A COMPARATIVE CASE STUDY OF ZIMBABWE’S PUBLIC AND PRIVATE UNIVERSITIES’ STAFF RETENTION STRATEGIES

BY

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ABSTRACT

This study sought to find out staff retention strategies in selected Zimbabwe’s two public and two private universities. Three Human Resources personnel who were selected using stakeholder sampling and four Retained and seven Returnee lecturers who were selected using criterion sampling participated in the thesis’ multiple case study. The research instruments were the ‘self’, open-ended interviews, observation and documentary analysis. The interview data were analysed using NVivo data analysis software, while the observation and documentary data were analysed using the traditional thematic content analysis. With regards to staff retention’s strategies obtaining in Zimbabwe’s public and private universities, both sets of universities were found to have some conditions of service which served as part of the staff retention strategies. Chief among such conditions of service were provision of opportunities for research, staff development leave, contact, sabbatical and study leave. Regarding differences in staff retention strategies, public and private universities had different sources of income. The effectiveness of staff retention strategies in both kinds of universities was undermined by lack of funds, which was the greatest staff retention challenge in the studied universities. The effectiveness of particular staff retention strategies such as salaries, allowances, tuition waiver, staff development, as well as research and career opportunities was of varying degrees in the studied public and private universities. The study revealed that various mechanisms such as staff appraisal, departmental discussions and monitoring candidates undertaking their Doctor of Philosophy Degree studies among other mechanisms have been used by public and private universities to monitor staff retention strategies. Public and private university lecturers were not involved in the formulation and monitoring of staff retention strategies.
Regarding conclusions, staff retention strategies in public and private universities differed on paper, but in practice, they were the same. The realisation that lecturers needed more than their basic salaries appeared to be common to all the universities under study. Public universities tended to offer more allowances than private universities. The effectiveness of monetary and non-monetary staff retention strategies in both sets of universities is university-specific. Public universities appeared to have more staff retention monitoring mechanisms than private universities. Lack of attractive conditions of service in private universities tends to increase lecturer-quit rates more than what obtains in the public universities. The study also concluded that engagement of development strategic partners is one of the surest routes to efficient and effective staff retention strategies in public and private universities. Private universities need more staff development, research and career growth opportunities more than what the public universities do.

The study recommends that performance-based pay to pay lecturers is the best strategy to retain lecturers in both kinds of universities. Also, public and private universities should desist from practising poor management in order to retain staff. The study proposes the use of the Money, Research and Career Model (MRCM) to retain staff in the universities.
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DEDICATION

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<tr>
<td>ACDE</td>
<td>African Council for the Centre of Distance Education</td>
</tr>
<tr>
<td>AU1</td>
<td>Arrupe University</td>
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<tr>
<td>AU2</td>
<td>Africa University</td>
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<tr>
<td>BUSE</td>
<td>Bindura University of Science Education</td>
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<td>CS</td>
<td>Civil Service</td>
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<td>CU</td>
<td>Catholic University</td>
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<tr>
<td>CUT</td>
<td>Chinhoyi University of Technology</td>
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<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
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<td>GZU</td>
<td>Great Zimbabwe University</td>
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<td>HIT</td>
<td>Harare Institute of Technology</td>
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<td>HR</td>
<td>Human Resources</td>
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<td>LSCS</td>
<td>Lagos State Civil Service</td>
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<td>LU</td>
<td>Lupane University</td>
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<tr>
<td>MOHTTE</td>
<td>Ministry of Higher and Tertiary Education</td>
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<td>MRCM</td>
<td>Money, Research and Career Model for Staff Retention</td>
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<tr>
<td>MSU</td>
<td>Midlands State University</td>
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<tr>
<td>N.A</td>
<td>North America</td>
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<td>NUST</td>
<td>National University of Science and Technology</td>
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<td>ODL</td>
<td>Open and Distance Learning</td>
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<td>PhD</td>
<td>Philosophy Degree</td>
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<td>QA</td>
<td>Quality Assurance</td>
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<tr>
<td>SADC</td>
<td>Southern African Development Community</td>
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<td>SARUA</td>
<td>Southern African Regional Universities Association</td>
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<td>SDF</td>
<td>Staff Development Fund</td>
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<td>SU</td>
<td>Solusi University</td>
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<td>United Kingdom</td>
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<td>University of Mauritius</td>
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<td>UZ</td>
<td>University of Zimbabwe</td>
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<tr>
<td>WUA</td>
<td>Women’s University in Africa</td>
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<tr>
<td>ZIMCHE</td>
<td>Zimbabwe Council of Higher Education</td>
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<tr>
<td>ZOU</td>
<td>Zimbabwe Open University</td>
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xxx
CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Since the 1950s, the phenomenon of staff retention strategies, designed to reduce lecturer-quit rates, in public and private universities has been perceived as one of the most topical subjects. It is also a critical dilemma which many universities will face in the future, if not experiencing them now (Boyne, John, James and Petrovsky, 2011, Curran, 2012). There is a further perception that since the beginning of the second millennium (current era), staff retention strategies of diverse nature are obtaining in the universities around the globe (Seehra, 2013). Such developments have been motivated by the challenges developing countries’ universities face, many of which relate to the changes that are taking place on the higher education market the world over, and to which institutions have to adjust (Mhlanga, 2008). For example, research studies reveal that universities are expected to employ strategies that help them retain their best staff in the wake of growing competition among the world’s universities (Blair and Jordan, 1994; Oginni, Ogunlusi and Fysesiku, 2013; Shinn, 2002). Monetary staff retention strategies are assumed to be beneficial in the short term, while non-monetary ones are perceived to be more long lasting than the former (Osasona, 2005). Therefore, more resources are likely to be employed to arrest staff loss through brain drain.
It has appeared that regardless of the quality of staff retention strategies that developed countries’ universities offer, academic staff would not be prevented from leaving the universities (Cocklin, 2013). To confirm this view, Higgins (2012) in the United Kingdom Guardian indicates that developed countries’ universities are facing staff retention challenges by observing that the chase for talent is hotting up because there is global competition. Higgins (2012) also indicates that there are universities in the east that are investing heavily and often trying to hire back staff who have gone abroad. Underscoring the value of employing the right staff retention strategies, Higgins (2012) also recommends that if they are going to compete they have to work even harder and retain talent. Also emphasising the role of staff retention in France, Jongbloed (2012) observes that French universities are not particularly attractive to the foreign professors due to France’s inflexible national career framework and non-competitive salaries. Both Higgins (2012) and Jongbloed (2012) in the UK and France admit that while the universities were doing their level best to employ strategies to retain staff, they still need to do much more to arrest brain drain.

The effectiveness of staff retention strategies in retaining lecturers in the Zimbabwean universities is being undermined by the unfavourable socio-political economic environment in the second half of the 21st Century’s first decade (Samuel and Chipunza, 2009). After at least a decade of brain drain in Zimbabwe, public and private universities were not exempted from exceptional skills shortage. The unsustainable brain drain which Mhlanga, Matope, Mugwagwa, Phuthi and Moyo (2013) refer to as economic melt-down in Zimbabwe reached a climax in 2008
with an inflation level of 231 million %. Mhlanga et al. (2013:118) observe that, “After the economic meltdown, Zimbabwe is in the process of rebuilding the quality of staff and the staffing levels in its higher education institutions.” The rebuilding of quality staff that the above scholars are talking about is probably boosted by employing effective staff retention strategies. From the South African experience, Van Dyk, Coetzee and Tevele (2013:61) cite scholars (for example, Mohlala, Goldman and Goosen, 2012; Muteswa and Ortlepp, 2011; Van Dyk, 2012), concurring that for the contemporary South African organisation in the medical and information technology (IT) industry, the retention of service staff with scarce and critical skills has become top priority. This could be done through establishment of effective staff retention strategies in the universities.

There have been extensive studies on staff retention strategies using the concept of employee turnover (Boyne et al., 2011; Curran, 2012; Huselid, 1995; Pitts, Marvel and Fernandez, 2011). Underlining the foregoing observations, Allen (2006) studied how to retain talent as a guide to manage employee turnover and came up with two critical findings:

- One of the most critical issues facing organisations today is how to retain employees they want to keep.
- Yet nearly 25% of all U.S workers quit their jobs in 2006, and in some industries the turnover rate is considerably higher.

The above two findings are confirmed by Allen, Bryant and Vardaman (2010) who pointed out that in 2006, 23.7% of American workers voluntarily quit their jobs.
In Zimbabwe, research has shown that developing countries’ higher education institutions (HEIs) are experiencing brain drain challenges in the form of staff turnover. Zimbabwe’s HEIs are grappling with a massive exodus of senior academics with extensive teaching and research skills experience, as well as other upcoming academics (Mushonga, 2005). For example, the University of Zimbabwe at one time employed over 1000 professors (Kotecha and Perold, 2010 in Kotecha, 2010:38), but, by 2007 only 627 faculty members had remained, leading to the closure of some departments (Kotecha and Perold, 2010 in Kotecha, 2010:38). To compound the problem, due to the erosion of the remuneration packages offered to academic staff by hyperinflation, these institutions have failed to attract equally experienced lecturers as replacements for staff who have left their university posts (Kotecha and Perold, 2010 in Kotecha, 2010). The aforesaid research findings confirm research findings by Mushonga (2004; 2005). Mushonga (2004) observes that 23 000 lecturers in African universities leave the continent annually for greener pastures. Mushonga (2004) also indicates that the University of Zimbabwe had only 370 lecturers available out of the expected 1 200 in 2005. Mushonga (2004) further notes that Zimbabwe’s State Universities’ Staff Development 70 fellowship programmes are fast becoming training grounds for universities within the region and beyond. Lecturers were leaving their jobs because of low pay, lack of research and staff development facilities to name a few (Adi, 2012; Mushonga, 2005). It is not surprising that universities are expected to play a major role in employing staff retention strategies that make them an employer of choice.

Other researches in Zimbabwe focusing on staff retention strategies have also established that lack of opportunities for staff development fellowship (Mushonga, 2004), as well as contact and
sabbatical leave (Mupemhi and Mupemhi, 2011) have complicated efforts to retain staff in the local universities. To underscore, the preceding position, according to Mushonga, one of the few academic staff who had been privileged to go on Staff Development fellowship leave had the courage to write:

... I have been here for six months now. My fellowship is for one year, with the possibility for extending... The story of Zimbabwe is discouraging (Munyazaza, 2004 in interaction web. retrieved 14 December 2005).

In the same vein, Mupemhi and Mupemhi (2011) criticised the way the Midlands State University’s (MSU) staff representatives were handling the issues of contact and sabbatical leave. The university was not making an effort to tailor their staff retention strategies to the needs of the staff and the universities at large. While MSU had a good reward strategy for the academics, Mupemhi and Mupemhi (2011) were not happy with the way the university was denying the academics their right to go for contact and sabbatical leave. According to Mupemhi and Mupemhi (2011), denying academics opportunities for contact and sabbatical leave was a sure way of violating the conditions of service of academics.

The question whether or not university managers and Human Resources Managers care about the role of staff retention strategies is subject for empirical investigation. Research has also shown that managers and employees usually have many shared expectations that affect retention (Dreyer-Hadley, Maurel and Fiori, 2008: 285). The same authors go on to give some examples of such expectations as the desire for:

1. Recognition of work done.
2. Open communication about the firm’s goals and values.

While Dreyer-Hadley et al.’s (2008) findings originated in North Carolina, they seem to confirm previous research findings by Salopek (2000) cited by Netswera, Rankhumise and Mavundla (2005) in South Africa who state that retention leaders need to do the following in order to avoid brain drain (encourage staff retention) (in no order of priority):

1. Managing people and not retention.
2. Having a culture of caring, balanced with a tradition of excellence.
3. Never soliciting employee feedback and then ignoring it.
4. Keeping an eye on the high performers and rewarding outstanding performance.
5. Viewing people management as a strategic management issue.

Research findings stated above demonstrate that staff retention in regard to manager and employee expectations has been widely researched, but what remains largely unexplored is the effectiveness of these staff retention strategies and their monitoring mechanisms to retain staff in Zimbabwe’s public and private universities. Research is also increasingly focusing on employees’ sense of job embeddedness as an aspect of turnover intention (Van Dyk et al., 2013:62). Van Dyk et al. (2013) view job embeddedness as standing for the collective, generally non-effective reasons an employee will not leave a job. The same authors also cite Lee, Mitchell, Burton and Holtom (2004) who perceive job embeddedness as a retention construct that reflects employees’ decisions to participate directly both on and off the job. Moreover, Van Dyk et al. (2013) adopt Mitchell, Holtom, Lee, Sablynski and Erez’s (2001) suggestion that when individuals have multiple attachments related to their sense of job embeddedness in an
organisation, these attachments are likely to retain them, even if they think about leaving as a result of particular circumstances (such as getting a better offer or a company relocation to a non-preferred location). On the same subject, Van Dyk et al. (2013) also cite Caldarola’s (2010) opinion that individuals who are highly embedded in their jobs might choose to stay with an employing organisation even if the circumstances are less than the ideal. The preceding researchers in this are making a proposal that job embeddedness could be one of the staff retention strategies at the disposal of universities.

Van Dyk et al. (2013) cite scholars (such as Döckel, 2003; Döckel, Bason and Coetzee, 2006) who concur that over the past four decades (1970-2010), the role of commitment in the retention of scarce and critical staff has received much attention. They also hold the same views with Casper, Harris, Taylor-Bianco and Wayne (2011); Meyer and Allen, (1991) who indicate that organisational commitment has been related to employee’s intention to stay with their organisation. Van Dyk et al. (2013) also agree with Mayer and Herscovitch (2001) on the grounds that this topic is still deemed important today and the nature of the psychological process through which people choose to identify with an organisation (Cohen, 2003; Neininger, Lehmann-Willenbrock, Kauffeld and Henschel, 2010). Van Dyk et al. (2013) also confirm previous research findings by Delobbe and Vandenberghhe (2000) and Spector, (2008) who observed that research findings indicate that employees who are strongly committed to their organisation are less likely to leave.
Empirical studies have been carried out in various universities in Zimbabwe (Blair and Jordan, 1994; Kotecha and Perold, 2010; Mapolisa and Chirimuuta, 2012; Mhlanga et al., 2013; Mupemhi and Mupemhi, 2011) but with negligible attention to comparative studies of staff retention strategies in Zimbabwe’s public and private universities. The paucity of such studies is not confined to Zimbabwe alone. Amrein-Beadsley (2007) and Mulkeen, Chapman, De Jaeghere and Leu (2007) studied teacher attrition in schools in Canada and Africa, while Bushe (2012), Gberevbie (2009) and Ng’ethe, Iravo and Namusonge (2012) studied aspects of employee retention in Botswanan, Nigerian and Kenyan universities, respectively, but with little focus given to staff retention strategies, the focus of this thesis.

In an effort to retain staff in organisations, Botha, Busin and Lukas de Swardt (2011) studied an employer brand predictive model for talent attraction and retention in South Africa. Botha et al. (2011) cite Cheese, Thomas and Craig (2007), Crous (2007), Michington (2010) and Willock (2005) who contend that a growing body of research evidence supports the relationship between employer brand and the attraction and retention of talent. Botha et al. (2011) also adopt Dell, Ainspan, Bodenberg, Troy and Hickey’s (2001) opinion that even though it is fairly customary among larger companies to use employer brand to attract and retain talent, they also subscribe to Cheese et al., (2007) and Minchington (2006) who found that companies are ineffective in developing, maintaining or realigning their employer talent attraction and retention tool.

The foregoing observations highlight the dire skills shortage that has resulted from employees with critical skills leaving organisations to find better opportunities beyond the borders of given
countries (Van Dyk et al., 2013). Research studies for a twenty year period 1994-2014 show that most of the studies focused on building quality staff, brain drain, staff turnover, staff retention in schools and isolated universities, job embeddedness, employer brand and the influence of leadership and management on staff retention in the universities. There has been little or no attention given to research on staff retention strategies in the universities. Attention was also given to the influence of staff development fellowship, contact and sabbatical leave on staff retention in the universities, but not on a comparative basis. The previous studies lacked context specificity regarding staff retention strategies, their effectiveness, monitoring mechanism, challenges faced by the public and private universities in implementing staff retention strategies, and measures to mitigate such staff retention challenges on a comparative basis. Therefore, in Zimbabwe, there is a paucity of comparative research on staff retention strategies in public and private universities.

1.2 Statement of the problem

Staff (employee) retention strategies rank top among the greatest challenges that many organisations face today, let alone, academic institutions in contemporary times (Bushe, 2012). Universities around the globe are experiencing staff turnover which undermines staff retention, despite offering staff retention strategies they consider attractive (Jongbloed, 2012). Moreover, Ng’ethe et al. (2012:205) observe that, “Employee retention is one of the challenges facing many organisations both public and private, occasioned by globalisation that has intensified competition and increased mobility of highly skilled employees.” While there appears to be a lot of literature on staff retention of academic staff in the universities (Al-Omari, Qablan and
Kirasawnneh, 2008; Amutuhaire, 2010; Bushe, 2012 Daly and Dee, 2006; Mupemhi and Mupemhi, 2011; Mubatsi, 2012; Ng’ethe et al. 2012; Van Dyk et al., 2012), there seems to be few studies that have specifically focused on staff retention strategies obtaining in Zimbabwe’s public and private universities on a comparative basis. The study, therefore, sought to explore the underlying main research question:

To what extent are staff retention strategies comparatively effected in Zimbabwe’s public and private universities?

1.3 Aims of the study
The study has two aims. First, it sets out to examine staff retention strategies obtaining in Zimbabwe’s public and private universities. It also seeks to recommend some measures to mitigate staff retention challenges.

1.4 Objectives of the study
The study has been guided by five objectives namely to:

1. Compare staff retention strategies that obtain in Zimbabwe’s public and private universities.

2. Establish the effectiveness of staff retention strategies in Zimbabwe’s public and private universities.
3. Explore how Zimbabwe’s public and private universities monitor the implementation of staff retention strategies.

4. Examine challenges that undermine the effectiveness of staff retention strategies in Zimbabwe’s public and private universities.

5. Recommend measures to mitigate staff retention challenges.

1.5 Research Questions

The study has sought answers for the five sub-questions which are as follows:

1. How do staff retention strategies obtain in Zimbabwe’s public and private universities?

2. How effective are staff retention strategies in Zimbabwe’s public and private universities?

3. How are staff retention strategies monitored in Zimbabwe’s public and private universities?

4. What are the challenges that Zimbabwe’s public and private universities face in the implementation of staff retention strategies?

5. How best can the challenges that Zimbabwe’s public and private universities face in the implementation of staff retention strategies be mitigated?
1.6 Assumptions of the study

In carrying out the study, the researcher has made five assumptions. First, the existing staff retention strategies are not motivating the academic staff to stay in the universities. Second, selected Zimbabwe’s public and private universities have relevant Human Resources (HR) personnel, Returnee and Retained Lecturers for selection to take part in this study. Third, information that the foregoing participants provide would be sincere and reflecting the true picture of the nature and kind of staff retention strategies obtaining in Zimbabwe’s public and private universities. Fourth, the Permanent Secretary for the Ministry of Higher and Tertiary Education (MOHTE) and the public and private universities’ Registrars would authorise the researcher to gain entry into the research sites in order to enable him to complete the research cycle on time. Fifth, the public and private universities’ authorities would avail to the researcher all the valuable documents regarding staff retention strategies to help the researcher corroborate observations and interviews (Glesne and Peshkin, 1992).

1.7 Significance of the Study

The findings from the study are of great significance to many stakeholders. These stakeholders include universities’ managers, Ministry of Higher Education and Technology (MOHTE), the students, academia, industry and commerce, and the researcher. The findings are important for ten reasons. First, the study provides university managers with empirical data to arm them with possible standard and best practices to retain academic staff. Second, MOHTE would be provided with empirically tested information to help them improve policy decisions on staff
retention strategies in Zimbabwe’s public and private universities. Third, industry and commerce indirectly benefits from ‘quality’ graduates who they would employ, once they have been trained by satisfied, motivated, committed and retained lecturers.

A fourth significance of the study concerns students. Students would be the major beneficiaries of the study because retention of qualified, skilled and experienced lecturers would ensure that students receive adequate knowledge of the right quality. The fifth benefit of the study is that by comparing staff retention strategies in Zimbabwe’s public and private universities, the researcher generates new knowledge regarding staff retention strategies in the studied universities.

The sixth benefit of the study pertains to the lecturers themselves. Findings from the study inform the lecturers about the role they could play in making sure that their universities retain them in a motivational and satisfying manner.

Seventh, staff retention strategies are there in Zimbabwe’s public and private universities whose visions are to become the best employers, but little is known about how best staff retention strategies are implemented with the intent to make them effective and sustainable. This study’s findings may influence attention in that direction.
Eighth, the research is worth carrying out because it convinces Zimbabwe’s public and private universities’ managers to be proactive rather than reactive to lack of staff retention situations. They use hindsight to become proactive by questioning the worth of existing staff retention strategies with a foresight to draft and offer staff retention strategies meant to improve the quality of life of lecturers.

Ninth, the conduct of this study benefits the researcher by mastering the art of carrying out qualitative research. The researcher derives a great deal of satisfaction from the study by growing academically since the study is undertaken in partial fulfilment of the requirements for the Doctor of Philosophy in Educational Management with the Zimbabwe Open University.

Tenth, while many studies have been carried out world over, they were focusing on staff retention and staff retention strategies for isolated organisations. There appears to be very little comparative research regarding staff retention strategies in the public and private universities from a qualitative research point of view and from the multi-perception of HR, Returnee and Retained Lecturer participants. On the basis of these theoretical and methodological gaps, the conduct of this study in order to comparatively interrogate and inform practice regarding how well Zimbabwe’s public and private universities employ staff retention strategies.
1.8 Delimitation of the study

The study focused on a comparison of staff retention strategies obtaining in Zimbabwe’s public and private universities. Given the geographical dispersion of Zimbabwe’s public and private universities, financial and time constraints, it was not possible to study all the universities in Zimbabwe. Therefore, the study was confined to comparative case studies of selected two public and two private universities in Zimbabwe targeting the HR personnel, Retained and Returnee Lecturers. HR personnel were selected using stakeholders criterion sampling, while Retained and Returnee Lecturers were selected using criterion purposeful sampling. The study’s findings were generated using open-ended face-to-face interviews, document analysis, and the researcher and observation method. In terms of methodological theory, the study was confined to qualitative research whose design, sampling and data generation methods have been mentioned above. Regarding literature review demarcations, the study was confined to the main concept of staff retention and its sub-concept of staff retention strategies. The theories that guided the study were Adam’s Equity Theory (1964), Vroom’s Expectancy Theory (1964), Herzberg’s Two-Factor Theory (1965), Staff Empowerment Theory, Staff Satisfaction Theory and two remotely-related theories namely, the Affect Needs Theory and the Disposition Theory. The study was carried out between January 2009 and December 2013. This was the time of the dollarisation of the Zimbabwean currency using the United States Dollar to assist the studied universities’ managers to employ all the possible staff retention strategies within their means to retain the scarce key staff their universities had.
1.9 Limitations of the study

Ideally, it would have been preferable to conduct a study of this magnitude to cover all the universities in Zimbabwe. The study had four limitations. The first limitation concerned lack of relevant comparative literature on staff retention strategies in Zimbabwe’s public and private universities. In a bid to minimise the negative impact of this limitation on the current study, the researcher continuously searched for whatever available related literature on the Internet, journals and previous theses during the study period.

Some documents of utility value to the study (Strategic Plans and staff exit interviews for the private universities) were not readily available and accessible despite the researcher’s efforts to convince the authorities about how they were going to be used in the study. As a solution to this challenge, the researcher had to rely on the internet to access available Strategic Planning documents to aid data digging. Also, the MOHTE’s Permanent Secretary cleared the researcher after four months to visit the research sites, while some registrars took more than a month to clear the researcher to visit the participants at the research sites. To overcome this challenge, the researcher had to exercise patience because he believed once authority to carry out the study was granted it was highly unlikely to have it revoked if he were to observe the research ethics in their entirety.
While it was a pleasure to note that the researcher gathered large volumes of rich data from the interviews, the data were rather hard to manage and analyse using the thematic interpretive content analysis that Silverman (2006) advocates for. The researcher used qualitative data analysis software called NVivo to enable him to manage, present, analyse and interpret the findings. The researcher also used thematic content analysis to analyse data from observation and documentary analysis evidence.

1.10 Research methodology and approach used
The study was rooted in the qualitative research paradigm, interpretivism (research philosophy, subjectivism (epistemology) and the case study approach. Qualitative research enabled the researcher to study staff retention strategies obtaining in Zimbabwe’s public and private universities on a comparative basis from the lived experiences (Flick, 2009; Yin, 2009) of the HR personnel and Retained and Returnee Lecturers. Through interpretivism the researcher was able to come up with thick descriptions (Creswell, 2012) of staff retention strategies in the Zimbabwe’s public and private universities. As a result of subjectivism, the researcher was able to be conscious of staff retention strategies obtaining in Zimbabwe’s public and private universities on a comparative basis ‘through other people’s interpretations of it’ (Pratt, 1998 in Huglin; 2003:4). As a consequence of using the multi-case approach, the researcher was able to investigate the phenomenon studied in this enquiry in great depth and generate new knowledge (Gill and Johnson, 2002; Yin, 2009).
The three HR participants were selected using stake-holder criterion purposeful sampling, while the seven Returnee and four Retained Lecturers were selected using criterion – purposeful sampling. The multiple data sources for this study were the open-ended interviews, documents, observations and the researcher as the primary instrument of research. They were corroborated by the related literature review.

NVivo, qualitative data analysis software was used to analyse the interview data because of its voluminous nature (Creswell, 2012), while documentary and observational data were analysed with thematic content analysis that Silverman (2006) highly regards. Details for the methodology are presented in Chapter 3.

1.11 Ethical and legal considerations
The researcher observed a number of ethical considerations during the conduct of this study. He ensured that the participants signed the informed consent form to indicate that they voluntarily agreed to take part in the study. The researcher sought institutional approval by applying for permission to visit the research sites from the Permanent Secretary of MOHTE – and also applied for permission to gain entry into the university and access to the participants from the Registrars. In observing, anonymity the researcher assured the participants that he would not use the real names of their universities and would use pseudonyms such as Case1, Case 2, Case 3 and Case 4, and Cases 1-4 HR, Retained and Returnee Lecturer participants to identify their universities and the participants. To avoid plagiarism, the researcher used own tables and acknowledged sources. The researcher also took Silverman’s (2006) advice to observe other
research ethics such as the right to privacy, avoiding harm to the participants, but maintaining objectivity, integrity, honesty in reporting procedures.

1.12 Organisation of the study

The study comprises six chapters. Chapter 1 presents the introduction which consists of the background to the study, rationale to the study, statement of the problem, aims and objectives of the study, research questions, assumptions of the study, delimitations and limitations of the study, theoretical/conceptual framework, research methodology and approach to be used, ethical considerations and definition of terms.

Chapter 2 reviews related literature in the area of staff retention and related fields such as staff turnover and brain drain. The review covers the conceptual framework of staff retention and staff retention strategies. Related studies in Zimbabwe and beyond would be reviewed as well.

Chapter 3 focuses on the research methodology. It consists of a discussion of the qualitative research paradigm, interpretivist research philosophy, subjectivism (epistemology), multiple-case study approach, stakeholders and criterion purposeful sampling to select the participants, the research instruments, data collection and analysis procedures and research ethics.
Chapter 4 presents, analyses and interprets research findings for staff retention strategies obtaining in Zimbabwe’s public and private universities on a comparative basis; their effectiveness and monitoring mechanisms.

Chapter 5 presents, analyses and interprets findings on challenges faced by Zimbabwe’s public and private universities in implementing staff retention strategies on a comparative basis. It also deals with measures to mitigate challenges that undermine the implementation of staff retention strategies in Zimbabwe’s public and private universities on a comparative basis.

Chapter 6 concludes the study with the summary, findings, conclusions and recommendations. It also presents the model that the researcher conceptualizes for retaining staff in universities and a chapter summary.

1.13 Definitions of special terms and expressions

Key terms defined and used in this study are staff retention, staff retention strategies, public university and private university.

1. **Academic staff retention**: Bushe (2012:2) views academic staff retention as the, “process or the ability of an institution to not only recruit staff, but also to retain competent staff through establishing a quality of work-life, best place of work, and being an employer of choice contingent upon committed formulation and
execution of best practices in human resources and talent management.” Michael (2008) in Ng’ethe et al. (2012:298) perceives ‘staff retention’ as, “a voluntary move by an organisation to create an environment which engages employees for a long term.” From the two definitions, it can be perceived that staff retention is a process of attracting skilled, competent and qualified staff and making sure that they are kept happy, satisfied, motivated to the organisation in order to alleviate mass exodus of such staff with critical skills.

2. **Staff retention strategies:** refer to personnel retention strategies which entail planning or setting of decision making organisational behaviour to retain competent workforce for performance (Gberevbie, 2008 in Gberevbie, 2009). For the purposes of this study, staff retention strategies refer to possible measures or policies that university management boards employ in order to prevent skilled staff from quitting the universities.

3. **Public universities:** refer to universities that are funded and managed by governments (Idumange and Nanighe, 2006). In this study, public universities refer to state-owned highest institutions of learning.

4. **Private universities:** denote universities that are founded and owned by private proprietors such as religious bodies, businesses and military organisations (Idumange and Nanighe, 2006). Within the context of this study, private universities imply highest institutions of learning that do not rely on public funds for their running, but are run by private organisations such as churches, armies, mines and businesses.
1.14 Summary

Chapter 1 introduced the nature of the problem studied in this research with regards to the background to the study, rationale for the study, aims and objectives of the study, research questions and delimitations of the study among other components. It also pointed out the study’s limitations; how the study is going to be carried out (research methodology and approach to be used), research ethics, conceptual and theoretical framework, and definition of special terms. In that regard, this chapter provided the basis for the other five chapters for this study. The next chapter of the study dwells on the review of the related literature.
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction
The previous chapter focused on the introduction of the study. The current chapter reviews related literature with respect to staff retention strategies. The review of related literature is three-fold. First, the researcher begins the review by giving a conceptual reflection of staff retention, as the researcher’s main concept; and staff retention strategies as a derivative of staff retention. Second, the researcher reviews a seven-pronged theoretical framework comprising: (1) five theories that inform the study directly namely, the Adam’s Equity Theory (1963), Vroom’s Expectancy Theory (1964), Herzberg’s Two-factor Theory (1965), Staff Empowerment Theory and Staff Satisfaction Theory; and (2) two remotely related theories such as the Affect Needs Theory and the Disposition Theory. Third, within the framework of this study, a review of related literature will be made in line with selected studies on staff retention strategies on the background of staff retention and staff turnover. In doing so, a thematic approach is used to review the related literature using five themes derived from the research questions put across in chapter 1. The first theme, staff retention strategies is double because it is combining the first two research questions. The other three themes guiding the review of the related literature are; mechanisms to monitor staff retention, staff retention challenges and measures to mitigate staff retention challenges. Selected countries around the world provide studies for review in this study. At the end of each of the three sections, the researcher gives a critique to show the gaps in
literature, knowledge and practice that this study intends to fill in. A summary that captures critical reviews of the literature closes this chapter.

2.2 Conceptual Framework

The study’s main concept is staff retention and its sub-concept is staff retention strategies. A conceptual reflection of the two key terms is undertaken to give direction to the discussion.

2.2.1 Staff retention

Existing literature view staff retention from different perspectives. Adi (2012:340) perceives the term as a process that, “is about capacities to capture the extent to which the organisation effectively develops talent, information and resources to increase customer value.” The focus of this conceptualisation of staff retention is to increase customer value. According to Bushe (2012: 2):

Academic staff retention refers to the process or the ability of an institution not only to recruit qualified staff, but also to retain competent staff through establishing quality of work-life, motivated staff climate, best place of work, and being the employer of choice contingent upon formulation and execution of best practices in human resource and talent management.

Staff retention in Bushe’s (2012) thinking is about making an organisation an employer of the moment. In the views of Akindele (2007) in Adi (2012:5), “employees are encouraged to remain with the organisation for the maximum period of time or until the completion of the project.” This view is about organisations making sure that employees keep their jobs as long as the organisations want to utilise the employees’ expertise. Similarly, Gary (2008) in Adi (2012:5) described retention to mean, “systematic efforts by the employers to create and foster an environment that encourages employees to remain on their jobs by having policies and practices
in place.” By implication, staff retention exists when managers become employee-centred in managing their employees. Sigler (1999) in Adi (2012:340) confirms Gary’s (2008) findings in Adi (2012:5) that, “retention is about willingness to stay at an organisation which is influenced by incentives to pay or compensation and job satisfaction.” Dube and Ngulube (2013:2) view staff retention in the context of knowledge retention in this way, “Due to recent trends in the world of work, knowledge retention has been lauded as a useful strategy to mitigate turnover challenges that threaten organisational survival and growth.”

Seen from the above perspectives, staff retention has the following features, that is, it:

- Is customer-driven.
- Is meant to make the organisation the best employer.
- Is supposed to make employees keep their jobs for good.
- Encourages employers to employ employee-friendly strategies to enable organisations to keep best workers.
- Urges employers to make sure that they keep their workers satisfied.
- Is reflective of alleviating staff turnover, brain drain and staff attrition as well as staff mobility.
- Is illuminative of staff commitment, motivation and loyalty.
- Is a reflection of an individual’s performance on one’s job.
- Depicts the kind of attitudes that one holds about one’s job.
- Portrays the degree to which one identifies with one’s job.
While the review above indicates that retention is all the efforts that public and private universities may utilise to reduce staff turnover, this study has sought to determine the degree to which such a perception obtains among personnel in public and private universities in Zimbabwe.

2.2.2 Staff retention strategies

Staff retention strategies, just like staff retention, have also been conceptualised from different angles in literature. First, staff retention strategies are viewed as personnel retention strategies which denote a means, plan or set of decision-making behaviours put in place by organisations to retain their competent workforce (Gberevbie, 2008 in Gberevbie, 2009). Echoing the preceding scholar’s view, Oginni et al. (2013:5) point out that, “It can be deduced that employee retention strategies, are policies and practices an organisation adopts to prevent valuable employees from leaving the job while at the same time securing their trust and loyalty so as to reduce their desire to leave in the future.” Also, staff retention strategies are about appropriate rewards and job satisfaction (Gomez-Meja and Balkin, 1992 in Gberevbie, 2009; Heneman and Judge, 2003 in Gberevbie, 2009) performance pay (Griffeth, Hom and Gaertner, 2000 in Gberevbie, 2009) and participative decision making and information sharing (Iyayi, 2002 in Gberevbie, 2009; Jike, 2003 in Gberevbie, 2009; Riordan, Vandenberg and Richardson, 2005 in Gberevbie, 2009). Staff retention strategies are, therefore, deliberate means in the form of worker-centred policies that organisations adopt and put into practice in a bid to retain their best personnel.

An inference of the preceding perceptions of staff retention strategies indicates that this concept has two descriptions namely, monetary and non-monetary in nature. The monetary ones include
salary, bonuses, pension, salary increments and other monetary incentives particular to an organisation. The non-monetary staff retention strategies comprise favourable policies and practices to retain staff, appropriate job satisfaction, participation decision making, worker-centred leadership and management styles and practices, and information sharing. Also, letters of commendation, time off from duty, enhanced personal fulfilment and gestures are other good examples of staff retention strategies (Boyne et al., 2011). Over the long term, sincere praise and personal gestures are far more effective and more economical than awards of money alone (McCord, 2014).

On the basis of the foregoing conceptualisation of staff retention strategies, the current study aimed to establish the strategies that Zimbabwe’s public and private universities were employing to retain their staff.

2.3 Theoretical Framework

The theoretical framework comprises:

(a) Theories that inform the study directly, for example;

- Equity Theory (1965);
- Expectancy Theory (1964);
- The Staff Empowerment Theory
Herzberg’s Two-Factor Theory (1959); and

Staff Satisfaction Theory; inclusive of

(b) Other remotely related theories, for instance;

- The Affect Theory; and

- The Disposition Theory.

2.3.1 Staff satisfaction theory

The proponent of staff satisfaction theory is Locke (1976) who points out that this theory is also reviewed in literature using the rubric ‘employee satisfaction’. Locke (1976) observed that more than 3 300 scholarly articles had been published on the topic of job satisfaction. Exponents of this theory, Harter, Schimdt and Hayes’ (2002) search yielded another 7 855 articles having been published between 1976 and 2000. As the increase in research studies suggests, the notion of workplace attitudes (e.g., job satisfaction) might be positively connected with performance outcomes continues to intrigue academic scholars as well as practising managers (Harter et al., 2002).

Locke (1976) provides the most used definition of staff satisfaction on organisational research when describing staff satisfaction as a pleasurable positive emotional state resulting from the appraisal of one’s job or experiences. The theory, according to Smith, Kendall and Hulin (1969) considers five facets of staff satisfaction: pay, promotions, co-workers, supervision and the work
itself. Locke (1976) adds a few other facets: recognition, working conditions, and company and management.

The staff satisfaction theory acknowledges that a happy worker is likely to be more productive and likely to stay in a job than an unhappy one (Gesinde and Adejumo, 2012: 302). According to Dimitriades (2005), an employee who is happy tends to be satisfied with virtually everything that is associated with the job (Dimitriades, 2005). In line with staff retention in organisations, Charles (2010) asserts that success of any organisation depends on the performance of its employer and employees can give their best if they are satisfied.

Job satisfaction has been perceived differently in literature. For instance, Spector (1997) in Gesinde and Adejumo (2012) perceives it to be positive attitude towards the job and organisation and the extent to which employees like (enjoy) or dislike (do not enjoy) their job, while Rajat (2009) argues that job satisfaction describes how an individual is content with one’s job. Charles (2010) observes that job satisfaction is proportional to the feelings of happiness and commitment in the minds of employees about their job. Also, the majority of research examining the staff satisfaction-performance relationship has been conducted on the micro-level, otherwise known as the individual employee level. For example, research has reported a positive correlation between individual’s job attitudes and their performance (r=17; Iaffaldano, Muchinsky, 1985).
In terms of implied staff retention, Gesinde and Adejumo (2012) relate satisfaction to staff retention by indicating that the benefits accruing to employees that are genuinely satisfied with their jobs are many. Such benefits include better pay, attractive allowances and benefits, and better opportunities. They also cite Mosadeghrad, Ferlic and Roseberg (2008) who point out that job satisfaction and commitment are critical to retaining and attracting well qualified personnel. Furthermore, Murrell, Robinson and Griffiths (2008) in Gesinde and Adejumo (2012) observe that in the field of nursing job satisfaction can also impact on patient safety, productivity, and performance, quality of care, retention and turnover, commitment to the organisation and profession.

Gesinde and Adejumo (2012) also indicate that the manner in which employees from diverse jobs are satisfied or dissatisfied with their jobs has theoretical and empirical perspectives that help link it with staff retention. To that extent, there are quite a number of theories that attempt to explain factors associated with job satisfaction or dissatisfaction in search of staff retention. Most notable ones, according to Ng’ethe et al. (2012:206) are Equity Theory (1965), Expectancy Theory (1964) and Herzberg’s (1959) Two Factor Theory, all of which are relevant to this study. The major weakness of the staff satisfaction theory is to maintain a homeostatic balance between individual job satisfaction and individual performance.


2.3.2 Equity Theory

The proponent of the Equity Theory was Stacey Adams, a workplace and behavioural psychologist, who developed his job motivation theory in 1963 (Anderson and Patterson, 2008). Equity Theory is concerned with the perceptions people have about how they are treated as compared with others (Ng’ethe et al., 2012). The same authors posit that employees seek to maintain equity between the input they bring into a job (education, time, experience, commitment and effort) and the outcome they receive from it (promotion, recognition and increased pay) against the perceived inputs and outcomes of other employees. Ng’ethe et al. (2012) point out that failure to find equity leads to various actions one of which may be to leave the organisation. They further point out that the major strength of this theory is that, it recognises that individual inputs such as education, experience, effort should be recognised in such a way that equity is experienced. They go on to propound that the Equity Theory shows that individuals are part of a larger system. Therefore, this theory, according to Ng’ethe et al. (2012), guides in understanding what may influence academic staff to leave their jobs. Further, Ng’ethe et al. (2012) argue that in turn, this contributes to labour mobility within and outside the academia. In order to reveal the dearth of knowledge regarding the phenomenon of staff retention strategies, the researcher expands the issue of labour mobility within and outside the academia using local experiences against what obtains in organisations and universities of the world’s selected countries in section 2.3.

The Equity Theory’s other strength is related to the concept of sensitivity (Adams, Treadway and Stepina, 2008). The personal judgements of the workers directly assessed the equitable nature of
relationships in the work environment, related to their perceived treatment in the workplace by peers and management (Anderson and Patterson, 2008). Another strength of the Equity Theory is that it takes some time to move a worker through the three stages of the theory - benevolent, sensitive and entitled - before adverse results are experienced in the workplace (Jewczyn, 2010).

Ng’ethe et al. (2012) indicate that the major weakness in this theory is subjectivity of the comparison process. They cite Beardwell and Claydon (2007) who observe that there is a tendency in human nature to distort their inputs especially in regard to effort and hence it becomes hard when comparing their levels of commitment to the job. Another weakness of the Equity Theory is that once a worker has moved through all three stages, the worker then becomes extremely dissatisfied with the work environment and seems beyond recovery to a regular, constructive state where the individual would once again be a productive asset to the company.

In spite of the growing interest in this theory, there appears to be a dearth of knowledge in regard to how the Equity Theory can be applied to staff retention in universities. This theory has been largely applied to motivation in the organisations of different settings with the study’s research sites. Also, the theory has been tested in isolated educational institutions (Ng’ethe et al., 2012), thus, the studies were not comparative in nature. On the basis of this gap, the current study seeks to enquire how the Equity Theory can be used to promote staff retention or further strengthen existing staff retention strategies in Zimbabwe’s public and private universities on a comparative basis. In addition to the preceding point, the current comparative study explores the consistency
of the Equity Theory in Zimbabwe’s public and private universities from the multi-perception of the HR, Returnee and Retained Lecturer participants.

### 2.3.3 Expectancy Theory

Amongst traditional motivational theories, Vroom’s Expectancy Theory (1964) is based on the fact that motivation of employees to perform at work was shown to be the results of three categories of beliefs they held about their work. These beliefs are labelled: 1) expectancy, 2) instrumentality and 3) valence. Expectancy is the belief that if one puts forth effort, it will result in performance. Instrumentality is the belief that if one performs, there will be a reward. Valence is the perceived value of the reward to the recipient (Greenbert and Baron, 2008; Di Cesare and Sadri, 2003). In Vroom’s model, these three aspects combine themselves multiplicatively: 

$$\text{Motivation force} = \text{Valence} \times \text{Instrumentality} = \text{Expectancy} (VIE).$$

The general strength of the Expectancy Theory, and perhaps the reason it has been one of the most popular theories of motivation so far, is that it represents rationality in economics and as such, may allow good understanding of the various impacts of economic downturn on people and their motivation in the work context (Greenbert and Baron, 2008). In addition, it is sophisticated enough to encompass both objective and subjective criteria (such as Story, Hart, Stasson, and Mahoney, 2009); intrinsic and extrinsic influences, as well as the concept of locus of control (Hackman and Lawler, 1971). Story et al. (2009) further indicate that Expectancy Theory concentrates on a cognitive process with very well defined categories, allowing clear conclusions to be drawn, thus, a cognitive appraisal could contribute to a clear rational vision and help the regulation of emotion.
Three limitations associated with the Expectancy Theory are advanced by Schmidt and Dolis (2009). First, when the market is depressed, the level of motivation of workers to stay on the job through the Expectancy Theory will be low, as it would be assumed that people will not have high expectation (E) to stay on their jobs. Second, the same could be applied to instrumentality (I) factor. If one takes the example of pay and looking at the reduction of income issue, the probability of the job satisfying workers is reduced. Third, when individuals face adversity in the course of goal pursuit, expectancies for the eventual attainment can determine whether individuals persist or disengage because low expectancies indicate that continued investments of time and effort are unlikely to pay off in the end. The scarcity of job satisfaction logically makes staff retention strategies a very high value (V) component.

In the context of staff retention strategies, Ng’ethe et al. (2012:207) cite Vroom (1964), Porte and Lawler (1968), Lawler (1994) who concur that Expectancy Theory is widely used in turnover intentions. They also borrow Daly and Dee’s (2006) idea that basic to the idea of expectancy theory is the notion that people join organisations with expectations and if these expectations are met they will remain members of the organisation. Ng’ethe et al. (2012) also point out that, according to turnover and retention frameworks developed from this theory, decisions to stay or leave an organisation can be explained by examining relationships between structural, psychological and environmental variables. Ng’ethe et al. (2012) subscribe to scholars (Zhou and Volkwein, 2004; Daly and Dee, 2006) who contend that empirical studies employ the model of employee intent to stay that is grounded on expectancy theory which includes
structural, psychological and environmental variables. Structural variables include work environment, autonomy, communication, distributive justice and workload. Psychological variables include job satisfaction, organisational commitment and the environmental variables include availability of job opportunities. However, Sutherland (2004) in Ng’ethe et al. (2012:207) established that, “job satisfaction and organisational commitments do not necessarily lead to loyalty, long defined as the intention to remain with the employer.” While the preceding observations about the Expectancy Theory have been made on other African universities in general, they did not bring out clearly how the theory influences staff retention strategies in public and private universities on a comparative basis. In terms of staff retention strategies offered in the studied universities, the researcher was prompted to establish whether going by the tenets of the Expectants Theory, academics join public universities with different expectations from the expectations they would have when they join private universities. It was on account of this observation that this study sought to explore the degree of applicability of the Expectancy Theory in enhancing staff retention strategies in Zimbabwe’s public and private universities.

2.3.4 Herzberg’s Two-Factor Theory

The proponent of the Two-Factor Theory was Fredrick Herzberg, a behavioural scientist who explored factors that make people feel satisfied or dissatisfied- in his book called The Motivation of Work he published in 1959. This theory is also called the Motivation-Hygiene Theory (Story et al., 2009). According to Herzberg (1959), factors that affect employee dissatisfaction, or hygiene factors have to do with the external work environment. The factors include: compensation, company policies, working conditions, fringe benefits and job security (Barnes
Factors that affect employee satisfaction, or motivators, are intrinsic to an employee’s work. These include: sense of achievement, recognition, responsibility, opportunity for growth and meaningfulness of work (Bender, 2007).

Herzberg’s Theory offers four strengths relevant to this study (Bender, 2007). First, managers need to focus on providing employees with good working conditions and offer rewards to motivate workers to do their best. Second, Herzberg made a valuable contribution in identifying a range of specific factors that lead to employee satisfaction and dissatisfaction. Third, the motivators are the top two needs of the hierarchy—esteem needs and self-actualisation needs. These needs when fulfilled, would give employee satisfaction. Fourth, by improving job content, employees get a sense of achievement and work enjoyment. When workers are happy with their jobs, the general mood improves and so does productivity. Thus, the advantage of this theory is that managers are able to actually work on basic needs, once identified, and then move to more complex needs of the employees.

In terms of limitations of the Two-Factor Theory, Herzberg categorises basic needs of human beings as hygiene factors (Hall, 2005). This means that basic needs do not give motivation, but merely create a conducive work environment. Second, the theory uses standardised scales of satisfaction which may have caused errors in his findings (Bender, 2007). Third, the theory does not cater for individual differences as it fails to realise that different people have different needs and thus, different motivators (Barnes and Morgeson, 2007).
In the context of staff retention strategies, Hall (2005) and Ng’ethe et al. (2012) cite Herzberg (1968) and Herzberg (1959) respectively who indicate that the two factor theory argues that people are motivated by their internal values. Motivation to work is internally generated and is propelled by variables that are intrinsic to the work which include achievement, recognition, the work itself, responsibility, advancement and growth (Hall, 2005; Ng’ethe et al., 2012) argue that certain factors induce dissatisfying experiences to employees and these factors largely result from non-job related variables also called extrinsic variables. These are company policies, salaries, co-worker relationships, relationship with supervisors, supervisory or management styles, relationship with peers, status, security, personal life, work conditions and relationships with subordinates (Armstrong, 2009 in Ng’ethe et al. 2012; Hall, 2005). This study adopts Ng’ethe et al.’s (2012) opinion that this theory is relevant to the study of staff retention strategies in that it recognises that employees have two categories of needs that operate in them and that both should be addressed.

Ng’ethe et al. (2012) concur with related studies such as Ssesanga and Garret (2005) who used a model from Herzberg to establish factors influencing the job satisfaction of academics in Uganda. On the same footing, Ng’ethe et al. (2012) cite Michael (2008) and Samuel and Chipunza (2009) who use the theory to establish motivational variables influencing staff retention in public and private organisations in South Africa. Radiover (2005) used the theory to study factors influencing retention of sales consultants in South Africa (Ng’ethe et al., 2012). The foregoing observations about Herzberg theory were not specifically focusing on staff
retention strategies in public and private universities. It was against the backdrop of such a discrepancy that this study investigated how the theory could be a guide to establishing staff retention strategies obtaining in Zimbabwe’s public and private universities.

2.3.5 The Affect Theory
The Affect Theory was propounded by Locke in 1976 (Gesinde and Adejumo, 2012). The theory indicates that satisfaction is determined by the level of commitment an employee holds about one’s job (Gesinde and Adejumo, 2012). Gesinde and Adejumo (2012) note that, ‘The Affect Theory’ of Locke (1976) posits that workers who are committed to their profession are more positively or negatively attached to their organisation than their counterparts who have a casual approach. The weakness in this theory is the degree to which managers will be able to control conditions which influence employee commitment (Gesinde and Adejumo, 2012). This theory has not been tailored to the interests of staff retention strategies in public and private universities. Therefore, the present study intended to find out the extent to which the Affect Theory influences the nature of staff retention strategies in Zimbabwe’s public and private universities.

2.3.6 Dispositional Theory
Gesinde and Adejumo (2012) point out another theory called Dispositional Theory. The proponent of the Dispositional Theory was Judge in 1998 (Gesinde and Adejumo, 2012). This theory, according to Gesinde and Adejumo (2012), argues that people have dispositions that tend to make them have tendencies towards the creation of a level of satisfaction. The dispositional approach as reviewed in literature prior to 1998 suggests that individuals vary in their tendency
to be satisfied with their jobs, in other words, job satisfaction is to some extent an individual trait (Staw, Bell and Claussen, 1986) This observation is at variance with Herzberg’s Two-Factor Theory whose findings ignored the principle of employee individuality. This approach became a notable explanation of job satisfaction in the light of evidence that job satisfaction tends to be stable over time and across careers and jobs (Staw and Cohen-Charash, 2005). This theory was rather silent on how it could be applied to staff retention strategies in public and private universities. Its focus was on how job satisfaction and job attitudes affect employee motivation in organisations which were not of university contexts. Based on this gap, the current study aimed at finding out the degree to which ‘The Dispositional Theory ‘could be applicable to staff retention strategies obtaining in Zimbabwe’s public and private universities.

2.3.7 Staff Empowerment Theory

Staff empowerment is one of the most topical and novel approaches for keeping a contented staff in the light of staff retention. Proponents of this theory include Herzberg (1959), Vroom (1964) and House (1971) to name a few (Dimitriades, 2005). According to Moye and Henkin (2006), the concept of empowerment subsumes control of one’s work, autonomy given on the job variations of team work, and pay systems that match with performance. On the same note, Liden et al. (2000) highlight that researchers and practitioners have embraced empowerment as a way to encourage decision making at lower levels in organisations. Dimitriades (2005) describes empowerment as an act and culture of granting power to the persons being empowered. The same authors go on to consider empowerment as a process that leads to the experience of power and also the psychological state that manifests itself as the conditions sought rather than being
measured. Menon (2001) in Dimitriades (2005) argues that empowerment is the major new industrial weapon against domestic and international threats that contributes to wise utilisation of human resources.

Val and Lloyd (2003) perceive empowerment as a managerial style where managers share with members of the organisation their influence in the decision making process. The same scholars go on to point out that empowerment and trust can have dynamic effects in organisations in terms of complexity, reduce transaction costs, strengthen relational systems within flatter organisational structures and diminish the need for supervisory oversight.

Within the context of educational institutes, Vice Chancellors are the persons that act as leaders. They are responsible for providing direction to their subordinates. The development of a strength-based, positive organisational culture begins with strong positive leadership (Tombaugh, 2005). Empowerment together with trust, are elements that could facilitate a supportive environment. The theory of empowerment could be a guide for the researcher to establish staff retention strategies that obtain in Zimbabwe’s public and private universities.

The staff empowerment theory, according to Dimitriades (2005), has three weaknesses. First, while empowered employees can have increased levels of confidence, they can the levels of confidence too far in some situations and end up crossing the line into arrogance. Second, arrogant employees are difficult to deal with because they do not take direction well and can
become insubordinate. Third, while information sharing empowers staff members, there is an risk increased risk of leaking confidential and security-related data to people who should not access to that type of information.

2.3.8 Remarks from the theoretical framework
The foregoing discussion in sections 2.3.1 to 2.3.7 has established that since the equity, expectancy, Herzberg’s Two-Factor Theory, staff empowerment and staff satisfaction theories appear to be reasonably established in the available related literature, there appears to be a dearth of knowledge with regards to how well such theories inform the effecting of staff retention strategies in Zimbabwe’s public and private universities. The major focus of the discussed theories was on motivation, job satisfaction and commitment. The same presentation of theoretical framework reveals that the affect and disposition theories appear to be in their relative infancy or exploratory stages suggesting that the conduct of this study can be among other platforms for exploring the applicability of such theories to the effecting of staff retention strategies in Zimbabwe’s public and private universities, and other organisations. While the affect and dispositional theories appear to be relatively new, they have been mentioned for completeness only, but will not be used in the comparative study on account of their remoteness.
2.4 Related Studies

2.4.1 Review of related literature on staff retention strategies and their effectiveness

A review of related literature on staff retention strategies and their effectiveness is made to cover examples of organisations’ experiences from selected European, American, African and Asian and Australian countries.

2.4.1 (i) Staff retention strategies in Europe and their degree of effectiveness

Under this section, a review of related literature regarding staff retention strategies and their degree of effectiveness is made using four European countries namely, the Netherlands, Germany, France and the United Kingdom.

2.4.1. (i) (a) The Netherlands

In regard to staff retention strategies obtaining in Universities in the Netherlands, Jongbloed (2012) came up with three findings. First, there are often fringe benefits and allowances that academics may receive on top of their wages. Second, some of these add-ons are determined collectively, often in collective labour market arguments and depend on national regulations with respect to pensions, parental leave and health insurance. Third, the retention strategies are clearly not just because of attractive salaries and other benefits and rewards, but also due to the recognised excellence of the Netherlands research activities and reputation of a system that is open to researchers from all over the world.
2.4.1. (i) (b) Germany

In the same study, Jongbloed (2012) highlights staff retention strategies obtaining in German universities. Professors were found to be generally civil servants with permanent lifelong positions that they have obtained after ‘habilitation’ a formal post-doctoral qualification usually earned after a publication of a major book and a public lecture. Jongbloed also found that other allowances are determined individually such as performance bonuses, or as in this case of German professors – depend on an individual’s skills at negotiating a good package.

In terms of the effectiveness of staff retention strategies in German universities, Jongbloed (2012) found out that bonuses for good performance now exist in Germany although only about 25% of the university professors receive the bonus.

2.4.1. (i) (c) France

In French universities, Jongbloed (2012) found out that lecturers were offered bonuses in a bid to retain them. Regarding the effectiveness of the preceding staff retention strategy, Jongbloed (2012) observed that recently institutional salary policies were not allowed, but this is changing. The author notes that a bonus to reward performance in teaching and research has been recently introduced, alongside laws to increase autonomy of the universities.
2.4.1 (i) (d) The United Kingdom

Jongbloed (2012) also established some staff retention strategies that the United Kingdom’s universities employ to keep their staff on the jobs. The scholar found out that the UK offers relatively high salaries to senior academics. It was also found out that the UK compares relatively well with the US judging from the average academic salary. Jongbloed also found out that over the course of more than 20 years of the continuous marketing, British universities have been competing vigorously to attract high – quality academic staff with better salaries and terms of employment. Other emerging staff retention strategies were that each university in the UK has different hiring practices, rewards and promotion criteria.

2.4.1. (i) (e) Observations made from the study of European universities and other organisations

Jongbloed (2012) carried out a study in the above named countries on academic retention in Europe. The scholar found out that in its recent communication ‘Supporting Growth and Jobs: An agenda for the modernisation of Europe’s higher education systems,’ the European Commission once again urged universities to reform human resources policies – to increase autonomy around human resources and to introduce incentives to reward excellence in teaching and research. These observations were consistent with the Expectancy Theory in which: 1) expectancy is the belief that if one puts forth effort, it will result in performance, 2) instrumentality is the belief that if one performs, there will be a reward, and 3) valence is the perceived value of the reward to the recipient (Greenbert and Baron, 2008). These findings are clear staff retention strategies that if implemented would continuously improve staff retention in Zimbabwe’s public and private universities.
2.4.1. (ii) Staff retention strategies and their effectiveness in Asia and Australia

A review of related literature on staff retention strategies in Asia is done using the Malaysian and Pakistan’s experiences, as well as Australian experiences.

2.4.1. (ii) (a) Malaysia

Hong, Hao, Kumar, Ramendran and Kadiresan (2012) studied the effectiveness of Human Resources Management Practices in the Malaysian Institute of Higher Learning. The identified employee empowerment, training and development, appraisal system and compensation are some of the staff retention strategies obtaining at the Institute of Higher Learning. By using a multiple regression analysis, Hong et al. (2012) found that training and development, appraisal system and compensation were significant employee retention strategies. While this study was quantitative in nature, it merely outlined staff retention strategies. Hong et al. (2012) did not give details of such staff retention strategies in regard to their effectiveness from the participants’ points of view, documentary analysis and observation analysis reports, in a similar manner this qualitative study did.

Hong et al. (2012) confirmed three hypotheses to demonstrate the effectiveness of staff retention strategies on one hand. These researchers confirmed:

- There is significant relationship between employee compensation and employee retention.
• There is significant relationship between employee training and employee retention.

• There is significant relationship between appraisal system and employee retention.

In the first hypothesis, employee compensation is effective in retaining staff when it satisfies the employees (Pitts et al., 2011). The second hypothesis implies that employee training would be an effective staff retention strategy when staff members have exposure to fair and adequate training opportunities (Allen et al., 2010). The third hypothesis signifies that a proper appraisal system could effectively retain workers since it permits employees and employers to rate the former’s performance on a collegial basis (Boyne et al., 2011).

On the other hand, Hong et al. (2012) disconfirmed the following hypothesis:

• There is a significant relationship between employee empowerment and employee retention.

The basis for Hong et al.’s (2012) decision to disconfirm the above hypothesis could have been rooted in the kind of management and leadership style employed in the studied organisation.

2.4.1. (ii) (b) Pakistan

Sohail, Muneer, Tanveer and Tariq (2011) carried out a study entitled: ‘Losing your best talent’: Employee Retention to Dilemma of Textile Industry: A case of Textile Sector’ in Pakistan. These scholars found out that career path, compensation and working environment were key employee retention strategies.
As regards to the effectiveness of staff retention strategies in Pakistan, Sohail et al. (2011) concluded that career path is the most valuable factor that employees look for in order to work in an organisation. The scholars also found that compensation and working environment were also effective in retaining staff, but not in a similar manner to what career path does.

2.4.1. (ii) (c) Australia

Hutchings, De Cieri and Shea (2009) studied employee attraction and retention in the Australian Resources sector. Respondents for these authors’ study emphasised the provision of competitive remuneration (including overtime pay, bonuses, annual anniversary allowances, options, profit sharing, share purchase plans, subsidised rent, cash in lieu of leave, extra superannuation for two or more years of service, living away from home allowances, contract completion bonus, salary sacrifice, car leasing). Also in Hutchings et al. (2009) study, the scholars viewed good work conditions, training and development opportunities as some of the staff retention strategies in the studied sector. Hutchings et al.’s (2009) findings suggest that some respondent organisations have implemented a range of good employment practices including competitive remuneration and bonuses, training and development and improved workplace benefits with a small number providing flexible and non-standard work. In an academic paper on practical retention strategies presented to the MINTRAC Conference Hall (2005) identified six staff retention strategies, inter alia:
• Motivational fit-challenge; meaning; autonomy; organisational fit; manager relationship; job clarity;
• External rewards – recognition; advancement; compensation; pay vs contributions; company responsiveness;
• Co-operation and trust – cooperation with co-workers; trust in workplace;
• Company direction – clear vision and strategy; appropriate selection practices;
• Home-life geographic location; work-life balance and
• Workplace discord – internal politics, stress workplace volatility.

2.4.1. (ii) (d) Observations made from the study of Asian and Australian universities and other organisations

The two Asian and two Australian studies managed to establish useful staff retention strategies in both non-university and university settings. In the context of university settings, the studies established the existence of these staff retention strategies; employee empowerment, training and development, appraisal system and compensation (Hong et al., 2012). They also indicated the extent to which some of the strategies were effective in retaining staff in Asian and Australian settings, but not in the context of Zimbabwe. The observations that were made from non-university settings were: career path, compensation and working environment to name a few (Sohail, et al., 2011). The studies also confirm the Staff Empowerment Theory’s assumption that the concept of empowerment subsumes control of one’s work, autonomy on the job variations of team work, and pay systems that match with performance (Moye and Henkin, 2006). It was
consequent upon such findings that this study examined the relevance of such observations to staff retention strategies and their effectiveness in Zimbabwe’s public and private universities.

