Mary Nalwanga Mutyaba Wanda** a PhD student, at the **School of Management, Information Technology and Governance**, of the University of Kwazulu Natal. You are invited to participate in a research project entitled:

#### RETENTION OF ACADEMICS IN UGANDAN PRIVATE UNIVERSITIES: THE ROLE OF HUMAN RESOURCE MANAGEMENT PRACTICES

The aim of this study is to: **find out what Human Resource practices exist and how relevant they are in the retention of Academics in the Private Universities in Uganda.**

Through your participation I hope to understand **the role of HRM practices in the retention of academics in Private universities in Uganda.** The results of the survey are intended to contribute to a **better understanding of the role of HRM practices in the retention of academics and to devise strategies of improving the latter's retention in universities.**

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the **School of Management, Information Technology and Governance, UKZN.**

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about **10(ten)** minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature



Date

06/10/15

**CONSENT**

I.....(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

Please tick or fill in the appropriate response

**SECTION ONE: BACKGROUND INFORMATION**

Variables	Categories
1. Gender	Male <input type="checkbox"/> 1
	Female <input type="checkbox"/> 2
2. Age	Below 29yrs. <input type="checkbox"/> 1
	30-39 years <input type="checkbox"/> 2
	40-49 years <input type="checkbox"/> 3
	50 years+ <input type="checkbox"/> 4
3. What academic level have you attained	1 <sup>st</sup> Degree <input type="checkbox"/> 1
	Honours <input type="checkbox"/> 2
	Masters <input type="checkbox"/> 3
	PhD <input type="checkbox"/> 4
	Post-Doctoral <input type="checkbox"/> 5
4. Title	Mr/Mrs <input type="checkbox"/> 1
	Doctoral <input type="checkbox"/> 2
	Assoc. Professor <input type="checkbox"/> 3
	Professor <input type="checkbox"/> 4
5. Basic Academic Roles	Lecturing <input type="checkbox"/> 1
	Research <input type="checkbox"/> 2
	Project supervision <input type="checkbox"/> 3
	Tutorials <input type="checkbox"/> 4

6. Number of years in this university	≤1year	<input type="checkbox"/>	1
	>1=2 years	<input type="checkbox"/>	2
	>2=4years	<input type="checkbox"/>	3
	>4≤9years	<input type="checkbox"/>	4
	>9 years	<input type="checkbox"/>	5

**SECTION TWO: The HRM practices employed in Private Ugandan Universities.**

1. Describe how you perceive/understand the following terms:

- a) Human Resource Practices
- b) Staff Retention
- c) Intention to Quit
- d) Intention to stay

2. Consider the following HRM practices in your university

**2.1 Human Resource Planning**

- a) How is the HR planning process conducted in this university?
- b) How do the HR planning activities relate to the overall HRM functions of the university?
- c) Does HR planning influence academic staffs' decision to stay or leave the university?

**2.2 Recruitment and selection**

- a) Generally, when new academic positions come up, does this university fill them with people who rightfully qualify or the management hand picks the staff?
- b) Please describe the recruitment and selection process in your university.
- c) How effective do you feel this approach is in attracting and retaining the right academic staff in the university?

### **2.3 Training and staff development**

- a) In your opinion, do you think that the training provided to university academics is relevant to their work assignments?
- b) Do you think that the selection into training and staff development programmes is fairly carried out? (Why do you think so?)
- c) How does the training and development in your university impact on staffs' intentions to stay?

### **2.4 Compensation**

- a) In this university is academics pay related to their roles and responsibilities?
- b) To what extent is academics satisfied with their salaries?
- c) Is the salary provided to academics competitive with that offered by other organisations?
- d) How does the remuneration impact on academics decision to stay or leave the university?

### **2.5 Performance appraisal**

- a) How frequently is performance appraisal carried out?
- b) How fast do appraise receive a feedback from the appraisals?
- c) Do you think staffs' performance improves as result of appraisals?
- d) Do appraisals have an effect on staffs' intentions to stay or leave?

### **2.6 Industrial Relations**

- a) How are Industrial relations implemented in your university?
- b) Describe the activities involved in Industrial relations
- c) What is the impact of Industrial relations on academics retention in your university?

**2.7** Which one HR practice do you consider to be more important in Academics retention?

**2.8** How do the following affect academics' intentions to stay or leave the universities?

#### **2.8.1 Commitment**

- a) Can you describe the level of employee commitment to the university?



- b) In your opinion, is the commitment based on the human resource practices or another factor?
- c) How does commitment affect academics retention at your university?

### **2.8.2 Job Satisfaction**

- a) What does job satisfaction entail? What conditions are in place to promote job satisfaction in your university?
- b) In your opinion, do you think academics are satisfied with the jobs they are doing at the university?
- c) How satisfied are you with the amount and relevance of information you receive from your superiors?

## **SECTION THREE: Extent to which HRM practices influence academics retention in Private Ugandan Universities and how.**

- 3. Describe the extent to which HR practices influence Academics retention in Private Universities in Uganda.

## **SECTION FOUR: Effects of academics retention in Private Ugandan Universities**

- 4. Explain the effects of Academics retention on universities activities?

## **SECTION FIVE: Challenges of staff retention in Private Ugandan Universities.**

- 5.1 What are the challenges to academics retention in Private Universities?
- 5,2 In your opinion why do Academics choose to quit their jobs?

**SECTION SIX: Strategies to improve HR practices**

- 6.** Suggest possible Strategies of improving HR practices in your University?

THANK YOU

## Appendix 12- Turnitin Report

Turnitin Originality Report

Draft by M Wanda

From Proposal & Draft Chapters (Doctoral Thesis)

- Processed on 09-Nov-2016 11:09 AM CAT
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