2.4.1. (iii) Staff retention strategies and their effectiveness in America

This section reviews related literature with respect to staff retention strategies and their effectiveness in America using the United States and Canadian experiences.

2.4.1. (iii) (a) The United States

A number of studies of American origin have attempted to focus on staff retention studies obtaining in different sectors of the economy. Allen et al. (2010) studied; “Retaining Talent,” Replacing Misconceptions with Evidence-Based Strategies in the U.S. They concurred with (Breaugh and Stark, 2000; Griffeth and Hom, 2001; Hunter and Hunter, 1984; Kristof-Brown, Zimmerman and Johnston, 2005; Kammeyer-Mueller and Wanberg, 2003; Hom and Griffeth, 1995; Heneman and Judge, 2006; Aquino, Griffeth, Allen and Hom, 1997; Hom and Gaertner, 2000; Tepper, 2000; Ramsey, 2006; Vance, 2006; Allen, 2006) on perceiving recruitment, selection, socialisation, training and development, compensation and rewards, supervision and engagement as staff retention strategies.

In another U.S. study Scott, Mc Mullen and Royal (2012) studied retention of key talent and the role of rewards and identified bonuses, competitive compensation plan, communication, high potential plans, jobs rotation, mentoring, retention agreements, succession planning,
training/development and work-life balance as critical staff retention strategies. In an earlier research conducted by Dreyer-Hadley et al. (2008), recognition of work done, open communication about the firm’s goals and values, job stability and security and competitive wages emerged as staff retention strategies still in the U.S.

According to the Drake International North America (N.A.) undated (n.d) in Canada, a U.S. neighbour considered top performer profiling, orientation and on-boarding, performance reviews, career pathing and the two-way value proposition, communication, morale boosting, competitive compensation, non-monetary reward and recognition, employee surveys, exit interviews and the Boomerang effect as some of the staff retention strategies of note.

Studying “So hard to say Goodbye? Turnover Intention among U.S. Federal Employees, Pitts et al. (2011) cite Johnston et al. (1993) who observed promotion as a staff retention strategy. Pitts et al. (2011) also concur with Cotton and Tuttle (1986), Griffeth, Hom and Gaertner (2000), Porter and Steers (1973) and Spector (1985) on considering career growth and promotion as staff retention strategies. Job tenure, according to Pitts et al. (2011) citing Blau and Khan (1981), Cotton and Tuttle (1986), Lambert, Hogan and Barton (2001), Lewis (1991) and Sørenson (2000), was also found to be another staff retention strategy. Pitts et al. (2011) also found empowerment, employee relationships and communication as among staff retention strategies.
Regarding the effectiveness of staff retention strategies in America, Scott et al. (2012) concluded that rewards professionals are concerned about are their organisation’s ability to retain key staff. The same researchers also found out organisations that identify, define, and manage key talent deeper into the organisation being more confident that they will be able to retain staff. In another U.S. study, Allen et al. (2010) found out that more engaged employees are less likely to quit, so designing work to foster employee engagement can also be effective. Allen et al. (2010) also established that specific approaches include providing autonomy and task variety, fostering team environment, providing and supporting specific challenging goals, and recognising employee contributions.

In a relatively early investigation, Dreyer-Hadley et al. (2008:286), focusing on effective supervision, found out that the “secret of good human resources management is to manage each staff person as an individual.” Dreyer-Hardley et al. (2008:286) also made two observations, “First, a great deal of guidance exists on how to do this, but most research on motivating professionals centres on two factors: challenge and recognition. Second, professionals seek challenging work and recognition for doing good job.”

Allen (2006: 9) made a critical observation about effective staff retention strategies by citing Mitchell, Holtom, Lee, Sablynski and Erez (2001) who describe how employees become embedded in their jobs and communities in this way:

As employees participate in their professional and community life, they develop a web of connections and relationships on and of the job. Leaving a job would
require severing or rearranging these connections. Employees who have many connections are more embedded, and thus have numerous reasons to stay in an organisation.

Allen’s findings are echoed by Van Dyk et al.’s (2013) research findings on job embeddedness in South Africa focusing on how employees end up keeping their jobs in an institution.

### 2.4.1. (iii) (b) Canada

The Drake International NA (n.d) considered valuing people, recognising the problem regarding why people are leaving and know what you are doing about the problem as effective staff retention strategies. On the basis of a plethora of findings in the U.S. and Canada, the researcher took the opportunity to enquire how well such findings bode with staff retention strategies obtaining in Zimbabwe’s public and private universities on a comparative basis.

### 2.4.1. (iii) (c) Observations made from the study of American universities and other organisations

Judging from the American-based studies whose focus ranged from the U.S Federal Employees to the Drake International NA, a number of staff retention strategies were identified. Chief among such strategies were recruitment, selection, training and development as well as compensation, to cite a few examples. The degree of effectiveness of such strategies in retaining staff was analysed in these studies. Examples of effective strategies were found to include employee engagement, rewards and managing key talent deeper into the organisation. This literature is confirming Herzberg’s (1959) Two-factor theory which identifies rewards and compensation as motivators as well as training and employee engagement as motivators. In relation to the conceptual framework, the literature also concurs with Gomez-Meja and Balkin
(1992) in Gberevbie (2009) and Heneman and Judge’s (2003) findings in Gberevbie (2009) who perceived staff retention strategies as appropriate rewards and job satisfaction. The findings were tailored to developed economies’ settings in comparison to Zimbabwe’s. The studied organisations were not universities and the investigations were not comparative in nature. This study aimed to find out to what extent the American staff retention strategies and their effectiveness compare with those of Zimbabwe’s public and private universities.

2.4.1. (iv) Staff retention strategies in Africa and their effectiveness

The following is a review of staff retention strategies in selected African countries.

2.4.1. (iv) (a) Kenya

Ng’ethe et al. (2012:300) studied the influence of leadership on academic staff retention in public and private universities in Kenya and found out that the leadership was a staff retention strategy by concluding that leadership influences academic staff retention in Kenyan public universities. Ng’ethe et al. (2012:300) found that, “Employees are more likely to remain with an organisation if they believe that their managers show an interest and concern for them, if they know what is expected of them.” Tarusikirwa (2000: 43-44) argued that good leadership is characterised by the creation of a good organisational climate in three ways.

First, good leadership involves workers in decision making to give workers a sense of belonging. Second, it provides a good organisational infrastructure which is essential for the achievement of goals. Third, it provides a good communication system which makes all workers aware of the reward system in place.
On a different footing, Gwavuya (2011) affirms that incompetent leadership results in poor performance, high stress, low job commitment, low job satisfaction and high turnover intent. In another empirical review, Ng’ethe et al. (2012) studied determinants of academic staff retention in public universities in Kenya and concurred with previous research findings (Michael, 2008; Kipkebut, 2010; Obwogi, 2011; Shoabi et al., 2009; Tettey, 2006; Döckel, 2003; Waswa and Katana, 2008; Chew, 2004) on the following staff retention strategies; leadership, distributive justice, work environment, autonomy, promotion opportunities, training and development, salary and recognition, although the findings were not of Kenyan origin.

In connection with the effectiveness of staff retention strategies in Kenya, Ng’ethe et al. (2012:297) established that, “leadership style inversely and significantly influences intention of academic staff to leave …” This finding is confirmed by Mapolisa and Chirimuuta (2012:445) in Zimbabwe who concluded that, “ZOU lecturers’ departure was never induced by the leadership…” Against the backdrop of these findings the present study seeks to find out whether or not leadership style influences staff retention strategies in Zimbabwe’s public and private universities on a comparative basis.

2.4.1. (iv) (b) Ghana

Ghansah (2011) investigated the role of the retention on job performance with specific reference to a case study of Accra Brewery Company Limited in Accra. Ghansah (2011) is in concurrence
with other studies conducted in other countries on viewing advancement opportunities, work-life balance, reward and recognition, salary and remuneration as some of the staff retention strategies of note.

With regards to the effectiveness of staff retention strategies employed in Ghana, Sokro (2012:164) in a study on the impact of employer branding on employee attraction and retention found out that, “brand names of organisations may significantly influence the decision of employees to join and stay in the organisation.” Also, Sokro (2012:171) concluded that employees today are choosing to work for reputable organisations.”

2.4.1. (iv) (c) Uganda

In a paper presentation made in Ghana about staff retention in Uganda, Tibatemwa-Ekirikubinza in the University Leaders’ Forum (2008:21) spoke about, “Makerere University’s efforts at staff retention and development with particular reference to gender issues.” She described how Makerere’s Staff Development Policy and Staff Development (SD) Fund, funded by five percent of tuition from privately sponsored students and a smaller contribution from all students, had reduced depending on external funding for staff development (p.21). The same speaker went on to point out that the allocation of SD funds was based on submissions of priority needs by academic units to the Staff Development Committee. She also said Makerere waived tuition for members of staff and encouraged them to undertake their graduate study at Makerere. She indicated that staff securing full-time training opportunities had to apply for study leave, be
bonded and were required to teach for a period determined by the length of their study abroad. Also, basic salary was paid to members of staff on approved study leave, and the staff retained either the housing unit (for family use) or the housing allowance. The university, she said, assiduously enforced a non-discrimination policy between male and female members of staff (p.21).

2.4.1. (iv) (d) Nigeria

Gberevbibe (2009) carried out a study on personnel recruitment and retention strategies in Lagos State Civil Service of Nigeria and identified personnel recruitment, personnel training and career development and promotion as some of the staff retention strategies to keep competent workforce for enhanced performance. In another Nigerian study, Oginni et al. (2013) identified dignity and respect, recognition and reward, job security, facilities, training support as well as competitive pay to be the most commonly used retention strategies in Nigerian private universities.

Some Nigerian studies explored the effectiveness of staff retention strategies. Gberevbibe (2009: 226) found out that in the area of employee retention, the study found out that, “the Civil Service put in place good incentives to retain employees.” On the other hand, Gberevbibe (2009) indicated that these retention strategies are, however, not adequate to retain competent personnel compared to what is provided by private organisations to retain its employees (p.226).
In another Nigerian study, Mitala (2003) in Oginni et al. (2013:6) identified the following staff retention strategies as effective:

The preliminary retention motive to include five major elements (financial and non-financial incentives); environment (physical structure, surrounding and atmosphere of the workplace); growth (advancement prospect and development on the job vis-à-vis organisation); relationship (mode of interactions existing between employer and employees, superior and subordinates, subordinates, organisation and the outside world); and support (assistance to needy employees).

Mitala’s findings were corroborated by Armstrong (1993) in Oginni et al. (2013) who observed that these elements of preliminary motive have the capacity to persuade workers to remain in their workplace for a long duration depending on the organisation’s need of the worker.

2.4.1. (iv) (e) Botswana

Bushe (2012) conducted an empirical review of factors that determine academic staff retention and commitment in private tertiary institutions in Botswana and underscored the importance of the human resources, viz academics in achieving organisational goals, viz university goals. He found out that there was a need for creating a motivating work environment that not only motivates but engages workers in productive work outcomes.

2.4.1. (iv) (f) South Africa

Botha et al. (2011) researched on employer brand predictive model for talent attraction and retention and found out that the employer brand was a staff retention strategy. These scholars
were reiterating earlier literature review by Netswera et al. (2005) on employee retention factors for South African Higher Education Institution who cite Salopek (2000) and the IRS Report (2000) stating that the leaders need to manage people well in order to retain them.

In another study, Curran (2012) assessed turnover in the Languages Services Sector of the Parliament of the Republic of South Africa and identified effective recruitment and selection training and development, adequate, external considerations, appreciation and support, as well as career pathing as staff retention strategies.

With respect to the effectiveness of staff retention strategies in South Africa, Brum (2007) studied what impact training had on employee commitment and employee turnover in South Africa. He/she concluded that training coincided with commitment, establishes employee commitment and assist organisations to build a more committed and productive workforce. In another study in South Africa, Botha et al. (2011:1) revealed that, “Key findings suggested that employer brand is influenced by the target group needs, a differentiated Employer Value Proposition (EVP), the people strategy, brand consistency, communication of the Human Resources (HR) employer brand.” In another study on organisational commitment and job embeddedness of service staff with critical and scarce skills, Van Dyk et al. (2013) confirms in South Africa confirm earlier investigation findings by Allen (2006) in the U.S. on the issue that job embeddedness was valuable to mangers interested in retaining key staff and could provide valuable pointers for the design of effective human resources retention strategies.
2.4.1. (iv) (g) Zimbabwe

Three relevant studies are reviewed under this section. Mhlanga et al. (2013) investigated academic staff development strategies in engineering fields of study with particular reference to Zimbabwe. They identified from their survey that Zimbabwean government is presently sponsoring Master’s, MPhil or DPhil students through local universities. Chambari, Madhina, Nyamangara, Mtandwa and Damba (2008) studied retention strategies for health workers in Zimbabwe. They observed remuneration, housing support, transport support, career advancement, continuing education support, education support for children, better working conditions, working hours and leave, better work environment including equipment, facilities, protective clothing, medicines and sundries, space and systems, family relocation support and creating of Health Services Board. While these findings were quite noble, they were tailored to health institutions rather than Zimbabwe’s public and private universities.

In another study, Mapolisa and Chirimuuta (2012) explored strategies to hire back former Zimbabwe Open University’s lecturers to the institution, and highlighted utilisation of lecturers’ expertise in quality assurance, staff development schemes, competitive salaries, and schemes to acquire houses, cars and capital to start businesses as staff retention strategies.

Mupemhi and Mupemhi (2011) investigated internal strategies in state universities in Zimbabwe with a particular focus on the Midlands State University (MSU). Regarding the effectiveness of
staff retention strategies in Zimbabwe, Mupemhi and Mupemhi (2011: 40) concluded that the organisational culture and reward strategy are the driving forces for employee attraction, motivation and retention.” Mupemhi and Mupemhi (2011) observed that Midlands State University (MSU) had a unique organisational culture entrenched in its vision, mission and values. The same authors indicated the reward strategy was effective since MSU was able to offer competitive remuneration, benefits, as well as attractive work-life development and career opportunity, as well as performance management and recognition. On a different note, Mhlanga et al. (2013) observed that government sponsorship for Master’s, MPhil or DPhil studies through local universities was a very effective staff retention strategy in the similar manner. Timatemwa-Ekirikubinza spoke highly of the Staff Development (SD) fund in sponsoring full-time lecturers at Makerere University for further studies (University Leaders’ Forum, 2008). Also, provision of adequate equipment, facilities and resources was viewed as effective in retaining staff (Case 1 Yearbook, 2003; Case 4 Strategic Plan Document, 2010-Vision 2015; Case 3 Strategic Plan 2012-2015, 2012; Case 1 Strategic Plan 2010-2014 Plan Draft Document). Leadership style also had a say in the lecturers’ decision whether to stay or quit the university (Mapolisa and Kurasha, 2013). Furthermore, research opportunities for lecturers were effective in keeping them motivated (Mapolisa, Muyengwa and Chakanyuka, 2010). Relatively early research (Chambari et al., 2007) identified schemes for supporting accommodation at some hospital institutions and a housing allowance, transport allowance and vehicle purchase loan scheme, family relocation support as well as creating of a Health Services Board as some of the effective staff retention strategies.
2.4.1. (iv) (h) Observations made from the study of African universities and other organisations

A number of studies in Africa based on the universities, health organisations and a brewery succeeded in pointing out possible strategies to retain staff in the context of the studied organisations. They highlighted important factors for staff retention which may cause alarm if they are not in place. Key staff retention strategies in the Afro-centric literature are: leadership, distributive justice, work environment, autonomy, promotion opportunities, training and development, salary as well as recognition. The same literature corroborates this study’s theoretical framework (Two-Factor Theory, Expectancy Theory, Staff Empowerment Theory, and Staff Satisfaction Theory). They also managed to indicate how the identified strategies such as training, promotion and professional autonomy were effective in retaining staff in their organisations, but did not compare them in the context of Zimbabwe’s public and private universities. On the basis of such findings, this study seeks to compare the applicability of the aforementioned staff retention strategies to Zimbabwe’s public and private universities. Similar attention was also given to the degree of effectiveness of such strategies in the studied universities. The existence of staff turnover in Zimbabwean universities is indicative of the failure of the current retention strategies to retain staff. This study seeks to fill this gap.

2.4.2 Mechanisms to monitor staff retention strategies

This section reviews literature related to mechanisms to monitor the implementation of staff retention strategies in identified organisations, starting with selected foreign countries, and ending with the Zimbabwean experiences. Mechanisms to monitor staff retention strategies refer to the means of keeping an eye on how staff retention strategies are implemented in given
organisations (Pitts et al., 2011). They include staff appraisal system, career development plans for individual employees and long term employment contracts (Coates, Dobson, Friedman, Goedegebuure and Meek, 2009; Curran, 2012).

2.4.2 (i) Mechanisms to monitor staff retention strategies in Europe

This section reviews mechanisms to monitor staff retention strategies in the context of selected European countries namely, the United Kingdom and the Netherlands.

2.4.2 (i) (a) The United Kingdom

Jongbloed (2012) identified two monitoring mechanisms for staff retention strategies in the UK universities. First, academic pay and rewards are heavily based on an individual’s research productivity. Second, universities also try to attract leading researchers with non-monetary rewards such as equipment and laboratories. While the above two findings appear to be staff retention strategies per se, they could become useful to monitor staff retention when employers have full knowledge of the degree to which their employees possess such strategies.

2.4.2 (i) (b) The Netherlands

Jongbloed (2012) came up with a three-fold mechanism to monitor staff retention strategies in the Dutch universities. First, academic, research and other terms of employment in the Dutch higher education system are settled by universities in negotiation with labour unions that represent academics. Second, the resulting collective labour agreement leaves significant room for individual universities to determine job tasks and tenure criteria. Third, there is a trend toward more individualised employment contracts. Such schemes help make working conditions
in academia more attractive during times when, due to the impending retirement of a large number of senior academics on the years to come, the ability to secure high-level academics will continue to pose a major challenge. Employment terms, collective labour agreements and individualised employment contracts become strategies to monitor staff retention if they are legally binding (Waswa and Katana, 2008). Fourth, People Perspective Theme Cultured Citizenship that realises that people are unique individuals who have diverse needs that define them individually (McCord, 2014). People Perspective Theme Cultured Citizenship, according to Case 4 university settings, realises the importance of the human factor in all its activities, hence, the need to prioritise issues of human capital, information capital and organisational capital (Case 4 Strategic Plan: Vision 2015:10). Also supporting the preceding observation, Case1’s Draft Strategic Plan (2010-2014: 6) notes, “We believe the diversity and enhancement of our staff are essential to our continued success. We are committed to the development of their skills and to their participation in the affairs of the university.” Case 3 Strategic Plan (2012-2015) points out that Case 3 believes in gender equity.

2.4.2. (i) (c) Observations made from the study of European universities and other organisations

The review of related literature has revealed that European universities have put in place mechanisms to monitor staff retention strategies were including: basing academic pay and rewards on an individual’s research output, attracting leading researchers with non-monetary rewards such as equipment and laboratories, individualised employment contracts, effective collective labour agreements which leave room for individual universities to determine job tasks and tenure criteria. These observations relate to the Two-Factor Theory which points out that
motivation to work is internally generated and is propelled by variables that are intrinsic to the work which include achievement, recognition, the work itself, responsibility, advancement and growth (Hall, 2005; Ng’ethe et al., 2012). In that regard, the manager’s knowledge of the degree levels of intrinsic motivation of his/her employees acts as one of the mechanisms to monitor staff retention strategies in an organisation. On the basis of such findings, the present study is prompted to examine how well such observations apply to African universities, Zimbabwean universities in particular.

2.4.2. (ii) Mechanisms to monitor staff retention strategies in Asia and Australia

This section makes a review of related literature with regards to mechanisms to monitor staff retention strategies in selected Asian and Australian namely, Bangladesh, Pakistan, Malaysia and Australia.

2.4.2. (ii) (a) Bangladesh

Ranchman (2010) explored brain gain in Bangladesh with a focus on what makes it possible. The author cited pull factors offered by the government by pointing out that the difference between the return of high skilled professionals of Bangladesh and other countries such as India and Taiwan is the pull factors offered by respective governments. This finding acknowledges the government has a role to monitor staff retention of professionals, but it did not describe how public and private university professionals could be retained.
2.4.2. (ii) (b) Pakistan

In Pakistan, Sohail et al. (2011:899) regards career development as staff retention monitoring mechanism by positing that, “providing these career development opportunities restrict employees from leaving the organisation and increase in loyalty.” Sohail et al. (2011) also cite Hannay and Northan (2000) arguing that, “future opportunities for the workers also help in monitoring staff retention as these opportunities entail more pay, additional work responsibilities superior work environment and different incentive plans.” These findings agree with Allen et al. (2010) who cite Griffeth and Home (2001) and Heneman and Judge (2006) regarding compensation and rewards as staff retention monitoring mechanisms in the U.S.

2.4.2. (ii) (c) Malaysia

Hong et al. (2012:64-66) propose, “compensation, performance appraisal, training and employee empowerment as some of the possible staff retention monitoring mechanisms used in Malaysia.” The same authors argue that empowered employees tend to have high job satisfaction, job commitment and are more likely to stay in the job. Empowerment in this regard is confirmed by Pitts et al. (2011), Kirkman and Rosen (1999) and Spreitzer (1995) who indicate that empowerment can improve productivity, raise levels of employee satisfaction and organisational commitment, promote job involvement and encourage innovation. Hong et al. (2011) point out that training defines roles more clearly to employees, thereby minimising job stress (p.65). They also indicate that compensation can be in both monetary and non-monetary forms. They further define performance appraisal as the process of inspecting and evaluating an individual’s performance in his duty to facilitate the decision of career development of an individual (p.65).
Managers can use it to find out the extent to which their employees would be growing professionally and academically through further education and promotion opportunities. The career development plan of an individual specifies how one grows professionally from one stage to another as a result of an exposure to research or staff development opportunities (Curran, 2012).

2.4.2. (ii) (d) Australia

Very little research on staff retention monitoring mechanisms has been carried out in Australia. One particular study conducted by Coates et al. (2009) identified workload, environmental support, contracts and opportunity for research as some of the central mechanisms to monitor staff retention among Australian academics. In terms of research, the authors found out that research and teaching are fundamentals of academic life (p.19). With respect to environmental support, Coates et al. (2009) indicated that the environment in which academics work is likely to shape their perceptions of the job (p.21). Coates et al.’s (2009) environmental support is underscored by Pitts et al. (2011) in the U.S. who contend that employee relationships with managers and co-workers help account for staff turnover. In regard to contract conditions, Coates et al. (2009:24) document that:

Overally, 61, 2% of Australian academics report to have permanent contract. This puts Australia below the international average of 68.0% and countries such as Japan 86.8%, the U.K. 81.9%, the U.S.A. 67.5%, Canada 67.1% and Korea 61.5%, yet above Norway 56.0%, Finland 54.5%, Germany 42.2% and Hong Kong 34.4%.
2.4.2. (ii) (e) Observations made from the study of Asian and Australian universities and other organisations

While these Pakistani, Malaysian, Bangladesh and Australian findings seem sound, they hardly put across straightforward mechanisms to monitor staff retention strategies in the studied organisations. Among the mechanisms to monitor staff retention strategies identified by the studies were: permanent contract, workload, environmental support, research and teaching (Coates et al., 2009), government’s role in monitoring staff retention (Ranchman, 2010), and career development opportunities (Sohail et al., 2011). In the context of this study and its conceptual framework, mechanisms to monitor staff retention strategies are about appropriate rewards and job satisfaction (Gomez-Meja and Balkin, 1992 in Gberebvie, 2009; Heneman and Judge, 2003 in Gberebvie, 2009). Although some of these findings were of higher education origin and non-university contexts, their studies were not comparative in outlook. On the basis of such observations, the researcher analysed such findings with the intent to compare them with what goes on in Zimbabwe’s public and private universities.

2.4.2. (iii) Mechanisms to monitor staff retention strategies in America

A review of related literature on mechanisms to monitor staff retention strategies in the United States of America covers this section.

2.4.2. (iii) (a) The United States

Scott et al. (2012) identify three possible mechanisms to monitor staff retention strategies namely, role played by counter offers in retaining key employees, the extent to which organisation differences determine management of talent retention efforts, and best practices for
retaining staff. Boyne et al. (2011) observe that the performance history of an organisation makes a difference to the impact of managerial turnover on its subsequent success or failure. Grissom (2012) in Hassan (2013) carried out a public sector study and found a negative correlation between a measure of effective leadership, which consisted of role clarification and effect on turnover behaviour. A measure of effective leadership is best seen through their skill in building a climate for retention, a culture that speaks to employees in a way that encourages them to stay, such that it will be an organisation’s best defence against turnover (Ng’ethe, et al., 2012: 300).

2.4.2. (iii) (b) Observations made from the study of American universities and other organisations

Role clarification could be a basis for checking and controlling role ambiguity which demotivates and dissatisfies workers who would otherwise want to stay in an organisation. These findings agree with the Expectancy Theory whose notion that people join organisations with expectations and if these expectations are met they will remain members of the organisation (Daly and Dee, 2006). However, no previous studies have explored Scott et al. (2009), Boyne et al. (2011) and Grissom’s (2012) findings on the context of Zimbabwe’s public and private universities on a comparative basis from a multiple-perception of Human Resources, Retained and Returnee Lecturer participants.
2.4.2 (iv) Mechanisms to monitor staff retention strategies in Africa

African countries converge and diverge situationally with respect to mechanisms to monitor staff retention strategies.

2.4.2 (iv) (a) Kenya

Ng’ethe et al. (2012:300) cite two scholars who contend that leadership style in an organisation could be a staff retention monitoring mechanism. First, Ng’ethe et al. (2012) cite (Mat, 2008) who asserts that effective leaders should guide members in a manner that allows them to contribute to the achievement of the group’s overall goal. They also adopt Netwera et al.’s (2005) view that research conducted on the state of South African Training industry indicated that management style was the most prominent retention factor in South Africa. This work is in concurrence with Pitts et al. (2011) who, citing the works of Bass (1996); Graen and Scandura (1997); Graen and Uhl-Bien (1991); Yukl (2002) outside Africa and Mapolisa and Kurasha (2013); Mapolisa and Ncube (2012) in Zimbabwe, argues that leadership research shows that high-exchange relationships between leaders and subordinates involving highest levels of mutual trust results in higher subordinates satisfaction, stronger organisational commitment by the subordinate and higher subordinate performance.

In a study in Ghana, Ghansah (2011) felt that vision could be a monitoring mechanism for staff retention. Vision of an organisation enables the organisation to monitor the implementation of staff retention strategies by making sure that the organisation observes principles and practices of what the organisation exists for. A vision gives an institution a name, usually, referred to as a
brand. For example, “MSU’s vision is to be a unique, development-oriented, pace-setting and stakeholder-driven university that produces innovative and enterprising graduates.” On the same note, Ghansah (2011) argued that employee value proposition, as enshrined in the vision statement of the Brewery, must be upheld (p.7). On a relatively similar note, Sokro (2012) reiterates Ghansah’s observation by pointing out that brand names of organisations may significantly influence the decision of employees to join and stay in the organisation (p.164). Partnership with other institutions was found to be a staff retention monitoring mechanism in Ghana. Lorimer in the University Leaders’ Forum (2008:26) commented that, “the Nouguchi Memorial Institute for Topical Research in the University of Ghana had a partnership and exchange protocol with Yale University whereby University of Ghana and Institute faculty did not conduct research at Yale for three months at a time, maintaining the same research protocols.”

### 2.4.2 (iv) (b) South Africa

Van Dyk et al. (2013) argue that job-embeddedness as a means of monitoring retaining of staff through job commitment. They borrow Halbesleben and Wheeler’s (2008) view that embeddedness represents the collection of forces that keep an employee in a job. This embeddedness is read by Mulkeen et al. (2007:14) who argue that, “improving teachers’ physical, social and professional experience of work increases their commitment, reduces attrition and is often cheaper than trying to tackle salary or the costs of teacher dissatisfaction, loss and training.” In another study in South Africa, Brum (2007) found training as a central staff
retention mechanism. Brum (2007) indicated that training enhanced reciprocity and social identity which both make the staff members committed and loyal to the organisation.

2.4.2 (iv) (c) Zimbabwe

In an MSU study, Mupemhi and Mupemhi (2011:38) noted that, “…the open door policy and tenure policies made the stay at MSU for the academic staff pleasant.” In a related Zimbabwean study, Mhlanga et al. (2013) identified government sponsorship for postgraduate studies for academics as one other mechanism to monitor staff retention strategies in the Zimbabwean universities. Mhlanga et al.’s (2013) study is confirmed by Mapolisa and Chirimuuta (2012) who observed that the government needs to offer staff exchange programmes so that lecturers can share latest practices with lecturers from other universities.

2.4.2 (iv) (d) Observations made from the study of African universities and other organisations

A review of observations made from the study of African universities and other organisations identifies a number of mechanisms to monitor staff retention strategies. Critical among them were leadership style, job embeddedness, training, government sponsorship, staff exchange programmes, vision and brand names (Brum, 2007; Mapolisa and Chirimuuta, 2012; Mhlanga, et al., 2013; Mupemhi and Mupemhi, 2011; Ng’ethe et al., 2012). These findings are compatible with one of the Equity Theory’s strengths that it takes some time doing to move a worker through the three stages of the theory; benevolent, sensitive and entitled before adverse results
are experienced in the workplace (Jewczyn, 2010). While the preceding findings were from different African countries’ contexts and isolated studies, it is necessary to comparatively explore the degree to which such observations are congruent with mechanisms to monitor staff retention strategies in Zimbabwe’s public and private universities from the perspectives of Human Resources personnel and Retained and Returnee Lecturers.

2.4.3 Challenges faced by organisations in implementing staff retention strategies
Organisations all over the world face challenges of varying degrees in implementing staff retention strategies.

2.4.3 (i) Challenges faced by organisations in implementing staff retention strategies in Europe
According to Jongbloed (2012), without a committed and adequately compensated, professoriate, universities will find it hard to recruit the best and brightest academics to work for them and provide teaching and research that Europe needs in order to be a knowledge driven region. The challenges reviewed in this study are as per selected underlying European countries.

2.4.3 (i) (a) France
Jongbloed (2012) observes two challenges faced by French universities in implementing staff retention strategies. First, the author indicated that French universities are not particularly attractive to foreign professors due to France’s national career framework and non-competitive salaries. These findings are disputed by Mulkeen et al. (2007) who observed that there is little
research evidence to suggest competitive salaries alone retain staff. Second, the scholar notes that hiring is very centralised, with a national screening of candidates by national councils.

2.4.3 (i) (b) Germany

In Germany, the terms of continuity contracts are quite strict, and academics are routinely forced to leave a position at the end of the contract and for young researchers, the basic principle is ‘up or out’ (Jongbloed, 2012). Only professors had long term contracts in German universities (Jongbloed, 2012). These findings are reiterated by Coates et al (2009) who found out that in terms of contract conditions, Germany (42.2%) only beat Hong Kong (34.4%) and fell behind Japan (86.8%), the U.K. (81.9%), the U.S.A. (67.5%), Canada (67.1%), Korea (61.5%), Norway (56.0%) and Finland (54.5%). The percentages indicate the extent to which academics in the aforementioned countries were offered long term contracts. Japan is the most progressive and competitive on the aspect of offering long term contracts in comparison to the afore-mentioned countries.

2.4.3 (i) (c) The United Kingdom

Jongbloed (2012) identified three challenges. First, he observed that when compared to France, universities in the UK have much more autonomy over whom to appoint and what to pay and the academics in the UK do not have civil-service status, unlike in most European countries. Second, Jongbloed found out that in recent years there has been substantial improvement in
academic salaries and benefits. However, due to recent cuts in public funding, the continued affordability of the UK salaries and benefits have been called into question. Also, he indicated that while the proportion of staff with part time contracts has increased over the past three years, the ability to secure high-level academics in the future will pose a major challenge to the UK, higher education system.

2.4.3 (i) (d) Observations made from the study of European universities and other organisations

Studies from the European universities indicate the following as among great staff retention challenges: non-competitive salaries for Professors in France, short contracts for non-Professors in Germany, and non-civil status of academics in the UK universities (Jongbloed, 2012). Literature findings tend to contradict this study’s conceptual framework regarding staff retention strategies in that employee retention strategies are policies and practices an organisation adopts to prevent valuable employees from leaving the organisation while at the same time securing their trust and loyalty so as to reduce their desire to leave in the future (Oginni et al., 2013). On the basis of such findings, it is worth investigating the extent to which such staff retention challenges compare with the studied universities.

2.4.3 (ii) Challenges faced by organisations in retaining staff in Asia and Australia

This section covers a review of related literature in regard to challenges faced by selected Asian and Australian countries’ organisations in retaining staff.
2.4.3 (ii) (a) Australia

Two studies reveal challenges faced by organisation in retaining staff in Australia. First, Hutchings et al. (2009) identified current workplace challenges of most concern to the majority of organisations in the Australian resources sector as: changes in workplace legislation (76%), economic downturn (69%) and skills shortages (57%) (p.12). In another Australian study, Coates et al. (2009:2) identified the following challenges faced by the Australian academic profession:

- There is a clear, present and growing demand for academic work, a demand being propelled by system growth, looming retirements and increased international mobility.
- The hitherto largely ‘caused’ response to this demand lacks coherence, strength and vision.
- The settings are not right for engaging and replenishing Australia’s academic workforce.

Also, Coates et al. (2009:2) indicated that in comparing the ‘lot’ of Australian academics against their international peers and professionals in other fields, Coates et al.’s (2009) analysis reveals that academics:

- Earn salaries that are commensurate with their peers but not compared to their Australian colleagues in other sectors.
- Are less satisfied with their work than international colleagues and possibly other professionals in Australia.
- Report one of the highest propensities for job change-either out of the profession or the country.
- Affirm a disjunction between their preference for and participation in research.
- Sit slightly below the international average in terms of fixed contracts.
- Work among the longest hours per week particularly those in senior ranks.
2.4.3 (ii) (b) Asia

Organisations in Asia were not exempted from staff retention challenges. A review of related literature in this regard is done using selected Asian countries.

2.4.3 (ii) (b. 1) Malaysia

Hong et al. (2012:74) observed that, “empowerment is not adopted effectively in Asian countries due to high power distance.” Hong et al. (2012:74) further found out that, “managers may not take employee empowerment seriously because managers are treated as the people who can make the best decisions in Asian organisations.” These findings contradict with Pitts et al.’s (2001), findings in the U.S. on empowerment citing Thomas and Velthouse (1990) arguing that from a psychological perspective, empowerment is a process leading to an internal cognitive state characterised by increased task motivation and enhanced feelings of self-efficacy (Conger and Kanungo, 1988 in Pitts et al., 2011).

2.4.3 (ii) (b.2) Pakistan and Bangladesh

Two studies, Sohail et al. (2011) in Pakistan and Rahman (2010) in Bangladesh concur that employee turnover is a major organisational menace. International scholars (Pitts et al., 2011; Boyne et al., 2011 in the US; Mulkeen et al., 2007 in Africa) concur with the findings of the two Asian studies, although the turnover phenomenon is experienced in varying degrees.
2.4.3 (ii) (b.3) India

Chendroyperumal (n.d.:2) carried out a study on retention strategies from 5000 year-old Indian wisdom on Human Resources Management and noted that textbooks on HRM suggest that retention problem is caused by:

(i) organisation factors such as inappropriate organisational culture and values, devaluation of people, barriers to the use of individuals’ capabilities, lack of respect for people, lack of trust, lack of visionary leadership lack of effective management, ignoring employee ideas, lack of open and honest communication, improper decision making, absence of job continuity and security;

(ii) lack of competitive compensation and rewards

(iii) inappropriate job design and work;

(iv) lack of safe working environment, lack of work flexibility, organisational workload pressure;

(v) lack of good employee relationship in the organisation; and

(vi) attractiveness of overseas migration, entrepreneurial opportunities due to the availability of easy venture capital funding, stress frequent travelling and hectic schedule, lack of role models or mentors or advisors in the workplace.

2.4.3 (ii) (c) Observations made from the study of Asian and Australian universities and other organisations

These findings in spite of their Asian and Australian background managed to identify possible challenges faced by organisations in implementing staff retention strategies. Crucial observations from the foregoing studies include: lack of empowerment, brain drain, and poor conditions of service (Coates, et al., 2009; Hong, et al., 2012; Hutchings, et al., 2009; Sohail, et al., 2011).

While the findings from Australia were from university backgrounds and those from selected Asian countries were from non-university settings, their staff retention challenges however,
lacked context specificity of Zimbabwe’s public and private universities. The studies also dispute the tenets of Staff Empowerment Theory and the Expectancy Theory in regard to pay systems which match performance and instrumentality respectively (Moye and Henkin, 2006; Greenbert and Baron, 2008). The present study, therefore, acknowledges the importance of such findings in the wake of making efforts to retain staff in Zimbabwe’s public and private universities.

2.4.3 (iii) Challenges faced by American organisations in retaining staff

American countries’ organisations also have their own share of staff retention challenges

2.4.3 (iii) (a) Canada

From a North American perspective, Drake International NA (n.d) in Canada identified the high cost of employee turnover which can occur when a person leaves an organisation as including:

1. Recruitment costs from advertising to the time spent interviewing and sourcing.

2. Training costs from orientation materials and trainers’ time (ex.callercentre agents require an average of 4 – 6 weeks or more of classroom training).

3. Lost productivity costs in which a new employee operates between 25-50% of productivity levels for the first three months including the time spent by existing employees to assist.

These findings concur with literature by Sohail et al. (2011) in Pakistan, Boyne et al. (2011) in the US and Mulkeen et al. (2007) in Africa in regard to how turnover presents challenges to staff retention in those countries’ organisations.
2.4.3 (iii) (b) The United States

Scott et al. (2012:2) identify a number of staff retention challenges of note in Chicago. They first take notice of the fact that losing key talent costs considerably more since these employees’ impact and contribution are greater than those of typical employees. Just like the Drake International NA did in Canada, Sohail et al. (2011), Boyne et al. (2011) and Scott et al. (2012) pointed out that estimates suggest that the cost of employee turnover often ranges from 50% to 200% of the employee’s annual salary based on the type and level of job he/she holds. Scott et al (2012) even cite Allen (2008), Cascio (2010) and O’Connel and Kung (2007) who contend that these costs are substantial for even medium sized organisations that have moderate rates of turnover. Scott et al. (2012) also concur with Gordon (2009) who predicts that talent shortages are going to increase well into the next decade, limiting the ability of companies to expand, and in fact, jeopardising their chances of survival as global competition becomes more intense. These findings have been disputed by Hassan (2013) using previous research findings by Kim and Wright (2007); Wright and Kim (2004) who observed that studies in public management in the US found a negative connection between role ambiguity and job satisfaction. But they were disconfirmed by Jung (2012) and Kim and Wright (2007) who found a positive relationship between role ambiguity and turnover intention at the individual analysis.

2.4.3 (iii) (c) Observations made from the study of American universities and other organisations

The foregoing Canadian and the US study findings revealed high staff turnover, recruitment costs, training costs, low productivity costs, and the negative connection between role ambiguity
and job satisfaction as some of the challenges that organisations face in retaining staff. These observations are remotely confirmed by the Affect Theory of Locke (1976) which indicates that satisfaction is determined by the level of commitment an employee holds about one’s job (Gesinde and Adejumo, 2012). The present study analyses the extent to which such challenges impacted on the implementation of staff retention strategies in Zimbabwe’s public and private universities.

### 2.4.3 (iv) Challenges faced by African countries’ universities and organisations in retaining staff

Just like the other continents’ organisations, African countries also face challenges in retaining staff which are discussed in the subsequent paragraphs.

#### 2.4.3 (iv) (a) Ghana

In terms of employer branding on employee attraction and retention in Ghana, Sokro (2012:171) made two conclusions regarding staff retention strategies:

- Important to the employer, however, is the length of time it takes before the new brand is returning the opportunity and performance value back to the business. (This finding concurs with the Drake International NA’s (n.d.) findings in Canada)
- For some jobs, it can take months to return value, and for those employees who turnover within one year, the employer value yield for opportunity and performance is very small, zero or possibly in deficit.

Similarly, Ghansah (2011:7) observed two staff retention challenges which are:

- As soon as they feel dissatisfied with the current employer or job due to lack of advancement opportunities, salary and remuneration and others, they switch over to the next.
• The result is that employers lose their invested resources to their competitors, corporate memory is lost, employee-employer relationships are strained and moreover the morale of existing staff goes down.

2.4.3 (iv) (b) Kenya

Ng’ethe et al. (2012) highlighted leadership style as one staff retention challenge among many by:

• Citing Gwavuya (2011) who affirmed that incompetent leadership results in poor employee performance, high stress, low job commitment, low job satisfaction and turnover intent (p.30)

• Citing studies such as Waswa and Katana (2008) who established that leadership style had contributed to industrial actions in public universities in Kenya due to lack of adequate communication and lack of decision making (p.299)

2.4.3 (iv) (c) Nigeria

Gberevbie (2009:239) observed the following two findings:

• To support the argument that personnel recruitment strategies affect performance, 91% of the respondents sampled in this study agree that personnel recruitment strategies of Lagos State Civil Service (LSCS), based on mixtures of merit and political considerations, negatively affected the Civil Service (CS) from attracting into the employment of competent personnel needed to achieve its goals of enhanced performance in its role of social service delivery and infrastructural development.

• In the same vein, 91% of the respondents sampled in this study support the argument that inappropriate personnel retention strategies of organisations negatively affect the retention of competent personnel for enhanced performance.
2.4.3 (iv) (d) Zambia

Mutume (2003) explored ways of reversing Africa’s brain drain and observed the following staff retention challenges as a result of brain drain. The author found out that many African professionals are dissuaded from returning home by the economic and political crises that have bedevilled the continent over the last few decades. Also, Mutume established that failing economies, high unemployment rates, human rights abuses, armed conflict and lack of adequate social services are some of these factors.

2.4.3 (iv) (e) South Africa

Botha et al. (2011:2) identify staff retention challenges in South Africa by citing the works of:


- Armstrong (2007), Crous (2007), Leonard (2007b) and Michington (2006) who concur that a research of current literature has revealed that the global talent pool is shrinking and organisations are uncertain as to what talent management decisions they should be making.

- Boshard and Louw (2010), Charest (2011) and Prinsloo (2008) who feel that talent shortages can render organisations vulnerable in terms of competitive sustainability.

2.4.3 (iv) (f) Staff retention challenges from the Zimbabwean front

Mupemhi and Mupemhi (2011:40) concluded that although they believed that the university culture, business strategy, HR strategy and reward strategy are key factors in attracting
motivating and retaining staff, the business strategy and HR strategy are not the driving forces of employee attraction, motivation and retention. Mupemhi and Mupemhi (2011) observed that the MSU’s business strategy was an ineffective staff retention strategy because it emerged that both academic and non-academic staff representatives were not aware of it. The same authors also found that HR strategy was an effective staff retention strategy because of an absence of an HR handbook. According to Mupemhi and Mupemhi (2011), the respondents did not know what to expect from HR apart from what is in their letters of appointment. In another study, Mapolisa and Chirimuuta (2012) found that harsh economic conditions, poor salaries and working conditions, personal reasons; failure to live a decent life and lack of staff development opportunities drove ZOU lecturers away. These findings were based on lecturers who departed from ZOU before 2008.

Also, Mapolisa and Tshabalala (2013:744) concluded that:

- Due to lack of funding from government, universities had resorted to charging high fees thereby negatively affecting most students.

- Lecturers attributed poor working conditions and lack of proper facilities to inadequate funding. While the focus of these findings was on evaluating the impact of inadequate teaching and learning resources in public institutions of higher learning in Zimbabwe, their direction pointed towards staff retention challenges worth studying using the selected Zimbabwe’s public and private universities on a comparative basis.

Mhlanga et al. (2013:118) highlighted two staff retention challenges related to academic staff development strategies in engineering fields of study:

- The challenge has been the decision on the mode of study: whether to go via taught masters or masters by research; where to allow faculty members to study in the region or beyond, on a full time or on a part time basis or on a split-site basis.
These challenges have been due to the need to have a quick but quality programme of staff development, while maximising on the resources available for staff development.

2.4.3 (iv) (g) **Observations made from the African universities and other organisations**

The preceding review of literature has highlighted that African universities also face challenges in implementing staff retention strategies. Key challenges among others were poor working conditions, lack of facilities and equipment, incompetent leadership, talent shortages, lack of staff development opportunities, and lack of advancement opportunities. The foregoing Afrocentric literature is confirmed by Ng’ethe et al. (2012) who cite Gwavuya (2011) arguing that incompetent leadership contributes to staff turnover, and contested by Treadway and Stepina (2008), by describing sensitivity as one of the tenets of the Equity Theory. It is on the basis of such findings that this study compares the observations with what goes on in Zimbabwe’s public and private universities.

2.4.4 **Measures to mitigate staff retention challenges**

This section is based on the study’s last research question. The review of possible measures to mitigate staff retention strategies is done using selected countries by continents.
2.4.4 (i) (a) Measures to mitigate staff retention challenges in Europe

In the context of this study, there is paucity of studies related to measures to mitigate staff retention challenges in Europe. When comparing the attractiveness of the academic professions between European countries, salaries are naturally a key place to start (Jongbloed, 2012). When we compare European countries such as Italy, the United Kingdom, France, the Netherlands and Germany with the United States, and take into account international difference in purchasing power, Italy displays the widest salary range between, entry level, medium level and top level positions (Jongbloed, 2012). McCord (2014:71-5) came up with five measures to mitigate staff retention challenges:

- Trust people, not policies. Reward candour. And throw away the standard play book (p.71).
- Hire, reward and tolerate only fully formed adults (p.72).
- Tell the truth about performance (p.73).
- Managers own the job of creating great teams (p.74).
- Leaders own the job of creating the company culture (p.75).

2.4.4 (i) (b) Observations made from the study of European universities and other organisations

Salaries and the purchasing power of disposable income were a key measure to mitigate staff retention challenges in selected European universities (Jongbloed, 2012). The creation of a company culture was central in obviating staff retention challenges in non-university settings (McCord, 2014). The literature findings are compatible with the tenets of the Expectancy Theory and Herzberg Theories of Motivation discussed earlier in sections 2.3.3 and 2.3.4. While these findings are European-based, the onus is on the researcher to comparatively enquire on their
level of congruence with measures to mitigate staff retention challenges in Zimbabwe’s public and private universities from the opinion of the Human Resources, Retained and Returnee Lecturer participants.

2.4.4 (ii) Measures to mitigate staff retention challenges in America

2.4.4 (ii) (a) The United States

Scott et al. (2012:11-12) suggest “bonuses, competitive compensation plan, communication and counter offers as some of the measures to mitigate staff retention challenges in Chicago.” In another North Carolina study, Dreyer-Hadley (2008) identified training opportunities and learning for professional development, performance appraisal and professional development and effective supervision as other measures to mitigate staff retention challenges. In another study, Allen et al. (2010:58) cite Allen (2008) and Steel, Griffeth and Hom (2002) who found out that:

There are two primary types of retention strategies: systemic strategies which are based on general principles of retention management and are intended to help reduce turnover rates across the board, as well as targeted strategies based more specifically on organisation specific turnover drivers and are intended to address organisation specific issues and often to influence turnover among certain types of employees.

The above findings indicate that staff retention strategies are both management-bound and employee-centred.

Pitts et al. (2011:758) made four conclusions regarding measures to mitigate staff retention challenges namely:
1. Workplace satisfaction which seems to play the largest role in predicting turnover intention, followed by demographic and organisational/relational factors.

2. These findings suggest managers can use an array of tactics to encourage employee retention. The most important issue is overall job satisfaction, which means that managers must seek to understand the motivations and issues of individual employees in order to understand the specific issues that should be addressed.

3. Managers can also focus on supervisor-employee relationships, which are related to retention in our leaving agency model. This would mean training supervisors in leadership and interpersonal relationships so that they build high effective exchange relationships with their subordinate employees.

4. Finally, a key factor in our leaving agency model is the opportunity for advancement. Giving employees the chance to work toward the next level of responsibility is a key strategy. Use of individualised work plans and development programmes are two ways to ensure that employees do not get stalled at a particular level, but progress accordingly. Pitts et al. (2011) cite Cotton and Tuttle (1986), Griffeth et al. (2000), Porter and Steers (1973) and Spector (1985) as praising institutional transparency because of its ability to bring about benefits of satisfaction with opportunities for career growth and promotion, which in their absence have been found to influence measures to mitigate staff retention challenges.

2.4.4 (ii) (b) Observations made from the study of American universities and other organisations

The preceding findings focusing on training opportunities, professional development, competitive compensation plan and supervisor-employee relationships to name a few, give an account of measures to mitigate staff retention challenges particular to American settings. Although, the previous research findings were not tailored to university contexts, they were sign posting measures to mitigate staff retention challenges situationally. The studies were also in line with the study’s conceptual framework with respect to staff retention, especially, when Gary (2008) in Adi (2012:5) describe retention to mean, “systematic efforts by the employers to create and foster an environment that encourages employees to remain on their jobs by having policies
and practices in place.” On the basis of such findings, it became necessary for this study to critique how well such observations could be useful in mitigating staff retention challenges in Zimbabwe’s public and private universities.

2.4.4 (iii) Measures to mitigate staff retention challenges in Asia and Australia

This section covers a review of related literature focusing on measures to mitigate staff retention challenges faced by selected Asian and Australian countries’ organisations.

2.4.4 (iii) (a) Pakistan

Sohail et al. (2011:904) made two recommendations to mitigate staff retention challenges in Pakistan namely:

- Organisations need to understand the value of their employee and reasons to retain them because greater turnover means that employees are using organisation as a stone to step further and the professional experience they are gaining from the organisation is important.

- To retain employees, the organisations must review their career plans and recognise those plans according to the market so that intelligent and talented employees could serve more and be beneficial in the long run. This measure is affirmed by Curran (2012).

2.4.4 (iii) (b) India

Chendroyperumal (n.d) suggested thirty four (34) Pachatantra employee turnover and retention strategies. Twelve retention strategies were fit for this study. First, do not hate employees. In
this study, workers do not feel like leaving an organisation that shows love for them. Second, create bonds of unity between employees and management. In this study, employees are more likely to stay if they work as one family with the management. Third, Chendroyperumal advises managers to honour employees as a staff retention strategy. For this study, respected employees do not contemplate leaving the organisation. Fourth, institute a reward system to retain staff. In the context of this study, fair and adequate rewards are useful measures to retain staff. Fifth, match workers with work and position. For this study, matching workers with work and position helps in keeping them satisfied. Sixth, cherish employees by ensuring job security. In this study, job security could be one of the effective staff retention strategies. Seventh, help remove employees’ sufferings to see the projects through. In this study, employees’ welfare should be one of the major concerns of an employer. Eighth, differentiate between employees justly. For this study, treating employees fairly is a key staff retention strategy. Ninth, employees leave quickly when management grows absurd. Insensitive management drives away employees from an organisation.

2.4.4 (iii) (c) Australia

Hutchings et al. (2009:20) drew a number of conclusions:

- Our findings suggest that in response to skills shortages and critical changes in legislation, resource sector organisations utilise at least some ‘good’ employment practices, such as safe working conditions, high remuneration relative to other sectors and urban locations, and effective communication strategies (p.20)

- However, more needs to be done by employers in this sector to attract employees through offering more flexible work practices for employees and better work-life balance, particularly for firms operating in remote locations. (p.20)
• Environmental conditions, including infrastructure, such as schools and medical facilities are also considerations for employers seeking to attract a workforce to remote locations.

In another study, Coates et al. (2009:2) proposed the following as possible measures to mitigate staff retention challenges:

• expanding staff members;
• streamlining accountability requirements;
• engaging a new generation of academics;
• increasing understanding of the casual workforce;
• stimulating mission diversity; and
• building institutional leadership capacity.

Four scholars of great note (Blass, 2013; Cocklin, 2013; Pechner, 2013; Seehra, 2013) presented effective measures to mitigate staff retention challenges at a Conference: Recruitment and Retention of International Academic Talent held at L’Aqua, Cockle Bay, Sydney in Australia between 27 and 28 August 2013. Cocklin (2013), talking about going beyond the brand-finding your institute’s niche, valued the need to:

• play to your institutes strengths; and

• develop highly specialised research fields to distinctively mark your institution on an international level.

Blass (2013), in his paper focusing on the future of academic workforce—who will recruit and retain talent; advances Cocklin’s (2013) ideas by suggesting:

• challenging our assumptions on the make-up of today’s academic workforce;
• moving towards a corporate, virtual and global future; and

• the influence of a different academic workforce in developing new revenue sources.

Still at the same conference, Pechner (2013), discusses experience, expertise and enterprise as a means of securing excellent academic appointments and highlighted the need for institutions to do:

• identification of high quality candidates;

• international marketplace analysis in regard to trends, challenges and opportunities;

• competition with emerging markets by playing the strengths of their institution; and securing the placement of high calibre individuals.

Seehra (2013) examined the creation of a culture of serendipity with specific reference to recruitment and retention strategies at Cambridge in which she described:

• how Cambridge is addressing recruitment, retention and the management of its talent pipeline;

• continuous development for the academic faculty; and

• delivering career aspiration of researchers.
2.4.4 (iii) (d) Observations made from the study of Asian and Australian universities and other organisations

Key findings were continuous development for the academics, developing new revenue sources, building institutional leadership capacity, and understanding the value of employees to name a few (Coates, et al., 2009; Seehra, 2013; Sohail, et al., 2011). These literature findings are consistent with the Empowerment Theory Staff tenet of increasing participative decision making powers of employees as advanced by Moye and Henkin (2006) in Gesinde and Adejumo (2012). The preceding scholars’ findings appear convincing enough for retention strategies in the context of Australia and Asia. Unfortunately, the foregoing studies were not comparing public and private universities in terms of staff retention strategies and their effectiveness. They also did not pin-point mechanisms to monitor staff retention strategies, challenges the institutes face in retaining academic staff, and measures to mitigate staff retention challenges in the context of universities in Zimbabwe. Despite their lack of context specificity, these are important observations which, if implemented in Zimbabwe’s public and private universities, can contribute to staff retention.

2.4.4 (iv) Measures to mitigate staff retention challenges in Africa

This section reviews possible measures to mitigate staff retention challenges in selected African countries.

2.4.4 (iv) (a) Kenya

Ng’ethe et al. (2012:301) recommended leadership style as a measure to mitigate staff retention challenges in public universities in Kenya in the following manner, “The leadership in these
institutions embraces favourable leadership practices to enhance retention of academic staff in their institutions since leaders have an influence on a plethora of organisational factors which affect retention.” It is common knowledge that leaders who respond to staff issues are regarded as sensitive to their employees’ needs. They are worker-centred (Ng’ethe et al., 2012). Tarusikirwa (2000: 45) sums up well how leadership could be responsive to staff issues in this way:

Managers with charisma have a natural appeal to people and people naturally like them and people naturally perform for them. Such people have an air of dignity about them, hold themselves with dignity or have a high degree of public relations with workers as they treat each and every worker with dignity and respect and in turn the workers respect and like them.

Given Tarusikirwa’s (2000) observations, it can be argued that leaders who treat workers with dignity and respect have a higher probability to motivate and inspire workers to stay in an organisation than the autocratic ones who employ leadership by using fear and intimidation. Autocratic leaders are more likely to push away workers than retaining them.

2.4.4 (iv) (b) Ghana

Sokro (2012:171) came up with recommendations to alleviate staff retention challenges using employer branding:

- Employees consider employers who value and treat them fairly.
- The employee is judicious about the company’s policies and inquires hard about the reality of this experience.
- Important to an employee is the organisation’s employee/employer relationship.
• There is need for employers to analyse, measure and position their employer brand to the job market where they will attract the right people with the right skills in the shortest period of time.

In another Ghanaian study, Kwenin, Muathe and Nzulwa (2013) studied the influence of employee rewards, human resources policies and job satisfaction on the retention of employees in Vodafone Ghana Limited. Kwenin et al. (2013:17) recommended the following staff retention challenges mitigation measures:

• The management of Vodafone Ghana Limited should as much as possible provide attractive and equitable reward packages that do not only attract employees but retain them in the organisation as well.

• …that management of the organisation provides intrinsic values in the jobs to make them more satisfying for the employees to say.

• Human resources policies were also identified to connect directly with retention, and are thus recommended that the company takes a second look at its policies to promote growth and opportunities for employees.

The above literature indicates that provision of attractive and equitable packages, effective management of the organisation and sound Human Resources policies are central to attract and retain employees in organisations.

2.4.4 (iv) (c) Nigeria

Gberevbie (2009:239) wrote the following as part of staff retention challenges mitigation measures in Nigeria:

Based on the findings of the study, the following personnel and retention strategies are hereby recommended to enable public organisations in Nigeria to attract and retain competent workforce for enhanced recruitment based on merit in terms of appropriate skills, experience and educational qualifications; appropriate personnel retention strategies that emphasise good and improved monthly salaries, personnel training and career development, promotion, implementation of personnel policies
and practices that encourage job security; and good conditions of service as obtainable in the private organisations.

The above findings indicate that the Nigerian public universities were falling behind strategies that the private sector was offering to retain staff.

2.4.4 (iv) (d) South Africa

Early research at the turn of the new millennium (Netswera et al. 2005, 38-39) noted the following as examples of ways to mitigate staff retention challenges:

Marketing intelligence, appropriate learning programmes, learner and academic support, administrative support, eradication of discriminatory practices, economic relevance and sense of purpose, management and governance, the institutional track record and growth potential, salaries and other benefits, work environment, staff development and promotion, and the external environment.

The above literature reveals that strategy-diversity goes a long way in mitigating challenges to staff retention strategies that universities and other organisations face.

2.4.4 (iv) (e) Zambia

In a bid to retain Returnee Lecturers in Zambia, Mutume (2003) proposed two measures. First, Mutume indicated that various tax proposals have been put forward as governments realise that large numbers of citizens living outside their borders are a potential economic resource. For Mutume, another strategy is the adoption of international agreement by industrialised and developing nations under which wealthy countries pledge not to recruit skilled people from developing states. By implication, such an agreement would mean that developing countries
would benefit by retaining their skilled staff, although they have to work very hard to keep the staff motivated and satisfied.

2.4.4 (iv) (f) Zimbabwe

Mhlanga et al. (2013:127) made two recommendations indicative of measures to mitigate staff retention challenges. First, the authors mention that, “Recommendations on the methods to train staff development fellows upon returning to local country were given which looked at creating a conducive environment and conditions of service instead of using contractual obligation which has always been defaulted. Second, Mhlanga et al. (2013) also recommended that, “the long term strategy would be south-south collaboration which would involve investing in local universities that match counterparts in the Southern African region (p.127).”

Mapolisa and Chirimuuta (2012: 445) studied strategies to bring ZOU lecturers in the Diaspora back home and made the following six recommendations:

- The Government and employer to offer attractive salaries and working conditions that are comparable to those offered by other universities in the SADC Region because the current salaries for lecturers in the state universities in Zimbabwe are pegged at half of the state universities in the SADC Region (p.445)

- The Government to offer professionals housing and car loan schemes so that they can live a decent life and be viewed as people of high esteem in their societies.

- The Government to offer professionals resources to start businesses so that they can continue to be self-reliant and self-sufficient after retiring from university service.
• The Government to offer staff development opportunities through staff exchange programmes so that lecturers can share latest practices with lecturers from other universities.

• ZOU to regularise its sabbatical and contact leaves for deserving lecturers so that they are kept satisfied and motivated job-wise.

• ZOU to engage in collaborative research opportunities with sister ODL institutions in the SADC region with the intent to increase organisational efficiency, effectiveness and proficiency.

In another study on evaluating the impact of inadequate teaching and learning resources in public higher education institutions, Mapolisa and Tshabalala (2013:744) the following four recommendations reflective of measures to curb staff turnover in the studied institutions:

• The Government should continue to strive hard to mobilise more financial and material resources for its universities in order to provide adequate learning facilities and materials.

• The private sector-higher education partnerships should be built so as to supplement the resources that the government provides to its higher education institutions.

• The Government should also initiate a process of networking and collaboration between local universities and international organisations so as to help local universities obtain financial and material resources from international institutions.

• There is also need to improve remuneration and working conditions for lecturers so as to motivate them to maintain the high standards of academic achievement that Zimbabwe is well known the world over for.

2.4.4 (iv) (g) Observations made from the study of African universities and other organisations

Cumulatively, studies from African universities and other organisations provide a basis for informing this study in three ways. First, early research findings have realised that individual universities and other organisations, as well as their employees have unique needs which must be met in order to retain employees. Second, some previous research findings were quantitative in
nature and did not use multiple methods to gather data (Gberevbie, 2009; Hong, et al., 2012). Third, other studies targeted one Open and Distance Learning university (Mapolisa and Chirimuuta, 2012; Mapolisa and Tshabalala, 2013). While this ODL University was a public institution, its academic business operates differently from what other public universities do. These findings remotely relate to the dispositional approach as reviewed in literature prior to 1998 suggest that individuals vary in their tendency to be satisfied with their jobs, in other words, job satisfaction is to some extent an individual trait (Staw, Bell and Claussen, 1986). This observation is at variance with Herzberg’s Two-Factor Theory whose findings ignored the principle of employee individuality. The preceding literature suggests some possible measures to mitigate staff retentions challenges from the perspective LSCS Nigeria. The Zambian study by Mutume (2003) did not specify targeted professionals in the studied institutions. Also, while the South African study by Netswera et al. (2005) focused on higher education institutions, it did not specify whether such institutions were public or privately owned. Also, two Ghanaian studies, that is, Ghansah (2011) and Sokro (2012) had no focus on public and private universities. On the basis of these gaps, the current study seeks to find out how measures to mitigate staff retention challenges in selected African countries could be applied to Zimbabwe’s public and private universities on a comparative basis.

2.5 Summary
The chapter has reviewed literature related to staff retention strategies from the angle of staff turnover and job satisfaction. It has been argued that staff retention strategies advanced in the reviewed studies operate within a specific context. To this end, staff retention strategies, their
effectiveness, their monitoring mechanism, their challenges and the measures to mitigate the challenges are context bound. Therefore, positive and negative economic, political and social context obtaining in both developed and developing nations have been put across. The chapter started by justifying theories that inform the study. In that regard, the study used staff satisfaction theory, staff empowerment theory, equity theory, expectancy theory and Herzberg Two-Factor Theory to discuss the possible means of retaining in public and private universities. Chapter three focuses on research methodology adopted for use in this study.
CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction
For everything we do we have to make choices and the best choice is always that which guarantees the achievement of the planned goals (Mhlanga, 2008). In this chapter, the researcher examines the methodological perspectives on which the whole study is anchored. The researcher discusses why the qualitative research approach (paradigm), interpretivism (research philosophy), subjectivism (epistemological position of the study), case study research strategy, data generation and data analysis methods employed were deemed best suited to provide answers to the main research problem identified at the start of the study. It also justifies selection of cases and ethical considerations observed in this study.

3.2 Research Approach/Paradigm
The researcher begins this section by defining the terms research approach, research paradigm and research methods. Research approaches refer to the philosophy of the research; which include the assumptions and values that serve as a rationale for research and standards or criteria the researcher uses for interpreting data and reaching conclusions (Bailey, 1992; Leedy and Omrod, 2012; Haralambos, 1990; Tshabalala, 2007). This study makes use of the qualitative
research approach of which Tshabalala (2008:15) cites House (1994:75) arguing that, “...the qualitative research is more concerned with understanding the social phenomena from the perspectives of the participants.” Tshabalala (2007) concurs with Ndebele (2002) and Merriman (1997) on the view that within the qualitative approach, the social scientist cannot understand human behaviour without understanding the framework within which participants give meaning to their attitudes, perceptions and actions.

Research approaches are sometimes viewed as similar to research paradigms. A research paradigm is a fundamental model or scheme that organises researchers’ views of something (Tashakkori and Teddie, 2003; Bell, 2000). Similarly, Nyaruwata (2013:105) cites (Kuhn, 1970; Munhall, 1982; Haase and Myres, 1988) who concur that, “a paradigm is a world view of a subject that included the underlying philosophy and the assumptions inherent in that view.” Thomas and Nelson (2001:203) further emphasise the preceding views by indicating that, “a research paradigm is an intellectual device that contains a scholar’s beliefs and assumptions about the real world, the part and the evidence; her or his views to theory and data and the questions he or she pursues.” In this study, the researcher perceived a research paradigm as a world view, general perspective, and a way of breaking down the complexity of the world of staff retention strategies in Zimbabwe’s public and private universities. While research scholars (Rossman and Rallis, 2003; Marshall and Rossman, 2006; Creswell, 2007, Maree, 2007) point out that there are three research approaches namely, quantitative, qualitative and mixed methods approach, the researcher’s study adopted the qualitative research paradigm. It is also necessary to define qualitative research methods.
Qualitative research methods denote research techniques or tools used to generate data (Bailey, 1982; Ndebele, 2002; Tshabalala, 2007; Van Dalen, 1979). Examples of qualitative research methods include observations, in-depth interviews, focus groups (Lofland and Lofland, 1995). This study made use of multiple methods or triangulation of methods, that is, reliance on the ‘self’, open-ended face-to-face interviews, documentary analysis and observations. The details for these methods are explained in section 3.7, although their justification in qualitative research is done as an integral component of the subsequent section.

3.2.1 Justification for qualitative research

This study was qualitative for eight reasons which are going to be shown by what the research did in the field. First, the researcher used the ‘self’, open-ended interviews, document and observation analysis methods to interact with the participants and their environments with respect to staff retention strategies in selected Zimbabwe’s public and private universities (See Appendices F, G, H, L and M). Qualitative research in this regard is an approach which recognises that meaning emerges through interaction and is not standardised from person to person as in quantitative research, and thus allowing the research to study issues in detail without predetermined categories of analysis (Merriam, 1998:8) cited by Nyaruwata, 2013:108).

Second, the researcher used qualitative research multi-methods to generate thick descriptions of the phenomenon under study by questioning participants in the areas of staff retention strategies, the effectiveness of such strategies, their monitoring mechanisms, challenges that universities face in employing staff retention strategies, and measures to mitigate staff retention challenges.
In this context, qualitative research is any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification (Strauss and Corbin, 1990, in Mhlanga, 2008:67).

Third, for the purposes of this study, the researcher perceived qualitative study as one that seeks to confirm existing theories using thick descriptions of interview data portraying what actually obtains in the selected cases based on the participants’ lived experiences. Thus, the study sought to explore Zimbabwe’s public and private universities’ academic staff lived experiences in regard to staff retention strategies (See Appendices F-H). Qualitative research means studying selected phenomena in their natural settings, attempting to make sense of and interrogating phenomena in terms of the meanings people bring to them (Denzin and Lincoln, 1998).

Fourth, the researcher realised that qualitative research is people-centred. He had to get as much data as possible using the aforementioned data gathering methods to cover the five areas alluded to in chapter 1. This was because the qualitative approach was preferred because the researcher was seeking participants’ perceptions regarding staff retention strategies that obtain in Zimbabwe’s public and private universities. Thus, qualitative researchers are allowed to obtain feedback on their findings from the participants because qualitative research is anthropocentric in nature (Willig, 2001). On the same note, qualitative research is human-centred (Creswell, 2009). In this study, the researcher had to interact with the participants using long and sustaining interviews between September 2013 and December 2013 to obtain participants’ perceptions, views, opinions and attitudes regarding a comparative case study of staff retention strategies in Zimbabwe’s public and private universities (See Appendix P).
Fifth, through the use of qualitative study, the researcher was able to explore staff retention strategies that obtain in Zimbabwe’s public and private universities from the viewpoints of selected universities’ human resources personnel and retained and returnee lecturers in their natural settings. The participants gave meanings sought from this study’s phenomenon based on their beliefs, values, opinions, thoughts and actions. Qualitative research also suited this study because it is a discovery oriented approach in the natural environment (Thomas and Nelson, 2001). It provides qualitative researchers with opportunities to study specific phenomena in their natural settings, which could be schools, colleges, hospitals or universities (Berg, 2006; Thomas and Nelson, 2001).

Sixth, in this study, the researcher examined staff retention strategies in Zimbabwe’s public and private universities using the researcher as the primary instrument, face-to-face open-ended interviews, and document analysis and observation data generation methods. The researcher studied two public universities and two private universities and interviewed fifteen participants. What the researcher did is consistent with Kerlinger and Lee (2000), Willig (2001) and Berg (2006) who contend that qualitative study methods encourage each participant to be studied holistically, as individual characteristics can only be discovered through an intensive study of that case. Thus in qualitative paradigm, researchers can study selected cases, issues or phenomena in great depth, length, breadth and detail with greater openness since the researcher is not constrained by predetermined categories of analysis (Patton, 2002; Silverman, 2006).
A seventh justification for qualitative approach in this study is its use of the researcher as the primary instrument of data collection (Punch, 2004; Seale, 2006). The researcher had to learn how to employ appropriate social skills in order to seek authority to carry out research from the MOHTE and individual universities, identify, select and interview relevant participants.

Eighth, this study used two kinds of triangulation namely, triangulation between methods and triangulation within methods. First, the triangulation between methods means that the study derived its data generation methods from the broad confines of the multiple case study research strategy. However, the idea of triangulation between methods was not a big challenge because all the methods were confined to the perceptions of HR, Returnee and Retained Lecturer participants with respect to staff retention strategies in Zimbabwe’s public and private universities. Second, triangulation within methods was employed because the study’s phenomenon of staff retention strategies was perceived from four angles namely, HR, Returnee and Retained Lecturer participants’ points of view and above from the perspective of the university (case) type, that is, public or private university. By so doing, the researcher was able to report interpretations that portray the real comparative meaning of the phenomenon of staff retention strategies in the manner it obtains in the selected universities. The rationale for using qualitative research in the researcher’s study was that it is multi-method in focus, involving an interpretive and naturalistic approach to its subject matter (Denzin and Lincoln, 1998; Rudestam and Newton, 2007). The reliance on multiple sources of data generation was likely to increase the trustworthiness of the research findings (Gray, 2009). These research instruments covered up shortcomings of each other. Thus, multiple methods implied method triangulation which was
employed in this study chiefly because the connection between staff retention strategies and staff retention is considered a complex phenomenon and also to minimise threats to trustworthiness (Tshabalala, 2007).

The ninth reason for using qualitative research in this study is that the primary intention of qualitative research is not to generalise findings, but to provide rich, credible and authentic thick descriptions of phenomena in the manner they obtain in the research sites (Rudestam and Newton, 2007). The richness in qualitative data for this study was derived from the quality of thick descriptions of staff retention strategies in Zimbabwe’s public and private universities gathered from research participants. Also, the rigour of this study’s data emerged from my constant back and forth interpretations of the participants’ data measured against field notes, document analysis notes and literature reviews to give credible meaning to the phenomenon under study.

3.2.2 Limitations of the qualitative research

The use of the qualitative paradigm posed three problems. First, the chief problem is that of making sense of massive amounts of data emanating from document analysis, observations and interviews (Robson, 2002; Thomas, 2003; Willig; 2001). The study used open coding to group themes that emerged from the data of the four cases. The data were analysed using computer software called NVivo. This saved time which would have been otherwise wasted through analysis and interpreting large volumes of data manually (Nyaruwata, 2013). Open coding enabled the researcher to ‘sweep’ through the interview data output from NVivo by highlighting relevant codes (Strauss and Corbin, 1990) in the form of themes, sub-themes and their
substantiations as showing by the template (Appendix N). During open coding, the researcher was comparing data and continually asking questions about what is and is not understood (Strauss and Corbin, 2008). Coding regarding the research sites and research participants is described later in this chapter in under the relevant sections for selecting the research sites and research participants. Two other challenges were faced by the researcher in using NVivo to analyse qualitative research data. Second, NVivo software lasting one month had to be bought for four hundred United States dollars in February 2014. The researcher had to purchase the NVivo software to enable him to manage large volumes of data before the expiry of the software’s licence. Third, the researcher hardly had any knowledge of employing the NVivo qualitative data analysis software in analysing qualitative data. To go round this challenge, the researcher received some lessons from his institution’s Information and Technology and Research and Scholarship personnel.

3.3 Interpretivism

From the qualitative paradigm, the researcher uses interpretivism as its research philosophy. Interpretivism is about understanding human behaviour in a defined context (Blanche et al, 2006). For Creswell (2007) in Nyaruwata (2013), interpretivism argues that since human beings think and reflect, scientific methods are inappropriate for the study of society. Also, according to interpretivism, knowledge is constructed, not only by observable phenomena, but also by people’s intentions, values, beliefs and reasons, meaning making and self-understanding (Henning, Van Reseburg and Smit, 2004). Furthermore, interpretivism deals with meanings and that for the researcher to understand a social action; one needs to understand the meanings that
the action subsumes (Schwandt, 2000). From the four views, the researcher perceives interpretivism as a research philosophy that is concerned with search for meaning exhibited by human actions. It is human-centred as it is a qualitative research philosophy that seeks to understand the world phenomena from the participants’ perspectives.

3.3.1 The relevance of interpretivism in this study

Interpretivism was relevant to this study for the following four reasons which are going to be discussed together with their relevant literature. First, in this study, knowledge had to be sought from public and private universities’ human resources personnel, returnee and retained lecturers and field notes against related literature. Thus, according to interpretivism, knowledge is rarely found as a compact whole, but is rather scattered and distributed (Henning et al., 2004).

Second, interpretivism allowed the researcher to observe, hear, record and compare the participants’ feelings, perceptions and experiences regarding staff retention strategies in Zimbabwe’s public and private universities. It is one of the philosophical foundations of qualitative research (Nyaruwata, 2013). Interpretivism supports qualitative research in that it involves listening, seeing and recording how participants see things and how they do things (Maynard, 1989 in Denzin and Lincoln, 2008).

Third, in a bid to gather credible and authentic data, the researcher, as the primary research instrument of data collection, had to be fully clear and aware of his research, theoretical,
methodological and personal preferences and biases in relation to his topic. In the absence of proper research training, all these could negatively impact on his ability to generate rich quality data. Interpretivism regards the researcher’s entire person as the primary instrument of research (Nyaruwata, 2013).

Fourth, from the insider’s perspective, it informed the researcher to study staff retention strategies in Zimbabwe’s public and private universities using experiences of the internal staff in the selected cases. That way, the researcher was able to interpret meaning associated with participants’ actions or behaviours in relation to the studied phenomenon. Interpretivist research is holistic and conveys a well-rounded view from the inside (Nyaruwata, 2013). Similarly, Saunders, Lewis and Thornhill (2006) view interpretivism as a research philosophy meant to study phenomena as a whole. On the basis of this value interpretivism, the phenomenon of staff retention strategies in the selected research sites was studied as a complete unit.

3.3.2 Limitations of interpretivism

Since interpretivism is a qualitative research philosophy, it is affected by the limitations of qualitative research paradigm. This study had one limitation. Use of multiple sources of data generated large volumes of data (Denzin and Lincoln, 2000; Flick, 2009). Data from observation guides and document analysis were time consuming to analyse and interpret. The researcher had to type them and subject them to NVivo for analysis in the manner the researcher did to interview data transcriptions.
3.4 Subjectivism

The study derived subjectivism from interpretivism as its epistemological position. Subjectivism is based on the logic of interpretation (Huglin, 2003). The same author goes on to point out that subjectivists discard the notion that reality is “out there” and instead endorse the idea that reality is what each person interprets it to be. He/she further likens subjectivism to interpretivism, absolutism, relativism, post positivism, and social constructivism. The researcher views subjectivism as the study of knowledge by means of creating meaning to a given reality of phenomena.

3.4.1 The relevance of subjectivism in this study

Subjectivism fitted well in this study for three reasons. First, knowledge and truth are created, not discovered (Pratt, 1998 in Huglin, 2003:4). Thus, subjectivism enables the researcher to generate new knowledge about staff retention strategies obtaining in public and private universities on a comparative basis. Second, the world is known through people’s interpretations of it (Pratt, 1998 in Huglin, 2003:4). Through subjectivism, the researcher found out that staff retention strategies in the Zimbabwe’s public and private universities are best understood through interpretations made on participants’ perceptions of the phenomenon at the selected research sites. Third, we cannot detach our experience from the purposes and values that bring us to that experience (Pratt, 1998:4 in Huglin, 2003: 5). Knowledge creation is based on the researcher’s and participants’ experiences. The researcher also experienced some effects of lack of staff retention strategies between 2010 and 2012, at a time when the Department of Education
was under-staffed at the ZOU National Centre. The participants at the selected research sites also experienced some effects of lack of staff retention strategies at their work places, thus, their experiences became a rich source of knowledge generation.

To sum up the above relevance of subjectivism in this study, Gall, Borg and Gall (1996:28 and 30) in Huglin (2003:6) give the following two citations.

First, post-positivist research is grounded in the assumption that the features of the environment are constructed as interpretations by individuals and that these interpretations tend to be transitory and situational. Postpositivist researchers develop knowledge by collecting primarily verbal data through intensive study of cases and then subjecting these data to analytic induction….

(Gall et al., 1996:28 in Huglin, 2003:6).

Second, Gall et al. (1996:30) in Huglin (2003:6) further state that qualitative researchers “assume that social reality is constructed by the participants in it” and “assign human intentions a major role in explaining causal relationships among social phenomena” as well as “study(ing) the meanings that individuals create and other phenomena.”

In the first citation, the generation of knowledge on staff retention strategies in the public and private universities comes from interacting with the environment, and interactions with the participants and the knowledge is context bound since the study was based on four cases. Also, knowledge creation in this study was done through long and sustained interviews with university human resources personnel, retained lecturers and returnee lecturers. Such data are subjected to analytic induction after having been corroborated with data from documentary and observational evidence.
In the light of the second Gall et al.’s (1996) citation, the researcher’s study is based on the notion that knowledge about staff retention in the universities is best sourced from the participants in the universities who have lived experience of it. Also, the participants are able to provide a basis for explaining the nature of staff retention strategies and the meanings that individuals create about them. The researcher is in concurrence with Blumberg (2011: 16) who gives a three-fold principle of subjectivism as an element of interpretivism to guide the conduct of this study:

- The social world is constructed and given the meanings subjectively by people.
- The researcher is part of what is observed.
- Researcher is driven by interests.

In the context of this study, the researcher was able to obtain diverse subjective meanings of staff retention strategies from the interviewed participants in the universities under study. Since the researcher was part of what was observed, he had to employ observation method as part of getting to know the existing real staff retention strategies in action at the research sites. The researcher was motivated by interests to generate best practices to retain lecturers to counter previous negative experiences of brain drain of the first decade of the new millennium in Zimbabwe.

3.5 The Case Study as a Qualitative Research Method

There are a number of qualitative research designs at the disposal of researchers. Chief among them are grounded theory, ethnographies, case studies and phenomenological studies (Kolb, 2012; Strauss and Corbin, 1990). This study employed the multiple-case study approach because
staff retention strategies the researcher was investigating were context-bound. The basic idea is that one case, (or perhaps a small number of cases), will be studied in detail, using whatever methods that seem appropriate (Punch, 1998: 150 in Silverman, 2014: 114). By the same token Sjøberg (2008) and Yin (2009) concur that a case study needs to cover both a particular phenomenon and the context within which the phenomenon is obtaining. Specifically for this study, the researcher made use of a multiple-case study strategy to permit a comparison of staff retention strategy in Zimbabwe’s public and private universities. The study explored staff retention strategies in the selected universities and attempted to establish their degree of effectiveness, how they were monitored, the challenges they encountered and how such challenges could be mitigated in their specific contexts in order to promote retention of key academic staff in the universities. It was rather hard to establish the boundaries between staff retention strategies and the context because the phenomenon under study is context–bound and it is largely determined by the nature of the university, that is, whether public or private. Multiple-study approach to the study of public and private universities was deemed suitable for a number of reasons.

3.5.1 Justification for the use of a multiple-case study method in this study

As already mentioned, the focus of the present study was to explore staff retention strategies in Zimbabwe’s public and private universities. The use of multiple-case studies was viewed fit for three key reasons. The strength of using the multiple-case study was its evaluative nature (Willig, 2001; Rudestam and Newstom, 2007; Flick, 2009). A study of multiple-cases permitted the researcher to evaluate the merit of staff retention strategies that obtain in Zimbabwe’s public and
private universities. The fact that the case study approach is context-bound (Yin, 2009) provided the researcher with an opportunity to compare and contrast the impacts of different contexts on staff retention strategies in public and private universities within Zimbabwe. As a result, the researcher was able to categorise specific staff retention strategies to specific contexts and university identities.

Closely related to this reason, a multiple case study approach relies on more than one source to gather data. The researcher used documentary evidence, face-to-face open-ended interviews and observation methods as the main sources of data regarding staff retention strategies in Zimbabwe’s public and private universities. In this study, multiple sources of data enabled the researcher to triangulate (this appeared earlier on) data at source and methodological levels. Multiple sources of data and multiple data collection methods are likely to be used in a case study (Punch, 2004:153).

Finally, another reason for using a multiple-case study approach in this study is the desire to generate new knowledge. Case studies are hailed for their valuable contribution to theory building (Willig, 2001). Similarly, in theory building, the case study may be the most appropriate when very little is known about a topic (Gill and Johnson, 2002:157). These two preceding views were compatible with the conduct of this case study. In terms of existing retention strategies in the Zimbabwean universities, it appears that very little is known about what obtains in public and private universities. Also the effectiveness of such staff retention strategies, together with their monitoring measures, the challenges that universities encounter, and mitigatory measures are yet
to be explored on a comparative basis. Therefore, a case study approach allowed the researcher to generate new knowledge in the afore-mentioned areas of staff retention in public and private universities.

3.5.2 Limitations of the multiple-case study method
While the use of the multiple-case study approach presented some strength in this study, it also had its weaknesses. Findings of case studies are difficult to generalise to other situations because they are context-specific (Tshuma and Mafa, 2013; Willis, 2007; Yin, 2008). A case study has a problem of replicability (Willig, 2001) because there is no formula for determining the significance and no ways of replicating the researcher’s analytical thought processes (Thomas and Nelson, 2001). In a bid to overcome the above three weaknesses of a case study, the researcher had to use narrative and descriptive reports of real events through note taking and audio-taping devices of what people said and documenting the behaviour of participants (Maree, 2007; Neuman, 1997 in Tshuma and Mafa, 2013).

3.6 The Research Process
The study was guided by the following five critical elements of the research process. As illustrated in Figure 1, they are: 1) research problem, 2) literature review and conceptual framework, 3) research methodology and procedures, 4) research results and findings and 5) conclusions and recommendations.
This study began with research problem centred on staff retention. The researcher had to read around related studies to come up with the introductory chapter. The researcher preferred inductive reasoning to deductive reasoning because the study was rooted in qualitative research (Silverman, 2006). Also inductive reasoning was useful in making interpretations of thesis data (Thomas and Nelson, 2001).

In Figure 1, in the research problem, the researcher came up with five research questions to anchor this research on (Creswell, 2009). The researcher had to read journal material and came up with a review of related literature based on the research questions in chapter 1.

After reviewing related literature, the researcher focused on the research methodology and procedures. The researcher justified the preferred research paradigm, philosophy, approach, data
collection and analysis techniques. The study was qualitative in nature and it was informed by interpretivism as the research philosophy. A multiple-case study approach was adopted for this study. NVivo was used to analyse research data.

Research findings were described in detail to give meaning of participants’ actions (Walliman, 2006; Pearce 2005; Mounsey, 2002). Recommendations based on the findings and conclusions wound up the study’s report.

3.7 Participants of the Study

All items in any field of inquiry constitute a ‘Universe’ or ‘Target Population’ (Kothari, 2007). This study’s targeted participants comprising all academic staff and human resources directors/managers in Zimbabwe’s fifteen public and private universities depending on how particular universities are managed as indicated in Table 3.1 below.
Table 3.1 Distribution of public and private universities in Zimbabwe

<table>
<thead>
<tr>
<th>Rank</th>
<th>Nine Public Higher Education Institutions</th>
<th>Six Private Higher Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Zimbabwe (UZ)</td>
<td>Solusi University (SU)</td>
</tr>
<tr>
<td>2</td>
<td>Midlands State University (MSU)</td>
<td>Africa University (AU1)</td>
</tr>
<tr>
<td>3</td>
<td>National University of Science and Technology (NUST)</td>
<td>The Catholic University (CU)</td>
</tr>
<tr>
<td>4</td>
<td>Bindura University of Science Education (BUSE)</td>
<td>Women’s University in Africa (WUA)</td>
</tr>
<tr>
<td>5</td>
<td>Chinhoyi University of Technology (CUT)</td>
<td>Arrupe University (AU2)</td>
</tr>
<tr>
<td>6</td>
<td>Harare Institute of Technology (HIT)</td>
<td>Reformed Church University (RCU)</td>
</tr>
<tr>
<td>7</td>
<td>Zimbabwe Open University (ZOU)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Lupane State University (LU)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Great Zimbabwe University (GZU)</td>
<td></td>
</tr>
</tbody>
</table>


These universities were considered suitable sources of participants for three reasons. Firstly, they were from different contexts because nine of them were owned by the state, while the other six were private universities (see Table 3.1). The population composed of cases as natural occurrences in their definable boundaries (Creswell, 2009). Thus, the participants provided the researcher with a platform to compare staff retention strategies in Zimbabwe’s public and private universities.

Secondly, the researcher assumed that both public and private universities had relevant human resources personnel, retained and returnee lecturers. These universities had diverse backgrounds and experiences regarding staff retention strategies in the universities (Anderson, 2010). Their staff could share detailed data about staff retention strategies from an insider’s perspective. Experiences are shared. Once the researcher extracts and captures the experiences they are transformed into data.
Finally, in line with the research’s objectives and strategy, entry to the research sites was critical to enhance contact with the participants throughout the study period. Owing to financial and time constraints, the researcher was influenced to obtain a sample from public and private universities based in Harare and Mutare. The researcher chose four universities referred to in this study as Cases 1 to 4. Since this study was a qualitative case study in nature, there was no need for the researcher to generalise the findings on the sample (Creswell, 2012), but to carry out a comparative in-depth study regarding staff retention strategies in the selected public and private universities. It was on the basis of the preceding reason that the other eleven (11) research sites in Table 3.1 were left out of the study. If the researcher was to carry out a survey, all the fifteen cases would have been selected. The selected four cases were put under two categories namely, public and private university labels as shown in Table 3.2.

**Table 3.2: Selected research sites (cases) by public and private university (case) label (N=4)**

<table>
<thead>
<tr>
<th>No</th>
<th>Case</th>
<th>Public University</th>
<th>Private University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Case 1</td>
<td>Public University</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Case 2</td>
<td></td>
<td>Private University</td>
</tr>
<tr>
<td>3</td>
<td>Case 3</td>
<td></td>
<td>Private University</td>
</tr>
<tr>
<td>4</td>
<td>Case 4</td>
<td>Public University</td>
<td></td>
</tr>
</tbody>
</table>

The researcher was enlightened by Kotecha (2010) in Kotecha and Perold (2010) that as a result of the unfavourable macro-economic environment that characterised Zimbabwe before the introduction of the multi-currency system in 2009, universities were not spared from
experiencing academic staff loss. Therefore, with the introduction of the multi-currency system, the researcher was conscious of the fact that such universities were employing some staff retention strategies in their bid to retain staff, thus, the conduct of this study became possible to compare staff retention strategies in Zimbabwe’s public and private universities. Sections 3.7.1-3.7.2 clarify how research sites and participants were selected.

3.7.1 Selecting research sites
In qualitative studies such as the current one, the major sampling strategy is non-probability sampling. The study relied on purposive sampling which sought information-rich cases which could be studied in depth rather than breadth (Buchanan, and Bryman, 2009; Patton, 1990). Purposive sampling, the principal form of non-probability sampling (Grosof and Sardy, 1985 in Khosa, 1994:89), involved direct and deliberate selection of specific elements of population as the invited sample. If within a population there are some elements which we believe are particularly crucial then the only way to assure this is to deliberately select them (Fox, 1969:34 in Khosa, 1994: 89). Also, non-probability sampling has a place in research, particularly when the goal is not to generalise (Chein, 1959 in Khosa, 1994). Thus, the researcher consciously chose participants that could provide one with rich information on specific aspects to promote a deep understanding of phenomena under investigation (Mhlanga, 2008; Yin, 2009). All in all, purposive sampling fits in very well in qualitative research as it does not rely on randomised participants, as is the case with quantitative research.

In this study, the researcher selected two public universities in Zimbabwe namely, Case 1 and Case 4 (See Table 3.2). The researcher also selected two private universities namely, Case 2 and
Case 3 in Zimbabwe (See Table 3.2). Selection of these universities was purposive, and was based on the varied nature of institutions in terms of their contexts and assumed levels of development (Hopkin, 2003 in Mhlanga, 2008). The choice of Case 1 and Case 4 as public universities provided the researcher with the opportunity to explore staff retention strategies that obtain in the country’s state universities. The choice of Case 2 and Case 3 as private universities was pertinent on the grounds that they were both privately-owned universities. Case 2 was also church-owned university, while Case 3 was owned by private individuals. Also Case 2 and Case 3 offer conventional and parallel programmes. Conventional programmes are those that universities offer on full time basis during the day, and they are usually broken into semesters. Parallel programmes refer to programmes universities on full time basis during the night or holidays, that is, they are offered on a continuous basis. The varied university contexts, ownership and experiences made the conduct of this comparative case study of Zimbabwe’s public and private universities’ staff retention strategies worthwhile.

3.7.2 Selecting the participants
After sampling the cases, the researcher proceeded to select the participants. Fourteen participants were selected using purposive sampling. They were assumed to be information rich in regard to the phenomenon under study (Patton, 1990). Their profiles are given in Table 4.1 in Chapter 4 and Appendices I-K highlighting details of participants’ demographic characteristics. Two types of purposive sampling namely, stakeholder and criterion sampling were used to select participants. The researcher used stakeholder sampling to select three (two from private universities and one from public universities) human resources personnel (One Deputy Registrar-Human Resources and Administration and one Senior Administrator-Human Resources from
private universities, and one Manager from public universities). Case 4’s Deputy Registrar-Human Resources could not be interviewed during the time of the study because she was on vacation leave. Table 3.3 provides a summary of stakeholder sampled HR participants by their case and case kind to complement the demographics of the participants present in the next chapter’s Table 4.1.

**Table 3.3: Selected HR participants by their case and case kind (N=3)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Case</th>
<th>Participant</th>
<th>Case Kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Case 1</td>
<td>HR</td>
<td>Public university</td>
</tr>
<tr>
<td>2</td>
<td>Case 2</td>
<td>HR</td>
<td>Private university</td>
</tr>
<tr>
<td>3</td>
<td>Case 3</td>
<td>HR</td>
<td>Public university</td>
</tr>
</tbody>
</table>

The researcher used codes Case 1 HR participant and Case 4 HR participant to refer to HR participants from the selected public universities, and Case 2 HR participant to refer to HR participants from selected private universities to aid data presentation and discussion in chapters 4 and 5. Stakeholder sampling involves identifying who the major stakeholders involved in the designing, giving, receiving and administering programme or service being studied and of the stakeholders who might be affected by it (Kombo and Tromp, 2009). The aforementioned human resources personnel were key informants in this study because they have the information about staff retention strategies in their universities. They are also the major determinants of the degree of success of the staff retention strategies obtaining in their universities.

The researcher also used criterion sampling to select returnee and retained lecturers for this study. Table 3.4 provides a summary of criterion sampled Returnee Lecturer participants by their
case and case kind to complement the demographics of the participants present in the next chapter’s Table 4.1.

**Table 3.4: Selected Returnee Lecturer participants by their case and case kind (N=7)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Case</th>
<th>Participant</th>
<th>Case Kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Case 1</td>
<td>Returnee Lecturer 1</td>
<td>Public University</td>
</tr>
<tr>
<td>2</td>
<td>Case 1</td>
<td>Returnee Lecturer 2</td>
<td>Public University</td>
</tr>
<tr>
<td>3</td>
<td>Case 1</td>
<td>Returnee Lecturer 3</td>
<td>Public University</td>
</tr>
<tr>
<td>4</td>
<td>Case 2</td>
<td>Returnee Lecturer 1</td>
<td>Private University</td>
</tr>
<tr>
<td>5</td>
<td>Case 2</td>
<td>Returnee Lecturer 2</td>
<td>Private University</td>
</tr>
<tr>
<td>6</td>
<td>Case 3</td>
<td>Returnee Lecturer 1</td>
<td>Private University</td>
</tr>
<tr>
<td>7</td>
<td>Case 4</td>
<td>Returnee Lecturer 1</td>
<td>Public University</td>
</tr>
</tbody>
</table>

Criterion sampling enabled the researcher to select four Returnee Lecturers from public universities, that is, (three from Case 1 and one from Case 4), and three from private universities, that is, (two from Case 2 and one from Case 3). The researcher uses the codes; Case 1 Returnee Lecturers 1-3 and Case 4 Returnee Lecturer 1 to refer to participants who belong to public universities to aid data presentation and discussion in chapters 4 and 5. The researcher also uses codes Case 2 Returnee Lecturer 1-2 and Case 3 Returnee Lecturer 1 to refer to participants who belong to private universities to aid data presentation and discussion in chapters 4 and 5. Criterion sampling involves searching for cases or individuals who meet a certain criterion (Kombo and Tromp, 2009). It suited this study in that returnee lecturers possess a wealth of staff retention experiences they had gained locally and internationally. Table 3.5
provides a summary of criterion sampled Retained Lecturer participants by their case and case kind to pre-empt the demographics of the participants present in the next chapter’s Table 4.1.

Table 3.5: Selected Retained Lecturer participants by their case and case kind (N=4)

<table>
<thead>
<tr>
<th>No.</th>
<th>Case</th>
<th>Participant</th>
<th>Case Kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Case 1</td>
<td>Retained Lecturer 1</td>
<td>Public University</td>
</tr>
<tr>
<td>2</td>
<td>Case 1</td>
<td>Retained Lecturer 2</td>
<td>Public University</td>
</tr>
<tr>
<td>3</td>
<td>Case 2</td>
<td>Retained Lecturer 1</td>
<td>Private University</td>
</tr>
<tr>
<td>4</td>
<td>Case 4</td>
<td>Retained Lecturer 1</td>
<td>Public University</td>
</tr>
</tbody>
</table>

From Table 3.5, it can be seen that four Retained Lecturers, that is, three from public universities (two from Case 1 and one from Case 4) - and one from a private university (Case 2). In the next chapter, the researcher uses the codes; Case 1 Retained Lecturer 1-2 and Case 4 Retained Lecturer 1 to refer to Retained Lecturer participants selected from specific universities and Case 2 Retained Lecturer to refer to Retained Lecturer participants selected from private universities to aid data presentation and discussion in chapters 4 and 5. The retained lecturers were selected for participation in this study because they possess worthwhile experience regarding how well their universities have managed to retain them to date. Both sets of lecturers have lived experience of staff retention strategies. Such experiences enabled the researcher to compare staff retention strategies that obtain in the public and private universities.

### 3.8 Data Generation Instruments and Procedures

Data were generated using the researcher’s entire person (‘the self’) as the primary instrument of data collection, face-to-face open-ended interview, and observation and document analysis
techniques. Data generation process lasted five months that is from September 2013 to December 2013. The researcher generated three kinds of data namely, audio-taped interview data and field notes in the form of observation and documentary analyses. Below, the researcher explains the appropriateness of research instruments from both theoretical and practical perspectives.

3.8.1 The researcher’s entire person as the primary instrument of data generation
In qualitative studies, the researcher is the main instrument of data generation (Marshall and Rossman, 2011: 112). In conducting this study, the researcher was conscious that the researcher was entering the research sites as “an insider” (Nyawaranda, 1998; Robson, 2002). The researcher had taught for two years at a rural secondary school, twelve years at an urban primary school, three years in teacher education and a further five years had been spent teaching at the Zimbabwe Open University. For example, the researcher was aware that Zimbabwe’s public and private universities had some documents on staff retention. The researcher knew that the institutions were employing some staff retention strategies. In entering the research sites, the researcher therefore had a rough idea about how the study’s participants think and function – and this gave the researcher a hint about what to search for. In this way, my position as a researcher allowed him to exploit “the self as an instrument” (Eisher, 1991:34 in Nyawaranda, 1998:125). The researcher had, according to Marshall and Rossman (2011), to be aware of three technical considerations regarding the use of the researcher as the instrument. The researcher learnt from the benefits of social interaction in getting information from the participants informally. With respect to revealedness, Marshall and Rossman (2011) cite Patton (2002: 273) advising the researcher that, “people are seldom deceived or reassured by false or partial explanations at least not for long.” In regard to role intensiveness and extensiveness, from Marshall and Rossman
(2011), the researcher conducting the present intensive and extensive study, had to devote considerable time early on developing trusting relations with the participants. The researcher went into the field as a student observing research ethics in their entirety (See Appendices A, B, C, and P).

Using the self as the research instrument taught the researcher that data generation was not as simple as getting into a garden to pick up ripe tomatoes. The research process changes from time to time and the researcher has to accommodate such changes (Berg, 2006). The researcher had to seek the approval of gatekeepers at the research sites (Creswell, 2009) by seeking authority to enter research sites from the Permanent Secretary of the Ministry of Higher and Tertiary Education and the University Registrars’ (See appendices C, I and Q). The researcher learnt the value of exercising social capital to identify and convince the participants. For example, depending on the nature of the reception one got, the researcher had the courtesy to greet participants in a friendly way and stated the purpose and significance of his study that way.

Since this study is interpretive research (Creswell, 2009), it embraces the concept of subjectivity in research through reflexivity (Flick, 2009). Reflexivity is a self-conscious engagement between a researcher and the world he/she investigates (Gray, 2009; Nyawaranda). Reflexivity permitted the researcher’s subjectivity as a researcher to be “appreciated as a phenomenon that belongs naturally to the field under study” (Coulon, 1995 in Nyawaranda, 1998). In this way, the research process became a joint production between the researcher and the participants in the inquiry (Hammersley and Atkinson, 1993 in Nyawaranda, 1998). This symbiotic link between the researcher and the participant meant that they were not kept apart.
As an insider, the researcher capitalised on the advantage of using open-ended questions. In line with the above citation, the researcher was able to see the world through the eyes of the participants and to understand the participants’ construction of knowledge about staff retention strategies in Zimbabwe’s public and private universities. The researcher made use of thought provoking questions during the interviews to find out the nature of the participants’ lived experiences with respect to staff retention strategies in their universities. A few examples of such questions used in this study were:

- How has your university managed to retain lecturers?
- How effective have been those staff retention strategies?
- What challenges has your university faced in retaining staff? (See Appendices F-G).

They opened up freely revealing what was at the bottom of their hearts with regards to staff retention strategies in their universities. Cognisant of the benefit of open-ended questions, Denzin and Lincoln (2002) cited in Ivankova, Creswell and Clark (2007:261) note that:

The qualitative researcher collects words (text) about central phenomenon. The data collected about central phenomenon were from people immersed in the setting of everyday life which the study is framed. The researcher served as an instrument of data collection and asks participants broad, open-ended questions to allow them to share their views about and experiences with the phenomenon.

There were some shortcomings in using the researcher as the primary instruments of research. First, the researcher’s professional title of a Professor seemed to invite jealousy among some gatekeepers whom he approached to seek permission to gain entry into the research sites. For example, it took me five months to get clearance from the highest office in the land. Second, the researcher assumed that the MOHTE’s research ethics could have been tied up with the
preparations for the 31 July 2013’s harmonised elections to the extent that they put aside this study’s application for permission to conduct research in the country’s universities.

Third, one university turned the researcher’s application down without indicating reasons for doing so. The researcher found this to be normal. The researcher did not expect everyone approached to say ‘Yes’. For instance, when one sends out surveys one should not expect every potential respondent to respond.

However, to overcome the challenge in the first example, the researcher constantly phoned and visited the concerned office in order to get the clearance. In the second, the researcher felt that involvement of the MOHTE’s research ethics committees on elections business was national duty that had to take precedence over the researcher’s private business. In a bid to overcome the third challenge, the researcher ignored the response mainly on the grounds that the institution had the right to either participate or not to take part in the study. The researcher did so after sensing that there could have been some organisational politics between the researcher’s university and the approached university.

Another limitation of using ‘the self’ as the research instrument was that being a lecturer and a PhD student from the Zimbabwe Open University made some research sites feel uncomfortable with the need to give or lend some documentary evidence. One private university gave the researcher one document, while another one categorically stated that it could not give the researcher its documents. Perhaps, the feeling among these universities was that ZOU could exploit their documents to its advantage in spite of the fact that the researcher had promised that
no one else other than the researcher could have sight of the documents. In mitigation, the researcher made sure that he had to get as much information from the interviews and observations.

### 3.8.2 Face-to-face (open-ended) interviews

Another instrument used for data generation was face-to-face interviews. The researcher conducted face-to-face (open-ended) interviews with four human resources personnel in the selected universities (See Appendix “H”). The researcher also conducted similar interviews with eleven academic staff in the research sites namely, four Retained and seven Returnee lecturers (See Appendices F and G). The interview questions were customised to suit the different categories of participants. The researcher conducted face-to-face interviews for a number of reasons. First, interviews permitted diversity of stakeholder perceptions that deal with day-to-day staff retention issues worth capturing. In-depth face-to-face interviews involve direct contact with the participants who are asked questions and provided participants with the opportunity to comment on widely defined issues (Bless and Higson-Smith, 1995). The stakeholder participants were Deans, Senior Lecturers, Chairpersons, Programme Leaders and Professors and Human Resources personnel in the selected universities. These participants experienced staff retention challenges at faculty and institutional levels. They were conversant with staff retention strategies and policies.

Face-to-face interviews enabled the researcher to obtain the perceptions of the key and relevant participants in regard to staff retention strategies in their universities. Thus, the interviews
allowed the researcher to gain insights into the behaviours of the participants which the researcher could not get from observations alone and the researcher wished to explore their feelings, intentions and the way they interpreted the world around them (Nyawaranda, 1998). By so doing, the researcher used questions that have a dual goal of motivating the participants to give full precise information (Hoyle, Harris and Judd, 2002) about staff retention strategies obtaining in the universities, while avoiding biases stemming from social desirability, conformity, or other constructs of disinterest. All interviews were audio taped using a voice recorder and smart cell phones.

They involved generation of data through face-to-face verbal interaction between individuals while at the same time, taping the dialogue (Dochartaigh, 2007; Kothari, 2007; Thomas and Nelson, 2001). Audio-taping face-to-face interviews were used for five reasons. First, they allowed the researcher to accurately record participants’ opinions regarding staff retention strategies in the universities with minimum effort. Second, it permitted the researcher to concentrate fully on the discussion rather than trying to strike a balance between conversation and note taking. Third, the researcher found audio-taped interviews to be a more natural way of interacting with different participants in the study than requesting them to fill in questionnaires or do a test. Fourth, such interviews presented the researcher with the obvious advantage of preserving the entire verbal part of the interview for later analysis. Fifth, the researcher also noticed that, although some participants were nervous to talk while being audio-taped, the uneasiness disappeared after a short time.
Given the preceding advantages of interviews, the researcher benefited a lot from using them. The researcher was able to obtain profiles of the research participants, such as their sex, age, qualifications, professional status and length of teaching/human resources management experience. Such information was vital to provide the researcher with participants’ actions towards staff retention strategies at their work places. As a result of the use of the interviews, the researcher was able to identify other relevant sources of evidence (Yin, 2009). Such sources included strategic plan documents, staff exit interview forms, annual reports, to name a few. Apart from what the interviewee actually said, the interviews enabled the researcher to “read between the lines” and gain the meaning of what respondents implied from the way they responded to certain questions, something the researcher could never have achieved through any other research method (Mhlanga, 2008:80). Thus, the researcher was able to gather detailed data with regards to staff retention strategies, monitoring of staff retention strategies, effectiveness and their mitigatory measures obtaining in Zimbabwe’s public and private universities through these interviews.

While interviews helped to gather rich data to provide answers to the research problem, they were not free from limitations. Getting started to interview participants was a challenge because of gatekeepers (Creswell, 2009) who delayed the researcher’s entry into the research sites. When the researcher got cleared by MOHTE and registrars, the researcher made appointments with participants who sometimes postponed, especially indicating that they spent the whole month of September 2013 preparing for the Research and Intellectual Expo which eventually failed to obtain during the first week of October 2013. Also some research sites were preparing for their graduation ceremonies and examinations, hence, the postponements were unavoidable. The
researcher had to exercise a great deal of patience to carry out the interviews at the participants’ convenient time. Thus, the researcher learnt from the research process experience that interviewers have a difficult role. Interviewers usually encroach on the respondents’ time and building rapport to obtain information that may not directly benefit the respondents (Neuman, 2011:342).

The researcher’s first interviews with Case 1 Human Resources Manager encountered some little technical hitches. The researcher had brought a voice recorder an hour before the interview which failed to switch on some seconds before the interview. The researcher now subscribes to the observations of Dochartaigh (2007) and Mhlanga (2008) that little technical hitches can cause tremendous harm to the whole interview process and have the potential to reduce the quality of the data. The researcher was rescued from further embarrassment by a member of Case 1’s Information Technology Unit who gave the researcher a two minute lesson regarding how to operate the voice recorder.

Another challenge of the interviews concerned lack of punctuality by participants. Some participants came late for the interviews, usually two or three hours after the appointment. The researcher had to reschedule interview times. Other interviews were held at the hotels at night. This involved hiring of taxis but as a student in need of a higher qualification, the researcher had the patience to wait. As a result, the interviews were conducted.
3.8.3 Observation
Observation was used as a data gathering technique to complement the “self”, face-to-face open-ended interviews and document analysis. The researcher observed participants’ behaviour without them being aware each time he entered the setting, moving around the setting and exiting the research sites. Observational strategies collect qualitative data and are suitable for investigating phenomena that can be observed directly (Nachamias and Nachamias, 1989 in Tshuma and Mafa, 2013). In choosing this method of data collection, the researcher was encouraged by Saunders et al. (2009:28) who argue, “a common theme is our effort to discourage you from thinking of the various research methods as the sole means to employ in your study, this is also true of observation methods.” The same authors go on to indicate that observations may meet the demands of your research questions and structured observation in your study either as the main methods of data collection or to supplement other methods.

In this study, direct observation was used (Mhlanga, 2008). The researcher preferred direct observation to participant observation because of time constraints which worked against visiting research sites and completion of the study. Through direct observation, the researcher generated data at the time they occurred in their natural settings when he visited the research sites. The researcher did not need to depend on ‘second hand’ accounts of the phenomenon of staff strategies from the participants who could put their own interpretation of events. Also direct observation helped the researcher to secure information that most participants would ignore because to them it would be mundane or irrelevant. The researcher recorded the observations of the studied phenomenon every time he visited the research sites with the research objectives in mind (See Appendix L). In the light of observations the researcher made, it can be seen that
direct observation suited this study. It made the researcher observe and record real conditions that either promote or impinge on staff retention strategies in Zimbabwe’s public and private universities. Of particular interest to these observations were buildings (libraries, laboratories, toilets, staff offices, staff houses, dining halls), as well as telephone and Internet facilities. The researcher observed these informally during the days he visited the research sites. He also observed and recorded the nature of student canteens, public transport and grounds, as well as the presence/absence of relevant staff retention documents in the Human Resources Unit and staff offices that he paid visits. By so doing, the researcher was concurring with Zikmund, Babin and Grifin (2010: 152) who noticed that through observation, “researchers may observe employees in their workplace. Meaning is extracted from field notes.”

Through direct observation, the researcher’s eyes were opened to the extent that the researcher was able to tell the type of climate that obtains in a university and how it impacted on staff retention strategies. This is underscored by Mhlanga (2008:84) who observes, “Observations alone enabled me to “see” different climates at the different institutions and these still stand quite vividly in my mind long after encountering the situations.” Thus, direct observable data was a fountain of information useful in the comparison of staff retention strategies in Zimbabwe’s public and private universities. Finally, observation assisted the researcher to either confirm or disconfirm finding from “the self”, interviews and documents. The researcher was able to compare his observation with the staff empowerment theory (Moyes and Henkin, 2006; Dimitriades, 2005; Val and Lloyd, 2003). The same thing was done with the Staff Satisfaction Theory advanced by Gesinde and Adejumo, 2012; Dimitriades, 2005; Charlie, 2010).
3.8.3 (i) Limitations of direct observation

In collecting data as an outsider at cases 2 to 4, the researcher could visualise shortcomings of direct observation. The researcher’s presence as an outsider was bound to alter the behaviour of those being observed (Tshuma and Mafa, 2013). The researcher, therefore, spent the whole day at the institution observing events occurring naturally. The objective of this observation was to explore the extent to which staff retention were obtaining in the studied universities using senses of sight and hearing without interfering with the day-to-day activities and events of research sites.

One other challenge of using direct observation was that of time constraints. Observations were limited to the duration of the events (Tshuma and Mafa, 2013). For example, the researcher was unable to get sight of participants coming from or going to a staff meeting. Their actions could have given the researcher hidden observations related to the researcher’s study. Here, the researcher intended to get the staff retention strategies that were not stage managed by making unnoticed observations during gaining entry into the research sites, moving around the research sites and exiting the research sites. This was done to maximise use of limited time to generate data.

Related to the preceding challenge, Tshuma and Mafa (2013) point out that the fact that a researcher might not be there at the time of spontaneous occurrence which might be of interest is one other limitation of direct observation. The researcher did not get the opportunity to witness or attend an academic staff workers’ council meeting in any of the research sites. The researcher had to rely on feedback he got from the research sites (Case l’s) president of the academic staff
association to obtain the reality regarding of staff retention issues that are likely to be discussed in the country’s public and private universities.

3.8.4 Document analysis

The study also used document analysis to complement interviews in data generation. It is unobtrusive and non-reactive and can yield a lot of data about values and beliefs of participants in their natural settings (Marshall and Rossman, 1999 in Tshuma and Mafa, 2013). It involved an analysis of primary data from conditions of service, staff appointment forms and strategic plan documents (See Appendix M). Thus, documentary analysis involved collecting written documents to provide a source of information such as meeting dates or events as well as in-depth descriptions of how individuals think about their world (Kolb, 2012). Examples of documents collected for this study were the universities’ Terms and Conditions of Service for lecturers, Strategic Planning Documents, and staff exit interviews to name a few. In this case, the participants’ world was made up of staff retention strategies in selected Zimbabwe’s public and private universities. It also enabled the researcher to analyse secondary data through referencing to some textbooks, journals and websites related to staff retention strategies in the universities. The researcher was able to fill the gaps that were left open by other data collection methods and techniques (Tshuma and Mafa, 2013). The researcher also picked some issues from the document analysis which needed verification with the respondents during interviews (Chisaka and Vakalisa, 2000). Underscoring the foregoing scholarly views, Glesne and Peshkin (1992) stress the value of document collecting in corroborating observations and interviews and generating further trustworthiness among data. A case in point was the issue of prior staff retention experience in relation to current staff retention practices in the universities. That kind
of data enabled the researcher to make grounded comparisons. Just like the other research instruments, document analysis was done in line with the research objectives.

In the conduct of this study, document analysis was susceptible to one weakness. Authors of documents decided to record and leave out information informed by the social, political, economic context of which they are part (Creswell, 2009). Some research sites chose to give the researcher documents with glowing data that did not give the real picture of staff retention strategies. In alleviation of this challenge, document analysis data was compared with data from the interviews and observations for corroboration purposes. In the light of the preceding researcher’s experiences, the research examines the written documents to gain a deeper understanding and description of the participant’s convictions, conduct and experiences (Bogdan and Biklen, 2006).

3.9 Data Generation
Data collection in qualitative studies is called data generation (Seale, 2006). It was conducted in twelve months and in two phases. First, the review of related literature to inform data generation was done between January and August 2013. Second, data generation in the field was done between September and December 2013 using ‘the self’, interviews and observations and document analysis. Such experiences, when supplemented with document analysis of staff exit interviews data and field notes, generated comparative data of staff retention strategies in Zimbabwe’s public and private universities.
3.9.1 Data generation access process

Data generation access process in qualitative case studies involves training, appropriate selection of participants, entering the setting, explaining the study and exiting the institution (Thomas and Nelson, 2001; Creswell, 2009). Training prepared the researcher for the actual field work. Aspects of age, gender, job title and qualifications were also considered. Such participants had research characteristics sought in this study (Seale, 2006).

Exiting the institution is the last data collection process (Willig, 2001). The researcher realised that he would keep on returning at the cases to follow up data generated through observations, interviews and document analysis. He terminated interview sessions in a polite way showing his gratitude to the participants for their responses before switching off the voice recorder. In some cases, when the researcher was about to leave, some participants further opened up and referred the researcher to other key informants who could provide useful data about the topic. That is how the researcher got six participants at Case 1 and four at Case 2, instead of two.

3.9.1 (i) Data generation procedures

Data generation procedures involve making appointments with research participants in order to take steps to design instruments, administer instruments and data generation from the participants (Atkinson, Delamont, Coffey, Lofland and Lofland, 2007; Kitchin and Tate, 2000; Silverman, 2006). These procedures are briefly described below.
3.9.1 (ii) Design of research instruments
All the instruments; interview guides for human resources personnel, returnee and retained lecturers, observation guide and document analysis guides were designed with research objectives in mind. Interview guides had closed-ended questions which provided participants’ profiles and open-ended questions to permit participants’ free responses. Open-ended questions which were customised to suit different participants’ experiences reflected participants’ thinking in regard to the studied phenomenon (Kitchin and Tate, 2000).

3.10 Data Presentation, Analysis and Discussion Procedures
Data presentation, analysis and discussion procedures are to be used to organise, describe, analyse and interpret data (Bazaley, 2007; Potter, 2006; Berg, 2006). In this study, data were presented using tables to show participants’ profiles and actual research data analysed using NVivo (See template in Appendix N).

3.10.1 Data analysis
Data analysis is a process of making sense out of data (Thomas and Nelson, 2001). On the same note, Bogdan and Biklen (2006) explain data analysis as a systematic process of sifting and arranging all information obtained from interview transcripts, field notes and other material collected to increase understanding of the data to enable the presentation of what has been discovered. The researcher started data analysis during literature search in Chapter 2 and field work in Chapter 3 and beyond in order to inform him about the kind of information he should obtain in the subsequent data generation processes. In order to make sense of field data, the research data were analysed using NVivo, a software programme for Windows PC which
combines efficient management of non-numerical, unstructured data with powerful processes of indexing, searching and theorising (Creswell, 2012). The researcher came up with a template to feed edited interview data into the NVivo data analysis software. NVivo assisted the researcher to manage, shape and interpret unstructured data. It provided him with a workspace and tools to enable him to work through the data with so much ease. It sped up the investigator’s research process by providing him with more time to analyse the research material, identify themes, glean, insight and develop meaningful evidence-based comparative conclusions regarding staff retention strategies in Zimbabwe’s public and private universities. The software managed to process the data and come out with a summarised output which was subjected to open coding in which key categories were highlighted using a highlighter. The highlighted categories comprised themes, sub-themes and their substantiations acting as a summary for the edited responses in the template shown by the (Appendices N, Q, R and S). This output was guided by research questions given in chapter 1. Consequent upon the NVivo data analysis output, the researcher used the framework as indicated in Table 3.5 to present findings in chapters 4 and 5, that is, from Tables 4.2 to 5.6. Although Tables 5.7 (a)-(c) were a result of the NVivo data analysis software, they had a different format because they were based on a probing question regarding who could be involved in mitigating staff retention challenges and to what extent can one be involved. Therefore, different responses to that question were given from the perspective of HR, Returnee and Retained Lecturer participants by case.

Such data were then married to their relevant quotes, observation and documentary analysis- and literature where possible in order to generate meaning from the data. In that regard, there was a possibility to comparatively generate new knowledge with respect to staff retention strategies in
Zimbabwe’s public and private universities from the multi-perception of HR, Returnee and Retained Lecturer participants.

Buttressing the preceding researcher’s experiences with the use of NVivo in data analysis, Marshall and Rossman (2011) and Leedy and Ormrod (2012) concur that NVivo is one of the database programmes which provide ready means of storing, segmenting and organising lengthy field notes, and it is designed to help researchers to find patterns in their notes. The researcher developed a template to use in data analysis (See Appendix N). NVivo permits researchers to draw themes and sub-themes emerging from the study, as well as grouping or categorising themes that are either similar or different (Sjøberg 2008; Flick; 2009). In this regard, NVivo enabled the researcher to analyse staff retention data thematically on a comparative basis. The researcher also used thematic content analysis to support NVivo by analysing data on the observation and documentary guides (See Appendices M and N). Thematic content analysis enabled the researcher to compare data on staff retention strategies in the public and private universities, as Silverman (2006) observes that content analysis permits researchers to fleece themes that emerge from the data.

3.11 Approaches to Rigour in Qualitative Studies
Researchers from the naturalistic tradition, argue that, trustworthiness is more important than validity and reliability (Gray, 2009:194). Also, establishing trustworthiness and considering study limitations are major factors in accurately reflecting the integrity of the research project (Glesne and Peshkin, 1992). Skrtic (1985) in Gray (2009) suggests that trustworthiness manifests itself through a focus on transferability, dependability, confirmability and credibility.
3.11.1 Transferability

Transferability was done with purposive sampling to illustrate pertinent issues and factors when comparing two contexts of similarity and thick descriptions to provide evidence for making judgments about similarities and differences between cases (Skrtic, 1985 in Gray, 2009). The researcher used stakeholder and criterion samples to select participants from public and private universities and gathered thick descriptions to make judgments about similarities between staff retention strategies in the universities. The aim was to explore the degree to which findings were context bound (Gray, 2009). Data were generated comparatively using “the self,” interviewing returnee and retained lecturers, human resources personnel, observations and document analysis in the universities. In line with interpretivism, it was possible for the researcher to transfer the study’s findings to similar cases in the country, rather than generalising them.

3.11.2 Confirmability and dependability

According to Denzin and Lincoln (2005) in Gray (2009), confirmability and dependability denote reliability or stability of findings. Denzin in Gray (2009) goes on to point out that a reliable observation for example, is one that could have been made by a similarly situated observer. For Skrtic (1985) in Gray (2009:194), confirmability is, “concerned with the audit showing the connections between data and the researcher’s interpretation.” For Gray (2009), confirmability addresses the degrees to which the steps of the study can be audited, confirmed or replicated. Similarly, Cohen and Manion (2002) view confirmability as a technique used to show the extent to which the results could be confirmed or corroborated by others. The researcher made a thorough attempt to write details of the research procedures clearly in the methodology chapter indicating research paradigm (qualitative), research philosophy (interpretivism), research
approach (multiple case study), purposive sampling, research instruments (the ‘self’, interview guide, observation guide and document analysis), approaches to rigour (transferability, confirmability, dependability and credibility) and ethical considerations. The researcher also provided evidence of raw data from the four universities to facilitate effective confirmability.

3.11.3 Credibility

Credibility is the use of persistent observations, triangulation of data, methods, theories and investigations and member checks, where data and interpretations are tested with research participants (Skrtic, 1985 in Gray, 2009). For Gray (2009), credibility examines the study and methods used to derive findings. Lincoln and Guba (1994) in Gray (2009:196) argue that credibility can be strengthened through the researcher making a conscious effort to establish confidence in the accuracy of interpretation, and the fit between description and explanation. To these, Lincoln and Guba (1994), suggest that they can add authenticity, which relates analysis and interpretation to the meanings and experiences that are perceived by the subjects of research; that means the researcher being aware of the multiple voices contained within the data, and the subtle, sometimes conflicting reality within it (Gray, 2009). Similarly, Davies and Dodds (2002) suggest important approaches to academic rigour in research practices that are honest, open, empathetic, sensitive, respectful and engaging. Credibility was achieved through the use of multiple theories (staff empowerment and staff satisfaction), multiple tools (as indicated in the earlier section), multiple investigations (carrying out studies in four different universities) and multiple methods (use of a multiple case study approach). Transcriptions of interview data were also sent back to participants for member checking.
3.11.4 Researcher training

In positivist studies, researchers carry out a pilot study to pre-test research instruments on people of a type similar to that of the intended sample (Walliman, 2006). In naturalistic inquiries, researchers prefer a researcher training to a pilot test (Gray, 2009). Researcher training in qualitative studies involves training, appropriate selection of participants, entering the setting, explaining the purpose of the study and exiting the institution. For this study, it was useful during the data collection access process because it prepared the researcher for the actual field work. The researcher sought permission to carry out the study in the research sites from the Ministry of Higher and Tertiary Education and Registrars by mid-September 2013. As the researcher was in the field, the researcher learnt critical lessons about data collection involving people. The researcher became aware that people cannot be easily accessed in the manner that one can do to fill a basket with tomatoes in a garden. The researcher also learnt how to create a conducive interview climate from interview to interview. The researcher agrees with Mhlanga (2008:81) who cites Maykut and Morehouse, who argue that the responsibility for establishing and maintaining a positive interviewing climate rests with the interviewer, and the information obtained during an interview is also largely dependent on the interviewer. The researcher had to make appointments and observe them so as not to disappoint the participants. Appointments were made in advance after giving the participants the interview guides. Also, after experiencing an embarrassment of failure to operate the new voice recorder during the first interview at one case site, the researcher rehearsed using the voice recorder before the subsequent interviews.
As a result of the researcher training, the researcher became aware that gaining entry may be a continuous problem when the researcher moves from one site to another (Marshall and Rossman in Creswell, 2009). Armed with institutional clearances, the researcher used social capital to greet the participants and formally introduce the researcher in search of the right climate for the interview. The researcher was able to learn how to interview participants by replaying the voice recorder to assess the researcher’s strengths and weaknesses during interviews. Strengths were built upon, while weaknesses were overcome through practice. As a result, the researcher’s questioning technique, formal introduction, use of multi-sensory approach, probing, keeping interviewees in the right track, seeking clarity to questions and exiting the interviews improved with time.

3.12 Ethical and legal considerations

In carrying out this qualitative study, the researcher observed the underlying ethical issue in honour of the participants. Ethical issues are the moral principles guiding research (Gray, 2009). Ethical issues in this regard carry the notion of professionalism. In this study, the researcher observed informed consent, institutional approval, the right to anonymity and confidentiality, the right to privacy and avoidance of plagiarism.

In pursuit of institutional approval, the researcher applied for permission to carry out research in the public and private universities from Permanent Secretary of MOHTE and university Registrars (See Appendix B, C, D and Q). That way, the researcher was able to gain access to research sites by seeking approval of “gatekeepers” (Creswell, 2009). One university registrar turned down the application for permission to carry out the study at the research site, and the
researcher now concurs with Walliman (2006:150) who advises, “Do not assume that everyone is willing to help you in your research.” On the same footing, in one of the cases the researcher visited refused to let the researcher have sight of the relevant staff retention documents in spite of the fact that the researcher had solemnly promised not to abuse or misuse the documents in his institutional application letters (See Appendices C to E).

The researcher also observed informed participant consent in this study. The researcher respected the participants by explaining the purpose of the research and seeking their consent. The researcher made sure that the participants filled in consent forms before the interview (See Appendix E). In the consent form, participants were informed of their right to either participate in or withdraw from the study. The researcher did not object to Walliman (2006) and Gray’s (2009) advice that it is a requirement for the participants to sign consent forms that have clear explanations on the purpose of the study, data collection methods to be used, risks involved, benefits and how the researcher intends to store and use the data. The researcher strengthened this informed consent during using formal introductions just before interviewing the participants.

Along with observations of informed consent, the researcher assured participants that their responses would remain anonymous and confidential. He promised them that he would not use real names of the universities and participants to present, describe and interpret data. Instead, the study used codes; Cases 1 to 4 for the universities, Cases 1 to 4 Retained Lecturer participants, Cases 1 to 3 Human Resources participants and Cases 1 to 7 for Returnee Lecturers. The researcher did this to protect their identity. With such assurances, the researcher concurs with
Walsh (2000) who holds the view that participants voluntarily and willingly take part in studies where their responses would remain confidential and anonymous.

In addition to the observation of anonymity and confidentiality in this study, the researcher also observed other basic principles of research that include the right to privacy, avoiding harm to the participants, objectivity, integrity and honesty in reporting procedures (Silverman, 2006). To ensure privacy of the participants, the researcher interviewed them at venues where there were no other people, informed them that their taped responses were a preserve of the researcher alone and their identity was not needed in the interviews. In search of integrity and honesty, the researcher promised to acknowledge other scholars’ ideas to compile this study. The researcher showed respect for the participants by informing them on why the researcher was asking questions and to what use he would put the data they gave to the researcher.

Related to the principles of observing integrity and honesty in reporting procedures in this study, is avoiding plagiarism in the compilation of this thesis report. Plagiarism, is the submission of the words, ideas, images or data of another person as one’s own (Creswell, 2009; Haggarty, 2004). It involves taking other people’s work as yours. Walliman (2006) contends that plagiarism entails; inadequate referencing, copying and pasting from the internet and infringing international copyright laws. In this study, the researcher adopted and adapted other people’s figures, tables and illustrations and adapted and acknowledged their sources where possible. The researcher also acknowledged every source in the introduction, review of related literature, as well as research methodology and design chapters. Above all, the researcher made sure that all in-text references in the five chapters appeared in the reference list at the end of the report. All
the measures were done in search of gaining academic acceptance for his work, and avoiding academic fraud and criminality.

The researcher also guarded against deception in this study. Deception occurs when researchers are not honest with their respondents (Cohen and Manion, 2002). This is just as criminal as plagiarism, if not worse. It involves not being honest about the duration of the interview, and infringing the participants’ human rights without their knowledge. To avoid this sorry state of academic affairs, the researcher desisted from falsifying results from the field by glowing or magnifying or under-reporting results. The researcher also gave way to member checking of interview data transcriptions by participants. In those scenarios, the researcher reported findings as they are in the field, thus, not stepping outside the realm of ethnographic research.

Lastly, the researcher showed some gratitude to the participants by thanking them for taking part in this study. To acknowledge the worthiness of this practice, Walliman (2006:152) notes, “Any information should be acknowledged with thanks, whether verbal or in case of questionnaires or letters asking for written information”. For this study, the researcher expressed the researcher’s gratitude in three ways. First, the researcher included a section in the informed consent form (See Appendix E) which thanked participants for agreeing to participate in this study. Second, when the researcher exited his interviews, the researcher verbally thanked the participants before switching off the voice recorder. Furthermore, the researcher reserved one page in the study’s preliminary section to thank all people who made the conduct of this study possible.
3.13 Summary

The chapter presented research paradigm (qualitative), research philosophy (interpretivism) and research approach (multiple case stage approach). Thus, the study was based on a qualitative epistemology that stresses the socially constructed nature of reality, the rapport between the researcher and what is studied, and the situational constraints that shape inquiry (Denzin and Lincoln, 1998:3 in Mhlanga, 2008:90). Qualitative paradigm, interpretivism, and subjectivism were chosen for their social interactivity and ability to study phenomena in their natural settings. A multiple case study method suited this study because of its ability to generate knowledge. It provided the researcher with the research experience to enable the researcher to justify qualitative paradigms associated with philosophy, epistemology and method, especially the ‘self’, interviews, observations and document analysis, as well as use of non-probability sampling (purposive and stakeholder) in this study. A synopsis of data collection presentation, analysis and interpretation was presented in line with qualitative methodology. Approaches to academic rigour in qualitative research (trustworthiness, credibility, confirmability, transformability and dependability) were argued for. Ethical issues that were adopted in this study (institutional approval, informed consent, right to anonymity and confidentiality, right to privacy and avoiding plagiarism and deception) were duly attended to. The next chapter deals with data presentation, analysis and interpretation.
CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction
The previous chapter justified research methodology employed in this study. This chapter presents the findings of this study. Research questions put forward in Chapter 1 provide the headings for data presentation, analysis and interpretation. The researcher presents, analyses and interprets data simultaneously for the purposes of achieving coherence. Research findings are presented using tables showing main themes and sub-themes and their substantiations, a format adopted and adapted from Chisaka and Kurasha (2012). Excerpts from the participants’ responses are used to corroborate the findings. A summary concludes the chapter.

4.2 Participants’ Background Information
Three categories of participants comprising 14 participants were interviewed. Their profiles are presented in Tables 4.1 on the next page, and more details are presented in Appendices I-K.
Table 4.1: Demographic characteristics of the research participants (N= 14):

- 3 Human Resource Participants.
- 4 Retained Lecturer Participants.
- 7 Returnee Lecturer Participants

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants’ characteristics</th>
<th>Case 1 No.</th>
<th>Case 2 No.</th>
<th>Case 3 No.</th>
<th>Case 4 No.</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td>1.</td>
<td>Belonging to Public University</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>Belonging to Private University</td>
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<td>4</td>
<td>2</td>
<td>0</td>
<td>6</td>
</tr>
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<td>3.</td>
<td>Public Universities’ HR Participants</td>
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<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Private Universities’ HR Participants</td>
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<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Male Participants</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>6.</td>
<td>Female Participants</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>HR Age of Participants in Years: 40-49</td>
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<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>Retained Lecturer Participants’ Age in Years 50-59</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
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<td>9.</td>
<td>Returnee Lecturer Participants’ Age in 40-49</td>
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<td>10.</td>
<td>Participants’ Professional Status and Highest Educational Qualification: Professors</td>
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<td>Lecturer Participants with Master’s Degree</td>
<td>HR Participants with Master’s Degree</td>
<td>HR Participant with Bachelor’s Degree</td>
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<td>-----------------------------------------------------------------</td>
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<td></td>
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<tr>
<td>11. HR Participants’ Relevant Work Experience in Years:</td>
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<tr>
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<tr>
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<td>1</td>
<td>0</td>
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<tr>
<td>10+</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>12. Retained Lecturer Participants’ Relevant Work Experience in Years</td>
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<tr>
<td>13. Returnee Lecturer Participants’ Relevant Work Experience in Years</td>
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<tr>
<td>0-4</td>
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<tr>
<td>14. HR Participants’ Areas of Specialisation:</td>
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<td>1</td>
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<tr>
<td>15. Areas of Specialisation for the Retained Lecturer Participants:</td>
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<td>16. Areas of Specialisation for the Returnee</td>
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<tr>
<td>Nutritional Bio-Chemistry</td>
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<td></td>
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<tr>
<td>Monitoring and Evaluation</td>
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</tr>
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<td>0</td>
<td>0</td>
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<td></td>
</tr>
<tr>
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17. Tenure Status of Retained Lecturers:

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<tbody>
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<td>Non-tenured</td>
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<td>1</td>
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18. Tenure Status of Returnee Lecturers:

<table>
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<tr>
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<th>1</th>
<th>1</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-tenured</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

The participants consisted of three Human Resource personnel (Case 1 HR Manager; Case 2 HR Senior Administration in the Human Resources Department; and Case 3: HR Deputy Registrar-Human Resources and Administration). Their coding in Chapters 4 and 5 shall be Case 1 HR participant, Case 2 HR participant and Case 3 HR participant. There were also four Retained Lecturers (2 from Case 1; from Case 2 and 1 from Case 4), and seven Returnee Lecturers (3 from Case 1, 2 from Case 2; 1 from Case 3; and 1 from Case 4). HR participants were selected using stakeholder sampling, while Retained and Returnee Lecturers were selected using criterion sampling.
Eleven participants were male, while three were female. Case 1 provided two female participants and Case 2 provided one female Returnee Lecturer. Case 1 provided four male participants while Case 2 provided three. Cases 3 and 4 provided two male participants apiece. These findings corroborate early research findings by Billingsley and Cross (1992), Ngo and Tsang (1998) and Whan (1998: 256-268) all in Curran (2012:22). The preceding authors found out that higher education institutions had more male lecturers than female ones, thus, reflecting a gender imbalance in the staff composition in those institutions and the universities under study.

Six participants were aged at least 40, implying that they were middle-aged. Three participants were aged at least 50, signifying that they were relatively mature and settled. Five participants were aged at least 60, an indication that they were mature and settled. The mean age for all participants was 49, 3 years, 52, 5 years for the Retained Lecturers, 40 years for the HR participants and 60 years for the Returnee Lecturers, indications that there were no immature and beginning or junior lecturers. The findings largely agree with Okpara (2004: 327-338) in Curran (2012:21) who observed that there is a relationship between age and job satisfaction. Curran (2012: 21) cites two relevant literature observations to consolidate the preceding finding. First, she quotes Martocchio (1989: 409-414) who established that research shows that older people are more generally satisfied with their jobs than younger people. Second, she cites Martocchio (1989: 409-414) who found out that older employees are more content and satisfied with their jobs for reasons which include commitment to their families. Perhaps, an average age of 52, 5
years largely explains why Retained Lecturers remained at their jobs for a very long time in comparisons to other categories of participants.

Public universities (Cases 1 and 4) provided eight participants, while private universities (Cases 2 and 3) provided six participants. Cases 1 to 3 provided one HR participant each. Case 4 targeted information-rich HR participant chose not to take part in this study. Therefore, three HR participants participated in this research study. Two HR participants were from private universities, while one was from a public university. Also, public universities provided three Retained Lecturer participants, while private universities provided one Retained Lecturer participant each. Public universities on the other hand, provided four Returnee Lecturer participants, while private universities provided three Returnee Lecturer participants. Furthermore, public universities (Cases 1 and 4) provided six male participants (4 and 2 respectively), private universities (Cases 2 and 3) provided five male participants (3 and 2 respectively). In spite of the uneven distribution of participants in the targeted three categories, the researcher was convinced that at least one key informant in each category was interviewed to provide one with the study’s sought findings. The research, being a qualitative study, was not about numbers (Berg, 2010), but as the quality and richness of data gathered mattered most (Gray, 2009).

The researcher was privileged to interview participants with very rich academic profiles. Seven (50%) participants were PhD holders, five of whom were from public universities and the others from private universities. Six participants were holders of a Masters Degree qualification, three participants each from public and private universities. Possession of Masters Degree
qualification was clear indication that the participants were very well qualified to enable them to provide data about staff retention strategies obtaining in their universities and to indicate their effectiveness, monitoring mechanisms and challenges faced by the universities and to suggest mitigation measures for those. Only one HR participant from a public university holds a Bachelor’s Degree qualification, but, given his professional background and experience gained from acting as a Human Resources Director on a number of times, he was a very practical person who possessed an immense wealth of knowledge regarding HR issues inclusive of staff retention strategies. What is evident from the participants’ qualifications in the studied cases is the fact that all participants consulted held some functional knowledge about staff retention strategies sought by the current study. They responded to the interview questions from an informed position consequent upon their qualifications.

In terms of professional status, the researcher also had the privilege to interview very senior professionals. Two Professors (one male and one female from Cases 1 and 2 respectively) were interviewed. Also, five participants from the two categories of the universities were PhD holders who were senior lecturers and the rest were holders of a Masters Degree qualification. Furthermore, two Human Resources participants were Masters Degree Holders, while one had a Bachelor’s Degree. By implication, all the participants were assumed to be conversant with Human Resources issues inclusive of staff retention strategies obtainable at their universities.

With respect to relevant work experience, interesting revelations emerged from the study. All Retained Lecturers in both sets of universities had a working experience of at least six years (2
female lecturers at Case 1 with a working experience of at least 10 years, and 1 male lecturer at Case 4 with an experience of more than 5 years). The preceding observations indicate a seemingly high level of commitment and the desire to stay on the job by the participants. The term ‘retained’ indicates some degree of commitment to the job considering that they did not run away from their jobs when things were very tough during the period of economic melt-down. It also appears that, judging by the length of experience Case 1 female participants had, the female participants are either less geographically mobile or more committed to a settled life with their families than their male colleagues. The fact that they were married confirms early research findings by Robbins et al. (2003:45) in Curran (2012:22) who postulated that, “marriage imposes increased responsibilities that make a job more valuable and important, therefore, married employees are less likely to leave their jobs, regardless of their sex.” Across the studied universities all Human Resources participants on one hand, and five Returnee Lecturers on the other hand had a working experience of less than five years at their present stations. However, the Returnee Lecturers possessed valuable experience and knowledge gained from working in other universities locally, regionally and internationally as well as the private sector. Such rich experiences enabled them to meaningfully contribute to the study’s data generation process.

Regarding areas of specialisation, all Human Resources personnel specialised in Human Resources issues inclusive of staff retention strategies. Case 1’s Retained female lecturers specialised in Psychology and Public Health, while Case 1’s Returnee Lecturers were specialists in Nutritional Health, Geography and Environmental Studies, as well as Monitoring and Evaluation in Education. Case 2’s female Returnee participant specialised in Public Health while one male Returnee Lecturer specialised in Educational Psychology with a specialty in English Literature, and one male Retained Lecturer specialised in Educational Management. Case 3’s
Returnee Lecturer specialised in Social Anthropology. Case 4’s Returnee Lecturer was a specialist in Organisational Leadership while the Retained Lecturer specialised in Pedagogics in Education. These results signify that a variety of specialists informed the content of the present study, thus, opinions were raised from a multi-perspective front.

Three Retained Lecturers were permanent and tenured, but one from Case 4 was not tenured in spite of having worked for at least 10 years in two Zimbabwean public universities. Six Returnee Lecturers were tenured by virtue of their high qualifications and they were already holding senior positions as indicated earlier on. One was not tenured because of the lack of research and publication record.

In regard to the number of research students supervised in both categories of university, varied numbers came out (See Appendices J-K). Case 1 Returnee Lecturer had no students to supervise in spite of the fact that he is a Professor, thus, he was under-utilised in the area of research supervision. Case 1 Returnee Lecturer 3 supervised 1 PhD and 1 Masters Student signifying that at least, he was actively engaged in research supervision. Case 1 Returnee Lecturer 2 supervised 60-80 undergraduate students, spending 40-50 hours on each student’s research project per semester, an indication that he was overworked. Case 2 Returnee Lecturer 1 supervised at least 8 postgraduate and 2 undergraduate students – an indication that she was well utilised in research supervision, and so did Case 4 returnee Lecturer who supervised 10 undergraduate students. Case 2 Returnee Lecturer’s work load was manageable as he supervised five undergraduate students. Also Case 3 Returnee Lecturer’s workload was very manageable as he supervised two
undergraduate students. An implication drawn from these findings is that research supervision workload varied according to lecturers’ possession of posts of special responsibility.

4.3 Staff Retention Strategies Obtaining in Zimbabwe’s Public and Private Universities

In this section, the researcher presents, analyses and interprets research findings on the basis of the following research question:

1. How do staff retention strategies comparatively obtain in Zimbabwe’s public and private universities?

In providing answers to the foregoing research question, the researcher was guided by the objective that the study intended to establish staff retention strategies that obtained in Zimbabwe’s public and private universities on a comparative basis. In a bid to facilitate a smooth and coherent data presentation, analysis and interpretation of the aforementioned research questions and objective, the research would adopt and adapt an outline of the tables used by Chisaka and Kurasha (2012:7) to highlight main themes and their sub-themes, together with their substantiating statements. The researcher’s modification of those tables is indicated by the inclusion of the middle column with the title ‘sub-theme(s)’, while the original table had two headings namely, 1) emerging themes and 2) substantiating statements. The data in the tables are drawn from open-coded data from NVivo data analysis outputs to pave way for interpretation of data. Interpretation of findings based on emerging themes shall follow data analysis of interview data, ‘the self’, and observation and documentary evidence where most appropriate. In this regard, the four research instruments would cover up for each other’s shortcomings (Gray, 2009), and build on each other’s strong points (Flick, 2009). In enriching the interpretations, direct
quotes and relevant literature review would be used to try and give meaning to the research data. From the preceding statement, one would concur with Thomas and Nelson (2001) who exhort that the use of direct quotes and narratives in reporting qualitative data gives the ‘reader’ a sense of being present at the research site when data gathering was undertaken.

For the purposes of writing Chapter 4, tables will be drawn to show sub-themes drawn from the main theme. Therefore, Table 4.2.1 presents sub-themes based on the theme: various payments that obtain in the studies of universities from the multi-perspective of HR, Retained and Returnee Lecturers.

### 4.3.1 Various payments

The first strategy used in the universities under study was monetary which was made up of various payments. The themes and their sub-themes are presented and analysed in Table 4.2 (a) in the next page.

Table 4.2 (a) Theme(s) and sub-themes regarding staff retention strategies that obtain in Zimbabwe’s public and private universities in the form of various payments on a comparative basis from the multi-perspective of HR participants, Retained and Returnee Lecturer participants

<table>
<thead>
<tr>
<th>Theme(s)</th>
<th>Sub-themes</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various payments</td>
<td>1.Monthly allowances</td>
<td>1. We are paying monthly allowance. (Case 1 HR).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.…that allowance is above the money you normally earn and that will be like your salary boost… (Case 1 Retained Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.…staff are given some allowances to retain them (Case 1 Retained Lecturer 2).</td>
</tr>
</tbody>
</table>
4…this university offers an additional two hundred and fifty dollars per month to its lecturers (Case 1 Returnee Lecturer 2).
5…we were given a fifty dollar allowance (Case HR)

2. Staff allowances
1…we do not give staff allowances (Case 2 Returnee Lecturer 2).

3. Retention allowances
1…we do give….retention allowances (Case 2 Returnee Lecturers).

4. Salaries
1……Case 1’s salaries are on the little favourable side (Case 1 HR). 
2. Case 2 started paying lecturers in American Dollars since 2006 (Case 2 Retained Lecturer 1). 
3…we do give…basic salaries (Case 2 Returnee Lecturer 1). 
4…Case 3 has subsidised or provided some allowances to top up their basic salaries (Case 3 Returnee Lecturer 1).

5. Module writing payments
…lecturers are paid for writing modules, although it is part of their work (Case 1 HR).

6. Transport
…in the midst of those problems, the university provided us with transport to go… work and… back home (Case 1 Retained Lecturer 2).

7. Housing Allowance
1…lecturers get subsidised accommodation in the campus (Case 2 Returnee Lecturer 1). 
2…housing allowance was long scrapped from our package (Case 4 Retained Lecturer 1).

8. Cellphone allowance
1…we also offer lecturers cell phone allowance… (Case 1 HR).

9. Laptops
1…we were assisted to buy laptops to boost research capacities (Case 1 Lecturer).

Adopted and adapted from Chisaka and Kurasha (2012:7)

A cross section of the participants’ responses reveals some striking similarities and differences regarding the various payments offered to lecturers as a form of retaining them in Zimbabwe’s public and private universities. Universities used various payments such as monthly allowances,
staff allowances, retention allowances, salaries, module writing payments, transport allowance and housing allowance, as well as cell phone allowance and laptops.

4.3.1 (i) Various payments

This study’s findings reveal that both public and private universities appreciate the need for providing lecturers with a monthly allowance in a bid to retain them. However, from a public university perspective, as Case 1 HR participant pointed out the payments were affected by shortage of funds and had this to say about monthly allowance:

One of the strategies that has been used at ..., we are paying what we call a...allowance which is monthly allowance we are paying to the lecturers. At times of course we are failing to pay these month by month, but as and when we get resources we are paying this allowance.

The realisation that lecturers needed more than their basic salaries appeared to be common to all the universities in the study. Also, to underscore the preceding observations, the following three participants’ responses suffice:

...2008 and 2013, the university managed to retain staff by giving us what they call a … allowance. That’s an allowance that is above the money that will be like your salary (Case 1 Retained Lecturer 1).

The allowance was appreciated by the public university lecturers as shown below by Case 1 Returnee Lecturer 2:

... so this university offers an additional two hundred and fifty dollars per month to its lecturers, although it doesn’t come in time, but it is something that people appreciate.

On a different note, Case 2, a private university also offered a similar allowance to its lecturers, as indicated by Returnee Lecturer 2:
...we do give staff allowances. These are a form of a retention allowance. We do give retention allowances but they are dependent on one’s level of seniority.

In agreement with the last finding, the researcher observed that at Case 1 monthly allowance varies according to one’s seniority or status level. For example, Deans obtain a higher monthly allowance than senior and junior lecturers. This experience has also been expressed by Case 2 Returnee Lecturer 2. It follows that universities’ systems perceive that one’s holding of a post of special responsibility is important because of the effort required to achieve such status like Professor or Doctor. The foregoing findings indicate that public and private universities use a monthly allowance to motivate lecturers to stay on their jobs. Case 3 Returnee Lecturer 1, representing private universities, said it all by indicating that:

... Case 3 has subsidised or provided some allowances to top up basic salaries.

By implication, the allowances are context specific, but they tend to differ nominally, yet they serve the same purpose. These findings appear to be consistent with previous research observations (Mubatsi, 2012; Mupemhi and Mupemhi, 2011) who observed the use of allowances as a means of empowering staff financially. Allowances, although taxable, come as a relief to lecturers working in countries that have very high tax bands. What is clear about taxation in Zimbabwe is that salaries are so heavily taxed that lecturers’ take home pay is drastically reduced. The allowances act as a boost to the lecturers’ disposable income. To a very large measure, the preceding findings seem to indicate that public and private universities’ ability to retain lecturers is somehow determined by the competitiveness and attractiveness of the allowances that the universities offer.
While there were differences in monthly salaries in the studied universities, the allowances offered in the two sets of the universities differ nominally but achieve similar results in practice. For example, Case 1 (a public university) offers a monthly allowance, while Case 2 (a private university) offers a retention allowance, and Case 3 (a private university) offers staff allowances. The allowances are the same, but they are using different names to reflect a brand (Sokro, 2012) associated with the university. Because of the different brands universities have, their allowances differ from one university to another in terms of competitiveness and attractiveness. These findings largely concur with Johnson’s (2012) findings citing (Chenoweth, 2009; Ferguson, Hackman, Hannah and Ballantine, 2010; Jackson and Bruegmann, 2009; Johnson and Birkeland, 2003) who observe that surveys and qualitative case studies by various researchers document the ways in which differences among schools influence teachers’ opportunities and innovation for success. Critical observation in the preceding empirical evidence is the fact that teachers who enjoy associating with success are more likely to stay more than those who do not. In underlining these observations, the researcher is content that allowances, coupled with opportunities for success and innovation would go a long way in determining how well Zimbabwe public and private universities would manage to retain lecturers. Allowances by their competitive nature, largely attract and retain lecturers in public and private universities.

4.3.1 (ii) Salaries

Findings of this study reveal that salaries are a standard obligation that private and public universities need to meet every month. They all agree that university lecturers earn salaries that are slightly above the poverty datum line, notwithstanding their high qualifications, expertise and experience. The following examples of some of the participants’ interview responses help to
expand this subject. Case 1 HR participant, illustrating how his public university regards salary as a staff retention strategy says:

Salaries that are being paid to the academics are currently a little unfavourable so the university participates in ... negotiations to push for better salaries for our academics.

From a Retained Lecturer’s perspective, Case 2 Retained Lecturer 1, from a private university perspective observed how his university is somehow underpaying lecturers in comparison to what public universities offer today:

... whilst other universities continued to pay people in Zimbabwe dollars, this university early on, I think 2007, 2006, I don’t remember quite well started paying people in American dollars at that time, although the sum looked to be small money was a lot of money...but wages have fallen behind those of state universities now...

In a bid to cushion private universities’ lecturers from low salaries, Case 2 Returnee Lecturer 2 pointed out:

... we do give staff allowances, retention allowance, as well as their basic salaries...

The preceding findings based on salaries reveal three things. First, the salaries offered in the universities are not favourable and competitive enough to retain staff. Second, despite the fact that some universities offered salaries in US$ prior to 2009, the wages are still lower than those offered in public universities. Third, universities offer allowances on top of salaries in order to retain staff. Buttressing the above findings, in terms of documentary evidence, Terms and Conditions of Service of lecturers, teaching assistants, staff development fellows and full-time temporary staff in Case 4; Terms and Conditions of Service for lecturers at Cases 1 and 2 were outdated. Case 1’s documents were drafted in 1999. They are being revised. Case 4’s conditions
of service were under revision as well. Case 3 did not provide the researcher with these documents.

A comparison of lecturers’ salaries in private and public universities shows that in general, public universities offer better salaries. However, Case 3 participants indicated that their salaries have caught up with state universities, while other private university participants at Case 2 felt that their salaries were lower than what public universities offer. These findings attest similar findings by (Ayee, 2005; Osasona, 2005; Tettey, 2006) who revealed that higher education institutions should work towards improvement in the working conditions (salary and non-monetary) of staff, because it is likely to result in more than proportionate levels of job satisfaction. In terms of comparability with salaries offered in the regional universities, it emerged from the study that while the salaries are different in the studied universities, they are not comparable with those offered in Southern African Development Community (SADC) regional universities. In reality, none of the public and private universities in the country offers monthly salaries above regional average as shown in Table 4.2 (b) below.

**Table 4.2 (b): Monthly salaries offered in the SADC universities by country**

<table>
<thead>
<tr>
<th>Institution Job Title</th>
<th>Cape Town</th>
<th>Venda</th>
<th>Eduardo Mondlane</th>
<th>Botswana</th>
<th>Zambia</th>
<th>Zimbabwe</th>
<th>Regional Average</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$5 250.00</td>
<td>$4 375.00</td>
<td>$4 000.00</td>
<td>$3 600.00</td>
<td>$3 500.00</td>
<td>$3 225.00</td>
<td>$4 638.00</td>
<td>$1 413.00</td>
</tr>
<tr>
<td>Lecturer</td>
<td>$4 000.00</td>
<td>$3 125.00</td>
<td>$2 500.00</td>
<td>$2 213.00</td>
<td>$2 000.00</td>
<td>$2 225.00</td>
<td>$3 203.00</td>
<td>$908.00</td>
</tr>
</tbody>
</table>

Adapted from Salaries offered in the SADC Regional Universities (2014)

The comparison of monthly salaries offered in the SADC regional universities is done on the basis of what public universities in Zimbabwe offer to their lecturers because the assumption is that private universities offer lower monthly salaries to their staff than what public universities
do. It can be seen from Table 4.2 (b) that a Professor in a Zimbabwe public university earns $3 225.00 and falls behind the regional average ($4 638.00) by $1 413.00. The same table also reflects that while Zimbabwean public university lecturers earn $2 225.00 a monthly salary remarkably higher than those earned in Botswana ($2 213.00); and Zambia ($2 000.00), their salary falls behind the regional average ($3 203.00) by $978.00. In the context of this study, the situation could be worse in the Zimbabwean private universities. These findings appear to agree with early research findings in Pitts et al. (2011:752) cited by Blau and Khan (1981), Shaw et al (1998), and Lambert et al. (2001) who concur that:

- Higher wages reduce incentives to search and the probability of finding a better paying job (Blau and Khan, 1981).
- High paying reduces quit rate because employees maximise their own self-interest through staying (Shaw et al., 1998).
- Finally, higher wages can lessen an employee’s level of anxiety about his or her financial state and enhance perceived self-worth to the organisation (Lambert et al, 2001).

The same findings are affirmed by Rosser’s (2004) observations in Ng’ethe et al. (2012) that less than half of the Faculty members in a national study indicated that they were satisfied with their salary and fringe benefits. The same scholar went on to indicate that although much of the overall research on Faculty members suggests that, money in and of itself, while it is not the most important aspect of their work life and satisfaction, it is one of the primary reasons why Faculty members leave an institution. Underlining the same observations, Tettey (2006) in Ng’ethe et al. (2012) argues that dissatisfaction with salaries is one of the key factors undermining commitment of academics.
What is coming out from both the findings and related literature is the fact that universities use salaries to acknowledge the value of their lecturers. This ‘new’ insight in staff retention hardly dispute Johnson’s (2007:07) observation who cite McCaffrey, Koretz, Lockwood and Hamilton, (2004), Rivkin, Hamishek and Kain (2005) pointing out that teachers are the single most important school level factor in students’ learning. In the same vein, within the context of this study, it follows that keeping lecturers satisfied with good salaries would largely make them stay and administer quality education in search of a desired university brand in an extremely competitive university environment obtaining in Zimbabwe. Competitive salaries act as a pull factor for lecturers in both public and private universities.

However, Armstrong (2009) in Ng’ethe et al. (2012) describes salary as one of the non-job related variables, also called extrinsic factors, which are forms of rewards for performance that are not long lasting. For example, if workers obtain a salary increment every January, there is no guarantee that they will not need another one during the course of the same year. Therefore, it can be argued that while job satisfaction based on salary increment is viewed as a temporary measure to retain staff, given the prevailing current economic circumstances in Zimbabwe, competitive and attractive salaries promote and enhance staff retention in the studied universities to a large extent. These findings agree with Pitts et al.’s (2011) sentiments, citing Blau and Khan 1981), Cotton and Tuttle (1986), Lambert, Hogan and Barton (2001), Park, Ofori-Dankwa and Bishop (1994) and Shaw et al. (1998), that dissatisfaction with pay is among the strongest predictions of quit propensity. Unattractive salaries are a push factor to the public and private university lecturers.
4.3.1 (iii) Module writing payments

One other retention strategy from the theme of various payments was module writing payments. This retention strategy was Case 1 specific because of the Open and Distance Learning nature of that university. Because of the uniqueness of this case, Case 1 HR and its Retained Lecturers who had a great deal of experience in module writing put forward their opinions about the extent to which module writing payments may help their institution to retain lecturers. Case 1 HR participant from a public university settings, propounded that:

As a university we are also paying our academics for writing modules used by ....students. This is a ... retention strategy in the sense that our lecturers are supposed to be writing these modules as part of their duties. But the payment is meant to be an incentive to them so that they can stay longer in the university.

Echoing similar sentiments on the same subject, Case 1 Lecturer 1 remarked that:

We are paid, yes; we are paid for, yes, writing .... But basically for writing, if I do the writing, I am paid per unit, if I content review I get a contract for it, then I get paid.

It is interesting to note from the two findings that not all lecturers are paid module writing payment allowance. From a corporate governance point of view, it is again good to note that only those who get involved in the actual module writing process (module writing, module revising and content reviewing and editing) get paid for the actual work they will have done. In this regard, the researcher feels that universities can use module writing process as a bait to retain lecturers who have the energy to write modules.
In buttressing the preceding module writing payments’ observations, Case 1 Retained Lecturer 2 commented in this way:

*Yes initially, the university would just pay part-time tutors for module writing and I think that it was around 2009 they started to pay full-time staff as well for module writing and also that motivates staff to remain in the institution.*

From the above findings, it can be realised that module writing payments in some public universities appear to be among staff retention strategies. This is chiefly because this perception has not been largely explored by early researchers in the field of staff retention. The researcher, therefore, perceives module writing payments as largely staff retention drivers in the ODL universities like Case 1, and other universities that also take an interest in ODL through offering parallel programmes (Cases 2, 3 and 4) for the following reasons. First, lecturers tend to benefit financially from module writing/reviewing/editing and content reviewing. Second, they are also exposed to challenging academic work which reduces the shortage of instructional materials. These findings confirm to Boolag’s (2012) observation in Mapolisa and Tshabalala (2013:739) that, “Institutions of education like all other organisations, need to have adequate resources if their teaching and learning have to be effective.” From this quotation, the researcher feels that on the basis of financial gains received from module writing, and effective teaching and learning processes as a consequent of produced modules; universities can retain lecturers to a large degree using the aforestated resources.

Third, module writing payments complement and supplement lecturers’ basic salaries. All in all, from an experiential point of view, the preceding findings are consistent with the current researcher’s observations made at Case 1 since 2010. Others bought cars, grinding mills and
refurbished their current houses. Also, by writing modules, lecturers received recognition and got promoted for tenure and senior lectureship. The researcher also observed that module writing keeps lecturers actively engaged in academic work at the expense of engagement in trade unionism (Waswa and Katana, 2008), much to the greatest benefit of not only the learners, but the university image as well. On the basis of this view, one is content that when learners fail as a result of shortage of modules, the image of the university gets tarnished; recovery from that damage is always very difficult. Therefore, the need to pay lecturers for module writing, although it is part of their job description in the appointment contract, is largely a sure way to attempt to retain them and promote quality education, and above all, total enhancement of university image which is always at stake. All in all, one can deduce that module writing can be a direct retention strategy on the basis that lecturers get additional income, academic recognition and promotion, all in search for a good university image obtainable through the right university brand. As a result of module writing, ODL public university tends to have an edge over other kinds of universities in terms of retaining staff on the grounds that it gives ODL lecturers a measure of success academically and financially. The lecturers feel valued, needed and recognised by their university.

4.3.1 (iv) Transport allowance

Another staff retention strategy raised by participants was transport allowance as shown in the excerpt below from one the public universities’ participants:

Ok, it’s that time of hardships, yes, the university, here and there provided a little bit of some incentives in the form of money during that time when we were earning Zimbabwe $. So, there was a time which they gave us just a little in terms
of US$. If you could come to work for the whole week you could get $4.00, and then a little later it increased to US$6.00. (Case 4 Retained Lecturer 1)

The preceding observations indicate two implications for transport allowance as staff retention strategy in one of the studied public universities. First, using the Zimbabwean $ became inadequate in paying transport allowance during the economic meltdown. Second, the introduction of the multi-currency system, especially, the US$ improved the value of the transport allowance in the universities. The above findings are taken up by another public university participant, Case 1 Retained Lecturer 1 who argued:

…”in the midst of those problems, the university provided staff with transport to work and take them back home.

In the light of the transport allowance observations obtaining in the above public universities, the researcher observed that at Case 1, lecturers were given a weekly allowance of US$5.00, while their Deans were getting US$70.00. This variation could be a source of dissatisfaction among lecturers in the long run if it takes too long to be addressed. In view of providing transport allowance as a job discharge enhancer, Case 1 Retained Lecturer holds the view that:

Also if staff needs to go to the other regions they are provided with transport.

While public universities were offering transport allowances, private universities did not, as portrayed by their silence on the issue. The researcher is content that provision of attractive transport allowances for a good cause seems to tally with Netswera et al.’s (2005) findings that salaries and other benefits are perceived by management as the primary motive in employment seeking and in curtailing job hopping behaviour.
4.3.1 (v) Cell phone allowances

It has also emerged from the study’s findings that cell phone allowance, just like transport allowance, is Case 1 specific. The findings indicate that the allowances’ ability to retain staff is being appreciated at that Case. This position is upheld by the Case 1 HR, a public university participant who argues:

*We are also paying an allowance known as the cell phone allowance which is alleviating our academics’ problems of contacting their students who are mainly away from the university since we are an open and distance learning institution.*

The central implication of the above observations is the use of cell phone to effectively communicate with students found in Case 1’s ten regional campuses. These preceding findings tend to agree with Netswera et al.’s (2005) observation that provision of cell phone allowances could reveal different institutional treatment and valuing between institutional managers and employees. Mupemhi and Mupemhi (2011) also observed that MSU offered cell phone allowance to its staff members. Another public university participant, Case 1 Retained Lecturer 2 supports her manager and literature by remarking that:

*The issue of cell phone allowances is another incentive that motivates staff…that is it encourages staff retention.*

On the basis of the above observations, the researcher contends that cellphone allowance breeds efficient and effective communication which is largely regarded as the nerve centre of successful universities. Regarding this position, the researcher affirms the findings that lecturers promptly get to know their learner’s needs, challenges and experiences, while learners get immediate help, feedback, knowledge of results and guidance. It is common knowledge that cell phones enable lecturers to derive satisfaction from their job by contacting students. Such satisfaction based on the love for students reduces job stress among lecturers, thereby making them want to stay on the
job, the researcher argues that this allowance particular to ODL setting needs to spread to other public and private universities who are new on the ODL terrain.

4.3.1 (vi) Laptops

Laptops constitute one other emerging sub-theme under the theme ‘various payments’. While most participants in the studied universities do not indicate the facility to buy laptops as a staff retention strategy, Case 1 Retained Lecturer 1 from a public university highly regarded this facility in this way:

…and then we were also given a facility where we could buy laptops so that we could continue our work at home...

The finding, though limited to ODL settings, agrees with Kotecha and Perold’s (2010) advice in Kotecha (2010) indicating that universities in Zimbabwe continue to attempt to foster research through dedicated programmes in centres to publish academic work. Possession of laptops together with other payments largely increased lecturers’ desire to stay at Case 1. All things being equal, if this facility spread to other public and private universities would enhance staff retention in those universities because lecturers would research both at home and work. By so doing, the lecturers grow academically and professionally by receiving increased recognition, status and promotion chances all because of increased research opportunities which empower lecturers academically.
4.3.1 (vii) Housing allowance

The provision of transport, cell phones and laptops are among key retention strategies presently being appreciated across the universities investigated. However, although housing allowance is also an integral strategy, the study found out that some have discontinued this aspect. To illustrate this subject from a public university’s point of view, Case 4 Retained Lecturer 1 lamented:

*Housing allowance, it was long scrapped off our package and now it hasn’t been brought back yet. Yah, those are some of the things which we feel may help to retain them. It may not be on a wholesale scale, but bit by bit, they will be able to somehow motivate staff.*

Evidence depicted in Case 4’s scenario is in agreement with Maslow’s first level of needs which Bushe (2012:4) refers to as, ‘…biological and physiological needs.’ Bushe’s observation is echoed by Case 2 Returnee Lecturer 1, from the private university’s experiences who indicated that:

*I was also provided with accommodation. I live on the campus right now on a subsidised rental accommodation that is on the campus… I think it’s a plus…*

Bushe (2012) goes on to expand the above observations by highlighting that biological needs include food, air, shelter, drinking and sleep. Everything being equal, housing, just like food, air and drinking is a basic need that can influence a lecturer’s desire to stay at a given university, regardless of its category. Similarly, it can be argued that accommodation challenges that universities face can be a push factor. On the basis of this study’s findings, public universities appear to be more disadvantaged than private universities (although, this is situation specific), because the latter provide lecturers with some form of accommodation. It can also be argued that
the scrapping of the housing allowance from the monthly benefits of lecturers in the studied universities decreased the number of staff retention strategies. The implication for this development is that universities’ managements do not appear to be taking lecturers’ accommodation as a priority in their strategic plans which simply talk about engagement of local authorities in this regard without making follow up actions (Case 4 Strategic Plan: Vision 2015; Case 3 Strategic Plan, 2012-2015; Case 1 Strategic Plan Document, 2010-2014). Given the background of such accommodation challenges, it can be argued that in both public and private universities of Zimbabwe, provision of facilities of accommodation and increasing opportunities for lecturers to get decent accommodation is an unquestionable pathway to staff retention enhancement and promotion in those universities. In regard to how housing allowance can be used by the universities to improve staff retention, a public university participant, Case 1 Returnee Lecturer 1 sums it up all in a very practical and realistic way:

*For example, the organisation can simply offer hundred percent bond that is if the staff member finds a house in which he wants to stay with his family and without paying any deposit on the agreed amount the staff member moves in with his family with the university as a surety that the funds generated by this staff member will actually be used to pay for the accommodation. In other words, the organisation becomes a guarantor.*

The point raised in the above opinion is the need for universities to prioritise staff members’ accommodation needs if ever they are going to succeed in retaining them. A university that prioritises its staff members’ accommodation needs has a big heart for its employees. It shows how well the universities regard employees as their greatest resources, especially, by acting as a lecturer’s guarantor.
4.3.2 Intellectual development

One other emerging theme from the study indicated how Zimbabwe’s public and private universities tried to promote staff retention is through intellectual development. Just like the theme of various payments payable to lecturers in the universities, intellectual development and its emerging sub-themes are presented in the Table 4.3 showing plural participant perception regarding the role of intellectual development in retaining staff.

Table 4.3: Intellectual development’s role in enhancing staff retention in Zimbabwe’s public and private universities from the plural perspective of HR participants, Retained Lecturers and Returnee Lecturers

<table>
<thead>
<tr>
<th>Theme(s)</th>
<th>Sub-theme(s)</th>
<th>Substantiating Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Intellectual development</td>
<td>1.Provision of scholarships</td>
<td>1…those with Masters Degrees…the university has arranged scholarships so that they can do PhDs with other universities (Case 3 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>2.Provision of staff development</td>
<td>1…members are encouraged to undergo for some postgraduate training and so there is provision for staff development (Case 1 Retained Lecturer 2).</td>
</tr>
<tr>
<td></td>
<td>3.Provision of study leave</td>
<td>1…the issue of awarding our academics study leave to do…their further studies (Case 1 HR).</td>
</tr>
</tbody>
</table>
|                                   | 4. Provision of tuition waiver                        | 1…staff dependants enrol for degree qualifications for which they qualify and they have tuition waived (Case 2 Retained Lecturer 1).  
2…if you have a family member who wants to do courses with the university they can do so free of charge (Case 1 Returnee Lecturer 2). |
|                                   | 5.Contact leave and sabbatical leave                  | 1…after 6 years, sabbatical leave is given to staff on pay and attachment…is done after 3 years (Case 2 Returnee Lecturer 2).  
2…staff development is there because…staff development provision where one can go on sabbatical (Case 2 HR). |
|                                   | 6.Research publishing and attending seminars           | 1…we need a university farm…a research station…research facilities…research funds…(Case 1 Returnee Lecturer 1).  
2…opportunities for research are there and there is encouragement for doing research… |
Among other sub-themes of intellectual development that emerged from the study in the public and private universities’ quest to retain staff were provision of scholarships, staff development, study leave, tuition waiver for staff dependents and research, publishing and attending seminars.

4.3.2 (i) Intellectual development

In an attempt to demonstrate the participants’ appreciation of intellectual development obtaining at their universities to retain staff, the following excerpts put their appreciation into its proper perspective. Scholarships, according to Case 3 Returnee Lecturer 1, showing a private university’s stance said:

*The first one is that those with Masters Degrees who are permanent staff, the university has arranged scholarships for them so that they can do PhDs with other universities.*

This observation is in contradiction with the researcher’s observations at Case 1 where staff members are encouraged to pursue PhD studies with the university free of charge. Both are useful staff retention strategies. However, in support of Case 3’s position, Case 1 Lecturer 2 remarked:

*...members are encouraged to undergo some postgraduate training so there is provision of staff development.*

On the same line of thought, another private university participant, Case 2 HR participant pointed out that;
Ok, I have just talked about opportunity for Masters holders to do PhDs…

It is indisputable that the aforementioned three findings highly value the attainment of higher qualifications by the studied universities, especially the PhD qualifications which will increase universities’ institutional visibility. The programmes that are offered and products of universities with many lecturers with PhD qualifications tend to gain more acceptance, credibility and fame in the local market and beyond. The researcher is of the opinion that when the status of the universities has been enhanced through high qualifications, lecturers tend to stay at such university in search of fame, status and success, as well as prestige. Moreover, the lecturers’ dependents also have their academic stock raised by the tuition waiver, an indication that the university will be deeply concerned about the living standards of not only its staff members, but their families as well. The universities want to associate with successful lecturers and their families. Such findings are in agreement with Seehra (2013) who found out that staff can be recruited and retained by creating a culture of serendipity based on continuous development for the academic faculty. A culture of serendipity in the context of this study and Seehra’s (2013) perception means an accidental pleasant surprise experienced by managers in their bid to implement staff retention strategies. For example, some lecturers offered a pleasant surprise for university managers when lecturers stood by their universities by remaining loyal and committed to their jobs during Zimbabwe’s economic downturn between 2000 and 2010. It was pleasing to note that both public and private universities under study shared the desire to upgrade their staff’s qualifications with the hope to retain them.
4.3.2 (ii) Provision of staff development

Allied to the provision of scholarships, is the provision of staff development opportunities as another emerging sub-theme of intellectual development. To expand on this subject, Case 2 Retained Lecturer 1, explaining the nature of intellectual development at the private university had this to say:

_ I think, I think one…think that we have been in my view very critical, is closer staff development programme where people who come in Master's Degrees are enabled through financial support, through vacation engagement, through sabbatical arrangements, or whatever, to be able to do higher degrees, to be able to do PhDs, and that is not in place, and those people who go to do their PhDs using their money never come back._

The observations made at Case 2, are at variance with what obtains at Cases 1, 3 and 4. Case 1 Retained Lecturer states that members of staff are encouraged to pursue some postgraduate training. This is an indication that there is provision for staff development at Case 1. Also, Case 3 Returnee Lecturer 1 earlier on dealt with this subject by indicating that those with Masters Degrees are supported by the university to pursue PhD studies with local or foreign universities. Furthermore, Case 4 Returnee Lecturer 1 pointed out that his university pays fees for its lecturers undertaking PhD studies. These findings tend to concur with the researcher’s observations made at Case 1 where three Faculties had at least two assistant lecturers between 2008 and 2013 and to date whose qualifications were upgraded between 2012 and 2013. Also, most of Case 1’s lecturers are undertaking PhD studies with the university. Such findings make the researcher to view that the concerned Case 1 is beginning to appreciate challenging its assumptions on the make-up of today’s academic workforce (Blass, 2013).
From the findings above, most cases except Case 2 appreciate the role of staff development in retaining staff. Therefore, one can argue that the vision and organisational set up of the public and private universities determine how staff development could be useful to retain staff. In this study, it appeared that public universities valued staff development in retaining staff to a larger extent than their private university counterparts. The support given to private university lecturers for staff development was comparatively less than that given to their public university counterparts.

4.3.2 (iii) Study leave

From the study, it appeared that there is some link among study leave, staff development and scholarships. To clarify this issue, a public university Case 1 HR participant highlighted that:

Maybe one other aspect that I left out on point 1.1.1 was the issue of awarding our academic staff study leave to... further their studies. The university is and is free to offer study leave to all those who intend to further their studies within the country or even outside the country.

This perception is also shared by Case 3 Returnee Lecturer 1 at a private university who earlier on indicated Masters holding lecturers have opportunities for them arranged by their university to do PhD studies with other universities even outside the country. The same perception was upheld at Case 4, a public university, while at Case 2, a private university, it was reported that lecturers can go on sabbatical leave or study leave without pay. Blass (2013) observes that universities should challenge their assumptions on the make-up of today’s academic workforce become unacceptable regarding Case 2’s circumstances. The researcher qualifies the preceding
view using what a private university participant, Case 2 Returnee Lecturer 1 said about the subject:

…there are no clear staff development opportunities like you get at UZ or ZOU.

Also, at the same private university, Case 2 Retained Lecturer 1 supports the above participant’s opinion by lamenting that:

…there are no clear staff development programmes...

These findings are an indication of varied university circumstances meant to improve lecturer quality. Most studied cases, with the exception of Case 2, a private university appreciate the efficacy of study leave in retaining staff at the university. Hence, the researcher’s observations made at Case 1 indicated that lecturers pursuing PhD studies are offered staff development leave to assist them complete their studies. The study leave is dependent on the university Council’s and senior management’s support given to lecturers in line with the university’s vision and mission in regard to staff retention.

4.3.2 (iv) Contact and sabbatical leave

It also came out from the study that intellectual development of staff in the studied universities can also be achieved through opportunities for contact and sabbatical leave. However, the actual situation on the ground is that provision of contact and sabbatical leaves tends to be scarce in the studied universities. A public university participant, Case 1 Retained Lecturer 1 had this to say about this retention strategy.
…you know sabbatical leave in the region as well where they would assist, sometimes one would even go using your own money, and then they would reimburse you, when you come back.

What is coming out from the above observations is the fact that universities face challenges of sending deserving lecturers for sabbatical leave due to financial constraints. This feeling is echoed by a private university participant, Case 2 Returnee Lecturer 1 who said:

…as you may be aware sabbatical also has its challenges...

In supporting the two foregoing views, the researcher hardly observed lecturers going for sabbatical in the studied cases, save for Case 1, which recently, started showing efforts to send senior staff for sabbatical leave in local universities. As a result, the researcher’s observations at Case 1 indicate that lecturers who are due for sabbatical leave and contact leave may now go for the two kinds of leave subject to the availability of funds. However, despite the existence of related literature on contact leave and sabbatical leave, Mupemhi and Mupemhi (2011) found out that MSU staff representatives seem not to be very happy with the benefits as some of the contractual benefits such as contact and sabbatical leave have not been fully honoured.

From the findings, the researcher observes that what universities seem to play down is the critical role of contact and sabbatical leave in enhancing intellectual development of their staff. Both kinds of leave provide staff members with opportunities to gain or share knowledge and experiences with others. Also, through work they do during the sabbatical leave, they get extra income. Most universities in this study have been found wanting on the aspect of providing increased opportunities for staff to go for contact leave and sabbatical with the intent to retain them. While the universities were not forthcoming in this regard, they need to consider Mapolisa
and Mubika’s (2013) recommendation that universities should send deserving lecturers for sabbatical leave for their professional growth.

4.3.2 (v) Tuition waiver

Apart from the provision of scholarships, study leave, contact leave and sabbatical leave among other intellectual development opportunities, tuition waiver for staff dependents was highly regarded in public universities. Such universities enjoyed the benefits of having their spouses and biological children getting educated at their universities as manifested in the following participants’ interview responses. A public university participant, Case 1 Retained Lecturer 1 pointed out:

*The other thing is the university has got a policy where you have children who want to do university …studies… the university would pay.*

On the same subject, a public university participant, Case 4 Retained Lecturer 1 observed:

*Other benefits could be…when you…are taking any course that is offered here, you get it free…also your son, daughter, wife…if they want to do any studies here, they do it without paying fees… I am a beneficiary …I have got a son who is here.*

These findings affirm the researcher’s observations made at Case 1 that besides upgrading staff qualifications, the case also upgrades the qualifications of its staff’s spouses and biological children under the age of 23 for free. They can even further their studies after their first graduation. While lecturers’ dependants are offered free education at the studied universities and beyond, the existing literature is rather silent on this aspect in the context of the studied
universities. To a certain extent, these findings could be the beginning point for making such practice an empirically documented one.

Also, it has emerged from the study that tuition waiver targets specific people. Case 1 Returnee Lecturer 2 and Case 2 Retained Lecturer 1 concurred that tuition waiver in both public and private universities only benefits staff members with young dependents. They pointed out in their interview responses that their children had not benefited from the practice because their children were educated abroad. These findings reveal that tuition waiver is more beneficial in retaining staff in public universities than in private institutions.

4.3.3 Research, publishing and attending seminars

The last set of sub-themes of intellectual development from the studied universities’ participants was; encouragement for research and no support for research.

4.3.3 (i) Intentional institutional encouragement for research

The study revealed that public and private universities’ approaches to research activities differ despite the fact that research justifies the existence of the universities. Notably, public and private university participants from Cases 1 and 3 pointed out that their institutions intentionally encourage and financially support staff to conduct research, publish and attend related seminars/conferences within and outside Zimbabwe. Three pertinent interview responses to underscore the above sentiments are given below:
Case 1 HR participant had this to say about the nature intentional institutional encouragement for research at his public university:

…our lecturers are allowed to do their research, attend seminars. So the university will sponsor them when they want to go outside the university to present papers which I think is the core business of the academics.

Supportive of preceding findings, Case 1 Retained Lecturer 1 from a public university pointed out that:

…those are some of the encouragement for research…what we call our university obligation.

Also, emphasising the afore-stated two observations, Case 3 Returnee Lecturer 1 representing the interests of private universities stated that:

…the vast opportunities…available for intellectual development because…it’s a development university…there are good opportunities for career development.

These findings concur with literature by Chakanyuka et al. (2008) and Kotecha and Perold (2012) who found out that research and publishing decide the lecturers’ promotion, status and recognition destiny in most universities. On an affirmative note, the findings reveal that when staff members publish it becomes a morale boost in terms of recognition in academia. Lecturers cannot be tenured, promoted to senior lecturer grade or professorship if they do not publish and research well, hence, the existence of the adage in the academic realm-‘publish or perish’. The researcher’s observations made across all cases indicate opportunities for research of varying degrees. These findings confirm early research findings by Blair and Jordan (1994), Amrein-Beadsley (2007), Mubatsi (2012) and Seehra (2013) who held research opportunities with high regard. Given the background of the observed research sites’ background, the findings also agree
with Cocklin (2013) who observed that developing high research fields to distinctively mark its institutions at an international level and Pechner’s (2013) observation that research assists institutions to secure the placement of high calibre individuals. Above all, these observations corroborated by a public university’s documentary evidence (Case 3 Strategic Plan, 2012-15) which noted the completion of new facilities and associated renovations of existing buildings as part of the university’s capital development programmes will address long standing teaching challenges and research meant to retain lecturers in `public and private universities.

An opposite of the foregoing finding is presented by the following participants’ views – discussing these aspects of research without practical action. Case 2 participants reported that their private institution is weak in encouraging staff to research, publish and attend seminars including lack of financial support (Case 1 Returnee Lecturer 1). The researcher’s observations at Case 4 and documentary analysis report for Case 2 made the researcher to realise that research-related activities were dormant since there was one call for papers for a research international conference of interdisciplinary nature at Case 2, 3 and 4. Under such circumstances, lecturers take at least five years to be tenured, that is, if they are lucky to research and be able to meet the promotion criteria which are set by their universities. On that note, Case 2 Returnee Lecturer 1 lambasted her private institution for its failure to support a research culture. These findings differ with previous research findings (Cantwell and Lee, 2010:492) who observe, “Moreover, most research addressing International Higher Education does not take a cross – national or comparative approach.” Also, research output consequent upon the given circumstances hardly increases the necessary recognition (Kotecha and Perold, 2010 in Kotecha, 2010), eventually impinging on the university’s ability to retain staff through research. They
further dispute Tibatemwa-Ekirikubinza’s (2008) observation that Makerere University has an SD fund to sponsor full-time lecturers for further studies.

4.3.4 Recognition/promotion

The theme of recognition/promotion was another key staff retention strategy. Sub-themes about recognition include opportunities to join the universities by returnees and encouragement for promotion. Inherent in administering recognition/promotion are four things. First, data exhibit that promotion/opportunity to join public universities like Case 1, a public university, where they are appointed to higher grades (senior lecturer) positions if they are PhD holders upon their return from the Diaspora or private sector to rejoin or join the university, and are likely to stay as a result of rare promotional opportunities. Second, there is objectivity in assessing promotions which is achieved through the use of a staff ordinance for promotions in some public universities (Case 1 Staff Ordinance for Promotion’s Summary Sheet, 2010). Third, for example, the Ordinance stipulates that for one to be promoted to Associate Professorship grade, one needs to publish at least 22 research papers in peer reviewed journals, which is also the same criterion used at a private university, that is, Case 2 (Case 2 Returnee Lecturer 1). Fourth, Case 3 HR participant brings in a different private university dimension in which annual awards for the best lecturer and best community service lecturer are used to recognise the value of lecturers in a bid to retain them.

It can be deduced from the above findings that public and private universities have specific practices they employ to promote staff members in a bid to retain them. However, it emerged that across the studied universities, staff promotion and ordinances were not in the hands of the
lecturers. Provision of staff ordinance for promotion to every lecturer appointment and the conditions of service document and the appointment would go a long way in motivating lecturers to decide whether or not to stay at the university. In addition to these documents, all other cases should emulate Case 3, a private university which had all its lecturers having a strategic plan document for the period 2012-2015, although the staff member were not at liberty to have the present researcher have access to the copy. Possession of a strategic plan document by lecturers is indicative of the value the university places on its lecturers. In that regard, it could be one of the staff retention strategies in both sets of the universities if given to lecturers.

The foregoing findings largely confirm the researcher’s observations made physically and by means of documents at Cases 1 and 4 (public universities). The researcher observed that Case 1, of all the universities under study, had the most tangible research practices that yield visible results during the time of the study’s conduct. It was observed from the study that every year; many academics attend various international conferences. Also, Case 1’s Vice Chancellor holds Vice Chancellor’s Research Days three times annually throughout the country to nurture researchers. This Case now has two peer reviewed research journals for academics to publish their work. Research activity at Case 1 is also in line with Cocklin’s (2013) observations that provision of promotional chances through recognition of research effort are an indicator of highly developed and specialised research fields meant to distinctively mark the institution on an international level. Private universities need to do more in this area.
Similar observations were made at Case 4, a public university where good research and promotional opportunities were available, as lecturers at the university talked about who were talking about forthcoming research conferences and publication of papers. This observation, to a large extent confirms Chakanyuka et al.’s (2008) findings that lecturers are promoted on the basis of their research and publication capacity, which in this case, seemed to be more evident in public universities than in private, universities. Kotecha and Perold (2010) in Kotecha (2010) advise private universities to continue to foster research through dedicated programmes of incentives to publish academic work in search of increased chances of promotion.

In line with the aforestated observations, documents at Cases 1, 2 and 4 indicate that implied promotional opportunities in both public and private universities are more on paper than in practice. While Case 1 had a staff ordinance for promotion and conditions of service for academics, participants professed ignorance about the existence of written staff retention strategies (Case 1 Returnee Lecturer 2; Case 2 Returnee Lecturer 2). Cases 2 and 4 had conditions of services which in actual fact do not clearly spell out how recognition/promotion of lecturers is objectively done as affirmed by Case 2 Returnee Lecturer 1 and Case 2 Retained Lecturer 2 who concurred that their university had no clear and straight forward written down promotion procedures. All these findings are indicative of the need for public and private universities to provide their staff with written staff retention strategies/procedures/policies so that recognition can be objectively undertaken.
4.3.5 Provision of employees’ welfare/safety nets

Sub-themes that have been derived from the provision of employees’ welfare/safety nets were; universities’ acting as sureties for staff obtaining bank loans, universities’ organisational loans, Providence Funds, tuition waiver, funeral cover, medical aid and local authorities’ facilitation in stand allocation.

4.3.5 (i) Bank loans

Bank loans appear to be one of the effective strategies that studied universities have been using in attempt to retain their staff. The universities have been found to play a facilitative role to enable their staff members to get loans from the banks. The two excerpts below expanded the subject well. First, Case 3 HR participant from a private university said:

*Basically, the university has entered into partnerships with a number of financial institutions whereby we have our members of staff getting loans…so loans are one of the areas that we have used as staff retention strategies because we know that if somebody applies for a loan he is given a tenure of two to three years and usually the person will be with us.*

Second, from a public university’s lens, Case 1 HR participant pointed out:

*The university has made arrangements with various banks such as the Commercial Bank of Zimbabwe (CBZ) and Zimbabwe Bank (Zimbank) for lecturers to access loans.*

The above participants underline the role of financial institutions in trying to help the university meet the financial demands of their staff in order to keep them satisfied and motivated in the face of uncompetitive salaries. Loans have been used to retain staff because the lecturer will be expected to stay at the university for at least two years while he/she will be repaying the salary-
based bank loan. It can be argued that all the above situations were deliberate efforts to retain staff in Zimbabwe’s public and private universities.

4.3.5 (ii) Universities’ organisational loans

It also emerged from the research that some of the universities went an extra mile in trying to retain their staff by offering organisational loans to their staff. Case 2 Returnee Lecturer 1 was a recipient and beneficiary of an organisational loan called installation, as the excerpt below confirmed that:

…when I arrived they also offered what they call installation loan for you to buy whatever it is that you want to buy to help you settle…it’s a loan given at a very low interest rate (Public university).

The awarding of installation loan is consistent with Case 1, 2 and 4’s Terms of Conditions of Service of Academic Staff which provide that on appointment, a member recruited from outside Zimbabwe shall be entitled to a loan from the university subject to the availability of funds, the amount which shall be determined by the university. Such a loan must be taken up within six months of date of appointment failure of which the university will be absolved of such obligation to the member. Case 2 Returnee Lecturer 1 received that loan even though it was subject to the availability of funds Cases 1, 3 and 4’s institutions still owe the lecturers the funds yet at the same time they could be absolved of such obligation to the members (Case 4 Terms of Conditions of Service Academic Staff and Case 1 Terms and Conditions of Service of Academic Staff, 1999). Failure to pay this loan could be a disincentive to the Returnee lecturers because the universities appeared to be reneging on their promises.
4.3.5 (iii) Providence Funds

Case 3 HR suggested providence funds as a unique contribution to boost pension funds. According to this private university participant, Case 3 was in the process of negotiating the opening of a Providence Fund so that upon retiring a person does not rely on pension, but gets a lump sum of money. Providence Fund, according to the researcher’s opinion based on what Case 3 HR participant said, is a retirement plan or investment meant to benefit Case 3’s staff members in terms of providing facilities for retirement, children’s education, medical assistance, insurance support and accommodation. This fund would be particular to Case 3, a private university as another staff retention strategy whose effectiveness is yet to be assessed after the fund has been put in place and implemented.

4.3.5 (iv) Tuition waiver

This strategy has been well covered under the theme, intellectual development. It was found to be a means of how the university expresses its big value and appreciation to its members of staff so that they could increase the desire to stay at the university and put their exceptional skills to use at the university much to the greatest benefit of the students and the university.

4.3.5 (v) Funeral cover

Findings reveal that both public and private universities employed funeral cover and other related support. Case 3, a private university provides funeral cover as a motivator as its HR participant rightly put it:
...the other retention method we have done is to improve on conditions of service like our employees are on funeral cover, that is, in the event of death of one of our staff members or his/her dependants; we attend the funeral services and pay some amounts of money to assist to cover some of the funeral expenses of our employees.

Case 1, a public university, on the other hand, gives its staff support in times of bereavement as indicated by Retained Lecturer 2’s comment:

...the university pays funeral assistance funds through HR during the times of bereavement.

To underscore Case 1’s position, the researcher made two observations about the administration of funeral cover at Case 1. First, HR gives an amount of US$200.00 and offers a bus and sometimes a truck to assist the bereaved. Also, from a Faculty perspective, colleagues also come in handy with bereavement funds to assist the bereaved. It can be argued that all the practices of providing funeral cover in the studied universities are a demonstration of the extent to which all the university staff inclusive of the management act as one family in times of sorrow and need. That way, staff could be retained.

Related to the above funeral cover, as the researcher gleaned through Terms and Conditions of Academic Staff for Cases 1, 2 and 4 discovered the following clause:

*If a member should die, the salary due to him to the date of death shall be paid into his estate. If the member was married, or a widower with dependent children, at the date of death, a sum equivalent to one month’s salary may, at the discretion of the university, be paid to his widow or such person on behalf of the dependent children as the university may determine.*

This facility is in the studied cases, but it is sometimes affected by lack of funds, thus, its expeditious payment is subject to the availability of financial resources. As it is put on the aforementioned documents, it is a good retention strategy which the universities should never
cease to meet. The bereaved lecturers’ acceptance levels by the universities are best seen through times of sorrow and grief when the universities do not only sympathise, but empathise with their staff members.

4.3.5 (vi) Medical aid cover

The researcher is of the opinion that universities that realise the value of their staff show great concern about their staff members’ health. Again, having gleaned Cases 1, 2 and 4’s Terms and Conditions of Service of Academic Staff, the researcher established that every public and private university member of staff shall apply for and if accepted take up membership of the Medical Aid Society of which the university is a member unless he/she satisfies that he/she is satisfactorily covered. This documentary evidence is corroborated by Case 1 HR’s interview response in which he indicated that his university contributes 80% to the medical aid cover, while employees contribute 20%. The medical aid cover obtainable in both public and private universities does not go by the paper alone, but deliverables in the form of practical action. Medical aid support by the universities is one very good indicator of the universities’ concern about the welfare of their lecturers. It is a widely held view by lecturers that public and private universities that offer a good medical aid package have the capacity to retain lecturers to a large extent.
4.3.5 (vii) Local authorities’ assisted housing facility

According to Maslow in Ng’ethe et al. (2012) and Mupemhi and Mupemhi (2011, housing is one of the basic needs of staff members that they cannot do without. All the studied Cases appeared to have been making tremendous efforts to provide housing for their staff despite the fact that housing allowance was long scrapped off from the lecturers’ pay slips. Efforts have been made to engage local authorities to assist staff to get residential stands. According to Case 1 HR and the researcher’s observations, Case 1 has a housing co-operative seeking to assist staff get stands in Harare (see Chapter 5 for more details).

In conclusion, the preceding provision of employees’ welfare/safety nets are summed up by Mupemhi and Mupemhi’s (2011:39) observations about benefits that are given to employees at MSU, ‘They include…medical aid funeral cover from the employer, educational benefits and…housing schemes for all segments.’ The provision of all these safety nets is university-specific. It can be argued that staff retention of lecturers in the studied universities is subject to the availability of the above-named safety nets.

4.3.6 Enabling work environment

Enabling work environment that obtains in the universities was the sixth emerging theme associated with staff retention in the studied universities. Relevant sub-themes and their substantiations are presented in the table below.
Table 4.4: Sub-themes from enabling work environment as a staff retention in the studied universities

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enabling work environment</td>
<td>1. Availability of appropriate office accommodation</td>
<td>1. Like…the office accommodation, it’s got to be spacious (Case 1 Retained Lecturer 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2…Case 2 has excellent facilities (Case 2 Retained Lecturer 1)</td>
</tr>
<tr>
<td></td>
<td>2. Readily available/appropriate resources (including equipment) to use for the work</td>
<td>1…Provision of laptops enabled us to continue our work…at home (Case 1 Retained Lecturer 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2…in terms of connectivity, the university is well connected (Case 3 Returnee Lecturer 1)</td>
</tr>
<tr>
<td></td>
<td>3. Teamwork spirit shared among the leadership and all teaching and non-teaching staff</td>
<td>1…the kind of collegial atmosphere shared at Case 2…(Case 3 Returnee Lecturer 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3..the spirit of teamwork in the institution (Case 1 Retained Lecturer 2)</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

Among other sub-themes that fell under enabling work environment were; availability of appropriate/relevant resources (including equipment) to use for work, and teamwork spirit shared among the leadership and all teaching and non-teaching staff. It was interesting to note that participants from public and private universities gave their views regarding the above-cited sub-themes about enabling work environment as a retention strategy obtaining in the studied universities.
4.3.6 (i) Availability of appropriate office accommodation

Appropriate offices constitute one of the greatest desires of every academic. Two participants indicated that provision of appropriate office accommodation was a basic need. Their views are given below. First, from a public university’s viewpoint, a participant had this to say about appropriate office accommodation:

*Facilities like the office accommodation; it’s got to be spacious… (Case 1 Retained Lecturer 1)*

The above participant’s view is indicative of the need to improve offices at her university. On the same aspect, a private university participant, Case 2 Retained Lecturer 1 gave an opposite point of view to the preceding Case 1’s. He highlighted that:

*Case 2 has excellent accommodation facilities.*

Case 2 participant’s observations were consistent with the researcher’s observations made up on documents (Case 2 Yearbook, 2013). The Case had excellent infrastructure comprising adequate and spacious lecture rooms, good offices for individual lecturers, modern libraries supported with IT modern facilities. Staff and students shared very clean toilets which were cleaned at least twice a day. Case 3, on the basis of the latter’s documentary evidence (Case 3 Strategic Plan 2012-2015:33), indicated:

*Lack of infrastructure is a key challenge confronting … Although it has recently acquired its own block of administrative offices, all academic facilities such as lecture rooms, the library, computer laboratories are currently housed in rented accommodation (Private university).*
For the purposes of emphasising the above observations regarding accommodation, it is necessary to merge them with what participants said about another sub-theme, readily available/appropriate resources (including equipment) to use for work. On the affirmative front, Case 1 Retained Lecturer 1 highlighted that:

...a provision of laptops...enabled us to continue doing our work at home (Public university).

Similarly, Case 3 Returnee Lecturer 1 said:

...in terms of connectivity, the university is well connected (Private university).

The above views confirm early research findings by Blair and Jordan (1994), Amrein-Beadsley, (2007) and Mubatsi (2012) who argued that facilities help to retain staff in institutions at that time. Case 2 (Case 2 Yearbook, 2013) consolidates these observations by indicating that the university had a good state of the art laboratories. Also, the entire infrastructure ..., had excellent ICT facilities ranging from desktop to WiFi and wireless connection within the campus, and telephones. The same case had good staff accommodation at the campus at reasonable rates.

An opposite opinion to the above findings emerged from a public university participant, Case 1 Returnee Lecturer 3 who retorted;

Facilities, do I know of any?

This opinion confirmed Case 2’s infrastructure challenges mentioned earlier on under this subject. The preceding findings depict mixed feelings about participants facilities offered at each
university. It was not surprising to find participants from the same university contradicting as was the case with Case 1’s participants.

In the light of the preceding findings, participants who lacked spacious office space were sharing offices and their ethical rights to privacy and confidentiality were violated. Also, unfortunately, the Terms of Conditions of Service of Academics in Cases 1, 2 and 3 did not contain any statute in regard to how work environment enhances staff retention by means of availing appropriate resources to make work enjoyable to the staff. These findings dovetail with researchers at the Consortium on Chicago School Research (Allenworth et al. in Johnson, 2012:115) who studied one hundred Chicago schools with chronologically high rates of teacher turnover and found out that organisational characteristics other than demographic characteristics explained the mobility. In this study, organisational characteristics best explain how resources are made available to retain staff. Within the framework of this study, organisational characteristics include university managers who mutually reach a compromise with staff members on how best to avail resources. It has been realised that where universities pursue a people-centred brand, they provide resources more than in institutions where management seeks to best protect their own interests, as was indicated by most of the study’s participants.

4.3.7 No retention strategies

An emerging and final theme under staff retention strategies obtaining in the studied universities is ‘no retention strategies’ at all. The findings illustrating how HR, Returnee and Retained Lecturer participants perceived ‘no staff retention strategies’ are presented in Table 4.5.
Table 4.5: Sub-themes under the theme ‘no staff retention strategies’ at all in the minds of other studied universities’ participants

<table>
<thead>
<tr>
<th>Theme(s)</th>
<th>Sub-themes</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No staff retention strategies at all</td>
<td>1. Totally nothing</td>
<td>1…there is totally nothing in terms of retention strategies (Case 2 HR).</td>
</tr>
<tr>
<td></td>
<td>2. Unwritten staff retention strategies</td>
<td>1…staff retention strategies are not straightforward… (Case 2 Retained Lecturers 2).</td>
</tr>
<tr>
<td></td>
<td>3. No policy to support research</td>
<td>1…no policy to support research… (Case 2 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2…no research funds set aside… (Case 1 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>4. Unenunciated retention policies</td>
<td>1…they haven’t been clearly enunciated as far as I know (Case 2 Returnee Lecturer).</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

Sub-themes to demonstrate the non-existence of staff retention policies in the studied universities are totally nothing to talk about, unwritten staff retention strategies, no policy to support research and unclear retention policies.

These findings, although being context specific, agree with research by Sohail et al. (2011), Hutchings et al. (2009) and Ben-David (2008) who concur that organisations have themselves to blame when talented staff leave them. As pointed out earlier, Terms and Conditions of Service of Academics for all cases were silent on labelling their statutes’ content as staff retention strategies. So in the mind of Case 2 HR participant, there was totally nothing in terms of staff retention strategies to talk about in his private university.
4.3.7 (i) Unwritten staff retention policies

To emphasise Case 2 HR participant’s opinion, Retained Lecturer 1 from the same private university remarked that:

...staff retention strategies are not straight forward...

On the same subject, while Case 2 Returnee Lecturer 1 earlier on acknowledged that her university had some staff retention strategies, concurred with Case 2 Retained Lecturer 1 on the observation that staff retention strategies at the university were not straight forward and there were no proper mechanisms to monitor them. Perhaps the non-availability of Strategic Plans and Terms and Conditions of Service of Academics and Ordinances for Staff Promotions at Case 2 during the time of data generation between September 2013 and December 2013 was an impediment on staff retention by failing to give lecturers clearly written strategies. Judging from the researcher’s observations made on the studied Cases and lack of liberty by all Cases’ HR participants and lecturers to avail written staff retention policies was in itself evidence enough to reveal that the universities had no proper, clear and tangible written down policies.

4.3.7 (ii) No policy to support research

Related to the above observation, was the absence of policy to support research in the public and private universities. On that note, Case 2 Returnee Lecturer 1 pointed out that her Case had no policy to support research. Her sentiments were echoed by Case 1 Returnee Lecturer 1 who lamented the lack of research support at his public university because of the absence of block funding for research, no vehicle for research and research station. Case 1 Returnee Lecturer 1
repudiated Case 1 HR participant and the researcher’s observations that Case 1 offered excellent research opportunities. The differences in perceptions among the participants from the same station could have been that the Returnee Lecturer by virtue of being an experienced Professor, had big researches that lecturers could carry out rather than micro-researches meant to improve personal profiles of lecturers.

4.7.3 (iii) Unenunciated policies

A fourth observation which emerged from the study to underline the theme; no retention strategy at all, was unenunciated retention policies. A confirming response for this view is a private university participant, Case 2 Returnee Lecturer 2 who stated:

…they haven’t been clearly enunciated as far as I know… (Private university)

This remark once again confirms Case 2 HR participant’s comment that there was totally nothing to talk about in terms of staff retention strategies. In view of the above four findings, the researcher is content that as long as there are no clearly written down retention policies, this private university will not have tangible staff retention strategies.

4.4 Effectiveness of Staff Retention Strategies

This section attempts to provide answers to the study’s second research question:

How effective are staff retention strategies in Zimbabwe’s public and private universities on a comparative basis?
It has emerged from a corroboration of the ‘self’, open-ended interview responses, observation analysis reports and documentary evidence that staff retention is based on what is at stake rather than strategies employed. For instance, one public university participant, Case 4 Returnee Lecturer 1 pointed out that:

*Some lecturers decide to stay at a particular university where they are employed because of age, since as people get older they want to settle as opposed to moving around. Some have businesses or families close by, so they decide not to move. Moving at some point may also mean losing out on benefits, for instance, tuition waiver as this is only given to staff members who have stayed at a university for a while. By relocating, it also means incurring tuition costs such that a person is ‘forced to stay’ by circumstances.*

Some staff retention strategies were reported to be very effective in retaining staff. In some instances, participants were asked to weigh which incentive was more effective, monetary or non-monetary. Their effectiveness is discussed by using a cross-case analysis of what was said by participants. The effectiveness of staff retention strategies in the studied universities is presented in Tables 4.6-4.10.

### Table 4.6: Sub-themes about the effectiveness of promotion as one of the staff retention strategies

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-themes</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Promotion</td>
<td>1. Promotion is an effective retention strategy</td>
<td>1…very rewarding at Case 1 (Case 1 HR).</td>
</tr>
<tr>
<td></td>
<td>-personal recognition</td>
<td>2…rewarding from the year 2011 to the present time (Case 1 Retained Lecturer 2).</td>
</tr>
<tr>
<td></td>
<td>-rewarding</td>
<td>3…a way of getting personal recognition (Case 1 Returnee Lecturer 2).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4…Objective and efficient process… (Case 3)</td>
</tr>
</tbody>
</table>
2. Promotion is an inefficient retention strategy

- subjective process… (Case 1 Returnee Lecturer 1).

- existing promotion guidelines are not backed by clear documents and processed in public place (Case 2 Returnee Lecturer 1).

- undocumented, weak or inconsistent promotion processes… (Case 2 Retained Lecturer 2).

Adopted and adapted from Chisaka and Kurasha (2012:7)

The sub-theme of the degree to which promotion was reported by different categories of participants to be effective in retaining of public and private university lecturers were, personal recognition, rewarding and objective and efficient.

4.4.1 Effectiveness of promotion as a staff retention strategy

4.4.1 (i) (a) Promotion as a very rewarding strategy

Use of promotion as a staff retention strategy, was Case-specific. Here are interview responses of what Case 1 participants said about promotion as a staff retention strategy. Case 1 HR participant remarked:

*This has been a very rewarding strategy to our lecturers to such an extent that we have some coming from other universities at the level of junior lecturers to join the university in favour of our promotions criteria... (Public university)*

Also, complementing Case 1 HR’s remarks was Case 1 Retained Lecturer who noted that the use of promotion was the most effective retention strategy from the year 2011 to the present time. While the lecturers are supposed to be promoted, they only get promoted to higher grades if they...
meet the criteria of promotion in terms of research publication output. These findings are with documents about what and how staff professional status composition was like at Case 1 during the time of the conduct of the study. The undated Case 1 document on staff profile provided the researcher with the following statistical data:

- 112 PhD holders (2009 to date)
- 31 professors (2009 to date)
- 40 lecturers promoted to senior lecturers (2009 to date)
- 7 promotions of lecturers to Associated Professorship (2009 to date)
- 2 promotions of full Professorship (2009 to date)

These findings are indicative of the degree to which Case 1 was perceived to be lecturer-centred by the participants. The observations bode well with Johnson, Kraft and Papay in Johnson (2012) who concluded that the conditions that mattered most were those that shaped the social context of teaching and learning in their school, the school culture, the principal’s leadership, and the teachers’ relationship with their colleagues. Furthermore, while promotions used to be done once a year, now it is done twice and this was said to be ‘really good’ and encouraging one to stay at the institution. Another lecturer at the same institution had this to say about the effectiveness of staff retention strategies:

*I would say very effective because I’m serving in most of the Departments we have retained quite a number considering we have had very high staff turnover in most of our Departments. Around 2008 in the Faculty of Science, for example we used to have very high staff turnover. You would lose about eight members of staff per semester for example, but around 2009 up to now you hardly get any member of staff resigning. So these measures have been very effective in terms of staff retention.*
It can be argued from what the above lecturer said that lecturers who benefit from the existing staff retention strategies, in addition to their age, sex and professional status, are likely to increase their desire to keep their jobs.

**4.4.1 (i)(b) Promotion as a rewarding strategy**

As was pointed out by Case 1 HR participant, it was reported that most people at the university were advancing themselves academically which was a very good indication that the support for intellectual capacity development is popular at the university. The number of PhD holders who emerged from the university since 2010 to date are seven. The researcher, given the opportunities that promote academic development/advancement, deduced that promotion through academic advancement is a good staff retention strategy at Cases 1, 3 and 4. At Case 3, Returnee Lecturer 1 noted that opportunities for non-PhD holders were there for them to obtain PhD qualifications. At Case 4, the researcher found two of the participants pursuing their PhD studies. It has been realised that both public and private universities offer opportunities for studying PhD studies, although at varying situational degrees.

**4.4.1 (ii) Promotion as an efficient and objective process**

Echoing similar sentiments with the above participants, public university participants, Case 1 Returnee Lecturers commended the promotion process as both vigorous and efficient. At Case 1, participants described promotion as a way of getting personal recognition which tends to increase one’s desire to stay at a university. Similarly, at a private university, Case 3, both HR
participants and Returnee Lecturer 1 reported that the promotion process was both objective and efficient, even though they could not give statistics to qualify their perceptions in the manner Case 1 did earlier on. These findings are consistent with Case 3’s Goal 4: Learning and Growth which stipulates that the Case 4’s (public university) strategic goal is to provide academic environment conducive to effective and inspired teaching, learning, research and scholarship and to be recognised as one of the leading universities in Zimbabwe, the region and beyond, in the promotion of women through higher education. It can be noticed that public and private universities were making efforts to promote their staff in order to encourage them to stay especially, Case 3 which focused on elevating women promotion through higher education. Again, these revelations tally with related literature by Gberevbie (2009), Netswera et al. (2005) and Ng’ethe at al. (2012) who concur that promotion is among one of the most important reasons the employees’ desire to quit is minimised. As a result of the above findings, one can deduce that both public and private universities appreciated the effective role of promotion in retaining staff.

4.4.1 (iii) Promotion as an inefficient retention strategy

In spite of the aforementioned favourable reasons for using promotion to retain staff, some participants disregarded its effectiveness. In indicating ineffectiveness of promotion, Case 2 Returnee Lecturer 1 said at her private university:

*There was a young man who was said to be prolific writer in the Faculty of Agriculture, he decided not to apply for senior lecturer..., he decided to write focusing on associate professor and he wrote papers. So he said, ‘here I am, length of service is, seems to be ok, can I become a professor? (Instead, he was asked to apply for senior lecturer position)... when in fact a government university would have offered him professorship plus Deanship. He was not a*
Dean here. He was an ordinary lecturer, but a government university offered him Deanship and Professorship and he moved out straight away.

Two restrictive promotional practices are illustrated in the foregoing excerpt. First, the private university did not offer the lecturer the correct promotional grade on the basis of his deserving research output and publications. Second, a public university offered the lecturer the right recognition and promotion in terms of Deanship and Professorship which he was denied at the private university. In support of this Returnee Lecturer, regrettably, at Case 2, as observed by Case 2 Retained Lecturer 1 who lamented that promotion was an ineffective staff retention strategy at his private university, he said:

In other words, although the promotions regulations are there, there is no enforcement that caters for the needs of all people. Right now as we sit here, I have been adding more papers and appealed to the VC to say did you let people treat me in this way and he brought his own people to come together and discuss my case where people were now saying ZIMCHE now wants a PhD and I said no I sit on ZIMCHE meetings. ZIMCHE has given universities general suggestions to which universities should give feedback… Then they say yah, I think you should get promoted, but we should send your papers to content reviewers. They have been with the content reviewers for the past nine months… in peer reviewed journals. So you see this that is one area this university particularly needs undivided attention. When somebody has met requirements, there should be no other yardstick, any other evidence that is required and to give you a little more detail on that then when they said and they were sending my papers, I gave them eleven names of Psychology giants in Africa and I said, ‘well select whoever you like from the lot.’ These are the leading Psychologists in Africa. They said, ‘well, we have our own people who take an active role in these processes… may not have published anything, but happen to be Deans and Directors and so on. These are the people who come and decide whether Mapolisa, Mapolisa’s papers should move ahead or not. So this area is really…absolute gate keeping where criteria are always kept somewhat vague, you don’t know what you should have done, you see…

The above sentiments from a private university Retained Lecturer participant indicates that promotional opportunities are not offered on an even ground in the studied universities. The fate of the otherwise deserving promotable lecturers is decided by senior
management inclusive of Deans, directors and managers and administrators who are not researchers themselves. They tend to undermine prolific research efforts by academics for the sake of gate keeping as demonstrated by sitting on the participant’s papers. Also, their actions go against Cases 1, 3 and 4’s core value of transparency which is clearly enunciated in the studied public and private universities’ Strategic Planning Documents.

By the same token, participants from Case 4 viewed promotion with some skepticism when they described it as inefficient despite upgrading oneself and submitting research papers. Similar rebuttals emerged from Case 1 Returnee Lecturer 1 and Case 2 Returnee Lecturer 2. Case 1 participant pointed out that the promotion process is subjective. He acknowledged that to rise in the profession is an aspiration of every academic, but lecturers at this particular university find it very difficult to research and get promoted, hence, did not regard promotion as an effective retention strategy. Case 2 Lecturer 2 noted that although the retention strategies are not documented, they are rather weak and inconsistent. Case 4 remained indifferent about the effectiveness of promotion as a retention strategy, in spite of its Strategic Plan Vision (2015) talking about capacity building for polytechnics through staff development of lecturers.

Regardless of the preceding Case 4’s documentary evidence, the aforestated findings compare favourably with Allenworth et al. (2009) in Johnson (2012) who observed that teachers stayed in schools where teachers collaborated with colleagues, school administrators were supportive,… and they provided an orderly environment meant to retain teachers. The same authors posit that teachers left schools where they remained isolated in their classrooms and resisted school-wide
initiatives. A critical observation in the second finding of Allenworth et al. (2009) is the statement… “teachers left schools where they remained isolated in the classroom”. That isolation within the context of this study is a reflection of lack of promotion among lecturers in the studied universities. Therefore, lack of movement and growth through promotion as has been shared by participants from the two categories of universities in Zimbabwe is tantamount to labelling promotion as an effective staff retention strategy.

4.4.2 Effectiveness of staff retention strategies other than promotion

It was observed from this study that promotion was not the only staff retention strategy that could be subjected to measures or indicators of effectiveness.

Table 4.7: Other sub-themes for the effectiveness of staff retention strategies obtaining in the studied universities

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Other staff retention strategies</td>
<td>1. Tuition waiver for staff dependants</td>
<td>1…tuition waiver can only be given when a lecturer has stayed for a certain period of time (Case 2 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>2. Provision of adequate accommodation</td>
<td>1…upon my return I was given an appropriate accommodation (Case 2 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>3. Lack of accommodation</td>
<td>1…Lack of adequate accommodation is sufficient motivation for one to quit (Case 2 Returnee Lecturer 2).</td>
</tr>
<tr>
<td></td>
<td>4. Staff development opportunities</td>
<td>1…very effective…staff members get the opportunity to develop their intellectual capacity in various ways (Case 3 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>5. Provision of adequate and appropriate resources</td>
<td>1…adequate and … reasons to use for work…key retention at the university (Case 4 Returnee Lecturer 1, Case 4 Retained Lecturer)</td>
</tr>
</tbody>
</table>
4.4.2 (i) Effectiveness of tuition waiver

Use of tuition waiver for staff members and their dependants as a staff retention strategy was reported to be effective to a certain extent and context-specific. At Case 2 for example, the factors noted to encourage lecturers to stay there include tuition waiver for one’s dependants which can only be given to a lecturer who will have stayed for a certain period of time. If one leaves this private university, s/he automatically forfeits this benefit. For example, between 2009 and 2013, 1073 staff members were exempted from paying fees, whereas, the number of staff dependants exempted from paying fees was 212. This practice is documented in the Terms and Conditions of Services of Academics in all cases, as shown below:

In terms of tuition, the university will meet all tuition fees incurred by the staff member and his dependants in the pursuit of one’s studies…(Private university-Case 2).

The present researcher presumes the above findings to be one of the deliberate drivers towards staff retention at the above named Cases. To further enhance this facility as a retention strategy, Case 2 Retained Lecturer 1 feels that this facility should be extended to postgraduate programmes like what is obtaining in public universities. He expressed uncertainty about the effectiveness of tuition waiver as a retention strategy at his private university in this way:
I think that something else that is being said now, I don’t know how far true that is, people who came before 2002 can have tuition waiver for their dependents even up to Masters programmes, but after 2002 you can have tuition waiver only for undergraduate programmes, I hear that is the thing as far as waivers are going on.

This situation could be ineffective in retaining Returnee Lecturers who have recently rejoined the university. It is also discriminating Retained Lecturers, unless, it is being used as a reward for long service; yet it was difficult to determine what long service meant.

Case 2 Retained Lecturer 1 somehow contradicted his preceding opinion by conceding that tuition waiver is an effective staff retention strategy at her private university in this way:

*I am not really sure because many people would stay, they are older people, it’s not in good taste to keep moving ahead, there are people who have children in the university and tuition waiver thing is really succeeding in keeping a good number of us here because we cannot afford the fees here, it’s expensive. So that in itself is a, has some effect.*

Tuition waiver was somehow effective to relatively old lecturers who had dependants of university-going age, but it was rather ineffective for relatively younger people who do not have children of university-going age. Curran (2012: 21) cites one relevant literature observation to consolidate the preceding findings. Curran (2012: 21) quotes Martocchio (1989: 409-414) who established that, “research shows that older people are more generally satisfied with their jobs than younger people.”
4.4.2 (ii) Effectiveness of appropriate accommodation

To a larger measure, provision of accommodation was perceived as one of the reasons to make one Case 2 Returnee Lecturer 1 stay at a given university. This participant acquired property in Zimbabwe and the university paid for it and upon return she was given an appropriate accommodation. She also confessed staying at the private university because of advanced age and having a family and relatives nearby. These findings confirm research findings by Pitts et al. (2011) that demographic characteristics appear to strongly influence employees to exit an organisation. Case 2’s observations were subscribed to by Case 4 Returnee Lecturer 1 who responded by saying, the public university did not retain him because he wanted to live a settled life in Harare and he was a mature lecturer after having worked in several universities inside and outside Zimbabwe. Case 4’s situations confirm Mulkeen et al.’s (2007) findings that it is the relatively young teachers that need money most at the beginning of their career. On a sad note, all studied Cases’ Terms and Conditions of Services of Academics were silent on the issue of accommodating lecturers. In support of Mulkeen et al.’s (2007) observation, the above findings also tally with Kellough and Osuna (1995), Lewis (1991) and Meyer et al. (1979), all cited in Pitts et al. (2011), who noticed that relatively young employees have higher rate quits as a result of shifting career paths, great willingness to relocate, and fewer family responsibilities and financial obligations. Thus, again, provision of appropriate accommodation, age (demographic characteristics) of participants and living a settled life were similarly perceived as some of the effective staff retention strategies in the studied universities.
4.4.2 (iii) Effectiveness of staff development opportunities to retain staff

In the studied universities, provision of staff development opportunities was perceived as a crucial staff retention strategy. To demonstrate the appreciation of staff development opportunities as a retention strategy as Case 3, Returnee Lecturer confidently asserted that staff development at his university is very effective because it provides staff members with the opportunity to develop their intellectual capacity in varied ways. It also emerged from the study that lecturers from the same university, received direct financial support, and they were bonded for half the training period. According to a private university’s documentary evidence (Case 3, 2012-2015:33 Strategic Plan), the above findings were in response to the second challenge faced by the university in the, “attraction and retention of high quality faculty members… which is an ongoing challenge.”

Similar perceptions to the above findings emerged from public universities, Cases 1 and 4 where the researcher observed that lecturers were undertaking staff development programmes with the blessings, moral and financial support of their universities. What was discovered at Case 1 and 4 agrees with previous research (Bushe, 2012; Kwenin, Mwathe and Nzulwa, 2013) who concur that a right combination of both intrinsic and extrinsic factors was critical to motivation, let alone, to staff retaining in Zimbabwe’s public and private universities. However, the preceding findings about staff development seem to be refuted by a private university, Case 2, where Retained and Returnee lecturers concur that support mechanisms to support staff development were not in place. Here is what Case 2 Retained Lecturer 1 had to say about absence of staff development opportunities at his private university:
I think one thing in my view that has been critical, is a clear staff development programme where people who come in with their Masters Degrees are enabled through financial support, through vacation arrangements, through sabbatical arrangements or whatever, to be able to obtain higher degrees, to be able to do PhDs and that here is not in place and those people who go to do their PhDs use their money and they never come back.

Two issues regarding effectiveness of staff retention opportunities to retain staff are evident in the above findings. First, financial support, vacation and sabbatical arrangements enable lecturers to obtain higher degrees. Second, lecturers who do not get such support and arrangements but end up upgrading themselves may never return to the university. It is clear from the above findings that when lecturers are not supported to upgrade their qualifications by their universities, they cut ties with them thus, making it difficult for the universities to retain their staff. The preceding is not a guarantee that all lecturers who are supported by their universities return because some end up weighing the benefits and costs associated with returning to their universities when they have increased their market value.

4.4.2 (iv) Effectiveness of the provision of adequate and appropriate resources to retain staff

Another sub-theme from the study pertained to the provision of adequate and appropriate resources. This perception was particular to Case 4 where both Retained and Returnee Lecturer participants agreed that the provision of adequate and appropriate resources for use at work is a key staff retention strategy at the institution. Most participants of the study reported that they had adequate resources except Case 1 Lecturer 1 who felt that he was incapacitated to conduct research due to lack of facilities and a vehicle to move around, and the absence of block funds for research. The findings tend to complement a large body of empirical evidence which
indicates the existence of a direct relationship between overall job satisfaction and job turnover (Carsten and Spector, 1987; Cotton and Tuttle, 1986; Lambert, Hogan and Barton; 2001; Mobley, 1979; Potter and Steers, 1973 all in Pitts et al. 2011). In this study, it was clear that the studied public and private universities’ participants were of the opinion that the provision of adequate and appropriate resources largely translates to job satisfaction which in itself leads to staff retention.

4.4.3 Effectiveness of monetary and non-monetary staff retention strategies

The use of monetary and non-monetary staff retention strategies was found to be on the complementary.

Table 4.8: HR participants’ views on the effectiveness of monetary and non-monetary staff retention strategies

<table>
<thead>
<tr>
<th>Theme (s)</th>
<th>Sub-Theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Categories of strategies</td>
<td>1. Monetary and non-monetary strategies play a complementary role</td>
<td>1…..monetary and non-monetary strategies complement each other (Case 1 HR).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2….all strategies are effective (Case 3 HR).</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

Another sub-theme from monetary and non-monetary staff retention strategies was that monetary and non-monetary strategies play a complementary role in the Zimbabwe’s public and private universities.
4.4.3 (i) Effectiveness of monetary and non-monetary staff retention strategies

In regard to the effectiveness of monetary and non-monetary staff retention strategies, two perceptions emerged from public and private universities’ HR participants. Case 1 HR participant from a public university had this to say concerning the effectiveness of monetary and non-monetary staff retention strategies:

*In my view the two, that is, monetary and non-monetary staff retention strategies complement each other… the first thing every academic is worried about is growth in the academic field in which category 1 will then bring in the issue of promotions … so money is a motivator, but initially for the academics it’s the growth that is more important (Public university).*

From the above HR participant’s view, three things emerge about the effectiveness of monetary and non-monetary staff retention strategies. First, the two categories of staff retention strategies complement each other in retaining staff at Case 1. Second, non-monetary staff retention strategies were found to be more beneficial in the long run, thus, confirming, Herzberg’s (1968) in Ng’ethe et al. (2012) findings that motivators are more beneficial than dissatisfiers in enhancing job satisfaction which in itself in the context of this study is a gateway to staff retention. Third, while money was found to be a motivator for the academics, it was the academic growth that was found to be more important than money. Another perception that arose from a number of staff retention strategies mentioned earlier came from Case 3 HR participant from a private university who perceived that all retention strategies were very effective by indicating that:

*We are living in a competitive environment where we find we keep our ears open so that we hear what is happening and we are not very loyal to service providers. If today we hear that service provider B has got a better pension plan we convince our Board and move to the one who is giving value for money to our universities. So I think our retention strategies have been very effective because*
even if you look at our rate of resignations we find out that very few people are leaving mainly because of our conditions of service.

Two things also emerge from the above Case 3 HR participant’s point of view. First, Case 3 considers what strategies are being offered by other universities, be they public or private in order to come up with more attractive ones. Second, Case 3 appeared to retain staff members more than losing them because of her conditions of service. These findings largely tally with previous literature (Boyne et al., 2011; Pitts et al., 2011) which established that good working conditions are a strong basis upon which staff can be retained. Further, availability of good working conditions largely retains public and private university lecturers because the quality of conditions of service is an indication of how caring a university is to its staff members.

### 4.4.4 Lack of effective strategies to retain staff

Regarding the effectiveness of staff retention strategies in the universities, a surprising finding was made at one private and two public universities. The following Table 9 illustrates this finding well.

**Table 4.9: Theme and sub-theme regarding lack of effective staff retention strategies at the universities**

<table>
<thead>
<tr>
<th>Theme(s)</th>
<th>Sub-Theme(s)</th>
<th>Substantiating Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of staff retention strategies</td>
<td>1. Lack of effective staff retention strategies</td>
<td>1. … effective strategies lack at the university (Case 2 HR).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. … staff retention strategies are yet to be written down (Case 2 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. … staff retention strategies are not straightforward. (Case 2 Retained Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. … the university did not retain me… (Case 4 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. … staff retention strategies are ineffective…. (Case 1 Returnee Lecturer 1).</td>
</tr>
</tbody>
</table>
The sub-theme from lack of staff retention strategies at the studied universities was lack of effective staff retention strategies.

4.4.4 (i) Lack of effective staff retention strategies

Lack of effective staff retention strategies emerged from diverse Cases 1, 2 and 4’s participants. In their bid to substantiate this subject, they made the following statements; Case 2 HR participant said, ‘….effective staff retention strategies lack at the university.’ Similarly, Case 2 Returnee Lecturer 2 said, ‘…I am yet to see written documents with staff retention policies.’ Another Retained Lecturer at the same university argued that, ‘….the staff retention strategies are not straight forward.’ From a public university’s perspective, two views came through Returnee Lecturers in the following manner to support the observations made at a private university. Case 4 Returnee Lecturer 1 indicated that the public university did not retain him and there were not distinct staff retention strategies to talk about. On the subject of being provided with a vehicle to promote work business, Case 2 Retained Lecturer 1 indicated that his private university saw no value in giving a lecturer a vehicle that will enable him to come to work and go home and conduct his work on behalf of the university. It appeared that Case 2 viewed such benefit as a private benefit, yet the private university was supposed to benefit more from the lecturer’s punctuality in conducting business, and follow ups to students on internship at any time.
The above findings were summed up by a private university’s Case 2 HR participant who remarked:

…effectiveness could be rated between 25 and 35 percent, hence, not very effective. The retention strategies used here are said to be ‘meaningless.’ Retention is something that should have meaning and its purpose should be meaningful.’ For instance, a retention fee of fifty dollars does not encourage a person to stay as they cannot meet their daily needs from that amount.

The above findings in regard to the lack of effective strategies to retain staff at the universities go against the provisions of the universities’ visions put across below:

- **Case 1’s vision is to become world-class open and distance learning university** (Case 1 Strategic Plan 2010-2014:3).

- **Case 2’s vision is to become a world class university for leadership development in Africa** (Case 2 Yearbook, 2013:2).

- **Case 3’s vision is to be the best university in Africa in the promotion of gender equity in tertiary education** (Case 3 Strategic Plan 2012-2015).

- **Case 4’s vision is designing the future** (Case 4 Strategic Plan, Vision 2015).

Given the above circumstances, the realisation of all universities’ staff retention becomes difficult if staff retention strategies are lacking in the universities. Thus, the institutions will face problems to retain staff members. The strategies considered meaningful in this study do not exist and examples of such include giving loans for staff to buy houses, to buy cars or provide financial aid for one to sponsor a number of students to go to school.
4.4.5 Effectiveness of staff retention strategies on quality education

Participants consulted in this study seemed to give a concurring perception regarding the link between retaining university lecturers and provision of quality education. Their interview responses on the subject are summarised in Table 4.10.

Table 4.10: The extent to which staff retention promotes quality education in the studied universities

<table>
<thead>
<tr>
<th>Emerging Themes</th>
<th>Emerging Sub-Themes</th>
<th>Substantiating Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The link between staff retention strategies and quality education</td>
<td>No knowledge of whether staff retention strategies promote staff retention.</td>
<td>…staff retention strategies are not of academic nature, so I do not know whether they promote academic advancement as such (Case 1 Returnee Lecturer 1).</td>
</tr>
<tr>
<td>Quality tutoring and guidance by qualified staff</td>
<td>...ideally staff retention strategies will ensure that students are being tutored by experienced tutors… (Case 1 Returnee Lecturer 1)</td>
<td></td>
</tr>
<tr>
<td>Knowledgeable tutors are effective teachers and lecturers</td>
<td>...when people have knowledge …they become more effective teachers and lecturers (Case 1 Returnee Lecturer 3)</td>
<td></td>
</tr>
<tr>
<td>Continuity for starters</td>
<td>…for starters, you will have continuity….experience that will promote quality …. (Case 2 Returnee Lecturer 1)</td>
<td></td>
</tr>
<tr>
<td>Unaware of the availability of a vigorous retention.</td>
<td>Difficult question to answer because I don’t think we have a vigorous retention policy in place (Case 2 Returnee Lecturer 2)</td>
<td></td>
</tr>
<tr>
<td>More experienced Lecturers</td>
<td>Staff retention promotes quality in the sense that more experienced lecturers get along the way (Case 3 Returnee Lecturer 1)</td>
<td></td>
</tr>
<tr>
<td>Experience is the best teacher</td>
<td>Yah, to a greater extent because if you do not retain the best in terms of experience and qualification they will leave and you will have less qualified and experienced people…(Case 4 Retained Lecturer 1)</td>
<td></td>
</tr>
<tr>
<td>Satisfied in doing research</td>
<td>Um, ok Staff retention helps in that if a person is satisfied in doing their research…(Case 1 Retained Lecturer 1)</td>
<td></td>
</tr>
<tr>
<td>High staff turnover defeats continuity</td>
<td>Yes, I agree with what you are saying because if we have high staff turnover there is no continuity (Case 1 Retained Lecturer 2)</td>
<td></td>
</tr>
</tbody>
</table>
10. Intuitive relationship between retention and quality education

11. Unsupportive management defeats the purpose of pursuing quality education

Adopted and adapted from Chisaka and Kurasha (2012:7)

Eleven participants, both Retained and Returnee Lecturers, were interviewed from both public and private universities. The sub-themes from their responses included no knowledge of whether staff retention strategies promote quality education, quality tutoring and guidance by qualified staff, just to name a few.

4.4.5 (i) No knowledge of whether staff retention strategies promote quality education

On the negative front, arose the public university’s perception from Case 1 Returnee Lecturer 1 that he had no knowledge about whether staff retention strategies could promote quality education. To demonstrate this position, he said:

Staff retention strategies obtaining at the university are not really of an academic nature, so I don’t know whether they promote quality education.

This participant’s view is different from the Cases’ Terms and Conditions of Service of Academics which state that the universities provide tuition, thesis/dissertation, departure and arrival allowances, as well as book/research allowance, which are academic in nature. Perhaps, if institutions provide lecturers with all the necessary documents that promote staff retention, through HR Departments, lecturers would become aware of how staff retention promotes quality education.
4.4.5 (ii) High staff turnover defeats continuity

Lack of continuity was found to be associated with high staff turnover at the expense of quality education. To expound on this subject, a public university’s Case 1 Returnee Lecturer 2 had this to comment;

Yes I agree with what you are saying because if we have high staff turnover, there is no continuity.

This finding is in concurrence with Pitts et al. (2011) who, citing the work of Bass (1996), Graen and Scandura (1997), Graen and Uhl-Bien (1991) and Yukl, 2002) outside Africa and Mapolisa and Kurasha (2013) and Mapolisa and Ncube (2012) saying in Zimbabwe leadership research shows that high-exchange relationships between leaders and subordinates involving highest levels of mutual trust results in higher subordinates satisfaction, stronger organisational commitment by the subordinate and higher subordinate performance. Where there is no continuity as a result of high staff turnover, be it in the public or private universities, quality education tends to be compromised because of continuous recruitment of new staff members who need mentoring, induction and settling. Lecturers take time to settle, gain experience and expertise to deliver their academic duties efficiently and effectively, notwithstanding their qualifications and competencies.

4.4.5 (iii) Orientation for new staff

Orientation for new staff refers to the process of providing new lecturers with an environment that helps them to learn their job best from mentors and experienced colleagues. Orientation for new staff was also viewed as one of the avenues for enhanced quality education through staff
retention. A private university’s Case 2 Returnee Lecturer 1, emphasising the value of orientation for new staff members as a result of retention, argued:

> New staff stands to benefit from the guidance of experienced staff..., such an experience is one of the ways which will promote quality...

While the observation above was made by a participant from a private university, it agrees with one of Case 1’s distinctive capabilities that arises from having orientation for new staff, “An expertise in supported..., providing students with high quality learning materials, first class academic and personal support and excellent service and organisation (Case 1 Strategic Plan, 2010-2014:6). Therefore, the role of orientation for new staff is important in both kinds of the universities as it largely promotes the search for quality education.

4.4.5 (iv) Unaware of the vigorous retention policy in place

Related to no knowledge of whether staff retention strategies promote quality education, was another opinion from a private university’s participant, Case 2 Returnee Lecturer 2, who found the question hard to give a response. He said:

> Difficult question to answer because I don’t think we have a vigorous staff retention policy in place.

This private university’s participant, by virtue of the position held, was expected to be aware of university’s retention policy that was spelt out by the university’s vision, but was not:

> To be a world class university for leadership development in Africa through quality teaching, research and commitment to serve the community in which it is situated (Case 2 Yearbook, 2013:2).

Within the context of this study, it can be argued that quality teaching, research and community service cannot be realised and obtained in any university if lecturers, let alone, even senior
lecturers are unaware of the existence of retention practices in place. In reality, such senior people are the ones that are supposed to be consulted by HR and management before retention policies are made, but in this case, it appeared that they are not consulted at all, much to the detriment of the pursuit of quality education at the university.

**4.4.5 (v) Unsupportive management defeats the purpose of pursuing quality education**

Also allied to the aforementioned views regarding how staff retention promotes quality education in the studied universities, was the perception that unsupportive management defeats the purpose of pursuing quality education. To illustrate this position, a public university’s participant, Case 4 Retained Lecturer 1, lamented that:

...we have noticed that our management seems not to support very much our staff development in a number of ways.

Case 2 Retained Lecturer 1, from a private university background, supports a public university perception put forward by Case 4 Retained Lecturer 1 by pointing out that:

*I’m sure it must, I’m sure it must because my, observation is when you are working in an organisation where a good number of promising young people are coming briefly and moving out, it has something to do with your motivation, it has something to do with your morale. If you are working in an organisation where your chances of promotion are not visible, you see, it has something to do with the morale you have. So, although, some people have remained at the university for a very long time, I don’t know if we can say it is equal to quality education, yah. To be honest many of the people in this institution are young people who do not have a track record and I’m sure many of them are here to write out the CV and then maybe when they get their doctorates and get more experienced are likely to move on. I really cannot comment about, I know there is an intuitive relationship between retention and quality education, but I don’t know, whether that is deliberate here (Case 2 Retained Lecturer 1).*
In the first observation, the participant was not referring to staff development associated with one’s growth career-wise, but staff development meant to assist lecturers with a non-teaching background to obtain a functional knowledge of efficiently and effectively conducting lectures.

In the second observation at Case 2, three challenges underscoring how unsupportive management defeats the purpose of pursuing quality education emerged. First, promising relatively young lecturers were not staying at the university due to lack of motivation and lack of morale all because of an unsupportive university management. In that regard, the achievement of quality university education becomes a dream rather than a reality. Second, lecturers who perceive that their chances for promotion are uncertain lose faith in the university and decide to quit because they will be demoralised. In that regard, quality university education provision becomes elusive. Third, unsupportive university management do not realise that their universities will be turned into preparatory ground for lecturers searching for greener pastures at the expense of the attainment of the university’s quality education. The management’s role in support of staff development programmes in the universities has been underscored in both findings. This would be in line with the university’s vision of redesigning the future (Case 4 Strategic Plan, Vision 2015). The above findings support Mulkeen et al.’s (2007:62) recommendation below:

Training in educational leadership and management is needed for principals. Principals, or head teachers, are requesting for a more systematic and on-going professional training than occasional workshop on administration and management.

Advice emerging from Mulkeen et al.’s (2007) views is that trained managers value the need for having their staff inducting, mentoring and staff developing each other on professional matters such as actual teaching and research for the purposes of ensuring that quality education obtains at
their educational institutions. Also unsupportive management practices were reported by Case 1 Returnee Lecturer 1 who earlier on was unhappy with lack of support for research. Within the framework of this study, research is considered central to the achievement of quality education. Availability of quality education at a university acts as a pull factor to the lecturers who want to associate themselves with successful, famous and reputable universities.

4.4.5 (vi) Quality tutoring and guidance by qualified staff

Participants argued that staff retention promotes quality education because of quality tutoring and guidance by qualified staff in those universities. To expound on this subject, here is what a public university participant, Case 1 Returnee Lecturer 1, said:

...ideally staff retention strategies will ensure that students are being tutored by experienced tutors...

This observation confirms part of the documentary evidence from Case 4’s Transformational Plan: 2004-2010 in Case 4’s Strategic Plan: Vision (2015:4) that quality education is enhanced by, “Emphasising a lifelong learning through the provision of a range of learning opportunities that will attract school leavers, mature students and the employed.” Similarly, on the same subject documentary evidence from Case 3’s Strategic Plan (2012-2015:24) asserts, “The University, nevertheless, seeks ways to attract and retain qualified and experienced staff to ensure that it maintains the quality of services.” When quality qualified tutors are retained, all things being equal, quality education obtains in the studied universities.
4.4.5 (vii) More experienced lecturers

It also emerged from the study that retention of lecturers ensured that the universities have more experienced lecturers than those characterised by high staff turnover. To confirm this position, a private university participant, Case 3 Lecturer 1 exhorted that:

*Staff retention promotes quality in the sense that more experienced lecturers get along the way.*

The findings agree with documentary evidence from Case 3’s Strategic Plan (2012-2015) Goal 3: Internal Business Processes in which more experienced lecturers would assist the university, “develop more comprehensive market focused strategies and programme reviews and processes that systematically evaluate the University’s efficiency, and effectiveness of delivery of quality programmes.” In the context of this study, that the presence of more experienced lecturers in a university set–up is bound to promote quality education.

4.4.5 (viii) Experience is the best teacher in search of quality education

Another interesting observation in relation to how staff retention enhances quality education emerged describing experience is the best teacher. To substantiate this subject, a public university participant, Case 4 Lecturer 1, said:

*... to a greater extent because if you do not retain the best in terms of experience and qualification, then you will have less qualified and experienced people...*
These findings concur with documentary evidence from Case 3’s strategic Plan (2012-2015:33) second observation regarding challenges of staff retention, “The attraction and retention of high quality faculty members is an ongoing challenge.” What is of interest in the preceding quotation is the observation that when the retention of quality faculty members is an ongoing challenge, there is no experience, expertise and continuity to talk about among the lecturers. Experienced lecturers, according to the documentary evidence from Case 1’s Draft Strategic Plan (2010-2014:6) have, “An ability to run a high volume distributed business and exploit opportunities of scale,” related to teaching and learning processes meant to promote the search for quality education in the studied universities.

4.4.5 (ix) Satisfied with doing research in search of quality education

In the public and private universities, lecturers derive a great deal of satisfaction from doing research. This contention is affirmed by a public university participant, Case 1 Retained Lecturer 1, who indicated:

Um, Ok. Staff retention helps in that if a person is satisfied in doing their research...

While this observation emerged from a public university, it is largely compatible with Case 3’s second strategic objective enunciated in the documentary evidence from Case 3’s Strategic Plan (2012-2015) which is, to enhance the capability of Case 3 (a private university) to attain optimum growth with quality in research, teaching and community service. In the context of this study, a similarity between public and private universities is that research and teaching are mutually inclusive entities in the face of quality education enhancement in the universities.
Research informs practice with theories and teaching puts theories into practice, thereby, improving quality of education. Therefore, lecturers who are satisfied with doing research would be largely ambassadors of quality education in their universities and retainable.

4.4.5 (x) A relationship between retention and quality education

The eleventh sub-theme that came up from the study was a relationship between retention and quality education. To elucidate this subject, a private university participant, Case 2 Retained Lecturer 2, proffered:

…I know there is a relationship between retention and quality education…

That relationship, in the context of this study is entailed by the following three cases’ core values in the documentary evidence from the selected universities.

A public university, Case 1’s core values are:

- Honesty.
- Trust.
- Passion.
- Transparency.
- Integrity.
- Loyalty.
- Innovativeness.
- Ethics (Case 1’s Strategic Draft Plan, 2010-2014:5).

A private university, Case 3’s core values are:

- Gender sensitive.
- Equity and diversity.
• Academic freedom.
• Integrity and innovations.
• Social responsibility.
• Transparency and accountability (Case 3 Strategic Plan, 2012-2015).

A public university, Case 4’s core values are:
• Innovation.
• Professionalism.
• Commitment.
• Integrity.
• Leadership (Case 4 Strategic Plan Vision 2015:15).

It is interesting to notice that core values like integrity, innovation and transparency are common in the Strategic Planning documents of the three cases. These relate to how well the concept of quality obtains in given university education scenarios from business and normative perspectives. Retained lecturers ensure that quality education is delivered in the public and private universities because of the notion that quality education transforms the standards of lives of a people and their community. On the whole, positive outcome of staff retention strategies, regardless of the noted hindrances discussed under the whole section of the relationship between staff retention and quality education, is largely sustainable promotion of quality education.

4.5 Monitoring Staff Retention Strategies

This section makes up the third part of Chapter 4. It focuses on investigating the research question:
‘How are staff retention strategies monitored in Zimbabwe’s public and private universities?’

All the three categories of participants gave their lines of thought regarding how monitoring of staff retention strategies obtains in the studied universities. Their responses were summarised in the following Tables 4.11-4.13.

Table 4.11: Sub-themes about monitoring of staff retention strategies at the studied universities from the perspective of HR participants

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-Theme(s)</th>
<th>Substantiating Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitoring of staff retention strategies</td>
<td>1. Production of reports</td>
<td>I …what we have been doing in monitoring staff retention strategies is through producing reports (Cases 1 HR).</td>
</tr>
<tr>
<td></td>
<td>2. Calling for quarterly promotions.</td>
<td>As a result, we call for promotions every quarter and these are done through Faculties (Case 1 HR).</td>
</tr>
<tr>
<td></td>
<td>3. Submission of names of staff with leadership positions.</td>
<td>1. …recently, we requested Faculties to submit names of all their staff they wanted to be given leadership positions (Case 1 HR).</td>
</tr>
<tr>
<td></td>
<td>4. Advising Faculties about lecturers who are due for sabbatical leave.</td>
<td>1. …write letters to Faculties advising them on who amongst their lecturers is due for sabbatical leave… (Case 1 HR).</td>
</tr>
<tr>
<td></td>
<td>5. Universal application of strategies and benefits</td>
<td>1.….if we are to monitor … to make sure that those strategies and those kinds of benefits applicable to everyone as prescribed in the policy (Case 2 HR).</td>
</tr>
<tr>
<td></td>
<td>6. Through Salaries and conditions of Service Committees and Human Resources Committee of the Council.</td>
<td>1.….through the salaries and conditions of Service Committee and through Human Resources Committee of the Council (Case 3 HR).</td>
</tr>
<tr>
<td></td>
<td>7. Salary surveys and benchmarks.</td>
<td>1.….we do salary surveys and benchmarks …… (Case 3 HR).</td>
</tr>
<tr>
<td></td>
<td>8. Awards for best researcher, community service lecturer and best lecturer.</td>
<td>1. At our graduation we award the best researcher, the best community service lecturer and the best lecturer (Case 3 HR).</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

The HR participants, as implementers and monitors of staff retention, revealed a great deal of knowledge regarding the monitoring of staff retention strategies particular to their universities.
Emerging sub-themes among others were that staff retention strategies in the studied universities were monitored through production of reports, calling for quarterly promotions, submissions of names of staff members with leadership positions, universal application of strategies and benefits, salaries and conditions of service committee and Human Resources Committee of the Council, salary surveys and benchmarks, and finally, awards for the best lecturer, best researcher and publisher and best community service lecturer are given based on the reasons for establishing institutions. Also, another sub-theme left out from the above list was about advising Faculties about their lecturers who are due for sabbatical leave. From the above-named themes, it is now necessary to substantiate each sub-theme in the subsequent paragraphs.

4.5.1 Production of reports

4.5.1 (i) Production of reports as a staff retention monitoring mechanism

Production of reports emerged as one of the key ways of monitoring staff retention strategies in public universities, as Case 1 HR participant explains in the excerpt below:

*What we have been doing in monitoring, staff retention strategies is through reports*...

These findings subscribe to a People Perspective Theme Cultured Citizenship that realises that people are unique individuals who have diverse needs that define them individually (McCord, 2014). People Perspective Theme Cultured Citizenship, according to Case 4, a public university, reads… University setting realises the importance of the human factor in all its activities, hence, the need to prioritise issues of human capital, information capital and organisational capital (Case 4’s Strategic Plan: Vision 2015:10). Also supporting the preceding observation, Case 1’s
Draft Strategic Plan (2010-2014: 6), a public university, notes, “We believe the diversity and enhancement of our staff are essential to our continued success. We are committed to the development of their skills and to their participation in the affairs of the university.”

Documentary evidence from Case 3 Strategic Plan (2012-2015), a private university, points out that Case 3 believes in gender equity. Case 3 acknowledges the similarities and differences in women and men and seeks to remove all the barriers that remove an individual’s aspirations and potential. Judging from the interview responses and the documentary evidence, it is apparent that public and private universities HR make reports through Faculties about their staff members. These reports enable the universities to carry out talent reviews (Douglas et al., 2004), like those undertaken at Case 3 about the best researcher, the best community service lecturer and the best lecturer. These strategies have been in the pipeline since 2007 at Case 1 (Case 1 HR participant). Douglas et al. (2004) cite Green (2003) who says that the foundation of their business model is collaboration…so who gets promoted to leading at BlockRock matters a great deal. With the framework of this study, production of reports ensures a high culture of performance among lecturers, developing lecturers to the best potential and promotes collaboration among lecturers as central strategies to retain staff.

4.5.1 (ii) Calling for quarterly promotions to monitor staff retention

Calling for quarterly promotions complements production of reports in monitoring staff retention in the universities. Case 1 HR participant explained that they call for promotions every quarter through faculties. This led to conducive, straightforward, efficient and objective promotional opportunities to lecturers as one of the mechanisms to monitor staff retention in the universities.
These findings are consistent with the People Alignment (Case 1’s Draft Strategic Plan, 2010-2014:13) at Case 1, a public university which entails four cardinal points to staff retention:

- Having the right people in the right places at the right time, capable and willing to perform.
- Setting clear goals.
- Appropriate reward and recognition system linked to the strategy (Performance Appraisal).
- Honest feedback and handling poor performers professionally (Case 1’s Draft Strategic Plan, 2010-2014:13).

On the basis of the above documentary documents, provision of quarterly calls for promotion could be a boost to staff retention if it spreads to other public and private universities.

**4.5.1 (iii) Submission of names of staff members with leadership potential as a means to monitor staff retention**

Another strategy that has been used to monitor staff retention in the public universities was the submission of names of staff members with leadership potential. While this has been particular to a public university’s settings, Case 1, the HR participant pointed out that:

...recently we requested Faculties to submit names of all their staff they wanted to be given leadership positions.

These findings are consistent with one of the private universities’ experiences as shown by the Case 2’s vision focus of leadership development that focuses on giving leadership opportunities to Returnee Lecturers, an issue that is disputed by a public university participant, Case 1 Returnee Lecturer (Read from the documentary evidence from an Exit Interview Report in Case 1’s HR office) who left the university owing to lack of leadership responsibilities in 2012. Perhaps, it was from such knowledge that Case 1 gained from Exit Interview Intelligence that it
learnt to offer Returnee Lecturers challenging leadership posts in order to fully utilise their experience and expertise for the benefit of education using exit interview reports as a monitoring mechanism for staff retention. Also, the findings bode well with Mulkeen et al.’s (2007) observation that review of policies on the selection principles and the establishment of Professional criteria would help to ensure better quality school leadership. In the context of the study, elevating lecturers to leadership positions increases their responsibilities and esteem levels so that they remain loyal to the institution that recognises their worth through such promotions.

4.5.1 (iv) Advising faculties on lecturers who are due for sabbatical leave as a means of monitoring staff retention

One other staff retention monitoring mechanism that has been in use at Case 1 was to advise faculties about their lecturers who are due for sabbatical leave. In specifying this subject, from the angle of a public university, Case 1 HR participant asserted:

…and we write to Faculties advising them on who amongst their lecturers is due for sabbatical leave…

These findings are in line with Mupemhi and Mupemhi’s (2011) observation that MSU staff representative were unhappy with how the university was failing to meet contact leave and staff development obligations. Reminding staff about their benefits such as sabbatical leave could be an effective staff retention monitoring mechanism in the studied universities.
4.5.1 (v) Universal applicability of strategies and benefits to monitor staff retention strategies

From a private university perspective, there arose the perception that universal applicability strategies and benefits must be there to monitor staff retention strategies. In clarifying this subject from the position of a private university’s experiences, Case 2 HR participant highlighted that:

…if we are to monitor … to make sure that those strategies and those kinds of benefits are applicable to everyone as prescribed in the policy.

This private university’s HR participant’s observations are supported by three participants from the same institution who concurred that there were not clear staff retention procedures. The staff members were not clear about how exactly peer review, staff appraisal system, research and staff development mechanisms were implemented. Under such circumstances, both private and public universities could benefit from observing what other institutions are doing to retain staff.

4.5.1 (vi) Salaries and Conditions of Service Committees and Human Resources Committee of Council as a means to monitor staff retention strategies

Salaries and Conditions of Service Committees and Human Resources Committee of Council constitute another mechanism to monitor staff retention strategies in the private universities. In clarifying this subject from the background of a private university, Case 3 HR participant pointed out that:

Staff retention strategies can be monitored through the salaries and conditions of service.

In the same vein, Case 1 HR participant gave a public university’s perception in this way:
Salaries and favourable conditions of service for academics appear top among staff retention strategies monitoring mechanisms.

From the above findings, it can be perceived that proper working conditions can act as a good mechanism to monitor staff retention in the studied universities. Their availability in the higher offices and in lecturers’ offices is a good starting point to retain staff members. They make lecturers aware of strategies their universities are able to offer them.

4.5.1 (vii) Salary surveys and benchmarks to monitor staff retention

One other set of staff retention monitoring mechanism to emerge from the study’s findings pertained to salary surveys and benchmarks. In elaborating on this subject, Case 3 HR participant had this to say about his private university’s experiences:

…we do salary surveys and benchmarks...in those strategies when they are recommended to be adopted; there are mechanisms to monitor them. But however, if we were to monitor, surely to make sure that those kinds of benefits are applicable to everyone as prescribed in the policy…

In the context of this study, salary surveys and benchmarks inform the universities where and how they are lagging behind in terms of salaries that other universities will be offering. In that regard, regular salary surveys and benchmarks could be staff retention monitoring tools in both categories of universities.
4.5.1 (viii) Awards for the best researcher, community service lecturer and best lecturer to monitor staff retention

Awards that are given on a regular basis act as a basis for monitoring other staff retention strategies in higher education institutions. In substantiating the researcher’s view, a private university HR participant at Case 3 stated that:

*At our graduation, we award the best researcher, the best community service lecturer and the best lecturer.*

This private university has been outstanding in this regard, because one public university, (Case 1) has had such plans in the pipeline since the year 2007. These findings confirm previous literature findings on how awards empower workers (Guthrie 2001; Kirkman and Rosen, 1999; Lawler et al., 1995; Spreitzer, 1995 all in Pitts et al., 2011), which established that empowerment as a result of awards, can improve productivity, raise levels of employee satisfaction and organisational commitment, promote job involvement and encourage innovativeness. On the same subject, Mupemhi and Mupemhi (2011) recommend the use of rewards as a means to monitor staff retention. In the context of this study, it can be argued that awards of diverse nature can be useful tools to monitor staff retention strategies in the studied public and private universities.
4.5.2 Retained Lecturers’ perceptions on the staff retention monitoring strategies

Retained Lecturers also expressed their opinions regarding staff retention strategies particular to their universities.

Table 4.12: Sub-themes regarding staff retention monitoring strategies from the Retained Lecturers’ perspective

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-Theme(s)</th>
<th>Substantiating Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitoring of staff retention strategies</td>
<td>1. Carried through staff appraisal</td>
<td>1. The monitoring is carried out through staff appraisals (Case 1 Retained Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>2. Departmental discussion</td>
<td>1. Also…is held through Departments (Case 1 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>3. Monitoring on staff development through HR and Vice Chancellor on PhD candidates.</td>
<td>1. Monitoring is done on staff development through …by HR and VC on PHD candidates. (Case 1 Retained Lecturer 1)</td>
</tr>
<tr>
<td></td>
<td>4. Through a Centre for Research and Scholarship.</td>
<td>1. Implementation of …is…through a Centre for Research and Scholarship … (Case 1 Retained Lecturer 2).</td>
</tr>
<tr>
<td></td>
<td>5. Weak communication at the institution.</td>
<td>1. At Case 2, one participant expressed that communication at the institution is very weak (Case 2 Retained Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>6. Top-down approach which does not involve staff.</td>
<td>1….staff are not involved in the form… of strategies (Case 4 Retained Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>7. Little appreciation given to retained staff.</td>
<td>1…also came…little appreciation is given to retained staff (Case 4 Retained Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>8. Ineffective Professional Bodies.</td>
<td>1…professional bodies such as…and … are not effective (Case 4 Retained Lecturer 1).</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

A mixed bag of positive and negative themes emerged from what Retained Lecturers said about staff retention monitoring strategies. On the positive side, the ensuing sub-themes stood out to confirm that monitoring of staff retention strategies in the universities obtains through staff appraisals, departmental discussions, monitoring on staff development through HR and VC on
PhD candidates, and through a Research and Scholarship Centre. On the non-positive side, emerging sub-themes were reported as weak communication at the institution, top-down approach which does not value staff, and little appreciation given to retained staff, as well as in ineffective professional bodies. To clarify these sub-themes in the context of the present study, the following discussion is necessary.

4.5.2 (i) **Staff retention is monitored through staff appraisal**

First, monitoring of staff retention strategies is carried out through the use of staff appraisal. In regard to how monitoring of staff retention is conducted using the staff appraisal, Case 1 Retained Lecturer 1 had this to say about how staff retention strategies are monitored at her public university:

*The monitoring is carried through appraisals.*

In support of Case 1 Retained Lecturer 1, are the following two perceptions, given from private and public universities’ points of view:

*One way of monitoring lecturers is through staff appraisals. Lecturers set their own standards using the university’s key result areas (Case 2 Retained Lecturer 1).*

*Staff appraisals can be a good way to monitor the retention of lecturers. Lecturers do not undertake imposed tasks. They design and pursue the tasks willingly, that is, without coercion (Case 4 Retained Lecturer 1).*

Observations made by the researchers at a public universities, Cases 1 and 4, public university, Case 2 reveal that appraisals are filled in biennially to monitor how well the academics will be progressing in the fields of teaching, research, materials development and community service.
These findings affirm one of the Case 1’s documentary evidence regarding staff development expectations, propounded in Case 1’s Draft Strategic Plan (2010:25), that it is about making the best use of staff talent:

*Ensure that all the new staff has an objective setting meeting upon appointment and that all staff members have a career development and staff appraisal meeting every 12 months.*

Similarly, the above findings also concur with Case 3’s Strategic Plan (2012) which notes that lecturers use the staff appraisal to determine their destiny in the areas of research, teaching and community service. This is where McCord’s advice (2014), ‘Tell the truth about performance,’ best works if it is done in a professional manner. Staff members who are well informed about their performance stand to appreciate the use of appraisals as a monitoring mechanism to help them grow professionally and career-wise. The researcher is of the opinion that staff appraisals should not entail leniency to cover up for under-performers and should not be used to downgrade high performers if the studied universities are to retain staff.

### 4.5.2 (ii) How departmental discussions monitor staff retention

Monitoring of staff retention strategies is also done through departments’ discussions. In describing how monitoring of staff retention strategies is done through departmental discussions, Case 1 Retained Lecturer 1 at a public university, asserted that:

*Also staff retention monitoring is held through departments with departmental chairpersons regarding achievements, failures and challenges being faced.*

This use of departmental discussion to monitor staff retention ensures what Case 1’s Draft Strategic Plan (2010-2014:25) expects of Case 1 as a learning organisation which
seeks to, “Ensure that all staff have the right balance of skills to meet the Case 1’s changing requirements in Zimbabwe and continue to build on innovation.” This is also echoed by another public university, Case 4’s Strategic Plan, vision (2015:6) goal number 6 which reads, “Promote scholarship, innovation and result-based research and professional development.” All these Strategic Planning intentions are part and parcel of staff appraisal systems which if properly employed can assist both private and public universities to contextually retain staff.

4.5.2 (iii) Monitoring on staff development through HR and Vice Chancellor on PhD candidates as strategy to monitor staff retention

One other positive way of monitoring staff retention in the universities is through monitoring staff development through HR and VC on PhD candidates. Regarding this subject, a public university participant, Case 1 Retained Lecturer 1 indicated that:

*Monitoring is done on staff development through the Higher Degrees Directorate by HR and VC on PhD candidates.*

The same participant went on to report:

...through HR unit, the university actually requests for records of any members who are on staff development programmes and any member who successfully completes a programme reports to the Faculty first and then they submit their qualifications to the HR and sometimes the university actually gives an incentive in the form of monetary incentive for recognition of whatever the individuals would have accomplished. So if you get an additional qualification, you stand a chance of being promoted.

The above two views indicate three strategies by which the universities monitor staff retention strategies. First, HR and VC monitor lecturers’ staff development progress. Second, HR sometimes gives monetary incentives as a means to monitor staff retention strategies. Third,
lecturers who get an additional qualification tend to enhance their marketability and promotability. The essence of this PhD staff retention mechanism is to track progress towards the attainment of PhDs so that the lecturers can be bonded bearing in mind that Mulkeen et al. (2007) observed that teachers with very high qualifications are likely to quit their jobs if they are not kept satisfied. The same findings also concur with McCord’s (2014:72-73) observations that advise to do two things, which are to:

1. Hire, reward and tolerate only fully grown adults.
2. Tell the truth about performance.

Through this mechanism, the university’s managers would make sure that lecturers are motivated to complete their studies in search of status, recognition, and promotion which ultimately increase their chances to stay on the new challenging job.

4.5.2 (iv) Weak communication as a drawback to staff retention monitoring process

While staff retention monitoring processes tended to have the aforementioned benefits, it is also susceptible to some drawbacks. The first one to emerge from the study’s findings was weak communication at an institution. To help the research discuss the subject, a private university participant, Case 2 Retained Lecturer 1, reported that:

At Case 2 … the communication is very weak.

This situation defeats the purpose of staff retention mechanisms because staff would be starved of vital information about staff retention mechanisms. It appears that communication between HR/management and staff members is less effective in private universities than in the public universities. This probably because of some university management’s failure to appreciate that
communication is one of the hallmarks of successful institutions striving for survival in an extremely competitive university business environment.

4.5.2 (v) Monitoring staff retention can be done through Centre for Research and Scholarship

Monitoring of staff retention strategies can also be done through the Centre for Research and Scholarship. To substantiate this subject, a participant from a public university, Case 1 Retained Lecturer 2 reported:

*Implementation of staff retention strategies is monitored through Centre for Research and Scholarship and we send all our questionnaires and a report is normally given to faculties to make sure that they have an idea of how the institution is faring….make consultations with ZIMCHE on promotional issues.*

These observations indicate that the way implementation of staff retention strategies is monitored is case-specific. Such mechanisms are not usually vague and easily deviated from, thereby, ensuring principles of equity and transparency—the core values that are pronounced in studied Cases’ Strategic Planning Documents.

4.5.2 (vi) Top-down approach system does not involve staff in monitoring staff retention

It also emerged from the study that the studied universities’ managements employed a top-down approach in their formulation of staff retention monitoring mechanisms. To clarify this issue, one of the participants from the studied public universities, Case 4 Retained Lecturer 1 indicated that:

*…staff members are usually not involved in the formulation of strategies…*
By implication, the monitoring strategies are not clearly understood by lecturers mainly because they are often not involved in the formulation process. To underscore this scenario, one of the participants from the studied private universities Case 2 Retained Lecturer 1 made a comparison between policy formulation in private and government departments and found out that the latter’s rules are clear and well understood. As such, one can appeal because of full knowledge of one’s rights and privileges and this was reported as lacking at Case 2. The Case 2’s participant put it in this way:

*Right now if I go to HR and say what is happening to my papers they might easily tell me they don’t have my papers because there is no single document…if I want to take this whole issue to court it’s really my word against their word. In terms of how universities monitor their staff retention, nothing is done. It only receives people who are qualified.*

The aforementioned excerpt shows that lecturers are kept in the dark in regard to staff retention monitoring mechanisms because the HR hardly, in the private universities, involves them in the staff retention process. These preceding findings tend to refute McCord’s (2014:73) observation that, “Managers own the job of creating great teams.” It can be argued that lack of proper staff retention monitoring strategies destroys team spirit and teamwork in the universities. On the basis of the Retained Lecturers’ views on staff monitoring mechanisms, one can be content with the opinion that public universities appear to employ better staff retention mechanisms than private universities circumstantially.

**4.5.2 (vii) Little appreciation given to retained staff as a hindrance to staff retention monitoring**

Academics are viewed as an essential human capital (Case 4’s Strategic Plan: Vision 2015, 2013). A surprising observation from the study was the little appreciation given to the retained
staff. In expressing one’s disappointment about this subject in the context of one of the participating public universities, Case 4 Retained Lecturer lamented that:

_To be frank enough …as an individual, I haven’t been involved …. And even my colleagues in this Department even the Chairperson we haven’t had an opportunity …to be invited to participate in those activities._

In practice, the universities that ignore the retained staff in monitoring staff retention are discarding institutional memory. Retained Lecturers usually have amassed a great deal of stuff about how best staff can be retained at a given institution. One can conclude that little appreciation given to the retained staff in the studied universities compromises the quality of staff retention mechanisms employable at the universities. In that regard, such universities tend to disregard balancing three elements of the appreciative enquiry advanced by one of the studied public universities’ Strategic Plans namely, Case 1’s Strategic Plan (2010-2014) which are:

1. Continuity (keeping the best of the past and present systems);
2. Novelty (adding new elements to the system); and
3. Transition (integrating the new elements into the system (Case 1’s Strategic Plan, 2010-2014:3).

It can be realised that universities’ management failure to appreciate the Retained Lecturers who were loyal and committed to the universities during the harsh economic times (between 2008 and 2009) in Zimbabwe is like destroying the old bricks that built the walls of the institutions. Such a practice hinders staff retention monitoring because the Retained Lecturers are the basis upon which continuity, novelty and transition in the universities can be anchored on.
4.5.2 (viii) Ineffective professional bodies as a drawback to staff retention monitoring mechanisms

The last negative monitoring sub-theme to emerge from the study about staff retention monitoring mechanisms at the universities was ineffective professional bodies. In giving details about this subject, Case 4 Retained Lecturer (one of the selected public universities’ participants) bemoaned the ineffectiveness of professional bodies in monitoring staff retention in this way:

Yes, those organisations talk about such things, but from my observation, I think maybe random discussion with friends, it appears there are certain areas when it comes to discussion certain things, there is an element that some members are afraid of being victimised.

The above findings point out that professional bodies hardly protect their members from victimisation by their universities. Usually, when staff members do not open up to their staff representative bodies, the bodies are starved of the right information about how best staff retention monitoring mechanisms could be employed. In the context of this study, fear of victimisation by management enslaves the staff members such that the effectiveness of professional bodies in motoring staff retention strategies is largely not realised in public and private universities.

4.5.3 Returnee Lecturers’ perceptions on the staff retention monitoring strategies in the studied universities

Returnee Lecturers’, just like what the HR participants and Retained Lecturers did, also gave their lines of thought regarding staff retention monitoring mechanisms in the studied universities. Their opinions were summarised in Table 4.13.
Table 4.13: Sub-themes about staff retention monitoring strategies in the studied universities from the Returnee Lecturers’ perspective

<table>
<thead>
<tr>
<th>Theme(s)</th>
<th>Sub-theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Staff Retention Monitoring Mechanisms</strong></td>
<td>1. No knowledge about the existence and implementation of staff retention strategies</td>
<td>1. I don’t know about the existence and …of staff retention strategies (Case 4 Returnee Lecturer 1) (Case 3 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>2. Non-involvement in the formulation of staff retention strategies.</td>
<td>1…staff members…are not involved in the formulation of staff retention strategies (Case 1 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>3. Senior management implements promotion through … ordinance.</td>
<td>1...senior management implements promotion through correct ordinance and have issues…by the senate (Case 1 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>4. Associations of Vice Chancellors pursue their interests.</td>
<td>1...Associations of Vice Chancellors are said to be more interested in safeguarding their own positions … (Case 1 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>5. Implementation of exit interviews would be useful.</td>
<td>1. While there is no staff involvement in the formulation of staff retention strategies …the university …could implement exit interviews (Case 1 Returnee Lecturer 3).</td>
</tr>
<tr>
<td></td>
<td>6. Quality Assurance Committee</td>
<td>1. A Quality Assurance Committee has been established (Case 2 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>7. Encouraging staff to do doctoral studies</td>
<td>1. One strong area…is the constant encouraging of staff to do their doctoral studies (Case 2 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>8. Lack of support for staff development</td>
<td>1…the university does not support staff development of its members (Case 1 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>9. Case 3 has a Quality Assurance Committee</td>
<td>1. Case 3 has a QA Committee which ensures quality education all the time (Case 3 Returnee Lecturer 1).</td>
</tr>
</tbody>
</table>

**Adopted and adapted from Chisaka and Kurasha (2012:7)**

Among the emerging sub-themes of how universities monitor staff retention from the Returnee Lecturers’ perspectives are no knowledge about the existence and implementation of staff retention strategies, non-involvement of staff in the formulation of strategies, senior management implements promotion through ordinances, Associations of Vice Chancellors pursue their interests, lack of support for staff development, implementation of exit interviews would be
useful, quality assurance committee, and encouraging staff to do doctoral studies, and lastly, Case 3 has a Quality Assurance (QA) committee. It is now imperative to discuss each sub-theme in the forthcoming paragraphs.

**4.5.3 (i) No knowledge about the existence and implementation of staff retention strategies**

It emerged from the study’s findings that the Returnee Lecturers environment professed ignorance about the existence and implementation of staff retention strategies in their universities. To clarify this subject, Case 3 Returnee Lecturer 1 reported that he did not know about the existence and implementation of staff retention strategies at his private university. This participant’s view is shared by Case 1 Returnee Lecturers 1 and 2 on the aspect that the public universities do not involve lecturers in the formulation and monitoring of staff retention strategies. That practice had been echoed by Case 4 Retained Lecturer 1 who referred to it as a top-down approach which does not involve staff at his public university. Consequently, staff members expressed that they were not aware of the mechanisms to monitor staff retention in place, including the existence of a staff association (Case 2 Returnee Lecturer 2). Related to the preceding findings, Case 1 Returnee Lecturer 1(one of the public universities’ participants) retorted:

*Members of the academic staff are not given their necessary academic space in this university. They are rarely consulted and as such I think the university is actually unfair because it does not consult members who form the core business of the university.*

The above views merge the sub-themes: no knowledge about the existence staff and implementation of staff retention strategies with non-involvement of staff in the formulation of
staff retention strategies on the grounds of non-consultations of academics in monitoring staff retention. Two drawbacks to staff retention monitoring mechanisms are evident in the above findings. First, the universities are characterised by lack of academic space. Second, academics are hardly consulted on academic issues that constitute the core business that the universities are set up for. The preceding findings differ from the growing body of early research on participation, in which effective participation is viewed as enhancing retention by signalling to employees that their efforts are valued (Griffeth et al., 2000; Huselid, 1995; Lambert et al., 2001; Shaw, et al., 1998 all in Pitts et al., 2011). Participation also encourages employees’ self-identity and creates a sense of obligation to support organisational goals (Allen et al., 2003 in Pitts et al., 2011). In this study, participation by lecturers in the formulation and monitoring of staff retention strategies breeds shared ownership, implementation and monitoring, as well as, evaluation of the strategies by lecturers and management in public and private universities. The preceding view is upheld by Case 3 HR participant who indicated that lecturers are involved through a committee system in which lecturers participate in most committees throughout the university, thereby, making them part and parcel of the policy formulation.

4.5.3 (ii) Senior management implements promotion through the correct ordinance

An interesting finding that contradicts the two foregoing findings was that senior management implements promotion through the correct ordinance. Given the background of the two aforementioned findings, the correctness of the ordinance may be fallible because of lack of its input by the academic staff. Giving details about this subject, Case 1 Lecturer 1 (a public university participant) argues that:
Senior management implements promotions through correct ordinances and have the issues ratified by the senate this being the highest academic body in the university.

In the context of this study, it can be argued that how senior management relates to lecturers largely accounts for the quality of staff retention monitoring mechanisms that obtain in the universities.

4.5.3 (iii) Associations of Vice Chancellors pursue their interests

Another finding which featured in the study was that Association of Vice Chancellors are said to be more interested in safeguarding their own positions in the universities. In other words, they are biased towards benefiting themselves at the expense of their staff members (Case 1 Returnee Lecturer 1). What they seem to be unaware of is Boyne et al.’s (2011) observation and advice that, changes in top management lead to improvements when initial performance is poor, but result in deterioration when initial performance is good. In view of the above findings, it can be deduced that Associations of Vice Chancellors in both public and private universities are not actively involved in designing strategies to monitor staff retention of lecturers in their universities. Also, in the light of the preceding observations, universities’ senior management may be advised by McCord (2014) who exhorts that leaders own the job by creating the collegial culture. Despite the credibility of the preceding findings, the researcher observed that Cases 1 and 2’s VCs at public and private universities were making efforts to retain their staff by providing good research and staff development opportunities. Their universities appear to be enviable employers of choice as indicated by their HR participants whose opinions are given below.
Case 1 HR participant from a public university said:

*I was talking about the issue of promotions and its effectiveness. This has been a very rewarding strategy to our lecturers to such an extent that we have some who are coming from other universities at the level of junior lecturer joining ... in favour of our promotions criteria. So, some lecturers...even coming from their universities to join...and then after a year or so apply for promotion and they were promoted and thereby retained by the university.*

Case 3 HR participant from a private university said:

*Very effective... We are living in a competitive environment where we find we keep our ears open so that we hear what is happening and we are not very loyal to service providers if we hear that service provider B has got a better pension plan. We convince our Board and move to the one who is giving value to money to our investments.’*

Two scenarios emerge from the above two excerpts from public and private HR participants. First, on the basis of the researcher’s observations at Case 1 and what Case 1 HR participant pointed out, it can be indicated that some public universities recruit lecturers who are PhD holders better than other universities. They offer tenure and senior lecturer grade to PhD holding lecturers who have published between five and ten research papers on appointment in a bid to retain them. PhD holders are offered senior lectureship in order to retain them. These findings reveal that VCs... regardless of whether one heads a public or private university, provide a momentum for monitoring, implementing and evaluating staff retention strategies in one’s university. All what HR participants implement as staff retention strategies cannot be put into practice without the approval of the VCs as part of the senior management.

### 4.5.3 (iv) Lack of support for staff development as a drawback to staff retention monitoring

In explaining why some of the well-intended retention strategies are not effectively implemented, Case 1 Returnee Lecturer 1 at a public university lamented:
The university does not offer staff development of its members in overseas’ universities, there are no funds for staff development in different countries and they don’t go out of their way to procure funds for staff development in different universities overseas and they don’t have a programme of placement for students in the various universities overseas for staff development. Staff members struggle with their poor salaries to upgrade themselves. The ordinance for promotions is unduly difficult and in situations almost not achievable and as such, some of the publications in referred journals which they call for or number of books to be published could also be relaxed in order to encourage staff members to stay.

The foregoing observations reveal four drawbacks to staff retention monitoring mechanisms in the context of lack of staff development support in the studied universities. First, universities do not offer staff development support for their members in other countries’ universities. Second, they do not set aside financial support for lecturers’ studies in other countries’ universities. Third, lecturers hardly advance themselves academically because of poor salaries. Fourth, the universities’ ordinances for promotion are not employee-centred. In concurrence with the aforesaid findings, Pitts et al. (2011:75) cite early researchers (Durst, 1999; Seldon and Moynihan, 2000) observing that most public administration researchers on determinants of turnover focused on the:

*Organisation as a unit of analysis, turnover, identifying the number of factors related to turnover, including opportunities for internal advancement, provision of on-site day-care and other family friendly policies, unionisation, average workforce age, and percentage of employees working full time.*

In the current study, observations of most of the cited in previous research regarding turnover factors are university–specific. In some cases, public universities prevail over private universities, and the converse is true. All in all, it can be argued that organisational circumstances obtaining in any type of university largely dictate the provision of staff development opportunities subject to the socio-economic environment the universities operate in.
4.5.3 (v) Establishment of Quality Assurance (QA) Committee as a means to monitor staff retention

While monitoring of staff retention strategies from the Returnee Lecturers’ perspective has discussed the findings in a negative sense, it also emerged from the study that there are some positive means of enhancing monitoring of staff retention in the universities. Establishment of QA committee in private universities, Case 2 and 3 is one of them. According to Case 2 Returnee Lecturer 2, the objectives of this committee, among others, are to nurture and sustain staff development through research and participation in relevant seminars/conferences. Similarly, Case 3 Returnee Lecturer 1 who is fairly new at his university and still has to learn a great deal about the university’s operations, indicates that the university has a QA Committee which ensures quality education at all the time. Case 1, a public university, set up its QA Unit as far back as 2007 (Kurasha and Gwarinda, 2011). The findings also support Mapolisa and Mubika’s (2013) observation that serious-minded university staff members employ QA in their operations and programmes. Surprisingly, Case 4 (one of the public universities under study) was largely silent on the subject, although, its Returnee Lecturer 1, earlier on hinted on issues of quality when he pointed out that, to a greater extent...if you do not retain the best in terms of experience and qualification, they will leave and then you will have less qualified and less experienced people teaching and your quality suffers as a result.

On the basis of the above findings on QA issues in the studied universities, one may argue that QA obtains in public and private universities to monitor staff retention strategies in search of highly valued, credible, authentic and quality university products. Perhaps, the differences in QA perceptions in universities emerge from the different universities’ visions and mission statements
that highlight different QA practices, processes, activities and conceptions in relation to staff retention monitoring mechanisms in those universities.

4.5.3 (vi) Encouraging staff to do their doctoral qualifications as a staff retention monitoring strategy

In the interests of private universities, one strong area of Case 2’s monitoring retention strategies is the constant encouragement of the staff to do their doctoral studies. This is in line with the university’s objective to ensure that every member of staff has a doctoral qualification. This observation is not only particular to Case 2, as all participants in the study indicated that the attainment of doctoral qualifications was a top priority. For example, in Cases 1, 3 and 4, indicative of both public and private universities’ experiences, the researcher came across lecturers undertaking their doctoral studies, while in Case 2, participants indicated encouragement for staff to pursue PhD studies, but lamented lack of financial support in Cases 1, 3 and 4. These findings are compatible with Kotecha et al.’s (2011) findings in Kotecha (2012:12) who observed in a SARUA study that, “Only South Africa and Mauritius have a PhD qualification rate of 0.3 PhDs/FTE/year; as all other countries have rates lower than 0.1 PhDs/FTE/year.” Kotecha (2012) goes on to say these findings in the SADC region were corroborated by Cloete et al. (2011:28) who conducted case studies in eight African countries and found out that it is only South Africa (University of Cape Town) and Mauritius (University of Mauritius) where more than 40 percent of their staff held PhD qualifications (UCT: 58 percent and UOM: 45 percent in 2007). Interesting enough, none of the studied universities has a percentage equivalent to 40 percent of their staff having PhD qualifications. Therefore, this literature confirms findings that obtain in Zimbabwe’s public and private universities that are
deliberately focusing on the attainment of PhD qualifications by their lecturers as a means of monitoring staff retention

4.5.3 (vii) ZIMCHE and other professional bodies’ involvement to monitor how staff is retained

Another monitoring mechanism is ZIMCHE (Zimbabwe Council for Higher Education), and other professional bodies. Regarding the possible role of ZIMCHE in enhancing the process of monitoring staff retention in the private universities, Case 2 Returnee Lecturer 1 highlighted that:

ZIMCHE is a quality assurance board that monitors the quality of higher and tertiary education’s various aspects including staff retention strategies through providing guidelines of employment and staff development.

Observations made by the researcher at public universities, Cases 1 and 4 indicate that ZIMCHE provides a standard ordinance with general guidelines for promoting staff in the universities, although it is yet to be implemented in the universities. From these observations, it can be argued that ZIMCHE and other internal QA units provide mechanisms for implementation of staff retention strategies in the studied universities. In emphasising this point of view, Case 3 Returnee Lecturer 1 indicated that his private university has a monitoring and evaluation committee responsible for monitoring staff retention, staff development and implementation of the university’s 2012-2015 Strategic Plans. Similarly, Case 2 Returnee Lecturer 1 participant pointed out that the private University Council has the responsibility to see the day-to-day operations of the university towards ensuring quality education.
4.5.3 (viii) Regular assessment of remuneration package to monitor staff retention

Competitive salaries that universities offer, although not given in Table 4.4.13 is another staff retention monitoring mechanism of particular interest to private universities in Zimbabwe. In expanding on this subject, from the perspective of a private university, Case 2 Returnee Lecturer 2 indicated that:

... some monitoring mechanisms the university could consider could include a regular assessment of remuneration package to establish if it is still competitive within Zimbabwe and the region in general.

A public university participant, Returnee Lecturer 1 echoed similar sentiments to those put forward by Case 2 Returnee Lecturer in this way:

The way I see this university monitoring staff retention using our pay structure is unclear to the lecturers.

A revelation in this finding is that public and private universities offer different salaries whose level of competitiveness is yet to be established. These findings are corroborated by Assie-Lumumba (2006) in Kotecha (2012) who states that, due to the effects of poor remuneration and low infrastructure in research faculties as well as the brain drain, many of the region’s academics have migrated to developed economies. Kotecha (2012:12) underscores the preceding observation by indicating that, “South Africa has also been a major destination for academics in the region, leaving many universities in other Southern African countries understaffed and underperforming.” In the light of the preceding findings and literature, universities under study are negatively affected by failing to monitor staff retention and offering competitive remuneration packages.
4.5.3 (ix) Poor enforcement of contact and sabbatical leave to monitor staff retention

While the monitoring system is in place, its enforcement is reportedly weak. Contact and sabbatical leave also emerged as some basis for monitoring staff retention. For example, while it is clear that staff members who have met the stipulated requirements should go on contact and sabbatical leave; this is not normally followed in the universities, which, in fact, is a breach of contract/conditions of work. These observations are consistent with Mupemhi and Mupemhi (2011) who found out that those staff representatives at MSU were not happy with contact and sabbatical leave administration at MSU. Perhaps, a possible explanation for a weak enforcement of staff retention monitoring mechanisms is for the most part, shortage of funds because for people to go on contact or sabbatical leave, normally the university should provide money to enable them to finance travelling expenses with their families. Therefore, the findings seem to urge private and public universities to meet their contractual obligations to lecturers through provision of contact and sabbatical leave as a means to improve the enforcement of the staff retention monitoring mechanism system.

4.6 Summary

Chapter 4 has presented, analysed and interpreted research findings on the basis of demographic characteristics of the participants and with respect to the following three research questions.

- How do staff retention strategies obtain in Zimbabwe’s public and private universities on a comparative basis?
• How effective are staff retention strategies in retaining academic staff in Zimbabwe’s public and private universities on a comparative basis?

• How are staff retention strategies comparatively monitored in Zimbabwe’s public and private universities?

It has emerged from the study that demographic characteristics, workplace satisfaction factors and organisational factors (Pitt et al., 2011) influence staff retention practices in the studied universities. Staff retention strategies obtaining in Zimbabwe’s public and private universities were largely university-specific. These strategies were in both monetary and non-monetary forms which complemented each other even though the latter tend to be more effective in the long run. The effectiveness of staff retention strategies was of varying degrees in the studied universities. In connection with monitoring of staff retention strategies, it appeared as if universities do not involve staff members in the formulation and monitoring of staff retention strategies, other than requesting them to recommend issues under consideration. The role of quality assurance in enhancing implementation of effective staff retention strategies was also explored. The next chapter presents, analyses and interprets data on staff retention challenges faced by Zimbabwe’s public and private universities and measures to mitigate such challenges.
CHAPTER 5

STAFF RETENTION CHALLENGES AND THEIR MITIGATION MEASURES

5.1 Introduction
Chapter 5 presents, analyses and interprets findings in line with the following two research questions:

- What are the challenges that the Zimbabwe’s public and private universities face in the implementation of staff retention strategies?

- How best can the challenges that Zimbabwe’s public and private universities face in the implementation of staff retention strategies be mitigated?

As was the case with Chapter 4, the presentation of findings is also done using tables with themes and sub-themes and their substantiating statements – using a table outline format adopted and adapted from Chisaka and Kurasha (2012:7). The researcher adopted the heading ‘themes’ and ‘substantiations’ and included the heading ‘sub-themes’ in the middle of the afore-mentioned headings. The original table headings as advanced by Chisaka and Kurasha (2012:7) were, “emerging themes and substantiations.” Interpretation of findings will be done using data from multiple sources and early research findings where possible.
5.2 Staff Retention Challenges Faced by Zimbabwe’s Public and Private Universities

The key focus of this section is to explore the research question; What are the challenges that the Zimbabwe’s public and private universities face in the implementation of staff retention strategies? Interview responses, observation and documentary evidence are synchronously interpreted together with literature findings where possible.

5.2.1 Returnees Lecturers’ perceptions

Table 5.1: Sub-themes from the challenges faced by the studied universities in implementing staff retention strategies as a result of inadequate resources from the returnee Lecturers’ perspective

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Inadequate resources</td>
<td>1. Financial incapacity frustrates research efforts</td>
<td>1. So in my subject area, gathering of data costs money … (Case 1 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>2. Cancellation of block allocation for research</td>
<td>1… I think cancellation of block allocation for research is unfortunate (Case 1 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>stifles research capacity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Unattractive remuneration</td>
<td>1… if I were to … practice nursing now into NGO, I would be earning a salary which would be three or four times more than a current one (Case 1 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>4. Poor university salaries area push factor</td>
<td>1… the university’s salaries have been lower than those in the state universities … (Case 3 Returnee Lecturer 1).</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

5.2.1 (i) Inadequate resources

Table 5.1.1 presents four sub-themes from the main theme of inadequate resources are; financial incapacity frustrates research, stifles research capacity, unattractive remuneration and poor university salaries. The last two can be merged into one because they talk about what staff members earn in the universities. Each of these sub themes is discussed below.
5.2.1 (ii) **Financial incapacity frustrates research effort**

In the study, inadequate resources manifested themselves through financial incapacity which frustrates research efforts. In describing how financial incapacity frustrates research effort at one of the public universities under study, Case 1 Returnee Lecturer argued:

*So in my subject area the gathering of data for research costs money because its information that is, for example, if we want definite data, they won’t just give you like that, but they want what they call...cost recovery, they want to be paid for producing ...the data you want and when to come to my university and say look...I have so much to purchase this data, you are told there is no money.*

The above findings will be commented on together with those of cancellation of block funds for research.

5.2.1 (iii) **Cancellation of block funds for research stifles research capacity**

In addition to financial incapacity was cancellation of block research funds both of which stifled research activities in the universities. Regarding the cancellation of block research funds at one of the selected public universities for this study, Case 1 Returnee Lecturer 1 lamented:

*I will be frank with you here, let me be very frank and I underline, I think the cancellation or scrapping of block research funds to the members on appointment within the system was a very unfortunate and undesirable situation. Secondly, we do not have a research board with funds and that too is quite a challenge and unfortunate. We don’t have a transparent system of allocating those funds if they were there to the research members of the academic staff. To me those are the main challenges because it is the research function which actually retains staff...*

A close examination of these two challenges reveals the fact that research activities need both internal and external sponsorship in both public and private universities. One can also argue that research funds are a need rather than a want in the university setups. Both findings reveal lack of
administrative support for research activities in the universities. The cancellation of block funds remains a major concern in the universities. These findings concur with Netswera et al. (2005) who observed that where human resources, finance and administrators are inefficient, all other sections may be negatively affected. Given the value of research in the studied universities, one cannot deny the fact that the quest for quality academic work ceases to obtain in the universities when research funds are not available.

5.2.1 (iv) Unattractive remuneration/poor university salaries are a push factor

Three sentiments were expressed by participants to underline this finding. First, Case 2 Returnee Lecturer 1, pointing out how unattractive remuneration act as one of the push factors for lecturers at her private university, said:

Poor conditions of service especially in as far as salaries are concerned’ If I were to go to practice nursing into NGOs, I would be earning a salary which is three to four times more than my current one…

Supportive of the above participants’ opinions, another participant from another private university, (Case 3 Returnee Lecturer 1) pointed out that;

What I have heard talking to staff who served longer than I have myself, the major challenge has been that of salaries. Until recently, the university salary scales were a little lower than those in state universities and that tended to be a push factor for people to leave.

There are two revelations from the above findings. First, private university lecturers are paid less than what their peers (other professionals who hold similar qualifications and expertise) in the NGOs get paid. Second, private university lecturers are paid less than public university peers.
These findings indicate that unattractive salary can result in turnover intention in the studied private universities.

### 5.2.1 (v) Absence of academic space

Table 5.1 (a): Returnee Lecturers’ perception(s) about absence of academic space

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Absence of academic</td>
<td>1.Academics are often not recognised or given their academic space</td>
<td>1…I think that as an academic…academics do not have the space to operate as an academic.</td>
</tr>
<tr>
<td>space</td>
<td></td>
<td>(Case 1 Returnee Lecturer 2)</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

Lack of academic space also emerged as another key challenge by university lecturers. The manner in which lack of academic space also emerged as another key challenge at one of the selected public universities is portrayed by Case 1 Returnee Lecturer 2 who vividly put it this way:

*I would say a university such as this one, the way its set up I think that as an academic. I feel that academics do not have adequate space to operate as academics. The structure of the university is such that the organogram is set up in such a way that one feels that as an academic you are not really in the centre of things where lecturers should be.*

From these comments, two insights on staff retention challenges arise. First, it is noted that lecturers feel disempowered by lack of academic space. Second, universities’ organograms place the academics on the peripheries when compared to where managers and directors are placed, yet it is the academics who undertake the core business in the universities. These observations are corroborated by a public university staff exit interview report found in the Case 1’s HR office in which a female PhD holder decided to quit her Faculty duties on the grounds of disempowerment, lack of leadership responsibilities and having too many centres of power and
authority to report to. Underscoring the same findings was another exit interview from a public university at Case 4’s HR office in which an Engineering lecturer expressed resentment based on his failure to put his knowledge into practice. He felt underutilised in the same manner as the PhD holder at Case 1. As a result, the Case 4 lecturer left for South Africa to construct stadia for the 2010 Soccer World Cup. These observations are consistent with Floyd (2005) in Barasa (2008) who informed higher education institutions that, while material development and research are core strands, curriculum design, assessment strategies and learner support are also being looked at in a bid to keep staff satisfied with their jobs.

Also in the same context of empowerment, Pitts et al. (2011) cite Thomas and Velthouse (1990) and Conger and Kanungo (1988) who concur that from a psychological perspective, empowerment is a process leading to an internal cognitive state characterised by increased task motivation and enhanced feelings of self-efficacy. Findings about lack of academic space in the universities also support empirical findings (Guthrie, 2001; Kirkmann and Rosen, 1999; Lawler et al., 1995; Spreitzer, 1995 all in Pitts et al., 2011) which show that empowerment can improve productivity, raise employee levels of satisfaction and organisational commitment, promote job involvement and encourage innovativeness. Chendroyperumal (n.d.) contends that organisations need to give autonomy to employees in order to motivate them.
5.2.1 (vi) The challenges of foreign-based university ownership

Table 5.1 (b): Returnees’ perceptions of the challenges of foreign-based university ownership

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foreign based university board</td>
<td>1. The university board is based in the United Stated of America</td>
<td>1...end of 2011-2012, we almost had an industrial action on our hands because of lack of payment of our bonus (Case 2 Returnee Lecturer 1). 2…the board which runs the university based in the US has also been hit by the economic meltdown (Case 2 Returnee Lecturer 1).</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

One other staff retention challenge faced by some private universities was foreign-based university ownership. Case 2 Returnee Lecturer 1 indicated that her university’s board is based outside Zimbabwe. In the light of staff retention challenges faced by Case 2 Returnee Lecturer 1 consequent upon foreign ownership of the private university, the participant said:

*Last year towards the end of 2011-2012, we almost had an industrial action on our hands because of lack of payment of our bonus and lack of salary increase because the board that runs the university is based in the US and has also been hit by economic melt-down because I was there in the US when it happened when a lot of us lost money in insurances and other things.*

The implication of the above findings is that issues of salaries and bonuses take longer to resolve when a university board resides far away. As a result, it appears that salary increments and bonuses are more certain in public universities than in the private ones. Under such circumstances, public universities tend to retain staff better than private ones. However, the competitiveness of salaries is prone to economic-melt down.
5.2. 1 (vii) Limited career growth

Table 5.1 (c): Returnee Lecturers’ perceptions regarding the challenge of limited career growth

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Limited staff career growth</td>
<td>1.Limited career ladder development (research, contact and sabbatical leave and intellectual capacity development)</td>
<td>1…not much has been done to support further education…is no programme for staff development like you get at UZ or ZOU…(Case 2 Returnee Lecturer 1).</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

The final challenge that private universities faced from the Returnee Lecturers’ perspective was limited staff career growth. A concerned private university participant, Case 2 Returnee Lecturer 1, fully described this challenge in this way.

So do I in a nutshell, I can say not much has been done to retain them because those who had to go further education they have had to support themselves to look for funding. There is no programme for staff development like you find at UZ or ZOU… I actually sit on the quality assurance committee, but there is nothing like that at… Also the research we talk of promoting people according to research, publications and… I sit on the research committee that looks at the funding for various researches and review research proposals. A university like… has a maximum of ten thousand (10 000) dollars to be shared among seven faculties of any Faculties I think the university falls far too short.

The above findings take note of two staff retention challenges. First, the private university’s participant laments the absence of a clear staff development programme to retain lecturers like what obtains in the public universities. Second, the same participant is disheartened by lack of research funds to retain staff. The issue of lack of support for staff development and research hinders career growth for lecturers in the studied universities.
5.2.2 Staff retention challenges from the perspective of Retained Lecturers

Table 5.2: Retained Lecturers’ perceptions regarding the challenge of inadequate resources

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inadequate resources</td>
<td>1. Recruitment of very young people to teach psychology</td>
<td>1…we are getting very young people and the very young people have got needs (Case 1 Retained Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>2. Inadequate funds to support doctoral studies</td>
<td>1…the university failed to support these people…did not have enough funds… (Case 1 Retained Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>3. Absence of money in the university</td>
<td>1…and the money is not there and that is the greatest challenge (Case 2 Retained Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>4. Inability to visit regional centres</td>
<td>1…failure visit regional centres due to lack of funds (Case 1 Retained Lecturer 2).</td>
</tr>
<tr>
<td>2. Lack of career growth</td>
<td>1. Lack of support for staff development and professional exposure through contact and sabbatical leave</td>
<td>1. Contact leave is only given if you are in senior position (Case 1 Retained Lecturer 1). 2. Sabbatical leave is…everyone …tenured lecturer and that has not happened to a lot of lecturers (Case 1 Retained Lecturer 1).</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

Just like their Returnee counterparts, Retained Lecturers argued that inadequate resources and lack of career growth were major challenges facing universities. Sub-themes for lack of career growth were; recruitment of very young people to teach Psychology, inadequate funds to support doctoral studies and absence of money in the university. The sub-theme for lack of career growth was lack of support for staff development and professional exposure through contact and sabbatical leave.

5.2.2 (i) The challenge of recruiting relatively young people to teach Psychology

Due to high staff turnover that characterised the universities at the turn of the new millennium, some public universities ended up recruiting relatively young personnel. In describing this
phenomenon, one of the public universities’ participants, Case 1 Retained Lecturer 1 indicated that:

*Right, Psychology is difficult to get people, so we are getting very young people and the relatively young people have too many needs and.... An encouragement for them to move further and that was not there so they would leave. We lost quite a few people.*

One observation emerges from the above excerpt. Relatively young lecturers are more geographically mobile than the senior and mature ones. The findings agree with Okpara (2004: 327-338) in Curran (2012:21) who observed that there is a relationship between age and job satisfaction. Curran (2012) went on to argue that young people tend to be less satisfied by their current jobs than their relatively old colleagues. Recruitment of relatively young people signifies that universities will be manned by inexperienced lecturers at the expense of quality, even through the expectation is that they will grow with time if they do not quit before their full potential is realised.

### 5.2.2 (ii) Inadequate funds to support doctoral studies

In relation to financial inadequacies in the area of supporting doctoral studies in public universities, Case 1 Retained Lecturer 2 remarked:

*...to pursue their doctoral studies has been a challenge because the university has not been able to support these people because they did not have enough finances.*

These findings are similar to what Returnee Lecturers said about limited career development discussed in the early part of this chapter. Lack of support for doctoral studies can push lecturers out of a university. Those who educate themselves using their own resources quit the university upon completing their PhD studies, leaving the university with staff retention challenges.
5.2.2 (iii) Inadequate funds to permit National Centre staff visits to regional centres

Lecturers from ODL public universities are expected to visit the regional campuses on a regular basis in order to monitor the quality of education obtaining there. The current study established that such visits were no longer existent owing to lack of funds. To demonstrate this, Case 1 Retained Lecturer 2 reported that:

*Also members were unable to go to the regions due to lack of funds.*

In the absence of funds in ODL settings which have a multi-campus system covering the nation and beyond, the quality of education is bound to be compromised when National Programme Leaders and Deans fail to visit the regional centres to monitor the quality of education obtaining in those centres.

5.2.2 (iv) Absence of money in the university

The study also revealed that related to the challenge of inadequate funds to permit visits to regional centres, lack of money was among other very serious challenges faced by the universities. In expanding on the subject of financial inadequacies in the private universities’ experiences, Case 2 Retained Lecturer 1 sums it up all by reporting that:

*...salaries at...are not competitive... so the challenge here is really the sources which can be seen across the whole spectrum of teaching equipment, cars for different Faculties, some Faculties still have a car or two. So it’s difficult to work because the money is not there. You see the money is not there and the VC repeats this all the time we don’t have money. So most of the time, in the university the money is not there and that is the greatest challenge for retaining staff...*
The above findings and documentary evidence across the studied cases reveal that lack of money compromises the quality of research output and teaching as well as conducting community service. Thus, staff needs are not met. These findings agree with Ng’ethe et al.’s (2012) observation that … institutions can only achieve the Vision 2030 by having adequate capacity in terms of human and other resources. Ng’ethe et al. (2012) further observe that shortage of finance and transport, among other resources, can be a handicap to staff retention in institutions.

5.2.2. (v) The challenges of lack of career growth among university lecturers

Lack of support for staff development and professional exposure through contact leave and sabbatical leave was perceived as one of the biggest staff retention challenges across the universities. With regards to the provision of contact leave, here is what a public university participant, Case 1 Retained Lecturer 1, said:

Contact leave is only given if you are in a senior position, if you are an ordinary lecturer you are not getting that. That is the point where we will lose people. We don’t encourage that.

From the above participant’s view, it can be seen that ordinary lecturers are marginalised in terms of provision of contact leave. If they are aware that they are denied contact leave is among their job contractual obligations, they get frustrated and start to search for alternative jobs.

Related to the challenge of contact leave’s impact on career growth among public university lecturers, Case 1 Retained Lecturer 1 participant had this to say about sabbatical leave:
Sabbatical leave is supposed to be given to everyone who is a lecturer, a tenured lecturer and that has not happened to a lot of lecturers. Although the university is encouraging people to go local for sabbatical leave, they have only started this year, no, last year. Before… it was not encouraging, there was no money.

In the context of private universities, the following excerpt reflects the challenge of lack of career growth among university lecturers:

First, Case 2 Retained Lecturer 1 participant said:

Lecturers can go for study leave which is unpaid, yet they have family responsibilities to take care of. Issues of contact and sabbatical leave remain a dream for some of us.

From the above comments, it can be perceived that lack of money in the universities hinders opportunities for lecturers’ career growth. Lack of money limits their chances to go for sabbatical leave. The situation could be worse for those in need of contact leave because some tenured and senior lecturers who have served at least five years have not yet gone for sabbatical leave, thereby, depriving lecturers of their opportunities for professional and career growth.

5.2.3 Human Resources’ perspective of staff retention challenges faced by the studied universities

Table 5.3: Themes and sub-themes regarding staff retention challenges faced by studied universities from the HR’s perspective

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Inadequate resources</td>
<td>1. The major challenge has been financial</td>
<td>1…the government has not been able to finance university business since 2008… (Case 1 HR).</td>
</tr>
<tr>
<td></td>
<td>2. Everyone has a financial challenge</td>
<td>2…The major one is financial …our university by the state (Case 3 HR).</td>
</tr>
<tr>
<td></td>
<td>3. Inability to award annual awards since 2007</td>
<td>3…These have been in the pipeline since 2007 to date…cannot fund (Case 2 HR).</td>
</tr>
<tr>
<td>2.The challenge of operational management</td>
<td>1. Operational management controlled by outsiders</td>
<td>1…The biggest challenge is as the university, the operational management that we are operating in… (Case 2 HR).</td>
</tr>
</tbody>
</table>
The study shows two themes and their sub-themes regarding staff retention challenges faced by the studied universities from the HR perspective. The two themes were inadequate resources and the challenge of operational management. The sub-themes for inadequate resources were, the major challenges have been financial, everyone has a financial challenge, and inability to award annual rewards. The sub-theme for the challenge of operational management was operational management controlled by outsiders. The two themes and their sub-themes are discussed below.

**5.2.3 (i) The major challenge has been financial**

The HR participants in this study strongly agreed with Returnee and Retained Lecturer participants that the greatest challenge facing their universities in their bid to retain staff was financial. Excerpts from the three HR participants about the financial challenges are given below.

From a private university’s perspective, Case 3 HR participant, succinctly put it in this way;

*The major one is financial …we are a private university …we don’t get grants or subversions from the state…*

Similarly, Case 2 HR participant from another private university posited;

*The major challenge has been financial…As you might be aware …a university is a state university and thereby is supposed to receive funding from the government…but since 2008, this has not been happening …. Also, the university has been failing to award annual reward annual rewards which have been in the pipeline since 2007 due to lack of funds.*
The above excerpts have covered the concerns of the inadequate resources’ sub-themes namely, the major challenge has been financial, and everyone has a financial challenge and inability toward annual rewards since 2007. Given the above circumstances in public and private universities, the availability of financial resources is central in retaining staff. Also, the researcher’s observations made at the studied Cases, reveal that non-availability of funds cripple all critical university operations in the areas of teaching, research, practicum and community service. Above all, lack of funds negatively impacts on the procurement of the necessary resources such as technology, material, physical and facilities and equipment were efforts meant to improve the work environment staff in a bid to retain lecturers.

5.2.3 (ii) The challenge of operational management in retaining staff

The second challenge, according to the HR participants, related to operational management. The following was a concern of HR 2 participant on the challenge of operational management at one of the private universities in this study:

*The biggest challenge is as the university, the operational management does not understand the kind of environment we are operating in and the kind of strategies that they think are reasonable enough to retain staff.*

Foreign ownership of the university, as perceived earlier on by Case 2 Returnee Lecturer 1 at the same private university, is negatively impacting on the university’s operations. The Board of Directors is not conversant with the macro-economic environment Case 2 operates in. They do not understand the Zimbabwean situation. Therefore, differences in perceptions regarding
allocation of resources and other benefits by staff and directors, usually undermine staff retention efforts in private universities of this nature.

5.2.4 A combined perception of HR, Returnee and Retained Lecturer participants on the impact of staff retention challenges on the core university business activities

All participants in the study indicated that the challenges faced by the universities have direct implications to the learning of students including in-class lessons/tutorials, research/dissertations and practicum/practical attachment/internship opportunities as they hinder lecturers’ performance of work.

5.2.4 (i) Impact of staff retention challenges on the quality of lecturers’ work

Regarding the impact of staff retention challenges on the quality of lecturers’ work, this is how one of the public universities’ participants, Case 1 Retained Lecturer 1, put it;

It has affected our work a lot. For example, modules are supposed to have a life span of maybe five years or less but they have gotten to a life span of ten years or more because we don’t have people to write and reviews them and it has increased workload.

Increased workloads tend to lower lecturers’ morale such that they quickly burnout and contemplate quitting the job. Thus, prolonged periods of increased workloads which overutilise lecturers make efforts to retain staff hard in the studied universities.
5.2.4 (ii) Impact of staff retention challenges on students undertaking practicum

In addition to the above, some HR participants also indicated how they feel about the impact of staff retention challenges on students undertaking practicum. Below is a public university perspective of an HR participant at Case 1 on this subject:

*Of course it will come back to say as long as we want. ... a shortage of staff members here caused by lack of good staff retention strategies, practicum may be delayed because a person working with various institutes referring to the number of students then you have to attend one by one and the release of these students may be delayed as well.*

Supporting the above perception, a private university HR participant at Case 3 said:

*Internship which you refer to as practicum at your institution is largely constrained by lack of human resources when we enrol many students in our different programmes. It is an area where the principle of individuality applies in making sure that our university produces a product that is accepted by the society and industry.*

One revelation common in the above public and private universities’ excerpts is that shortage of lecturers to supervise students undertaking practicum negatively impacts on students’ progress in terms of completing the programme. It is on the basis of this revelation that for practicum to be effectively implemented, monitored and evaluated, manageable student/lecturer ratios need to be put in place. From the researcher’s experience as a teacher educator in teachers’ colleges and at one of the universities in Zimbabwe, it is impractical for one lecturer to supervise more than ten students undertaking practicum. Such an overload tends to compromise quality, increase lecturer burn-out and quit rates, thus, resulting in the university’s failure to retain staff.
5.2.4 (iii) Impact of staff retention challenges on the quality of students’ research projects/dissertations

On the question of the impact of staff retention challenges on the quality of students’ research projects/dissertations... some participants were poorly supervised. For example, the following was a concern by Case 1 Returnee Lecturer 1 on the subject at his public university;

*The quality of work for students has been affected because research projects are poorly and badly supervised.*

This observation confirms research findings by Mapolisa and Mafa (2012), Mapolisa and Mubika (2013) and Mapolisa, Muyengwa and Chakanyuka (2010) who concur that poor research supervision as a result of student overload on the supervisor compromises the quality of the research product. The researcher also observed that increases in part time tutors would reduce work load on full timers so that they can concentrate on staff development and research activities to upgrade their professional status for benefit of both the university and the staff.

5.2.4 (iv) Impact of staff retention challenges on the image of the university

With regards to the impact of staff retention on the image of the university, Case 4 Returnee Lecturer 1 at one of the public universities bragged;

*The university is highly appreciated by outsiders because of its high sounding technological programmes that other universities struggle to offer.*
In support of Case 4’s Returnee Lecturer participant, Case 3 Returnee Lecturer 1 from a private university background, said;

Our university fared well, I think in comparison with others. It fared well when you compare with other conventional universities because our staff ended doing very well in promoting the image of the university.

It was interesting to note that public and private universities’ images were not tainted by staff retention challenges, judging from what the two foregone participants indicated. Pursuit of the universities’ visions and missions usually assists universities’ images to be safeguarded from unwarranted damage and criticism.

5.3 Measures to Mitigate Staff Retention Challenges
The aim of this section is to establish measures that the studied universities in Zimbabwe can use to mitigate staff retention challenges they face. The section answers the research question below:

How best can the challenges that Zimbabwe’s public and private universities face in the implementation of staff retention strategies be mitigated?

The measures to mitigate staff retention challenges the universities under study face are discussed from the perspectives of the participants by their categories.
5.3.1 Measures to mitigate staff retention challenges from the HR participants’ perspective

The HR participants from two public and one private universities proposed some measures to mitigate staff retention challenges in their universities. Their perceptions are presented in Table 5.4.

Table 5.4: Themes and their sub-themes regarding measures to mitigate staff retention challenges faced by studied universities from the HR participants’ perspective

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-themes</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increased funding</td>
<td>1. Increasing funding for contact leave, sabbatical leave as well as research</td>
<td>1. The institution is to make sure that it increases funding for contact leave, sabbatical leave as well as research…(Case 1 HR).</td>
</tr>
<tr>
<td>2. Remuneration</td>
<td>1. Ensuring that remuneration is competitive</td>
<td>1. There is need to ensure that remuneration is competitive all the time (Case 1 HR).</td>
</tr>
<tr>
<td></td>
<td>2. Government’s involvement in funding salaries</td>
<td>2...the Government has to play a role in paying lecturers… (Case 2 HR).</td>
</tr>
<tr>
<td></td>
<td>3. The university to offer competitive allowances</td>
<td>3. The HR suggested the need for the university to offer competitive allowances (Case 3 HR).</td>
</tr>
<tr>
<td>3. Staff development</td>
<td>1. Continuously supported staff development</td>
<td>1. Cases 1 and 2 HR participants concurred that their universities need to continuously support staff development.</td>
</tr>
<tr>
<td>4. Enabling working</td>
<td>1. Enabling work environment in terms of resource provision</td>
<td>1. The university to ensure all staff have appropriate office…space (Case 1 HR).</td>
</tr>
<tr>
<td>environment</td>
<td></td>
<td>2. The accommodation offered is one bedroomed flat (Case 2 HR).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The main aspect…is to embrace an open door policy…operations of the institution (Case 3 HR).</td>
</tr>
<tr>
<td>5. Staff/student ratios</td>
<td>1. Manageable student/lecturer ratios</td>
<td>1…High rates tend to demotivate lecturers (Case 1 HR).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2…maintained at manageable to facilitate quality education (Case 2 HR).</td>
</tr>
<tr>
<td>6. Developing strategic</td>
<td>1. Fostering diverse partnership with strategic development partners</td>
<td>1…recommend that should foster partnerships with strategic development partners like UN agencies (Case 3 HR).</td>
</tr>
<tr>
<td>partners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

Views obtained from the studied universities’ HR participants reveal the following as the themes; increased funding, remuneration, staff development, enabling working environment,
staff/student ratios, and developing strategic partners. The sub-themes for increased funding were; increasing funding for contact leave, sabbatical leave as well as research. The observed sub-themes for remuneration were; ensuring that remuneration is competitive, government involvement in funding salaries, and the university to offer competitive allowances. For staff development, the staff sub-theme was continuously supportive of staff development. As for a conducive working environment, the sub-theme was enabling working environment in terms of resource provision. In regard to staff/student ratios, the sub-theme was manageable student/lecturer ratios. Finally, for developing strategic partners, the sub-theme was; fostering diverse partnerships with the strategic development partners. The discussion of the above sub-themes among other themes in the subsequent paragraphs present measures to alleviate staff retention challenges by the studied universities.

5.3.1 (i) Increasing funding for contact and sabbatical leave, as well as research to retain staff

On the question of increasing funding as a measure to retain staff in the universities, some HR participants called for the increasing of funds to cater for contact leave, sabbatical leave, as well as research funds. For example, the following measure was suggested by Case 1 HR participant from a public university point of view:

*I mean...the first...requirement will be funding for activities like contact leave, sabbatical leave, as well as funding for research itself. Academics by themselves are researchers. So, if we give them funding for them to carry out research, they will be motivated and definitely they will be retained in the university...*

A similar perception is advanced by a private university HR participant at Case 3 who said:
Adequate funds for not only contact and sabbatical leave, but study leave should be sourced for lecturers who may be pursuing their PhD studies and undertaking researches.

What is coming out from the above public and private university HR participants’ suggestions is that provision of adequate money is the key route to effective enhancement of critical academic activities such as contact leave, sabbatical leave and research. These activities among others constitute the core business for the academics. They are heavily dependent on availability of adequate finances, as these findings support what Mupemhi and Mupemhi (2011) found out.

5.3.1 (ii) Ensuring that remuneration is competitive to retain staff

Regarding the degree to which remuneration could be a measure to mitigate staff retention challenges, all HR participants underscored its importance in retaining staff. Below are the HR perspectives regarding the subject of competitive remuneration. Case 1 HR participant from a public university perspective said:

The next is about …remuneration itself. Our academics need to be remunerated and be at par with other regional universities so that we can able to attract back those high professors, and high profile academics who are in the diaspora come back home. Because once their salaries are at the same level with those of other universities there would be no reason for them to be working abroad when they can get exactly the same benefits here at home.

A similar perception is advanced by a private university HR participant at Case 3 when he said:

Our university always considers what other universities offer so as to remain competitive in retaining staff.

The central point raised in the foregoing excerpts is that some public and private universities are claiming to be offering academics competitive salaries in order to attract
and retain senior academics more than what their competitors do. These findings are consistent with Curran’s (2012:57) findings that, “more aggressive reward and recognition programmes were needed to retain staff.” She also made three observations relevant to this study. First, a compensation policy that is merit-based is needed to retain staff. Second, rates should be benchmarked against other organisations in the same labour market. Third, high performance must be rewarded as this attracts and retains people.

5.3.1 (iii) Offering competitive allowances to retain staff

In addition to the above, some HR participants proposed the increasing of allowances in a bid to make remuneration competitive enough to enable them to retain lecturers. Below is an HR participant’s proposal on the subject in the context of his private university, Case 3 HR participant said:

*There are many ways of mitigating staff retention challenges, some of them are partnerships. We have partnerships with UN agencies whereby we come up with a package which pays some of the lecturers’ packages. We have partnerships with other developmental agencies that are also keen to see the retention of people of high calibre.*

While the findings talk about involvement of partnerships in providing staff with competitive allowances, Mupemhi and Mupemhi (2011:39) made four observations of particular similarity to the preceding findings. First, they found out that MSU awards the highest incentive allowances in the country. Second, they observed that part-time teaching allowances are paid fortnightly and through separate pay slips. Third, all employees are on medical and funeral cover to which the university contributes 80%. Fourth, segment specific perks such as car, housing, cell phone etc do exist. The studied
universities could learn a lot from Curran (2012) and Mupemhi and Mupemhi’s (2011) findings on how to effectively retain lecturers in their universities.

5.3.1 (iv) Government’s involvement in remunerating staff in order to retain it

Notwithstanding the above perceptions on remuneration, another HR stressed the need for government involvement in the remuneration of staff at his private university. Case 2 HR participant said:

... at this point it was from another meeting where the Vice Chancellor was proposing to say, if the government could also assist the private university by paying salaries of lecturers. Of course, they might not pay, everyone, they might say those lecturers who are Zimbabweans, who are recruited within Zimbabwe, they are working in Zimbabwe they are able to meet their costs for those because you know as...we have a quota system where we invite the skills here...So far Zimbabweans in order to motivate internal staff it will be good for government if it will pay part of salaries of teaching staff...

The preceding observations make three staff retention challenge mitigation measures from the point of view of private universities. First, private university lecturers would be retained if the government pays Zimbabwean lecturers and those recruited within Zimbabwe. Second, once government pays these lecturers salaries comparable to those of the public universities, the lecturers will be motivated to stay in the universities. These findings from public and private universities underscore the role of competitive remuneration and allowances in retaining staff. They also indicate public and private universities’ sources of salaries, namely, the state for the former, and university boards and partnerships for the latter. They also portray that public universities ensure better job security and regular allowances, salaries and bonuses than private universities. Also, the findings suggest that government should pay private university lecturers’
salaries because private universities also contribute to the development of national human capital, unity and harmony in the same manner public universities do. In that regard, private universities’ lecturers also need to benefit from the tax payers’ money in a similar manner their public university’s counterparts do.

5.3.1 (v) Using staff development to retain staff

All HR participants also agreed that staff development has to be continuously supported in their universities. For instance, this is how Case 2 HR participant perceived the subject at his private university;

Staff development is there but because they have got staff development provision where one can go on an unpaid leave, but with the right to return to his job...you can go through unpaid leave for the purpose of personal development.

In support of Case 2 HR participant’s opinion, Case 1 HR participant at a public university asserted:

I think this has greatly assisted us to motivate our staff in the sense... our staff members....are allowed to study for any programme that is offered by...for free. Those who study or go for staff development outside...has not been able to assist them financially, but they have been given time off on salary so that they can develop themselves.

The above two excerpts give two opposing views, although they are both indicating how staff development is useful to retain staff. First, private universities use unpaid leave to help lecturers pursue academic development, while public universities use paid leave to promote the attainment of PhD studies. Second, the common perception among participants in both public and private universities is the role of staff development in enhancing human capital development in search of
an identifiable university brand. These findings agree with Sokro (2012) who established that availability of career advancement opportunities was ranked second (71.3%) among reasons why respondents in his study decided to work for particular organisations. Staff development is undertaken by universities that are keen on human capital development of their staff in search of quality university education and positive university image.

**5.3.1 (vi) Using enabling work environment to retain staff**

All HR participants acknowledged the efficacy of an enabling work environment to retain staff. According to Case 1 HR participant, this public university ensured all staff members have appropriate office space, furniture and related resources. The researcher observed that Case 1 does not offer housing to its lecturers. Similarly, Case 2 HR participant lamented that the accommodation of a one-bedroomed flat offered by his private university is not suitable for a big family. Therefore, he recommended that adequate accommodation be provided for staff members. This finding is in contradiction with the researcher’s observation of staff quarters which were shown to him by a friend based there, and Case 2 Returnee Lecturer 1’s interview response in which she reported to have been given reasonable accommodation adding that two staff houses have been completed. The difference may be based on status lines because Case 2 Returnee Lecturer 1 is a Professor, while the researcher’s friend was a mere lecturer. On that basis, access to resources and opportunities differs with status. Case 3 HR participant’s view on enabling environment was to embrace an open policy in the day-to-day operations of this private institution. These findings confirm observations by Sokro (2012) suggesting that an enabling work environment alongside good working conditions and career for advancement placed an
organisation ahead of others in terms of talent attraction and retention. The study revealed that Case 2 had the best enabling work environment because of its state of the art infrastructure and facilities while it was difficult to compare Case 1 and 3 with Case 2, because of their multi-campus nature. Case 4 had equally good enabling work environment which was being continuously upgraded. It can be deduced that provision of an enabling working environment is one of the key staff retention strategies in the studied universities.

5.3.1 (vii) Using strategic development partners to mitigate staff retention challenges

One other key measure to mitigate staff retention challenges faced by the studied universities concerned using strategic development partners to mitigate staff retention. In elucidating this subject, Case 3 HR participant said about this private university:

...it would be important that the university should foster partnerships with strategic development partners like UN agencies.

The preceding finding is buttressed by documentary evidence at a public university, Case 4 Strategic Plan (2012-2015) which indicates that apart from partnering with UN agencies, the university can also enter into private public partnerships. Strategic partners have the capacity to boost university funds through funding university projects in faculties or consultancy not only in private universities but in public ones as well. Lecturers can be retained if they get extra income through research and consultancy work.
5.3.1 (viii) Using manageable staff/student ratios to retain staff

One other area which could be a source of dissatisfaction in the studied universities pertained staff/student ratios. From the demographic data, in Table 4.1, all lecturers who supervise more than 10 research students have a work overload. The solution to this challenge, which affects actual teaching, research and internship supervision, is to increase part-time lecturers with relevant expertise and experience. It can be argued that private and public universities’ lecturers would be easily retained in situations where there are manageable staff/student ratios which translate to manageable workloads. Thus, both public and private universities agree on two things. First, high enrolment rates demotivate lecturers. Secondly, maintenance of tutor/student ratios at manageable levels is a pre-condition to quality education. The findings tally with Salopek’s (2000) view in Netswera et al. (2005:37) that critical elements viewed to be important in any organisation have to effect good employee retention exercise, “Not burning workers out….” Within the context of this study, workers burn out when high tutor/student ratios increase lecturers’ workload in terms of tutoring, research and practicum supervision at the expense of equally important pillars of academic business namely, research and community service.

5.3.2 Retained lecturers’ views on measures to mitigate staff retention challenges

Retained Lecturer participants also came up with their perceived measures to mitigate staff retention challenges in the context of their workplaces. Their lines of thought are presented in Table 5.5.
Table 5.5: Themes and sub-themes regarding measures to mitigate staff retention challenges faced by Zimbabwe’s public and private universities

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff development</td>
<td>1. Adequate funds to support doctoral studies, conferences, contact and sabbatical leave</td>
<td>1. Provision of adequate funds to support doctoral studies, conferences, contact and sabbatical leave is necessary (Case 1 Retained Lecturer 2).</td>
</tr>
<tr>
<td></td>
<td>2. Need to encourage support continuous learning</td>
<td>1. Need to encourage and support to facilitate continuous learning and production of knowledge and skills (Case 2 Retained Lecturer 1).</td>
</tr>
<tr>
<td>2. Research support fund</td>
<td>1. Research support fund for big research</td>
<td>1. Need for research support fund for big research (Case 1 Retained Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>1. Vehicles and computers are needed in addition to finance</td>
<td>1. Adequate vehicles are required to enable staff to make follow ups to Regions. Enough equipment such as computers are welled as part of creating an enabling environment for staff (Case 1 Returned Lecturer).</td>
</tr>
<tr>
<td>3. Resources</td>
<td>1(a). Government grants (b) Capitalisation of universities to mobilise resources</td>
<td>1(a) Grants from government just like in schools. (b) Capitalising universities to look for consultancies (Case 2 Retained Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>3. Income generation activities</td>
<td>1. Engage in income generating activities (Case 4 Retained Lecturer 1).</td>
</tr>
<tr>
<td>4. Remuneration</td>
<td>1. Salary parity with the region</td>
<td>1. The local universities ...need to have salaries at par with the region (Case 1 Returned Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>2. Lobbying for better conditions of service by staff associations</td>
<td>1. Staff associations could actually lobby for better conditions of service... (Case 1 Retained Lecturer 2).</td>
</tr>
<tr>
<td>5. Governance</td>
<td>1. Practising institutional transparency</td>
<td>1. The institution to be more transparent in its operations (Case 2 Retained Lecturer 1).</td>
</tr>
<tr>
<td>6. Strategic Partnerships</td>
<td>1. Liaising with other academic institutions and private companies to retain staff</td>
<td>1...liaise with other academic institutions through specific programmes like research work. Other partners include private companies... (Case 4 Retained Lecturer 1).</td>
</tr>
<tr>
<td>7. Enabling work environment</td>
<td>1. Adequate equipment</td>
<td>1. Enough equipment such as computers are viewed as part of creating an enabling environment for staff (Case 1 Returned Lecturer).</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)
Data presented in Table 5.5 indicate seven themes, which are; staff development, research support fund, resources, remuneration, governance and strategic partnerships. The sub-themes for staff development were; adequate funds to support doctoral studies, conferences, contact and sabbatical leave and the need to encourage and support continuous learning. The sub-theme for research support fund was; research support fund for big research, while sub-themes for resources included; vehicles and computers, finance, government grants, capitalisation of universities to mobilise resources and income generating activities. Sub-themes for remuneration were salary parity with the region and lobbying for better conditions of service by staff associations. The sub-theme for governance was practising institutional transparency. The sub-theme for strategic partnerships was liaising with other academic institutions and private companies to retain staff.

5.3.2 (i) Using staff development to retain staff

Staff development emerged as a key staff retention strategy as was demonstrated by a public university participant, Case 1 Retained Lecturer who indicated that:

…need to provide adequate funds to support staff development including doctoral studies.

To achieve the above, the same participant recommended two things. First, she recommended university support for lecturers to attend conferences for academic exposure. Second, contact leave and sabbatical leave should be supported. Another participant from a public university, Case 4 Retained Lecturer 1, backed the above findings by recommending the need to encourage and facilitate continuous learning and production of knowledge. Despite the fact that private
universities’ participants indicated staff development as one of the challenges they face in retaining staff, their Retained Lecturers did not suggest solutions. Public university participants aware of their work contractual privileges, like provision of staff development, felt that their employer needs to do more in this area in the search for the right university brand as noted by Botha and Busin (2011). If private universities are to effect good employee retention exercises using staff development, they then need to adopt Netswera et al.’s (2005) findings that recruiting and training the best employees is a major investment. In the context of this study, investment in human capital is the key determinant to successful staff retention in public and private universities.

5.3.2 (ii) Using research support fund to retain staff

Complementing staff development in retaining university staff was the need to provide research fund for big research. This position was put forward by a public university participant, Case 1 Retained Lecturer 1, who said:

There is need for support fund for big research work.

She also suggested that reward and recognition should be a way of the university culture. These findings agree with Jongbloed (2012) who found out that lecturers can be expeditiously promoted through habilitation as a result of their research effort. Such promotions result in recognition and reward which produces staff motivation, commitment to the job and job satisfaction. It can be concluded that the use of research support fund is a critical staff retention strategy in the studied public and private universities.
5.3.2 (iii) Resources as a measure to mitigate staff retention challenges

Retained Lecturers made resource-based recommendations to retain staff. Case 1 Lecturer 2 at a public university indicated that, in addition to funds, adequate vehicles are required to enable staff to make follow ups to the regions. Case 1 participants at the National Centre need to visit Regional Centres to make themselves aware of the tutorial and learning challenges faced by tutors and learners, as well as knowing their tutors and students. This helps in improving the planning process to benefit the ODL students. Another public university participant, Case 4 Retained Lecturer 1 called for engaging the university in income generating activities in which he said ‘For instance, the institution has a big piece of land and this could be used for farming.’ He also suggested that universities with unused land could construct structures to let out. Some universities have big pieces of land which are lying idle and could easily be used for farming and constructing buildings to generate money.

Case 2 Retained Lecturer 1 came up with a different perspective. He said his private university should receive grants from the government in the same way as private schools. He also called for the need to provide the universities with opportunities to look for consultancies where they can earn money for themselves. It is coming out from the afore-mentioned findings that, while the issue of resources is expressed differently in terms of how resources should retain staff, it largely revolves around the issue of finances. Therefore, availability of adequate funds largely determines the provision of vehicles, equipment, human capacitation, funds to embark on other income generating projects to boost the existing ones, and buildings among other resources. Adequate funds help the universities to be self reliant.
5.3.2 (iv) Using remuneration to mitigate staff retention challenges

Allied to the use of resources as a staff retention mitigation measure, is remuneration. Two Case 1 participants gave their perceptions particular to their public university. Case 1 Retained Lecturer 1 said:

...The local universities need to have salaries that are at par with the region, within the region, and what the private sector offers.

Here is what Case 1 Retained Lecturer 2 said about the same subject:

...staff associations could actually lobby for better conditions of service for members of staff, for example, they could actually negotiate for hours at work, library hours and ...for allowances.

The two findings confirm Waswa and Katana’s (2008) finding that the main causes of industrial action are poor remuneration and unfair disparity among employee grades in university and other civil service organisations. It also transpired that all participants do not make monthly subscriptions to their staff associations. As a result staff associations may not be fully committed to their lecturers’ cause in the universities, because of lack of financial support from the members. Underlining the preceding view, Case 1 Retained Lecturer 1 proposed that:

If we start with say entry for a university is four thousand, they will come and stay. And that can be an attractive salary to retain staff.

Given the high taxable income bands in Zimbabwe, an amount of US$4000 would leave the lecturers with reasonable disposable income such that they would not think about seeking alternative jobs.
5.3.2 (v) Governance: Practising institutional transparency to retain staff

The issue of governance emerged from private universities’ Case 2 Retained Lecturer 1, unpacked this issue in this way;

...I think... the institution may be more transparent because it’s a private university and some of the rituals within a private university...are not always under public scrutiny. That in itself may hamper retention of staff because when people say who represents lecturers countrywide came if they were really interacting with VC, with other important people, it will be easier for the university to have an appreciation of the expectations you see, and they might be able to go to their own staff to say we are able to do A, B, C and may be next year...

The revelation in the above findings is that the operations in regard to staff retention strategies of the private universities sometimes escape the public eye, at the expense of staff retention. Exercising institutional transparency is one of the core values that appears as a common component in the strategic documents of three of the studied universities. Cotton and Tuttle (1986), Griffith et al. (2000), Porter and Steers (1973) and Spector (1985), all cited in Pitts et al. (2011), commend institutional transparency because of its ability to bring about benefits of satisfaction with opportunities for career growth and promotion which in their absence have been found to negatively influence retention. This kind of governance helps the university make its own brand in retaining staff.

5.3.2 (vi) Strategic partnerships in retaining staff

Universities fall if they exist in isolation of community partnerships. They need strategic partnerships to help them retain staff. On this measure, Case 3 Lecturer 1 pointed out that it was necessary for his private university to liaise with other institutions through specific programmes like research work. The participant further indicated that other partners include private
companies who might be helpful in many ways to retain staff. These findings are not peculiar to private universities but to even some public Zimbabwean universities because of the economic environment in which they operate. Case 1 HR participant, from a public university, indicated that since 2008, the government has not been able to fund the university’s operations. This perspective alone is evidence enough to indicate that all universities need to diversify their sources of funds.

5.3.2 (vii) Enabling work environment to retain staff

Provision of enabling work environment emerged as another cornerstone for retaining staff in the universities. Below is a confirmation to that effect. Case 1 Retained Lecturer 1 hinted that at her public university:

_They have to look at some of the facilities such as printers, photocopiers and make it conducive for us, for our workload too, for us to be able to work._

An apparent revelation in this recommendation is the improvement of the work environment. These findings agree with O’Neil’s (2012:12) observations that:

_Unless a leader causes people to share the ambition to prove that most people are really an organisation’s most important resource by creating conditions in which they will never be hurt, you can get there. It is not only a measure of greatness, but it is one that I like because it is very hard for people to deny that people should not be hurt at work._

On the basis of the above observations, it can be perceived that work environment plays a big part in keeping staff satisfied. Thus, provision of an enabling work environment is an effective staff retention strategy. In the context of this study, observations made at the research sites reveal that universities have conditions of service and facilities of varying degrees. While they all report
to have good internet connectivity, only one public university (Case 4) and one private university (Case 2) reported that they had reasonably good infrastructural technological facilities to retain staff. Case 1 (public university) and Case 3 (private university), on the other hand, lagged behind the other cases in infrastructure because they are multi-campus in nature.

5.3.3 Returnee Lecturers’ views on measures to mitigate staff retention challenges

Just like the HR and Retained Lecturer participants, the Returnee Lecturers also made suggestions to retain staff in their respective universities. Their suggestions are presented in Table 5.6.

Table 5.6: Themes and sub-themes regarding measures to mitigate staff retention challenges faced by Zimbabwe’s public and private universities

<table>
<thead>
<tr>
<th>Themes</th>
<th>Sub-theme(s)</th>
<th>Substantiating statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human Resources Department</td>
<td>Exit interview intelligence</td>
<td>1. Through exit interview intelligence as information (Case 1 Returnee Lecturers).</td>
</tr>
<tr>
<td></td>
<td>Recruitment and selection processes</td>
<td>1…using proper recruitment and selection processes (Case 2 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>Good induction policies</td>
<td>1…with good induction for staff… (Case 2 Returnee Lecturer 2).</td>
</tr>
<tr>
<td>2. University staff themselves</td>
<td>University leadership and staff</td>
<td>1…university leadership and staff should be actively involved (Case 4 Retained Lecturer 1).</td>
</tr>
<tr>
<td>3. Strategic Partners</td>
<td>Partnerships with various organisation</td>
<td>1The …to partner with… or organisations in … in development like grants or scholarship support (Case 2 Returnee Lecturer 1).</td>
</tr>
<tr>
<td></td>
<td>Creating linkages with other institutions</td>
<td>1. Creating linkages with other institutions such as universities and donors… (Case 3 Returnee Lecturer 1).</td>
</tr>
</tbody>
</table>

Adopted and adapted from Chisaka and Kurasha (2012:7)

Returnee lecturers suggested three measures to mitigate staff retention challenges faced by their universities. They identified Human Resources Department, university staff themselves and strategic partners as central staff retention challenges mitigation measures. Under Human
Resources Department, emerging sub-themes were; exit interview intelligence, recruitment and selection processes and good induction policies. The sub-theme for the university staff themselves was university leadership and staff. The sub-theme for strategic partners was partnership with various organisations.

5.3.3 (i) Human Resources Department: using exit interview intelligence to retain staff

In terms of how the Human Resources department can mitigate staff retention challenges faced by the studied universities, Case 1 Returnee Lecturer 3 underlined the importance of conducting exit interviews with quitting staff. He indicated that through data provided by exit interview intelligence interviews, a university is able to know the reasons that increase lecturers’ desire to quit their jobs. In this study, the researcher was fortunate enough to be given an opportunity to read exit interview reports in two public universities showing why one female and one male lecturers quit jobs in Cases 1 and 4 respectively. Private universities denied the researcher the chance to read theirs. An analysis of the two situations enable one to perceive that public universities stand to learn from what quitting lecturers indicate as job dissatisfiers or push factors better than their private university counterparts. On the last note, Case 2 HR participant once said, in regard to human relations issue:

…some staff when we are not in good terms. So they do not fill in exit interview reports.

In that regard, private universities are deprived of vital information to help retain staff.
5.3.3 (ii) Human Resources Department (HRD): Using proper recruitment and selection procedures and good induction policies to retain staff

Still on the Human Resources Department’s role in retaining staff, Case 2 Returnee Lecturer 1 used her international experience and exposure to make the following comment regarding her private university’s staff retention strategies’ experiences:

*I think first of all correct hiring of people with appropriate qualifications so that you are not frustrated if you are not thrown in an area you do not know because I have seen that happening, so proper guidelines of hiring correct people in different jobs is a good one.*

The same participant also suggested that HR units should come up with good induction for staff guided by the right policies. These findings disconfirm Coates et al.’s (2009) findings that… a lot of Australian academics … are less satisfied with their work than international colleagues and possibly other professionals in Australia, notwithstanding proper qualification, expertise and experience. Curran (2012:57) summarises the above findings in this way:

*The recruitment and selection process needs to be redeveloped to put a stronger emphasis on what the institution offers other than the money. The induction process needs to be effective in order for employees to have a sound understanding of their roles and functions. The outsourcing of the recruitment process should be explored.*

The above quotation reveals that effective HR effective recruitment and selection procedures are not based on money alone. Other than money, induction enables staff to become part of the university family, whereas, outsourcing of the recruitment process enables the university staff to share staff retention experiences with newly recruited staff.
5.3.3 (iii) Involvement of university staff themselves: Involving university leadership and staff in retaining staff

Staff involvement also emerged as another measure to mitigate staff retention challenges faced by the studied universities. For example, this is how one of the interviewed public universities’ participants, Case 4 Returnee Lecturer 1 put it:

*The staff can work with universities to do research projects, do consultancy and then pay themselves a significant amount of money for the portion of work. That is the most effective... you retain people that are working.*

The argument raised in the preceding findings makes a lot of sense. This is because the idea of retaining everybody because they are working does not make a lot of sense, but let people work hard to produce something so that they can be paid for their effort. Thus, it could be sustainable to introduce and use performance-based pay to retain staff. They confirm Kellough and Luis’ (1993) findings in Pitts et al. (2011) that, the standard argument behind performance-based pay has been that employees who are not rewarded for doing a good job will not be motivated to work hard to the next levels of their careers. The same authors go on to point out that on one hand, the employees may leave as they see poor performers rewarded at the same level as high performers. On the other hand, the same writers argue that poor performers may be more comfortable with an organisation that does not differentiate employees at different levels, which would make them less likely to leave. Personal and documentary observations at the research sites indicate that universities are not yet implementing Kellough and Luis’ (1993) suggestions to use performance-based pay to retain staff. Staff members just fill in staff appraisal forms twice a year, a practice that does not categorise staff according to performance and rewards. Universities do not seem to exercise issues of equity and merit in rewarding their workers.
5.3.3 (iv) Using university partnerships to retain staff

Returnee Lecturers raised the issue of strategic partners as a means of alleviating staff retention challenges faced by their universities. For example, the following recommendations were made by two private university Returnee Lecturer participants. Case 2 Lecturer 1;

*The university needs to partner with other organisations in various sectors of the economy and the world. These partnerships can become sources of funding for study grants or scholarship support.*

The implication of the above finding is that securing partnerships for provision of funding for scholarships and study grants may be one of the effective staff retention strategies in the studied universities.

Case 3 Returnee Lecturer 1 also proposed that;

*...universities should create linkages with other institutions such as universities and donors in order to get funding and staff retention activities making home best instead of people moving to greener pastures.*

By implication, university partnerships boost the studied universities’ funding reserves in search of retaining their staff. The above finding from public and private universities appears to generate new knowledge in the existing body of knowledge in the area of staff retention strategies in the context of Zimbabwe.

5.4. Who could be involved and to what extent can one be involved in mitigating staff retention challenges?
This section discusses the answers to the question:
Who could be involved in the mitigation of staff retention challenges and to what extent can they be involved from the multi-perspective of the HR, Returnee and Retained Lecturer participants?’

The views by categories and case of participants are summarised in the following tables for enhancing interpretation of findings meant to substantiate measures to mitigate staff retention challenges faced by the studied universities.

Table 5.7 (a): HR participants’ views on who could be involved and to what extent can they be involved in mitigating staff retention challenges faced by the studied universities by case

<table>
<thead>
<tr>
<th>HR’s Views from Case 1</th>
<th>HR’s views from Case 2</th>
<th>HR’s views from Case 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Government</td>
<td>-Government</td>
<td>-All concerned parties</td>
</tr>
<tr>
<td>-Lecturers (Staying/exiting)</td>
<td>-University investors</td>
<td>-Former lecturers</td>
</tr>
<tr>
<td>-Other staff members</td>
<td>-Industry (banking, etc)</td>
<td>-MOHTE</td>
</tr>
<tr>
<td>-Senior Management</td>
<td>-MOHTE</td>
<td>-Professional bodies</td>
</tr>
<tr>
<td>-University Council</td>
<td>-ZIMCHE</td>
<td>-Local organisations</td>
</tr>
<tr>
<td>-Alumni</td>
<td>-Local organisations</td>
<td>-Local organisations</td>
</tr>
<tr>
<td>-MOHTE</td>
<td>-International organisations</td>
<td>-International organisations</td>
</tr>
<tr>
<td>-Local organisations</td>
<td>-Post-doctoral people</td>
<td></td>
</tr>
<tr>
<td>-International organisation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.7 (b): Retained Lecturers’ views on who could be involved and to what extent can they be involved in mitigating staff retention challenges by studied universities by case

<table>
<thead>
<tr>
<th>Retained Lecturer’s views from Case 1</th>
<th>Retained Lecturer’s views from Case 2</th>
<th>Retained Lecturer’s views from Case 3</th>
<th>Retained Lecturer’s views from Case 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Banks</td>
<td>-Banks</td>
<td>-Banks</td>
<td>-International organisation ZIMCHE</td>
</tr>
<tr>
<td>-Staff members</td>
<td>-Engagement of world bodies and enterprises</td>
<td>-Strategic development partners</td>
<td></td>
</tr>
<tr>
<td>-MOHTE</td>
<td>-Engagement of private companies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Ministry of Agriculture to assist in various ways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Zimbabwe statistical Office to assist the Department of Mathematics and Statistics with funds for staff development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Department of Health Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5.7 (c): Returnee Lecturers’ views on who could be involved and to what extent can they be involved in mitigating staff retention challenges faced by the studied universities

<table>
<thead>
<tr>
<th>Returnee Lecturer’s views from Case 1</th>
<th>Returnee Lecturer’s views from Case 2</th>
<th>Returnee Lecturer’s views from Case 3</th>
<th>Returnee Lecturer’s views from Case 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Leadership/administration in the university</td>
<td>-Student representative bodies</td>
<td>-The university leadership</td>
<td>-The University staff</td>
</tr>
<tr>
<td>-The government</td>
<td>-Lecturers at all levels</td>
<td>-Development agencies</td>
<td>-Local Authorities</td>
</tr>
<tr>
<td>-Staff associations</td>
<td>-Board of Directors</td>
<td>-Faculty income generating projects</td>
<td></td>
</tr>
<tr>
<td>-Development agencies that is donors</td>
<td></td>
<td>-Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-The Alumni</td>
<td></td>
</tr>
</tbody>
</table>

Data in Table 5.7 (a) – (c) show possible participants and the extent to which they can be involved in mitigating staff retention challenges faced by Zimbabwe’s public and private universities from the perspective of HR, Returnee and Retained Lecturer participants. Across the universities, the Government, university staff, MOHTE, banks, local and international organisations were among the key stakeholders for successful staff retention in the university.

5.4.1 The extent to which the Government can be involved in mitigating staff retention challenges

Data reveal that the government plays a major role in mitigating staff retention challenges faced by public and private universities in Zimbabwe. In confirmation of this view, Case 3 Returnee Lecturer 1, representing the private universities, reported that the government’s role in retaining staff could be best reached through the provision of grants or resources required in the various faculties in the university. Similarly, Case 1 Returnee Lecturer 1, standing for public universities, said that the government could be involved especially with the provision of required resources as
well as influencing the budget towards higher education. Also, Case 1 HR participant argued that the government as the key player through the Ministry of Higher and Tertiary Education (MOHTE), should be involved in terms of giving financial support and policy framework. In a similar vein, Case 3 HR participant indicated that MOHTE should provide funding to pay private universities’ lecturers as it is the government’s duty to educate its citizens. Across the studied universities, the government’s involvement, especially through MOHTE, ensures regular provision of funds and job security meant to retain lecturers in public and private universities. Government’s involvement in funding universities will ensure that lecturers forget about trade unionisation (Waswa and Katana, 2008) and concentrate on their core business, thereby, staying on the job. Also, the policy guidelines and frameworks to retain staff would be easily available, especially through ZIMCHE. For example, Case 4 Retained Lecturer 1 pointed out that ZIMCHE could find out if public universities are providing loans to staff members who want to upgrade themselves in terms of qualifications or make some effort to look for places somewhere and making all the necessary facilities so that they gain these things. Case 2 Retained Lecturer 1 indicated that ZIMCHE has not started showing meaningful involvement in defining staff retention strategies in the private universities. When public and private universities get full government support, it would be hard for lecturers to desire to quit their jobs. Currently, public universities enjoy the support of state funding.

5.4.2 The extent to which university leadership and staff can be involved in mitigating staff retention challenges

The findings also revealed how university leadership and staff can be other key players in retaining staff across the studied universities. First, one Case 1 Returnee participant was content
that the leadership/administration in his public university could retain staff through influencing policies and enforcing them. Similarly, Cases 2, 3 and 4 Returnee Lecturers concurred that conducting research projects or other consultancy work are a source of extra income for lecturers and the universities. University leaders need to support lecturers’ research and consultancy work in an effort to increase the lecturers’ desire to stay on their jobs. In that regard, the university leadership and staff play a symbiotic role in retaining staff. Thus, according to Case 3 Returnee Lecturer 1, various Faculties can engage in income generating projects to supplement their funds. This can be done through the provision of consultancy service work outside the institution either to the private sector or to other entities, to the government itself or non-governmental organisations or international agencies that require work in specific areas. In emphasising this point, Case 1 Retained Lecturer 1 indicated that Ministry of Agriculture could assist the Department of Agriculture in many ways. She also indicated that the Zimbabwe Statistical Office could actually assist the Department of Mathematics and Statistics so that the Department can have PhD holders who can move on to develop Masters Programmes. Similarly, the Department of Health Sciences could be assisted by the Ministry of Health to fund PhD programmes in Nursing Science as well. All these efforts would ultimately result in staff retention as lecturers would appreciate what the university, through its partners, would have done for them. The university leadership needs to implement participatory leadership by getting staff involved in the formulation of staff retention strategies, policies and monitoring mechanisms. Staff members also need to give ideas to Senior Management on specific issues. Senior Management also need to consult staff on academic issues so that the two parties can operate on the same wave lengths. Staff retention is likely to be a possibility consequent upon increased income, staff development and ownership of the university’s vision and mission, which Netswera et al. (2005:35) citing
Salopek (2000:20) views as, “communicating how each employee contributes to the corporate vision and mission to be important if any organisation has to effect a good employee retention exercise.”

5.4.3 **The extent to which industry can be involved in mitigating staff retention challenges**

Industry, including the banking sector, is another crucial stakeholder that was found as necessary to involve in the universities’ staff retention process. In expanding this subject Case 2 HR, a private university participant, said:

*The banking community can be involved provided the university per se has got an open door policy to bring in other partners, but as we are talking this university is more of a closed family whereby its interaction with industry is effective, that is, to say this is what ... is giving out so we need your input so that we can modify programmes in conjunction with local industries. Something like that is not yet there, which means those industries, banks ... they are not forthcoming in terms of advertising for staff and improvement of deliverables within...university.*

From the findings, it can be perceived that lack of harmonious and conducive working relationships with banks and industry is a handicap to possible efforts to retain staff. When that happens, lecturers are more likely to quit because they would be unwilling to operate in a workplace environment characterised by a closed climate. Even though these comments were made by a participant from a private university, Case 2 HR participant praised his private university’s working climate as:

*...what I just want to reiterate is the issue of saying employees usually want to feel at home. They want to be respected. The greatest way of staff retention is to treat those employees that you have very well so that they can be your ambassadors. In conclusion, I want to say there is no retention of talent that can surpass being human, being the employer of choice whereby people would just feel they want to be associated with you.*
Case 2 HR participant’s comment above highlights the use of a people-centred approach to retain staff in search of a good university image. Lecturers deserve to be treated as assets in the universities because all the core business of the universities is centred on them. Case 1 Retained Lecturer 1, from a public universities’ viewpoint, praised banks for having availed lecturers various loans for buying houses and vehicles to make staff’s lives easier. Banks in this regard, are a great stakeholder and can do more because they are given business and they stay in business and lecturers improve their lives. At Case 1, the researcher observed the arrangement that were made in that regard.

Another Retained Lecturer participant from Case 2 emphasised the preceding findings by commenting that banks are involved in helping fund some private university operations in this way:

...there are untold problems... in the banks, not talking about his bank, but... in the banks...there is no money because industry drives the banks rather than the other way round because you see industrialists coming to borrow from banks, then the banks will be in a better position to assist. I don’t know how the officials here have engaged the banks apart from these trivial things like marathons and sport and so on.

Once more, it is clear from the findings that money is an indispensable factor in enhancing staff retention and banks can provide lecturers with loans if universities properly engage banks, and commit themselves to act as guarantors of the lecturers.

5.4.4 The extent to which local and international organisations can be involved in mitigating staff retention challenges

In complementing the role of banks in providing funds to retain staff, local and international organisations can be engaged as well. In that regard, Case 2 Returnee Lecturer proposed that;
The private university should approach funders be they the government or international organisations to say we need to send four or five or so of our staff members for staff development or to twin with another university somewhere overseas or in South Africa where they could negotiate to send their members of staff or staff development unlike just telling staff that we need higher qualifications without offering assistance. It should be taken into consideration that the staff members have families they cannot leave for years pursuing studies.

In the preceding excerpt, it is clear that universities need to either seek funding for staff development or twin with an overseas university. This can be done being mindful that staff members need to balance family and staff development demands. Echoing similar sentiments to the above, Case 3 Returnee Lecturer participant recommended that local companies are the major stakeholders of the private university education and can be involved in a number of ways, for instance, the private sector could put up scholarships for staff development to assist universities and then the people are trained and attached to the companies. As a result, companies benefit directly from the human resources trained in the universities. In conclusion, stakeholders need to play a big part in funding the university activities in search of human capital development and staff retention.

### 5.4.5 The extent to which world bodies and enterprises can be involved in mitigating staff retention challenges

Underscoring the foregoing perspectives, Cases 2 and 4 Retained Lecturer participants also made some relevant observations which are given below about the extent to which world bodies and enterprises can be involved in mitigating staff retention challenges obtaining in the universities. Case 2 Retained Lecturer 1 participant said that the private university itself needs to move out and engage world bodies and engage all these world enterprises. He argued;
We hear that in many countries, the likes of Bill Gates and others come in with money and maybe sponsor a Faculty where certain things are happening. But I really think that is recognition of staff.

The central point from the preceding participant’s observations is the institution’s lack of employee-centred support in the areas of reward, recognition, promotion and staff development. Pitts et al.’s (2011:753) observations based on the ideas of Porter and Steers (1973) and Johnston et al. (1993) confirm the present study’s finding by indicating that:

- Employees also compare their promotion opportunities and decide to remain or leave for preferable alternatives, based on their perceptions of equity.
- Promotion leads to higher levels of satisfaction, organisational commitment, intrinsic motivation, and job involvement, lowering the probability of exit.
- Moreover, promotion is typically accompanied by a wage increase which is likely to reduce turnover.

Within the context of this study, it was observed that both public and private universities still have a long way to go in meeting these critical staff needs with equity, that is, fairness and morality. In all the studied Cases, there were no clear straight forward written staff retention policies. Most lecturers were not involved in the formulation of staff retention strategies, let alone the mechanisms to monitor them. Consequently, most staff professed ignorance in their university regardless of whether it is public or private.

Case 4 Retained Lecturer 1 at a public university suggested that international organisations, especially these world bodies/enterprises, can play a very significant role either in terms of personnel training or money. They can donate money or both money and training personnel and even link universities to other organisations or institutions outside which can help in a number of ways. Availability of money has proved to be a critical staff retention strategy, despite the fact that it is an extrinsic motivator which, according to Ng’ethe et al. (2012), is not a long lasting
measure to retain staff. However, given the unpredictability of Zimbabwe’s macro-economic circumstances, money is critical in retaining staff, though the need for adequate money tends to affect junior and beginning lecturers more. Therefore, universities that recruit very young lecturers tend to run the risk of losing them if money problems continue to erode their salaries.

5.4.6 The extent to which local government authorities can be involved in mitigating staff retention challenges

The study’s findings also revealed that support from local government authorities could be one other retention strategy. The participants indicated that the use of local authorities, particularly in providing opportunities for staff to get stands, is crucial. This is how Case 4 Returnee Lecturer 1 expanded on this observation at his public university:

*If you see what MSU does in Gweru, they have a standing agreement with the Gweru City Council to say when stands have been developed, or are now available or stands are out, the first preference goes to MSU. They are not interested in whether they have six or seven stands, but they are saying the university is strategic to the City of Gweru. So, if you motivate lecturers, then it becomes difficult for them to leave Gweru where they have seven stands and come to Harare where they have nothing. That’s all the strategy they have used and we can do the same here. Talk to the City of Harare and say we are key partner institutions.*

Two measures to mitigate staff retention challenges are put across in the foregoing sentiments. First, accommodation has been perceived as one of the greatest needs for lecturers that make them decide whether to stay or exit any university. Second, accommodation ceases to be a staff retention strategy in cases where it exists in abundance such that lecturers will need to be retained by other strategies. These findings confirm previous research observations by Shinn (2002) and Hall (2005) which call for the need to provide employees with decent housing to attend to personal life – part of Hygiene factors (Herzberg, 1968 in Hall, 2005). The preceding
literature is well supported by a private university’s document analysis, Case 3’s Strategic Plan (2012-2015:25) who suggests that:

Facilities in the first phase include… and residential accommodation for staff and students.

Two implications for retention are drawn from the preceding perspectives. First, minimising hygiene factors tends to scale down quit rates. Second, addressing motivational factors increases lecturers’ desire to stay on the job after analysing all the possible options of staying on or quitting their university jobs.

5.4.7 The extent to which the alumni, the Board of Directors, the University Council, staff associations and student representatives can be involved in mitigating staff retention challenges

It can also be viewed from the study that possible stakeholders to involve in mitigating staff retention challenges faced by Zimbabwe’s public and private universities were the alumni, the Board of Directors, the University Council, staff associations and student representatives. The Board of Directors enhances specific development projects in private universities. On this observation, Case 2 Returnee Lecturer 2 indicated that the private university’s Board of Directors through targeted and general fundraising efforts can ensure staff retention as well as maintenance of infrastructure. Also, engaging private university student representatives is important because they are the ones most affected by key staff losses (Case 2 Returnee Lecturer 1). Students also provide useful information regarding the quality of service obtaining in the university in the wake of staff retention challenges.
The alumni were also found to be critical in addressing staff retention challenges. The alumni can be organised to make a meaningful contribution towards the growth of the private university (Case 3 Returnee Lecturer 1). They can act as the ambassadors of the university by publicising the good quality education they will have obtained from their university. This would boost student enrolments to raise university income which in-turn could be used to offer allowances to lecturers in a bid to retain them.

The study revealed that University Councils monitor how well the universities’ operations are conducted. Suggestions in most universities indicate that the University Council ensures that the right people with the right qualifications, skills and experience are recruited, rewarded, recognised, staff developed and promoted. It attends staff selection and recruitment interview sessions, as well as staff promotions meetings at the apex of the university.

Financially, staff associations were found to have a role to play in containing staff retention challenges. Through staff associations, public university lecturers can make suggestions (Case 1 Retained Lecturer 1) about how to improve their conditions of service, lobbying for the implementation of straightforward and fair promotional procedures among other staff retention issues.

5.5 Summary

Chapter 5 presented, analysed and interpreted findings answering the following two research questions:
1. What are the challenges that Zimbabwe’s public and private universities face in the implementation of staff retention strategies?

2. How best can the challenges that Zimbabwe’s public and private universities face in the implementation of staff retention strategies be mitigated?

While public and private universities have different contexts, practices and experiences, it was found out that money to fund all the universities’ activities stood out to be one of the major challenges to retain staff. Other challenges that emerged from the study were lack of staff development and research opportunities, lack of career growth, staff accommodation problems and unwritten staff retention strategies/policies in public and private universities. To a large measure, public universities offer better conditions of service than private ones, although all of them are below the regional averages. All the studied universities had good Internet connectivity. One public and one private university had excellent infrastructural facilities. Another public university and the second private university were multi-campus in nature. All the universities studied had arable farming land. Non-involvement of the government in the funding of the private universities’ operations negatively impacted on the quality of conditions of services of lecturers obtainable in such universities. With regards to the measures to mitigate staff retention challenges faced by the studied universities, it was found out that government’s involvement in the operations of both public and private universities is paramount. All the categories of the participants suggested the need for the universities to be well funded. It was also observed that public and private universities have different sources of funds. Involvement of diverse stakeholders was found critical to fund and facilitate university developmental projects, both at institutional and personal levels. Chapter 6 concludes the thesis presenting thesis summary, findings, conclusion, and recommendations.
CHAPTER 6

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction
This chapter presents research overview on the overall purpose of the research, findings, conclusions and recommendations. The whole presentation is guided by research questions presented in chapter 1.

6.2 Summary
The purpose of the study was two-fold. First, it set out to identify and compare staff retention strategies obtaining in Zimbabwe’s public and private universities. Second, it sought to come up with measures to mitigate staff retention challenges. As shown in Chapter 1, page 7 the research problem was:

To what extent are staff retention strategies comparatively effected in Zimbabwe’s public and private universities?

The study was guided by the following research questions:

1. How do staff retention strategies obtain in Zimbabwe’s public and private universities?
2. How effective are staff retention strategies in Zimbabwe’s public and private universities?

3. How are staff retention strategies monitored in Zimbabwe’s public and private universities?

4. What are the challenges that the Zimbabwe’s public and private universities face in the implementation of staff retention strategies?

5. How best can the challenges that Zimbabwe’s public and private universities face in the implementation of staff retention strategies be mitigated?

The study’s main limitations were: lack of pertinently related literature on staff retention in the context of Zimbabwe, using the researcher as the primary instrument, and inaccessibility to possible documents at the research sites.

The study used qualitative research paradigm, interpretivism (research philosophy), subjectivism (epistemology) and a multiple-case study approach. Fourteen participants comprising three HR personnel who were selected by means of stakeholder purposeful sampling and four Retained and seven Returnee Lecturers who were selected using criterion purposeful sampling took part in the study. The study’s research instruments were the ‘self open-ended interview, document analysis, and observation guidelines. The process of data gathering was in two phases namely literature search which began with effect from 2008 to date and field data which started with effect from September 2013 to December 2013. Two kinds of data analysis were employed to
organise data. First, interview data were analysed using NVivo qualitative data analysis software. Second, data gathered using observation and documentary methods were analysed using thematic content analysis, which, according to Silverman (2006), has the capacity to yield a great deal of qualitative data that explain phenomena using thick descriptions.

### 6.3 Findings

A summary of the findings is presented using sub-headings drawn from the research questions.

#### 6.3.1 Staff retention strategies obtaining in Zimbabwe’s public and private universities

The study came up with three major findings. First, the studied universities had monetary incentives for staff and their families. Second, the universities used non-monetary staff retention strategies, other than money to value their staff. Third, universities also used research-related and career growth opportunities at varying degrees to retain their staff.

#### 6.3.1 (i) Similarities

Despite the differences in contexts, situations, settings, ownership, practices and experiences between public and private universities, some shared staff retention strategies emerged from the study. First, public and private universities had monetary and non-monetary staff retention strategies. Second, both public and private universities were found to have some conditions of service which served as part of retention strategies in those universities. Third, some of the
allowances offered in public and private universities tended to differ nominally, yet in practice, they tended to yield similar results.

6.3.1 (i) (a) Monetary staff retention strategies

Salaries were established to be a standard obligation that private and public universities needed to meet every month. In both public and private universities salaries lacked comparability with the regional universities, let alone, international universities. Salaries and allowances, despite their differences in public and private universities in Zimbabwe emerged as key push factors for academics. Tuition waiver was believed to promote intellectual growth of staff and their dependents in public and private universities. Loans were found to be a financial boost to public and private university lecturers’ finances. Bank loans have been adopted as a useful staff retention strategy in the studied universities, although they are given at varying degrees. All the studied universities did not offer housing allowance, thus, disregarding the importance of accommodation as a biological or physiological need for employees.

6.3.1 (i) (b) Non-monetary staff retention strategies

Public and private universities used research publications to promote lecturers as a means to retain them. Contact leave and sabbatical leave were obtaining on paper, rather than in practice in both categories of the universities. Study leave, contact leave and sabbatical leave were contractual obligations to be met by public and private universities. Both sets of universities had the desire to engage local authorities, to provide stands for their staff, and enabling working
environments to promote staff retention. It also emerged that in some universities, both public and private universities, there were no staff retention strategies to talk about. Also, both categories of the universities shared the desire to upgrade their lecturers’ qualifications, despite providing dissimilar opportunities through staff development, study leave and contact and sabbatical leave. Opportunities for study leave, contact and sabbatical leave were limited due to financial constraints in both public and private universities. During the conduct of the study, it was found out that junior lecturers hardly got opportunities to study, contact and sabbatical leave. Both sets of universities regarded staff development, research, career growth and promotion as key staff retention strategies. In addition, Cases 1, 2 and 3 offer medical aid cover as part of their staff retention strategies. While the researcher did not get information from Case 4 participants, it can be inferred that Case 4 also provides medical aid as one of the standard conditions of service.

6.3.1 (ii) Differences

Five monetary and five non-monetary differences in staff retention strategies were observed at the studied universities.

6.3.1 (ii) (a) Monetary differences

Public universities tended to offer better conditions of service in terms of salaries and bonuses, even though both conditions of service lag behind what international universities offer. Public and private universities had different sources of income in which the former were government funded and the latter were funded by Board of Directors and or partnerships. Only one private
university proposed to introduce Providence Funds, while the other studied public and private universities had no such plans. One public university, Case 1, offered transport, cell phone and laptop allowances, while another public university, Case 4, and both private universities, Cases 2 and 3 did not. Private universities had organisational loans such as Vice Chancellor’s loans and installation loans, but public universities did not have them.

6.3.1 (ii) (b) Non-monetary differences

The conditions of service were university-specific as they appeared to vary from one university to another, irrespective of the university category. In addition to the above, opportunities for career growth, staff development, research and consultancy, as well as contact leave, study leave and sabbatical leave obtained differently in public and private universities and were university-specific. It was also found that private universities tend to focus more on addressing hygiene factors such as work conditions, status, personal life, security, supervision, company policy and administration, and relationships with peers, subordinates and supervisors, while public universities focused more on such motivational factors as achievement, recognition, work itself, responsibility, advancement and growth to retain staff. Promotion and staff development procedures were not clearly written in both public and private universities in Zimbabwe and were being implemented differently. The infrastructure such as offices, staff accommodation and campus buildings differed from one university to another.
6.3.2 Effectiveness of staff retention strategies in Zimbabwe’s public and private universities

The study came up with four key findings regarding the effectiveness of staff retention strategies. The study found out that monetary and non-monetary staff retention strategies played a complementary role in retaining staff in the studied universities. It was observed that monetary incentives were an effective staff retention strategy for relatively young lecturers. It emerged that given the current macro-economic environment obtaining in Zimbabwe, both monetary (hygiene factors) and non-monetary (motivators) complement each other in retaining staff in the studied universities, although non-monetary strategies tend to be more effective in the long run. The effectiveness of particular staff retention strategies such as salaries, allowances, tuition waiver, and provision of accommodation, staff development and research and career development opportunities, and provision of adequate and appropriate resources were found to be of varying degrees in public and private universities, and also studied case situation-specific.

6.3.2 (i) Similarities

6.3.2 (i) (a) Similarities in regard to monetary staff retention strategies

The effectiveness of staff retention strategies in both kinds of universities was undermined by lack of funds. Tuition waiver benefitted staff members with young families in need of university education more than old lecturers with no children of university going age in private and public universities. In addition, it was observed that Cases 1, 2 and 3, provide medical aid cover as part of their staff retention strategies. Although the researcher did not interview Case 4’s HR
6.3.2 (i) (b) Similarities with respect to non-monetary staff retention strategies

Furthermore, the effectiveness of staff retention strategies was undermined by lack of clearly written down staff retention policies in both sets of the universities. Also, the provision of staff retention strategies was found to be associated with quality service delivery in both categories of the studied universities. Staff development was perceived as effective in retaining public and private university lecturers, although Case 2 (one private university), expressed reservations about the effectiveness of staff development in retaining its lecturers. Provision of adequate resources could retain staff in the studied universities. Staff retention was perceived to be largely promotional to the provision of quality education in the studied universities. It also emerged from the study that relatively more experienced and qualified lecturers were retained using non-monetary staff retention strategies, while their relatively less experienced and young ones needed money more than any other staff retention strategy. In both sets of the universities, it was found out that mature and settled lecturers were retained (Curran, 2012), while young and junior lecturers were more mobile (Pitts et al, 2011), if money and other conditions of service became a problem. Unsupportive university management was also viewed to defeat the pursuit of quality education and staff retention in one public university (Case 4) and one private university (Case 2).
6.3.2 (ii) Differences

6.3.2 (ii) (a) Differences regarding monetary incentives

The sources of university funds largely determined the degree to which staff retention strategies were effective in the universities. Furthermore, one public ODL university differed from the other public university and private universities in that it uses module writing to retain lecturers, while other universities use parallel programmes to retain lecturers.

6.3.2 (ii) (b) Differences regarding non-monetary incentives

Also, the differences in ownership of the universities contributed to the extent to which staff retention strategies were effective in public and private universities. Promotion was viewed as very effective at one public university, while it was reported to be ineffective at all the other universities. Private universities had organisational loans such as the Vice Chancellor’s loans and installation loans which could help them retain lecturers more than their public university counterparts. More participants in the private universities than in the public universities indicated an unawareness of how staff retention strategies could promote quality education.

6.3.3 Monitoring staff retention strategies in Zimbabwe’s public and private universities

The study found out two unanticipated findings. First, most staff in the research sites lacked thorough knowledge of staff retention strategies at their universities. Second, monitoring of staff retention strategies was a privilege for the management.
6.3.3 (i) Similarities

6.3.3 (i) (a) Non-involvement of lecturers in the monitoring process

It emerged from the study that public and private university lecturers were not involved in the formulation and monitoring of staff retention strategies.

6.3.3 (i) (b) Lack of knowledge about staff retention monitoring processes

It was found out that some Returnee lecturers and HR personnel from the universities professed ignorance about the existence and implementation of staff retention strategies in their universities.

6.3.3 (i) (c) PhD studies

The study established that both kinds of universities monitored students undertaking PhD studies.

6.3.3 (i) (d) Quality assurance

The studied universities also had quality assurance units to monitor the effectiveness of mechanisms to monitor staff retention.
6.3.3 (i) (e) **Salary surveys, benchmarks, staff appraisal forms, and annual awards**

Salary surveys, benchmarks, staff appraisal forms and annual awards are used to monitor staff retention in both kinds of the universities. It emerged from the study that some private and public universities use annual awards to monitor the implementation of staff retention strategies, although they tended to differ on their implementation process.

6.3.3 (ii) **Differences**

The study revealed that various mechanisms have been used by public and private universities to monitor staff retention strategies.

6.3.3 (ii) (a) **HR’s perspective**

From the HR’s perspective, public universities have been using production of reports, calling for quarterly promotions, submission of names of staff members with leadership positions and those with leadership potential. Public university HR units advised their Faculties about lecturers who are due for contact leave and sabbatical leave well in advance so that they can get enough time to apply to the universities they want to be attached to. Private universities on the other hand, focused on mechanisms such as universal applicability of strategies and benefits, the Salaries and Conditions of Service Committees and Human Resources Committee of Council, and annual awards for the best researcher, best lecturer and best community service lecturer.
6.3.3 (ii) (b) Retained Lecturers’ perspective

Also, from the Retained Lecturers’ perspective, staff retention strategies at the public universities were monitored through staff appraisal, departmental discussions, monitoring candidates studying PhD staff development through HR and VC’s offices, and Centre for Research and Scholarship. Private universities’ staff retention monitoring mechanisms were through weak communication channels, ineffective professional bodies, unappreciated retained staff and senior management.

6.3.3 (ii) (c) Returnee Lecturers’ perspective

Returnee Lecturers viewed the monitoring mechanisms in public universities as the preserve for senior management. In respect to private universities, the following mechanism to monitor staff retention emerged; the use of a quality assurance committee to ensure provision of quality education and staff development for doctoral studies.

6.3.4 Staff retention challenges faced by Zimbabwe’s public and private universities

Inadequate funding, recruitment of relatively young lecturers and weak communication were among seven similar challenges in public and private universities. Four different staff retention challenges were: Government support, research opportunities, university ownership, and regular salary.
6.3.4 (i) Similarities

6.3.4 (i) (a) Inadequate funding

The greatest of them all was found to be inadequate funding. All participants also concurred that inadequate resources imposed the greatest challenges on the universities’ operations. Lack of funding which negatively impacted on opportunities for research, staff development, study leave, contact and sabbatical leave, and career development for lecturers in both kinds of the universities. This will inevitably lead to less quality educational standards as best brains leave local universities for the outside countries’ institutions. Lack of government support has its own negative implications for the both sets of academic institutions.

6.3.4 (i) (b) Lack of career growth, staff development and research opportunities

Lack of career growth, staff development and research opportunities were also a drawback to staff retention in the studied universities.

6.3.4 (i) (c) Lack of academic space

Absence of academic space was evident in the studied universities from the Retained and Returnee Lecturers’ perspective.
6.3.4 (i) (d) Insensitive and unsupportive management practices

Insensitive and unsupportive management practices in the universities undermined the universities’ staff retention efforts.

6.3.4 (i) (e) Recruitment of relatively young people

While the recruitment of relatively young people in some departments is a very welcome development, it compromised quality due to lack of experience and exposure by lecturers. Also, the relatively young lecturers are more geographically mobile and prepared to quit if money becomes a problem.

6.3.4 (i) (f) Weak communication systems

Weak communication systems also undermined staff retention in most of the studied universities.

6.3.4 (i) (g) Lukewarm involvement of ZIMCHE, MOHTE and staff associations

ZIMCHE, MOHTE and staff associations were not actively engaged in the business of staff retention in the universities, yet they should be championing the need for staff retention in the universities in search of quality education and satisfying working and living conditions for university lecturers. This is a contradiction in both terms and deeds given the fact that ZIMCHE, MOHTE and staff associations preach about quality education.
6.3.4. (ii) Differences

6.3.4 (ii) (a) Lack of government financial support

Lack of government financial support to private university operations presented more challenges to retain staff than what obtains in public universities.

6.3.4 (ii) (b) Foreign-based university ownership

Foreign-based university ownership which particularised one private university imposed the challenge of operational management hardly obtainable in public universities.

6.3.4 (ii) (c) Less attractive private universities’ conditions of service

Private universities have less attractive conditions of service than their public university counterparts. The major differences were that public universities offered better opportunities for research, staff development and career growth than private universities. Also, public university lecturers were found to be certain about obtaining regular salaries and their increment, bonuses and allowances more than their private university colleagues. This leads to remuneration unpredictability. It may also lead to psychological and stress factors.
6.3.5 Measures to mitigate staff retention challenges faced by Zimbabwe’s public and private universities

With respect to measures to mitigate staff retention challenges in public and private universities, increased funding, housing and car loans, supportive university management, and document staff retention strategies were among nine measures the universities used to retain their staff. Two differences between public and private universities’ measures to mitigate staff retention challenges related to sources of funds and engagement of external partners.

6.3.5 (i) Similarities

6.3.5 (i) (a) Stakeholder involvement

Measures to alleviate staff retention challenges faced by Zimbabwe’s public and private universities called for the need for a concerted approach by all stakeholders in the overall development of the universities if staff retention challenges were to be curtailed.

6.3.5 (i) (b) Increased funding

Increased funding for research, study leave and contact and sabbatical leave, remuneration, staff development opportunities, provision of adequate and appropriate resources, and an enabling working environment were identified by all participants as the major measures to mitigate staff retention challenges. All universities need money to retain staff.
Manageable student/tutor ratios and the need to develop strategic partners and governance are deemed significant enough to warrant observation as far as staff retention in the studied universities is concerned.

6.3.5 (i) (c) Housing and car loans

Provision of housing and car loans in which the university acts as a guarantor is necessary to retain staff in public and private university settings. Also, capitalisation of universities produces extra income for private and public university lecturers.

6.3.5 (i) (d) Written staff retention strategies

Staff retention policies/strategies need to be written down in search of transparency in both kinds of universities. Certainly, written policies are preferable. One cannot run higher education institutions on the basis of informality if provision of university education is to be a serious business.

6.3.5 (i) (e) Supportive university management

University leaders and lecturers themselves were found to be key players in promoting staff retention at their universities. Supportive management was perceived to be a critical requirement in public and private universities willing to retain lecturers.


6.3.5 (i) (f) Involvement of strategic partners

The involvement of the Government and Non-Governmental Organisations (NGOs), including other strategic partners such as United Nations International Children’s Emergency Fund (UNICEF), World Health Organisation (WHO), United Nations Educational, Scientific and Cultural Organisation (UNESCO) and Food and Agricultural Organisation (FAO) to name a few, can benefit the financial coffers of the studied universities very well if opportunities are properly explored and exploited.

6.3.5 (ii) Differences

6.3.5 (ii) (a) Sources of funds

Although private universities had their sources of funds, they were in need of government funds to pay lecturers’ salaries.

6.3.5 (ii) (b) Need for external partners

While public universities were funded by the state they also needed external partners to fund key university operations which the government cannot fund alone, especially, in the wake of the current macro-economic challenges the country is undergoing through.

6.4 Conclusions

This section is also presented in five parts on the basis of the study’s research questions.
6.4.1 Conclusions regarding staff retention strategies obtaining in Zimbabwe’s public and private universities

On the basis of findings of this study the following two conclusions were drawn. First, the realisation that lecturers needed more than their basic salary appeared to be common to all the universities in the study. Second, staff retention strategies in the studied universities were university-specific.

6.4.1 (i) Similarities

- Staff retention strategies in public and private universities tended to differ on paper and implementation approach, but in practice they tended to yield similar results.

- Staff retention strategies in both kinds of universities were university-specific, whether the universities were public or private.

- Staff retention strategies were categorised as monetary (extrinsic factors/dissatisfiers) and non-monetary (intrinsic factors/motivators) in the studied universities. However, in both types of universities availability of funding affected all other resources and staff retention strategies.

- In both types of universities, shortage of funds hindered provision of contact and sabbatical leave. The lecturer participants felt that the universities were undermining the importance of such leave.
• Many participants lacked knowledge about staff retention strategies in their universities. This was an indication that universities are not fully committed to addressing staff retention challenges. Furthermore, university management in the studied universities did not provide staff with clearly written and laid down staff retention policies.

• None of the studied universities mentioned bonuses as a strategy to retain staff. Case 2 Returnee Lecturer 1 indirectly referred to it when she mentioned the problem that arose at the university about lack of salary increments and unpaid bonuses.

• Salaries for both public and private universities were much lower than the regional average.

• All universities in the study did not provide a housing allowance for the lecturers, an indication that the universities’ leadership are not considering issue of staff accommodation as a priority. This causes a serious problem on staff morale.

6.4.1 (ii) Differences

The following differences were observed in connection with available staff retention strategies:

• Public universities tended to offer more allowances such as transport, than private universities because of the support they receive from the government.
• As a result, opportunities for research work, staff development, career growth, recognition, reward and promotion tend to obtain more in public universities than in private ones.

• Monetary and non-monetary staff retention strategies varied from one university to another, even though they were meant to retain staff on a wholesale basis.

• Private universities had no transport allowance; an indication of their lack of support for the need to keep their staff happy, satisfied and motivated.

6.4.2 Conclusions regarding the effectiveness of staff retention strategies in Zimbabwe’s public and private universities

The following two major conclusions about the effectiveness of staff retention strategies are also drawn. First, the effectiveness of staff retention strategies in the studied universities were of varying degrees. Second, the effectiveness of the staff retention strategies offered in the universities was subject to the availability of funding in the universities.

6.4.2 (i) Similarities

• The effectiveness of monetary and non-monetary strategies to retain staff in both sets of the universities is circumstantial.

• The provision of adequate resources to retain staff is a determinant of quality education obtainable in the studied universities.

• The address of hygiene factors and motivators is university-specific.
Lack of knowledge about staff retention strategies by lecturers and HR participants undermined the effectiveness of the perceived staff retention strategies obtaining in public and private universities.

The effectiveness of staff retention strategies in the universities is negatively impacted on by lack of knowledge and information about staff retention.

6.4.2 (ii) Differences

It can be concluded that government’s involvement in the running of public universities is one of the causes of differences in the effectiveness of staff retention strategies in public and private universities.

Fewer staff retention strategies in the private universities than in the public universities portray the university leadership’s commitment to make the university an employer of choice (Case 3 HR).

6.4.3 Conclusions regarding monitoring of staff retention strategies in the studied universities

Two major conclusions relate to monitoring of staff retention strategies in public and private universities. First, lecturers were not involved in monitoring of staff retention strategies in the studied universities. Second, private universities seemed to lag behind public universities in terms of monitoring of staff retention strategies in the studied universities.
6.4.3 (i) Similarities

- Perceptions on the monitoring mechanisms for staff retention in public and private universities differ according to areas of expertise of participants. Disregarding public and private university lecturers’ contractual rights to contact leave and sabbatical leave not only dissatisfies and disgruntles lecturers, but it increases their desire to quit rather than to stay.

- Lack of knowledge with regards to how staff retention promotes quality education in public and private universities is a reflection of university management practices that trivialise retention of lecturers.

- Non-involvement of public and private university lecturers in the formulation of staff retention strategies disempowered the academics and undermined the effectiveness of staff retention strategies in the universities.

- The different funding regimes in public and private universities dictate the pace in implementing staff retention monitoring mechanisms in the studied universities.

6.4.3 (ii) Differences

- Public universities appeared to have more staff retention monitoring mechanisms than private universities.
HR and senior management were not effectively communicating with lecturers in some private universities. Situationally, possible reasons for this scenario are varied, that is, they range from lack of knowledge and experience, non-commitment to HR practices or not having a caring attitude.

6.4.4 Conclusions regarding challenges faced by Zimbabwe’s public and private universities in retaining staff
The major conclusion was that lack of funding negatively impacted on public and private universities’ efforts to implement effective staff retention strategies.

6.4.4 (i) Similarities

- Funding is the biggest challenge for retaining staff in public and private universities. Consequently, lack of funds undermines all university activities, inclusive of staff retention in the studied universities.

- Government through MOHTE is not providing funds for state universities to send lecturers for contact and sabbatical leave, signifying lack of prioritizing of staff growth in the universities. In a similar manner, private universities’ lecturers are not supported to go for contact and sabbatical leave by their university funders.

- Lack of engagement of diverse strategic partners does not lead to effective staff retention in the studied universities.
• Failure to treat public and private university lecturers as people dampens their sense of hard work, spirit of commitment and motivation to work in the university, thereby, increasing their chances of quitting rather than staying.

• Poor management and leadership styles, coupled with unfavourable climate and working conditions derail staff retention efforts in the studied universities.

• Poor communication practices in the studied universities diminish possibilities of retaining academic staff.

• Failure to address to both intrinsic and extrinsic factors of motivation results in enhanced staff exodus in the studied universities.

• Universities’ failure to support study, contact and sabbatical leave in search of lecturer academic exposure was a grave concern in all the studied universities.

6.4.4 (ii) Differences

• Private universities did not receive government funding and so found it difficult to adopt meaningful strategies to retain staff.

• The Boards of Directors which run some private universities in Zimbabwe from foreign bases do not understand the Zimbabwean situation economically, socially and politically, and so fail to appreciate the needs of staff in such universities.

• Lack of attractive conditions of services in some of the private universities tend to increase the lecturer quit rates more than what obtains in the public universities.
6.4.5 Conclusions regarding measures to mitigate staff retention challenges in the studied universities

In view of the findings in chapter 5, one major conclusion is made with reference to strategies to mitigate staff retention challenges. Provision of adequate funds and engagement of diverse strategic partners can mitigate staff retention strategies.

6.4.5 (i) Similarities

- Money, staff development, career growth and research opportunities are among the hallmarks of effective staff retention in public and private universities.

- Engagement of diverse strategic partners is one of the routes to effective staff retention in public and private universities.

- Striking a balance between the provision of intrinsic and extrinsic benefits is essential since the study found out that monetary and non-monetary benefits play a complementary role in retaining staff.

- Manageable student/tutor ratios could increase job satisfaction, motivation and commitment to the job.

- Universities which recognise the value of their lecturers as key human resources motivate the lecturers to be committed to their jobs.
Supportive university management is a critical staff retention strategy in the studied universities.

Universities ensuring that lecturers who actually work and earn rewards for their hard work are key players in enhancing staff retention in public and private universities, hence, the need for performance-based pay.

Lastly, public and private universities need to find ways of providing lecturers with study, contact and sabbatical leave in order to retain them.

6.4.5 (ii) Differences

Public universities appeared more readily welcoming to external partners to fund their university business operations, while private universities consider proposals to receive government funding.

Private universities were less proactive in providing their staff with accommodation than what public universities were doing.

Private universities had less effective communication channel practices than public universities.

Private universities seemed to be depriving their lecturers of staff development, research and career growth opportunities more than their public university counterparts.
6.5 Recommendations

The following are recommendations made on the basis of the findings of this study:

6.5.1 Recommendations for staff retention strategies that obtain in the universities

- Private and public universities need to have knowledge of what other local, regional and international competitors offer in terms of staff retention strategies through salary surveys and benchmark to effectively retain their staff. The study recommends a starting salary of US$4 000 for a university lecturer, an amount that is within the reach of SADC regional universities. The participants believed that it would enable them to live a respectable and decent life.

- Performance-based pay for lecturers is the best strategy to retain lecturers in both kinds of universities. Universities should retain lecturers who actually work and have the capacity to actually pay themselves through hard work.

6.5.2 Recommendations for the effectiveness of staff retention strategies that obtain in the universities

- Universities should increase opportunities for career growth, staff development, research and post-doctoral research fellowships to recognise, motivate and retain lecturers.

- Annual awards which increase competition among public and private university lecturers need to be employed as means to prop up hard work and commitment to
work. Universities can individually introduce monthly awards for the best employee in which colleagues nominate the best lecturers for that month.

6.5.3 Recommendations for staff retention monitoring mechanisms obtaining in the studied universities

- The HR needs to recruit, recognise, reward and promote the right people through Faculty and Departmental recommendations in a bid to retain staff.

- Staff appraisal assessment should be meaningfully used to reward lecturers according to their performance.

6.5.4 Recommendations to mitigate staff retention challenges that the studied universities face

- The Government needs to be involved in the funding operations of private universities in the similar manner it does to private schools by paying lecturers’ salaries and giving grants and scholarships because it is the government’s duty to educate its citizens.

- Further studies in staff retention strategies in universities need to be conducted on a wider scale to establish how universities in the country are managing the retention of their academic staff. The study did not explore how different groups in terms of sex, age, educational qualifications and work experience are motivated to be retained. This would be an area for further study to provide institutions with ideas on how to motivate the different groups of lecturers in the institutions. Universities need to consider adopting the Money, Research and Career Model
(MRCM) in their bid to retain lecturers. The MRCM is illustrated in the diagram on the overleaf page, Figure 6.1.
6.5.4 (i) (a) THE RESEARCH MONEY CAREER MODEL (MRCM)

Figure 6.1: Money, Research and Career Model for Staff Retention

The MRCM

Universities can use this model to guide them in developing, monitoring and evaluating their staff retention strategies. The universities need to know the current staff retention strategies, staff
retention monitoring mechanisms and their degree of effectiveness in order for them to be able to
develop, monitor and evaluate effective staff retention strategies. In trying to develop, monitor
and evaluate staff retention strategies, the model answers the following questions:

1. What staff retention strategies are currently on offer in the institution?

2. How are they implemented?

3. How are they monitored?

4. To what extent are they effective?

5. What challenges does the institution face in administering the staff retention strategies?

6. How do they compare with standard staff retention strategies offered elsewhere?

7. How best can they be developed, monitored and made effective in retaining staff?

6.5.4 (i) (b) Elements of the MRCM

The model has three elements namely, money on the left side, research on the right side, and
career on the bottom. Each of these elements has some components that guide the employer on
how best to retain staff.
Money

Money, for example, has five components which are money, opportunities, needs satisfaction, environment and yields. Within the element of money is a component: money. Money as a component of the element: money refers to the provision of financial benefits such as salary, bonus and allowances. In theory, these are dissatisfiers, but in practice, money is a motivator since the studied universities use it to retain their staff. The motivators under money are opportunities which could be for research, staff development, study, contact and sabbatical leave. These need funding in the public and private universities. The dissatisfiers under money are environment in the form of university climate, leadership style and supervision practices.

Environment can be a motivator for staff retention if lecturers are provided with adequate well-equipped and user-friendly facilities. Needs satisfaction refer to the degree to which lecturers’ basic needs (food, accommodation, education) and advanced needs (research, staff development and career growth) are met. Basic needs signify dissatisfiers, while advanced needs denote motivators.

The last component of money is yields. Yields refer to achievements (motivators) in terms of promotion, academic and career growth on one hand. On the other hand, yields are dissatisfiers if they are extrinsic rewards such as salary increments or award of bonuses and allowances because awarding salary increments or bonuses does not stop lecturers’ desire to quit their jobs. It is hard to satisfy lecturers in terms of financial rewards.
Research

The element of research comprises: rise, education, staff development, esteem, actualisation, research, climate and honour. Rise, esteem, actualisation and honour imply upward mobility of lecturers as a result of having undertaken research. These four components of research are motivators for staff retention subject to the provision of research opportunities at any given university. They are similar to yields under money only if a lecturer gets promoted as a result of recognition of his/her research work and academic growth.

Education and staff development relate to opportunities for professional and career growth available for staff. Such opportunities include study, contact and sabbatical leave. They become dissatisfiers if university management does not support them, and the converse is true.

Research is the greatest motivator for staff retention in the universities. Most universities’ most important key result area is research, therefore, lecturers cannot rise and feel satisfied with their work in the absence of research.

Career

Career is the last element of MRCM. It consists of organisational culture, advancement, reputation, equity, employment and remuneration.
**Culture** refers to what a university does in its efforts to retain staff. It is a dissatisfier if the university has weak channels of communication and task-oriented HR practices that ignore lecturers’ needs. Culture is related to climate under the element of research because some managers and leaders have the capacity to repel and drive away staff, while others are best known for attracting and keeping their staff. It becomes a motivator when every staff member is aware of staff retention strategies in the university.

**Advancement** is related to education and staff development under research, and opportunities under money. It becomes a motivator for staff retention when lecturers rise academically and professionally. It falls away as a result of lack of support by university management.

**Reputation** is similar to honour under research and yields under money, again on the basis of one’s research efforts and academic growth.

**Equity** refers to fair treatment of lecturers in terms salary awards, promotion, and provision of research and staff development opportunities, as well as opportunities for study, contact and staff development leave. Equity is subject to university funding which determines whether or not it should be labelled a motivator or dissatisfier for staff retention.
**Employment** is equivalent to environment and climate under money and research, respectively. It refers to the work conditions which dictate whether lecturers are well utilised or under-utilised. If they are under-utilised they feel demotivated and dissatisfied with their work. The employers need to provide a conducive work environment in terms of leadership style, funding, facilities and challenging work.

The last component of career is **remuneration**. Remuneration is related to yields and honour and money and research. It refers to the salaries that staff gets and how well such salaries are rewarding the staff, and the extent to which the staff appreciate the salaries on the basis of what their peers in the private sector and other universities in the Southern African region and beyond would be getting.

### 6.5.4 (i) (c) Application

The dissatisfiers and motivators in the MCRM are interdependent. Their description is situation-specific. The model seeks to ensure that lecturers employed in the public and private universities experience job satisfaction, motivation and commitment to the job in order to retain them. MRCM shows dissatisfiers and motivators which need a harmonious situation-specific implementation in order to achieve the set out goals of staff retention. While the MRCM may appear simplistic in its outlook, all its components are mutually interwoven and support each other in ensuring the retention of the organisation’s staff members. In the context of this study, research, education/staff development/opportunities/advancement, environment, remuneration,
and culture/climate prove to be among the core staff retention strategies that organisations can use situationally to retain their staff. However, when things are tough in terms of political-socio-economic circumstances, users in the universities and other organisations can modify the model to suit their circumstances. Therefore, if one is to adopt the model, the starting point for using it to retain staff is to provide the best possible balance of staff retention strategies provided in the model’s three elements within the confines of the university’s macro-economic environment. Thus, the model can be used on the basis of adoption and adaptation depending on unique circumstances of the organisations.

6.6 Summary

This chapter presented findings, conclusions and recommendations. It established that lecturers in both sets of the universities needed more than salary in order to be retained. The study found out that public and private universities’ employed staff retention strategies of varying degrees in terms of effectiveness and monitoring mechanisms. The greatest challenge that the studied universities faced in retaining staff was financial. The study recommended that both kinds of universities needed diverse stakeholder support to help them mitigate staff retention challenges. It also proposed an MRCM for universities and other interested organisations to employ in their bid retain staff.
7.0 REFERENCES

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7.2 CITED SOURCES IN JOURNAL ARTICLES


7.3 TEXT BOOKS


7.4 CITED SOURCES IN BOOKS


7.5 DISSERTATIONS AND THESES AND THEIR CITED SOURCES


7.6 INTERNET SOURCES


7.7 INSTITUTIONAL DOCUMENTS CONSULTED


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Zimbabwe State Universities (n.d). *Academic Staff Appointment, Grading and Promotions Ordinance*. 
7.8 NEWSPAPERS


Jongbloed, B. (2012). *Academic Retention in Europe-It is not all about the money*, 22 April 2012 Issue No: 218 b.w.a.jongbloed@utwente.nl


7.9 CONFERENCE PAPERS


7.10 OTHER RESEARCH-RELATED SOURCES


Chendroyperumal (n.d.). Retention Strategies from 5000 Year-old Indian Wisdom on HRM. India.


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APPENDIX A
CONFIRMATION OF PhD STUDENTSHIP WITH THE ZOU’S HIGHER DEGREES DIRECTORATE
Ref: HD/21

10 July 2013

To whom it may concern

PROF T. MAPOLISA (P0935690M), DIRECTORATE REFERENCE D/MAY/08/11/43

The bearer, Prof T. Mapolisa (P0935690M), Directorate Reference Number D/MAY/08/11/43 is a bona fide Higher Degrees candidate registered for the Doctor of Philosophy programme with this University. He is conducting research under the theme: A Comparative Case Study of Zimbabwe’s Public and Private Universities’ Staff Retention Strategies.

He is ready to go into the field to gather data. He also intends to analyse and compile the thesis report during the period 1 August 2013 to 31 December 2013.

Any assistance offered to him to facilitate his study will be most appreciated.

Dr A.S. Chikasha
Director, Higher Degrees
APPENDIX B

APPLICATION FOR AUTHORITY FROM THE MINISTRY OF HIGHER AND TERTIARY EDUCATION TO CONDUCT RESEARCH IN THE PUBLIC AND PRIVATE UNIVERSITIES

The Permanent Secretary

Ministry of Higher and Tertiary Education

P.O. Box CY1712

Causeway

Harare

16 April 2013

The Zimbabwe Open University

P.O. Box MP1119

Mount Pleasant

Harare

Dear Sir/Madam

RE: APPLICATION FOR PERMISSION TO CARRY OUT RESEARCH

I am a registered and active Doctor of Philosophy in Education candidate with the Zimbabwe Open University (ZOU) Higher Degrees, Directorate. My name is Tichaona Mapolisa (P0935690M). With this in mind, I wish to seek for permission of the Permanent Secretary to carry out my research in the Public and Private Universities.

I would be grateful for this permission and for your support. In this study, I am investigating, “A Comparative Case Study of Zimbabwe’s Public and Private Universities’ Staff Retention Strategies.”

My targeted research participants are the Registrar and Human Resources Director who will be interviewed using an open-ended personal interview guide; retained lecturers (who have been with the University since 2008 and before) from different Faculties and returnee lecturers (who were working outside the country and are now back to work at Universities in Zimbabwe) from different Faculties who will also be interviewed. My third data generation method is document
analysis. I kindly request for my study-related documents (Brain drain statistics, staff vacancy notices, staff retention statistics, Annual Reports on staffing, Human Resources minutes on staffing, Faculty and Departmental minutes on staffing, and any other relevant documents for the period between 2008 and 2013). Data gathering shall start in May 2013 up to August 2013.

I guarantee total confidentiality of any sensitive information. To this end, I shall only report information that is in the public domain and within the law of the land. There will be total confidentiality of all participants’ names and I shall not name any institution without permission.

I look forward to your support and guidance. I promise to submit a complete report of this thesis to your good office upon completion of my studies.

Yours faithfully

........................................

Prof Tichaona Mapolisa (tichmap@gmail.com/tichmapolisa@yahoo.co.uk  Cell: 0733 608 577)
APPENDIX C

PERMISSION GRANTED TO CARRY OUT THE STUDY IN THE PUBLIC AND PRIVATE UNIVERSITIES BY THE MINISTRY OF HIGHER AND TERTIARY EDUCATION’S SECRETARY
From the Office of The Secretary for Higher and Tertiary Education

All official communications should be addressed to
“The Secretary”

Telephone: 795891-5, 796441-9, 730055-9
Fax: 733070
Telegraphic address “EDUCATION”

Reference: E/7/6
SECRETARY FOR HIGHER AND
TERTIARY EDUCATION
P.O. Box CY 7732
Causeway
HARARE

ZIMBABWE

21 August 2013

Zimbabwe Open University
P.O. Box MP 1119
Mount Pleasant
Harare

Dear Prof. T. Mapolisa

REQUEST FOR PERMISSION TO CARRYOUT A RESEARCH ON “A COMPARATIVE CASE STUDY OF ZIMBABWE’S PUBLIC AND PRIVATE UNIVERSITIES’ STAFF RETENTION STRATEGIES”

Reference is made to your letter in which you request for permission to carry out an academic research on “A Comparative Case Study Of Zimbabwe’s Public And Private Universities’ Staff Retention Strategies.”

Accordingly, be advised that the Head of Ministry has granted permission for you to carry out the research.

It is hoped that once completed your research will benefit the Ministry. Accordingly, it would be appreciated if you could supply the Office of the Permanent Secretary with a final copy of your study, as the findings would be relevant to the Ministry’s strategic planning process.


M.J. Chirapa
For: PERMANENT SECRETARY
APPENDIX D

APPLICATION FOR AUTHORITY FROM THE UNIVERSITY REGISTRARS IN THE PUBLIC AND PRIVATE UNIVERSITIES TO CARRY OUT RESEARCH IN THEIR INSTITUTIONS

The Registrar

……………..University

P.O Box ………………..

……………………

16 August 2013

Dear Sir/Madam

RE: APPLICATION FOR PERMISSION TO CARRYOUT RESEARCH

I am a registered and active Doctor of Philosophy in Education candidate with the Zimbabwe Open University (ZOU) Higher Degrees, Directorate. My name is Tichaona Mapolisa (P0935690M). With this in mind, I wish to seek for permission of the Registrar to carry out my research in the Public and Private Universities.

I would be grateful for this permission and for your support. In this study, I am investigating, “A Comparative Case Study of Zimbabwe’s Public and Private Universities’ Staff Retention Strategies.”

My targeted research participants are the Registrar and Human Resources Director who will be interviewed using an open-ended personal interview guide; retained lecturers (who have been with the University since 2008 and before) from different Faculties and returnee lecturers (who were working outside the country and are now back to work at Universities in Zimbabwe) from different Faculties who will also be interviewed. My third data generation method is document analysis. I kindly request for my study-related documents (Brain drain statistics, staff vacancy notices, staff retention statistics, Annual Reports on staffing, Human Resources minutes on
staffing, Faculty and Departmental minutes on staffing, and any other relevant documents for the period between 2008 and 2013). Data gathering shall start in May 2013 up to August 2013.

I guarantee total confidentiality of any sensitive information. To this end, I shall only report information that is in the public domain and within the law of the land. There will be total confidentiality of all participants’ names and I shall not name any institution without permission.

I look forward to your support and guidance. I promise to submit a complete report of this thesis to your good office upon completion of my studies.

Yours faithfully

...........................................

Prof Tichaona Mapolisa (tichmap@gmail.com/tichmapolisa@yahoo.co.uk  Cell: 0733 608 577)
APPENDIX E

INFORMED CONSENT FORM

Candidate: Tichaona Mapolisa (P0935690M): Research Focus: A Comparative Case Study of Zimbabwe’s Public and Private Universities’ Staff Retention Strategies

Purpose of the Study

The main aim of the study is to investigate staff retention strategies in Zimbabwe’s Public and Private Universities on a comparative basis from the perspectives of the University Human Resources Directors, retained lecturers, and returne lecturers. The value of this research is to establish the degree to which staff retention strategies are alleviating brain drain in Public and Private Universities in Zimbabwe. The findings are expected to assist higher and tertiary education educational planners and policy makers to develop plausible strategies and, mechanisms to monitor and evaluate their implementation.

Procedures

Research data will be gathered by means of audio-taped face-to-face interviews for all the participants, returnee lecturers and document analysis. The data collected from the several sources will be qualitatively analysed.

Duration

Face-to-face interviews should last at most two hours. The duration of document analysis will depend on the nature of documents which will be selected for analysis.

Likely Risks

The researcher does not envisage any risks to the research participants. However, should the research participants feel provision of answers to some questions could put them at risk; they are not compelled to answer questions. They should feel free to withdraw their participation.
Possible Benefits to the Participants

Participants are likely to derive satisfaction from taking part in the study of this magnitude in which they will give an invaluable contribution to the generation of possible staff retention strategies in Zimbabwe’s Public and Private Universities. The main benefit is professional engagement in generation possible solutions for a very important problem.

Contacts

In case you might want some clarification on this study please feel free to contact: Tichaona Mapolisa on Mobile: +263-733608577(tichmap@gmail.com /tichmapolisa@yahoo.co.uk ).

Confidentiality

The study observes, maintains and respects the rights of the research participants to anonymity, privacy and confidentiality. The information gathered in this study will be used purely for academic purposes. The findings of the thesis may be published, and presented in local and international conferences –and other academic fora. Research findings will be made available at the Zimbabwe Open University in the Faculty of Arts and Education, The Higher Degrees Directorate and any other personnel appointed by them at the same university.

Voluntary Participation

I have read and understood this consent form. I understand the purpose of the study. The envisaged risks and the benefits have been clearly explained, and I do understand that there are no direct benefits and that should I feel that I am at risk I am free to withdraw my participation without any penalty.

Signature of the Participant: .........................

Date: ....................... 

Signature of the Researcher: ..........................

Date: .......................... 

Thank you
APPENDIX F

OPEN-ENDED INTERVIEW GUIDE FOR THE RETURNEE LECTURERS

1. How old are you?

2. What is your highest educational qualification?

3. What is your current employment status?

4. What is your current designation in the university?

5. This section requires you to fill in specific details about yourself.

5.1 For how long have you been teaching in the current university?

5.2 Have you ever taught in another university before? If yes, for how long did you teach in that university?

5.3 Indicate the Faculty/Department that you are attached to in the space below.

5.4 What is the average size of postgraduate classes in your Faculty/Department?

5.5 What is the average size of undergraduate classes in your Faculty/Department?

5.6 How many postgraduate students do you supervise for research at a given time?

5.7 How many undergraduate students do you supervise for research at a given time?

5.8 How many hours per week do you teach?

SECTION B: OPEN –ENDED QUESTIONS

Respond to the questions below by providing as much detail as possible in the provided spaces.

1. Possible strategies to retain lecturers to the universities: Questions 1.1-1.2 focus on staff retention strategies that your university has employed in its bid to retain high profile staff.

1.1 How has been your university able to retain its academic staff between 2008 and 2013?

1.2 What other benefits and facilities do you consider as essential strategies to retain lecturers at your university?
2. Effectiveness of staff retention strategies – Questions 2.1-2.3 focus on the degree to which staff retention strategies have been in keeping lecturers at their jobs within your university.

2.1 How effective are the strategies you have indicated in Question 1 retaining staff?

2.2. How efficient are your university’s staff promotion strategies?

2.3. To what extent does staff retention promote quality education at your university? Give relevant examples to demonstrate the link between staff retention and quality education.

3. Mechanisms put in place to monitor the implementation of staff retention strategies: In the questions 3.1-3.4.4 below, I am seeking your perceptions regarding how your university monitors the implementation of staff retention strategies.

3.1. How much are you involved in the formulation of staff retention strategies?

3.2. How does your university monitor the implementation of staff retention strategies?

3.3. To what extent do you think Zimbabwe Council of Higher Education (ZIMCHE) is involved in the formulation and monitoring of staff retention strategies?

3.4. To what extent do you think Professional Bodies such as the Universities’ Staff Associations of Lecturers and Universities’ Associations of Vice Chancellors are involved in the formulation and monitoring of staff retention strategies?

3.4.1. How does the senior management monitor the implementation of staff retention strategies at your university?

3.4.2. Does your university make any form of reporting to the:

3.4.2.1. Government?

3.4.2.2. Professional Bodies?

3.4.2.3. ZIMCHE?

3.4.3. How does your university monitor staff development of its members?

3.4.4. What other mechanisms do you think could monitor the implementation of staff retention strategies?

4. Staff retention challenges in the university: Questions 4.1-4.2.6’s focus is on staff retention challenges that your university faces.

4.1. From your experience in the Faculty/Department, what staff retention challenges has your university experienced since 2008?
4.2. How have staff retention challenges affected the operations of your Faculty/Department in regard to the quality of work of:

4.2.1 Lecturers who remain at the university?

4.2.2 Students on residential sessions (for conventional universities)/students in stream during semester (for Open and Distance Learning universities)?

4.2.3 Students carrying out research project/dissertation work?

4.2.4 Students undertaking a practicum course (programme-related practical attachment)?

4.2.5 The image of the university in general?

5. Mitigation of staff retention challenges: The focus of questions 5.1-5.3 is on ways of alleviating staff retention challenges within your university.

5.1. How can your university be best assisted to mitigate staff retention challenges?

5.2. Who can be involved in mitigating staff retention challenges and to what extent can one be involved, and with what effect?

5.3. What are the other means of mitigating staff retention challenges, other than the ones mentioned above? Indicate those that your former university used to employ, and recommend your current university to adopt for implementation.

6. Kindly feel free to share with me any other relevant issues regarding staff retention strategies practices, challenges and mitigatory measures that might have been left out above.

Thank you very much for taking your time to respond to this interview.
APPENDIX G

OPEN-ENDED INTERVIEW GUIDE FOR THE RETAINED LECTURERS

Section A: Demographic Characteristics of Research Participants

1. How old are you?
2. What is your highest professional qualification?
3. What is your current employment status?
4. What is your current designation in the university?
6. This section requires you to fill in specific details about yourself.
6.1. For how long have you been teaching in the current university?
5.2. Have you ever taught in another university before? If yes, for how long did you teach in that university?
5.3. Indicate the Faculty/Department that you are attached to in the space below.
5.4. What is the average size of postgraduate classes in your Faculty/Department?
5.5. What is the average size of undergraduate classes in your Faculty/Department?
5.6. How many postgraduate students do you supervise for research at a given time?
5.7. How many undergraduate students do you supervise for research at a given time?
5.8. How many hours per week do you teach?

SECTION B: OPEN-ENDED QUESTIONS

Respond to the questions below by providing as much detail as possible in the provided spaces.

1. Possible strategies to retain lecturers to the universities: Questions 1.1-1.2 focus on staff retention strategies that your university has employed in its bid to retain high profile staff.

1.1. How has been your university able to retain its academic staff between 2008 and 2013?
1.2. What other benefits and facilities do you consider as essential strategies to retain lecturers at your university?
2. Effectiveness of staff retention strategies – Questions 2.1-2.3 focus on the degree to which staff retention strategies have been in keeping lecturers at their jobs within your university.

2.1 How effective are the strategies you have indicated in Question 1 retaining staff?

2.2. How efficient are your university’s staff promotion strategies?

2.3. To what extent does staff retention promote quality education at your university? Give relevant examples to demonstrate the link between staff retention and quality education.

3. Mechanisms put in place to monitor the implementation of staff retention strategies: In the questions 3.1-3.4.3 below, I am seeking your perceptions regarding how your university monitors the implementation of staff retention strategies.

3.1. How much are you involved in the formulation of staff retention strategies?

3.2. How does your university monitor the implementation of staff retention strategies?

3.3. To what extent do you think Zimbabwe Council of Higher Education (ZIMCHE) is involved in the formulation and monitoring of staff retention strategies?

3.4. To what extent do you think Professional Bodies such as the Universities’ Staff Associations of Lecturers and Universities’ Associations of Vice Chancellors are involved in the formulation and monitoring of staff retention strategies?

3.4.1. Does your university make any form of reporting to the:

3.4.1.1. Government?

3.4.1.2. Professional Bodies?

3.4.1.3. ZIMCHE?

3.4.2. How does your university monitor staff development of its members?

3.4.3. What other mechanisms do you think could monitor the implementation of staff retention strategies?

4. Staff retention challenges in the university: Questions 4.1-4.2.6’s focus is on staff retention challenges that your university faces.

4.1. From your experience in the Faculty/Department, what staff retention challenges has your university experienced since 2008?
4.2. How have staff retention challenges affected the operations of your Faculty/Department in regard to the quality of work of:

4.2.1 Lecturers who remain at the university?

4.2.2 Students on residential sessions (for conventional universities)/ students in stream during semester (for Open and Distance Learning universities)?

4.2.3 Students carrying out research project/dissertation work?

4.2.4 Students undertaking a practicum course (programme-related practical attachment)?

4.2.5. The image of the university in general?

5. Mitigation of staff retention challenges: The focus of questions 5.1-5.3 is on ways of alleviating staff retention challenges within your university.

5.1. How can your university be best assisted to mitigate staff retention challenges?

5.2. Who can be involved in mitigating staff retention challenges and to what extent can one be involved, and with what effect?

5.3. What are the other means of mitigating staff retention challenges, other than the ones mentioned above?

6. Kindly feel free to share with me any other relevant issues regarding staff retention strategies practices, challenges and mitigatory measures that might have been left out above.

Thank you very much for taking your time to respond to this interview.
APPENDIX H

OPEN-ENDED INTERVIEW GUIDE FOR UNIVERSITY REGISTRARS AND HUMAN RESOURCES DIRECTORS

1. How old are you?
2. What is your highest educational qualification?
3. What is the professional title for your present Position?
4. For how long have you been working in this post?
5. To what extent do you hold an academic background?

SECTION B: STAFF RETENTION STRATEGIES

1. In this I am seeking your perceptions on staff retention strategies

1.1. From your experience, what is your university doing to retain

1.1.1. Lecturers who have been with the university between 2008 and 2013?

1.1.2. Returnee lecturers?

1.2. Does your university make any reports about staff retention strategies for curbing brain drain to the:

1.2.1. Government?

1.2.2. Professional bodies such as University Lecturers Unions and Vice Chancellors’ Associations?

1.2.3. Zimbabwe Council for Higher Education?

1.3. How does the university involve lecturers in the formulation of policies on strategies at your university?

1.4. Who initiates the formulation process of staff retention strategies?

1.5. Who is responsible for undertaking the process?

1.6. What guides the formulation process of staff retention strategies?
and who is responsible for undertaking the process?

2. Effectiveness of staff retention strategies

I am seeking your perceptions on effectiveness of staff retention strategies at your university.

2.1. How effective are staff retention strategies at your university?

2.2. Of the strategies used by your university which ones are more effective?

3. Monitoring of staff retention strategies

In this part of the interview, our focus is on how your university monitors the implementation of staff retention strategies.

3.1. How does your university monitor the implementation staff retention strategies?

3.2. Is there any kind of support offered to the Faculties in order to assist them to retain their staff?

4. Staff retention challenges in the university:

In this part of the interview, we are focusing on staff retention challenges that your university experiences.

4.1. Describe challenges that your university has faced in implementing staff retention strategies.

4.2. How have staff retention challenges affected the operations of your university Faculties/Departments in regard to the quality of work of:

4.2.1 Lecturers who remain at the university?

4.2.3 Students on residential sessions (for conventional universities)/ students in stream during semester (for Open and Distance Learning universities)?

4.2.4 Students carrying out research project/dissertation work?

4.2.5 Students undertaking a practicum course (programme-related practical attachment)?

4.2.6. The image of the university in general?

5. Mitigation of staff retention challenges: The focus is on ways of alleviating staff retention challenges in the university.

5.1. How best could your university be assisted to mitigate staff retention challenges?
5.2. Who could be involved in the mitigation of staff retention challenges and to what extent could they be involved?

5.3. How does the official university policy on the following issues help in mitigating academic staff retention challenges:

- Staff/student ratios?
- Provision of an enabling working environment?
- Provision of adequate teaching and research facilities?
- Staff development?
- Research and scholarship?
- Promotional opportunities?
- Car parks?
- Allowances?

5.5 How best could your University be assisted to retain staff by:

- Alumni?
- Former lecturers?
- MOHTE?
- Professional Bodies?
- ZIMCHE?
- Local organisations?
- International organisations?

6. We have come to the end of the interview, but I am sure that there are some other relevant issues regarding staff retention strategies that you would like to share with me?

END OF INTERVIEW –THANK YOU
# APPENDIX I

**DEMOGRAPHIC DATA FOR HUMAN RESOURCES PERSONNEL IN ZIMBABWE’S PUBLIC AND PRIVATE UNIVERSITIES (N=4)**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sex</th>
<th>Age Group in Years</th>
<th>Highest Educational Qualification</th>
<th>Years of Experience</th>
<th>Professional Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case 1 Human Resources Manager (Public University)</td>
<td>M</td>
<td>40-49</td>
<td>Bachelors Degree in Administration</td>
<td>At least 7 years at the current position at the current university, and 6 years prior experience in a different jacket at the same university</td>
<td>Human Resources Manager</td>
</tr>
<tr>
<td>Case 2 Human Resources Manager (Private University)</td>
<td>M</td>
<td>40-49</td>
<td>Master of Science in Business Administration</td>
<td>1 year at the current university</td>
<td>Human Resources Manager- but under normal circumstances- he is the university Administrative Assistant to the Human Resources and Administration.</td>
</tr>
<tr>
<td>Case 3 Deputy Registrar Human Resources and Administration (Private University)</td>
<td>M</td>
<td>40-49</td>
<td>Master of Business Administration</td>
<td>5 years at the current university</td>
<td>Deputy Registrar Human Resources and Administration</td>
</tr>
<tr>
<td>Case 4 Deputy Registrar Human Resources (Public University)</td>
<td>F</td>
<td>To be interviewed by 24/01/14</td>
<td>To be interviewed by 24/01/14</td>
<td>To be interviewed by 24/01/14</td>
<td>To be interviewed by 24/01/14</td>
</tr>
</tbody>
</table>
**APPENDIX J**

**DEMOGRAPHIC DATA FOR RETAINED LECTURERS IN ZIMBABWE’S PUBLIC AND PRIVATE UNIVERSITIES (N=4)**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sex</th>
<th>Age Group in Years</th>
<th>Highest Educational Qualification</th>
<th>Years of Experience</th>
<th>Professional Status</th>
<th>Programme(s) Taught</th>
<th>Number of Research Students Supervised</th>
<th>Number of Teaching Hours and Number of Students Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case 1 Retained Lecturer 1</td>
<td>F</td>
<td>50-59</td>
<td>Master of Science Degree in Educational Psychology</td>
<td>At least 12 years at the current university</td>
<td>Tenured lecturer in the Faculty of Applied Social Sciences in the Department of Psychology</td>
<td>Master and Bachelor of Science in Psychology</td>
<td>5 postgraduate students; and 10 undergraduate students</td>
<td>12 hours of teaching; and 100 students nationwide since this is an ODL institution</td>
</tr>
<tr>
<td>Case 1 Retained Lecturer 1</td>
<td>F</td>
<td>50-59</td>
<td>Master of Science in Public Health</td>
<td>At least 12 years at the current university</td>
<td>Senior Lecturer in the Faculty of Health Sciences</td>
<td>Bachelor of Science in Nursing</td>
<td>2 to 3 undergraduate students</td>
<td>6 hours to teach students since this is an ODL institution</td>
</tr>
<tr>
<td>Case 2 Retained Lecturer 1</td>
<td>M</td>
<td>60-69</td>
<td>Master of Education in Educational Management and Master of Education in Educational Psychology</td>
<td>14 years at the current university</td>
<td>Senior Lecturer in the Faculty of Arts and Education</td>
<td>Educational Leadership, Management and Development</td>
<td>6 postgraduate and 6 undergraduate students</td>
<td>About nine hours per week; and about 39 students</td>
</tr>
<tr>
<td>Case 4 Returnee Lecturer 1</td>
<td>M</td>
<td>50-59</td>
<td>Master of Education in Pedagogics</td>
<td>5 years at the current university after having taught for 31/2 years at CUT</td>
<td>Permanent, full-time, but not tenured lecturer</td>
<td>Education Technology Centre at the current university, after having been attached to the Production Engineering Department at CUT, where also the Education Department invited him on certain occasions to supervise their</td>
<td>No postgraduate and undergraduate students that are supervised because the participant teaches service courses (The Centre teaches communication, technical communication skills, pedagogical courses, and teaching and learning courses to students from different</td>
<td>Teaches 2 hours per week; 40 undergraduate students</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Case 3 Retained Lecturer (Private University)</th>
<th>F</th>
<th>Will be interviewed by Friday 24/01/14</th>
<th>Will be interviewed by Friday 24/01/14</th>
<th>Will be interviewed by Friday 24/01/14</th>
<th>Will be interviewed by Friday 24/01/14</th>
<th>Will be interviewed by Friday 24/01/14</th>
<th>Will be interviewed by Friday 24/01/14</th>
<th>Will be interviewed by Friday 24/01/14</th>
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<tbody>
<tr>
<td>Education students, Departments</td>
<td></td>
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</table>

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## APPENDIX K

### DEMOGRAPHIC DATA FOR RETURNEE LECTURERS IN ZIMBABWE’S PUBLIC AND PRIVATE UNIVERSITIES

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sex</th>
<th>Age Group in Years</th>
<th>Highest Educational Qualification</th>
<th>Years of Experience</th>
<th>Professional Status</th>
<th>Programme (s) Taught</th>
<th>Number of Research Students Supervised</th>
<th>Number of Teaching Hours and Number of Students Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case 1 Returnee Lecturer 1 (Public University)</td>
<td>M</td>
<td>60-69</td>
<td>PhD in Nutritional Bio-Chemistry</td>
<td>33 years at UZ and 2 years at the current university</td>
<td>Associate Professor of Agriculture in the Faculty of Science and Technology</td>
<td>Agriculture</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Case 2 Returnee Lecturer 1 (Private University)</td>
<td>F</td>
<td>60-69</td>
<td>PhD in Nursing</td>
<td>9 years at UZ; three years at the current university; and the other 8 years in other universities in the USA.</td>
<td>Associate Professor in the Faculty of Health Sciences</td>
<td>Masters in Public Health, Bachelor of Health Sciences Management and Post-basic Bachelor of Science in Nursing</td>
<td>At least 8 postgraduate students; 2 to 3 undergraduate students</td>
<td>6 hours to teach 3 groups</td>
</tr>
<tr>
<td>Case 1 Returnee Lecturer 3 (Public University)</td>
<td>M</td>
<td>60-69</td>
<td>PhD in Monitoring and Evaluation in Educational Management</td>
<td>1 year at the UZ; 1 year at Charles University in Australia; and 11/2 years at the current university</td>
<td>Senior Lecturer and Programme Leader in the Faculty of Arts and Education</td>
<td>Educational Management Programmes</td>
<td>1 PhD student and 1 Master of Education in Educational Management Student</td>
<td>None</td>
</tr>
<tr>
<td>Case 4 Returnee Lecturer 1 (Public University)</td>
<td>M</td>
<td>40-49</td>
<td>Doctorate in Organisationa l Leadership</td>
<td>Three and half years after having taught in many other universities</td>
<td>Director of Technology</td>
<td>Technology in Centre of Entrepreneurshi p Centre</td>
<td>10 undergraduate students</td>
<td>1 hour per week; 120 undergraduate students</td>
</tr>
<tr>
<td>Case 1 Returnee Lecturer 2 (Public University)</td>
<td>M</td>
<td>60-69</td>
<td>Doctor of Philosophy in Geography</td>
<td>8 years in other universities; almost 2 years at the current university</td>
<td>Designated as a senior lecturer, but he is also a Departmenta l Chair</td>
<td>Geography and Environmental</td>
<td>60-80 undergraduate students; spending 40-50 hours on each student' research project per semester</td>
<td>6 hours per semester, not per week</td>
</tr>
<tr>
<td>Case 2 Returnee Lecturer 2 (Private)</td>
<td>M</td>
<td>60-69</td>
<td>Doctorate in Psychology of Education</td>
<td>2 years at the University of</td>
<td>Dean of Social Sciences and Humanities</td>
<td>English Literature and Language</td>
<td>Zero postgraduate students; and 5</td>
<td>3 hours of teaching per week; 150 undergraduate students</td>
</tr>
<tr>
<td>University</td>
<td>Technology</td>
<td>Undergraduate Students</td>
<td>Postgraduate Students</td>
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<td></td>
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<tr>
<td>------------</td>
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<tr>
<td>in Jubeka; and 16 years at the current university</td>
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</tr>
<tr>
<td>Case 3 Returnee Lecturer 1 (Private University)</td>
<td>M 40-49</td>
<td>Doctor of Philosophy in Social Anthropology</td>
<td>Senior Lecturer in the Faculty of Social Sciences and Gender Development</td>
<td>Advanced Qualitative Research Methods and Disaster Livelihoods Management at Postgraduate level, that is, at MSc in Development Studies</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>16 years at the UZ and other foreign universities; and 8 months at the current university</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervises 2 undergraduate students</td>
<td></td>
<td>10 hours for 20 postgraduate classes comprising 72 Masters students</td>
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<tr>
<td></td>
<td></td>
<td>Undergraduate students</td>
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<td></td>
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</tbody>
</table>
# APPENDIX L

## OBSERVATION ANALYSIS REPORT GUIDE

## DATES OF VISIT

<table>
<thead>
<tr>
<th>No</th>
<th>Research Objectives</th>
<th>Event/item</th>
<th>Observations</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>To establish staff retention strategies that obtained in the university.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2. To examine the effectiveness of staff retention strategies that exist at the university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3. To analyse the monitoring of implementation of staff retention strategies at the university</td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>4. To assess challenges that the university faces in implementing staff retention strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>5. To recommend measures to mitigate challenges of staff retention strategies at the university</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX M

**DOCUMENTARY ANALYSIS REPORT GUIDE**

## DATES OF VISIT

<table>
<thead>
<tr>
<th>No</th>
<th>Research Objectives</th>
<th>Event/item</th>
<th>Observations in the Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To establish staff retention strategies that obtained in the university.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2. To examine the effectiveness of staff retention strategies that exist at the university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3. To analyse the monitoring of implementation of staff retention strategies at the university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>4. To assess challenges that the university faces in implementing staff retention strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>5. To recommend measures to mitigate challenges of staff retention strategies at the university</td>
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</table>
APPENDIX N

TEMPLATE FOR THE NVIVO QUALITATIVE DATA ANALYSIS FOR INTERVIEW DATA

<table>
<thead>
<tr>
<th>Question No and Question</th>
<th>Case</th>
<th>Private University</th>
<th>Public University</th>
<th>Response</th>
<th>Emerging Main Themes</th>
<th>Emerging Sub-themes</th>
<th>Substantiations to show similarities and differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX O

REQUEST FOR INSTITUTIONAL DOCUMENTS TO AID THESIS DOCUMENT ANALYSIS

The Registrar
…….University
P.O. Box……..
Zimbabwe
07 November 2013

Dear Sir/Madam

RE: REQUEST FOR INSTITUTIONAL DOCUMENTS TO AID THESIS DOCUMENT ANALYSIS

The above matter refers. I am a registered active Doctor of Philosophy in Education candidate with the Zimbabwe Open University (ZOU), Higher Degrees Directorate. My name is Tichaona Mapolisa (P0935690M).

I sincerely request for the provision of the following documents to aid analysis for my ongoing thesis.

1. Strategic Planning Documents (Current and Recent Previous).
2. Conditions of Service for Academic Staff.
4. Staff Retention Policies’ Documents.
5. Unfilled-in and Filled-in Staff Exit Interview Forms.
8. Any other relevant documents.

I promise to observe research ethics of anonymity, confidentiality and privacy when I use your documents.

Thank you

Yours Faithfully

Prof. T. Mapolisa
# APPENDIX P

## LOG OF FACE-TO-FACE- AUDIO-TAPED INTERVIEWS CONDUCTED (N=14)

<table>
<thead>
<tr>
<th>Case number</th>
<th>Case type</th>
<th>Position/Title</th>
<th>Date</th>
<th>Length of interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Public University</td>
<td>Human Resources Manager</td>
<td>22-09-13</td>
<td>1 ½ hours</td>
</tr>
<tr>
<td>1</td>
<td>Public University</td>
<td>Senior Lecturer/Programme Leader – Psychology</td>
<td>3-10-13</td>
<td>1 hour 20 mins</td>
</tr>
<tr>
<td>2</td>
<td>Private University</td>
<td>Professor/Dean Health Sciences</td>
<td>10-10-13</td>
<td>1 ½ hours</td>
</tr>
<tr>
<td>2</td>
<td>Private University</td>
<td>Dean – Social Sciences and Humanities</td>
<td>11-10-13</td>
<td>1 hour</td>
</tr>
<tr>
<td>2</td>
<td>Private University</td>
<td>Senior Lecturer – Education</td>
<td>11-10-13</td>
<td>1 ½ hours</td>
</tr>
<tr>
<td>2</td>
<td>Private University</td>
<td>Senior Assistant Administrator – Human Resources</td>
<td>12-10-13</td>
<td>1 hour 20mins</td>
</tr>
<tr>
<td>1</td>
<td>Public University</td>
<td>Senior Lecturer - Nursing</td>
<td>19-10-13</td>
<td>1 hour</td>
</tr>
<tr>
<td>1</td>
<td>Public University</td>
<td>Professor/Chairperson Geography and Environmental Studies</td>
<td>24-05-13</td>
<td>1 hour 25 mins</td>
</tr>
<tr>
<td>1</td>
<td>Public University</td>
<td>Senior Lecturer/Chairperson Geography and Environmental Studies</td>
<td>29-10-13</td>
<td>1 hour 10 mins</td>
</tr>
<tr>
<td>1</td>
<td>Public University</td>
<td>Senior Lecturer/ Programme Leader – Bachelor of Education in Educational Management</td>
<td>11-11-13</td>
<td>1 hour 20 mins</td>
</tr>
<tr>
<td>3</td>
<td>Private University</td>
<td>Deputy Registrar Human Resource</td>
<td>18-11-13</td>
<td>1 hour 15 mins</td>
</tr>
<tr>
<td>3</td>
<td>Private University</td>
<td>Dean/Senior Lecturer – Social Sciences and Gender Studies</td>
<td>18-11-13</td>
<td>1 hour</td>
</tr>
<tr>
<td>4</td>
<td>Public University</td>
<td>Director-School of Leadership</td>
<td>02-12-13</td>
<td>1 hour</td>
</tr>
<tr>
<td>4</td>
<td>Public University</td>
<td>Lecturer- Education and Pedagogics</td>
<td>02-12-13</td>
<td>1 hour 30 minutes</td>
</tr>
</tbody>
</table>
APPENDIX Q

SAMPLE OF TRANSCRIBED INTERVIEW DATA MEANT FOR DATA ANALYSIS USING NVIVO DATA ANALYSIS SOFTWARE

CASE 4 RETURNEE LECTURER 1’S REVISED TRANSCRIBED INTERVIEW DATA TO HIDE THE IDENTITY OF THE PARTICIPANT AND THE RESEARCH SITE

Question: Afternoon. My name is Tichaona Mapolisa. I’m undertaking a study entitled, “A comparative case study of Zimbabwe’s public and private universities staff retention strategies”. This study is important in the sense that it is going to generate some new knowledge regarding practices and policies on how best to retain staff on a comparative basis in Zimbabwe’s private and public universities. In brief that is the purpose of the study. Before we get into the details of the study, I’m using this tape recorder and I’m going to refer to you as Dr Number 5 in the interview and your institution is going to be referred to as Case Number 4 throughout. Now, let’s move to the first segment of the interview where I need general information about yourself. The first one concerns your age range, the first one is thirty to thirty nine, forty to forty nine, fifty to fifty nine.

Answer: The second one.

Question: Kindly indicate your highest academic qualifications for example, Doctor of Education in Educational Philosophy.

Answer: I have got a Doctor of Organisational Leadership.

Question: Currently, what is your employment status? Here I mean permanent lecturer, full time temporary lecturer, part time lecturer or lecturer on annual contract.

Answer: I am permanent but also Director of the Department.

Question: Related to the previous question, what is your designation in the university?

Answer: Director Technopreneurship Development Centre

Question: For how long have you been employed at this university?

Answer: Three and a half years.
**Question:** Have you ever taught in another university before?

**Answer:** Many of them.

**Question:** Kindly give me some of them.

**Answer:** I have taught at Great Zimbabwe University, I have taught at Tshwane University of Technology in South Africa, I have taught at Management College of Southern Africa, I have taught at Regent Business School.

**Question:** What Faculty are you attached to?

**Answer:** We are a Centre, not a Faculty. Centre for Technopreneurship Development.

**Question:** Do you have postgraduate classes in the Centre?

**Answer:** No.

**Question:** But undergraduate classes, what is the average size of undergraduate classes?

**Answer:** Two hundred and fifty because it’s a common course which cuts across, the students are combined and you teach them as groups. So the average is about, the total number is about two hundred and fifty, so my class is a hundred and twenty, the other lecturer takes one twenty, sorry one thirty.

**Question:** Given the size of your class, how many undergraduate students do you supervise for research at a given time?

**Answer:** We group them into, we put them together into groups then we then supervise the business plans and, we normally have about ten groups which we supervise with about hundred and twenty students.

**Question:** How many hours per week do you teach?

**Answer:** One.

**Question:** We now move to the second section of this interview guide. The first part deals with the strategies that obtain in the university. How has your university been able to retain you, the current one?

**Answer:** I’m not sure if they have retained me or I have stayed here out of my own will. I’m not being retained, I think.

**Question:** In your opinion, how has it managed to retain other members of staff?
Answer: We don’t have a proper retention system, so I think I have never heard of being retained. What I have heard is, people say I want to be here as opposed to that university so I don’t think that’s retention.

Question: Ok, in your opinion again, what equipment do you consider to be essential to retain lecturers?

Answer: Well, I think they need internet service and then there is a work environment that is co-operative and less fighting.

Question: How effective are such retention strategies you have highlighted?

Answer: They are the key ones, people are adults, they want to be treated with dignity and respect they have come to work and interact with their friends in a cordial manner. If they want to have internet they will be able to do their work as a researcher. In fact, those are the key points, I think.

Question: I’m sure you are aware of some of the staff promotion strategies that are employed by your institutions, how efficient are they?

Answer: I don’t know about efficiency, but they promote people, I don’t know if efficiency is the best term, the best term should be fair.

Question: Now, to what extent do you think staff retention (door opens, cellphone rings) (interjection by interviewee – “sorry about that, let’s continue”). I was saying that is there an intuitive relation between staff retention and quality education that is offered in the universities? To what extent do you think staff retention promotes quality education here?

Answer: Yah, to a greater extent because if you do not retain the best staff in terms of experience and qualification they will leave and then continuously you will have less qualified and less experienced people teaching and your quality suffers as a result.

Question: How, how are the strategies monitored here?

Answer: I don’t know, maybe HR will then be able to say, maybe the Registrar or HR will be able to say how do they monitor those strategies as far as I’m concerned, I’m not very sure how they monitor, I’m not sure.

Question: The implementation of staff retention strategies faces some challenges in the universities. From your experience here and from other universities where you taught, what staff retention challenges have you experienced?

Answer: I think it borders on two issues. One of capacity, financial capacity, are we able to pay? If the financial capacity is there, then it borders on the guys who are running the university to say
do they think it’s important. So it’s capacity and willingness, basically those are the two key issues that determine whether retention will be doomed.

**Question:** Given such challenges, how do they affect the operations of a Centre like yours in terms of the quality of work of lecturers who remain at the university when others move away?

**Answer:** Remember in the last three years brain drain has tapered off so people are not moving out because what you are finding is xenophobia and the difficulties of moving is making it difficult for people to move. So people are staying not necessarily because they are being retained but because brain drain is being staved off and there are no adverse effects on teaching.

**Question:** Our last but one question here concerns mitigation of staff retention challenges. How can your university be best assisted to mitigate staff retention challenges?

**Answer:** They don’t have financial capacity so one of the things they need to do is to give them that financial capacity. One of the problems that we currently have is from the cadetship scheme, it is owed money from as early as 2010, 2011, 2012 cadetship fees have not been paid, should they want to pay, they should be able to pay because they will be having the money. These are the things they have been talking about that they are really keen to pay but they do not have the money. If those monies they are owed by the Ministry of Higher and Tertiary Education through treasury can come, then they can pay.

**Question:** Besides cadetship, who else could be involved in mitigating staff retention challenges?

**Answer:** The staff themselves can work with universities to do research projects, to do consultancy and then pay themselves a significant amount of money for the portion of work. That’s the most effective way. You retain people that are working. The concept of retaining everybody because they are working I don’t think it makes a lot of sense, but let people work and produce something and begin to be paid from what they produced, I think that’s more sustainable and makes more sense.

**Question:** How can organisations such as banks be involved in retaining staff in an institution like yours in case number 4?

**Answer:** If we had a win-win arrangement, maybe a PR with banks could come in. One of the arguments with the banks is that a lot of our money is banked with bank A. There is a lot of transaction fees, there is a lot of movement of cash to us, but there is nothing tangible that is accruing to us. We could benefit from saying look at the funds we have deposited with you are you not able to come up with some arrangement maybe where we could have some money to benefit our staff, it could be structured in any way. But something like that could assist, some kind of PP arrangement people could make arrangements with banks.
**Question:** Quite interesting. How can your institution involve the Council to try and retain staff?

**Answer:** If you see what MSU does in Gweru. They have a standing arrangement with the Gweru City Council to say when stands have been developed, or are now available or stands are out, the first preference goes to MSU. Every year, lecturers from MSU get a stand from the City of Gweru. They are not interested whether they have six or seven stands, but they are saying the university is strategic to City of Gweru. So if you motivate the lecturers, then it becomes difficult for them to leave Gweru where they have seven stands and come to Harare where they have nothing. That’s all the strategy they have used and we can do the same here. Talk to the City of Harare here and say we are a key partner institution here in the development of Harare can you reserve stands for us once they come out. That will go a long way in retaining staff.

**Question:** Here, our last question is about anything that you may want to share with me that is relevant to the interview, to the discussion that we have just held.

**Answer:** I think that incentives or trying to retain staff does not happen in isolation. We operate in a socio-political environment so even if you pay a lot of money but the fundamentals out there are out of place then you still going to have problems. People are running away from universities for all different reasons. Maybe they are not being well paid by the university but many are running away from the actual political environment. So these are not isolated issues, they weave one into the other so keep an eye on the environment in which the universities are operating in. I don’t know whether you will be able to disaggregate the factors and say this is due to a university or this is due to the country. But because of the interwoven nature of the factors, one may be unable to distinguish one from the other.

**Question:** Thanks very much Dr, but there is one major issue from your explanation, which are more effective between monetary and non-monetary incentives in retaining staff?

**Answer:** It depends on the level at which a particular employee who is being retained is. Our junior staff, junior lecturers and maybe lecturers in the early ages are worried more about finances, how do I get sufficient finances to go to work, how do I get sufficient finances to clothe myself, maybe get a car. For those monetary issues are critical. But look at me, I’m middle aged, finance is not an issue to me anymore because I have been working for long, it’s all about respect, fair treatment and all those things that retain me other than monetary issues.

**Question:** Thank you very much Dr Number 5 you have taught me a lot of things about my topic. I hope you will be still ready to receive me sometime when I have transcribed my interview transcription so that you can have a look at what has obtained in this interview.

**Answer:** Yah, I will be very ready to do that, it’s very important to transcribe the correct things.
Question: Thanks very much once more. Now I kindly request you to fill in my consent form. I also kindly request your email address so that I can send you the transcription. With that allow me to switch off the voice recorder.

Answer: Thank you.
APPENDIX R

CASE 4 RETURNEE LECTURER 1’S RESPONSE FOR NVIVO DATA ANALYSIS
SETTING

1.1 How has been your university able to retain its academic staff between 2008 and 2013?
Answer: I’m not sure if they have retained me or I have stayed here out of my own will. I’m not being retained, I think.

1.1.1. In your opinion, how has it managed to retain other members of staff?
Answer: We don’t have a proper retention system, so I think I have never heard of being retained. What I have heard is, people say I want to be here as opposed to that university so I don’t think that’s retention.

1.2. What other benefits and facilities do you consider as essential strategies to retain lecturers at your university?
Answer: Well, I think they need internet service and then there is a work environment that is cooperative and less fighting.

2.1 How effective are the strategies you have indicated in Question 1 retaining staff?
Answer: They are the key ones, people are adults, they want to be treated with dignity and respect they have come to work and interact with their friends in a cordial manner. If they want to have internet they will be able to do their work as a researcher. In fact, those are the key points, I think.

2.2. How efficient are your university’s staff promotion strategies?
Answer: I don’t know about efficiency, but they promote people, I don’t know if efficiency is the best term, the best term should be fair.
2.3. To what extent does staff retention promote quality education at your university?
Answer: Yah, to a greater extent because if you do not retain the best staff in terms of experience and qualification they will leave and then continuously you will have less qualified and less experienced people teaching and your quality suffers as a result.

3.1. How much are you involved in the formulation of staff retention strategies?
Answer: I don’t know, maybe HR will then be able to say, maybe the Registrar or HR will be able to say how do they monitor those strategies as far as I’m concerned, I’m not very sure how they monitor, I’m not sure.

3.2. How does your university monitor the implementation of staff retention strategies?
Answer: I don’t know, maybe HR will then be able to say, maybe the Registrar or HR will be able to say how do they monitor those strategies as far as I’m concerned, I’m not very sure how they monitor, I’m not sure.

3.3. To what extent do you think Zimbabwe Council of Higher Education (ZIMCHE) is involved in the formulation and monitoring of staff retention strategies?
Answer: I don’t know, maybe HR will then be able to say, maybe the Registrar or HR will be able to say how do they monitor those strategies as far as I’m concerned, I’m not very sure how they monitor, I’m not sure.

3.4. To what extent do you think Professional Bodies are involved in the formulation and monitoring of staff retention strategies?
Answer: I don’t know, maybe HR will then be able to say, maybe the Registrar or HR will be able to say how do they monitor those strategies as far as I’m concerned, I’m not very sure how they monitor, I’m not sure.
3.4.1. How does the senior management monitor the implementation of staff retention strategies at your university?
Answer: I don’t know, maybe HR will then be able to say, maybe the Registrar or HR will be able to say how do they monitor those strategies as far as I’m concerned, I’m not very sure how they monitor the implementation of staff retention, I’m not sure.

3.4.1.1. Does your university make any form of reporting to the Government?
Answer: I don’t know, maybe HR will

3.4.1.2. Does your university make any form of reporting to the Professional Bodies?
Answer: I don’t know, maybe HR will

3.4.1.3. Does your university make any form of reporting to the ZIMCHE?
Answer: I don’t know, maybe HR will

3.4.2. How does your university monitor staff development of its members?
Answer: I don’t know, maybe HR will

3.4.3. What other mechanisms do you think could monitor the implementation of staff retention strategies?
Answer: I don’t know, maybe HR will

4.1. From your experience in the Faculty/Department, what staff retention challenges has your university experienced since 2008?
Answer: I think it borders on two issues. One of capacity, financial capacity, are we able to pay? If the financial capacity is there, then it borders on the guys who are running the university to say do they think it’s important. So it’s capacity and willingness, basically those are the two key issues that determine whether retention will be doomed.
4.2.1 How has staff retention challenges affected the operations of the quality of work of Lecturers who remain at the university?

Answer: Remember in the last three years brain drain has tapered off so people are not moving out because what you are finding is xenophobia and the difficulties of moving is making it difficult for people to move. So people are staying not necessarily because they are being retained but because brain drain is being staved off and there are no adverse effects on teaching.

4.2.3 (a) How have staff retention challenges affected the operations of the quality of work of students on residential sessions (for conventional universities)?

Answer: Remember in the last three years brain drain has tapered off so people are not moving out because what you are finding is xenophobia and the difficulties of moving is making it difficult for people to move. So people are staying not necessarily because they are being retained but because brain drain is being staved off and there are no adverse effects on the quality of work of students.

4.2.3 (b) How have staff retention challenges affected the operations of the quality of work of students in stream during semester (for Open and Distance Learning universities)?

N/A

4.2.4 How have staff retention challenges affected the operations of the quality of work of the students carrying out research project/dissertation work?

Answer: Remember in the last three years brain drain has tapered off so people are not moving out because what you are finding is xenophobia and the difficulties of moving is making it difficult for people to move. So people are staying not necessarily because they are being retained but because brain drain is being staved off and there are no adverse effects on research supervision and teaching.

4.2.5 How have staff retention challenges affected the operations of the quality of work of the students undertaking a practicum course (programme-related practical attachment)?

Answer: Remember in the last three years brain drain has tapered off so people are not moving out because what you are finding is xenophobia and the difficulties of moving is making it
difficult for people to move. So people are staying not necessarily because they are being retained but because brain drain is being staved off and there are no adverse effects on the supervision of practicum or internship.

4.2.6. How have staff retention challenges affected the operations of the quality of work of the image of the university in general?

Answer: Remember in the last three years brain drain has tapered off so people are not moving out because what you are finding is xenophobia and the difficulties of moving is making it difficult for people to move. So people are staying not necessarily because they are being retained but because brain drain is being staved off and there are no adverse effects on the image of the university. The university is highly appreciated by outsiders because of its high sounding technological programmes it offers that other universities struggle to offer.

5.1. How can your university be best assisted to mitigate staff retention challenges?

Answer: They don’t have financial capacity so one of the things they need to do is to give them that financial capacity. One of the problems that we currently have is from the cadetship scheme, it is owed money from as early as 2010, 2011, 2012 cadetship fees have not been paid, should they want to pay, they should be able to pay because they will be having the money. These are the things they have been talking about that they are really keen to pay but they do not have the money. If those monies they are owed by the Ministry of Higher and Tertiary Education through

5.2. Who can be involved in mitigating staff retention challenges and to what extent can one be involved, and with what effect?

Question: Besides cadetship, who else could be involved in mitigating staff retention challenges?

Answer: The staff themselves can work with universities to do research projects, to do consultancy and then pay themselves a significant amount of money for the portion of work. That’s the most effective way. You retain people that are working. The concept of retaining everybody because they are working I don’t think it makes a lot of sense, but let people work and produce something and begin to be paid from what they produced, I think that’s more sustainable and makes more sense.
5.3. What are the other means of mitigating staff retention challenges, other than the ones mentioned above?

5.3.1: How can organisations such as banks be involved in retaining staff in an institution like yours in case number 4?

Answer: If we had a win-win arrangement, maybe a PR with banks could come in. One of the arguments with the banks is that a lot of our money is banked with bank A. There is a lot of transaction fees, there is a lot of movement of cash to us, but there is nothing tangible that is accruing to us. We could benefit from saying look at the funds we have deposited with you are you not able to come up with some arrangement maybe where we could have some money to benefit our staff, it could be structured in any way. But something like that could assist, some kind of PP arrangement people could make arrangements with banks.

5.3.2. How can your institution involve the Council to try and retain staff?

Answer: If you see what MSU does in Gweru. They have a standing arrangement with the Gweru City Council to say when stands have been developed, or are now available or stands are out, the first preference goes to MSU. Every year, lecturers from MSU get a stand from the City of Gweru. They are not interested whether they have six or seven stands, but they are saying the university is strategic to City of Gweru. So if you motivate the lecturers, then it becomes difficult for them to leave Gweru where they have seven stands and come to Harare where they have nothing. That’s all the strategy they have used and we can do the same here. Talk to the City of Harare here and say we are a key partner institution here in the development of Harare can you reserve stands for us once they come out. That will go a long way in retaining staff.

6. Other relevant issues regarding staff retention strategies, practices, challenges and mitigatory measures that might have been left out above.

6.1. Which are more effective between monetary and non-monetary incentives in retaining staff?

Answer: It depends on the level at which a particular employee who is being retained is. Our junior staff, junior lecturers and maybe lecturers in the early ages are worried more about finances, how do I get sufficient finances to go to work, how do I get sufficient finances to clothe myself, maybe get a car. For those monetary issues are critical. But look at me, I’m middle aged,
finance is not an issue to me anymore because I have been working for long, it’s all about respect, fair treatment and all those things that retain me other than monetary issues.
APPENDIX S

SAMPLE OF OPEN-CODED INTERVIEW DATA FROM THE NVIVO DRAFT DATA ANALYSIS REPORT

Objective 1 - To establish staff retention strategies that obtain in the public and private universities

The central focus was to establish the staff retention strategies that obtain in public and private universities on a comparative basis

1. Various allowances / payments
The provision of transport, cell phones and laptops are among key staff retention presently being appreciated across the universities investigated. However, all housing allowance is also an integral strategy; the study found out that some have discontinued this aspect.

*Housing allowance* it was long scraped off from our package and now it hasn’t been brought back yet. Yah, so those are some of the things which we feel may help retain them. It may not be on a wholesale scale but bit by bit they will be able to somehow motivate staff. *(Case 4)*

- Transport allowance
  - Case 1 – yes
  - Case 4 – yes
  - Case 3 – yes
  - Case 2 – yes

*Module writing*

Payment for writing modules directly benefits lecturers as they get additional income *(Case 1)*

*Salaries*

- Case 2’s salaries need to improve as they are behind those offered by state universities
- Case 3 has caught up with state universities
- Case 1’s salaries on the favourable side but can improve
- Payment to staff in US$ since 2006 before dollarization *(Case 2)*
2. Intellectual development

**Scholarships for personal intellectual development**
- Provision of study leave
- Some universities actually provide scholarships / grants, tuition waiver

**Contact and sabbatical leave**
- This provides lecturers exposure to other universities. In the process this provides opportunities for them to gain or share knowledge and experiences with others. Through the work they do during the sabbatical leave, the get extra income. Another important aspect is that that the exposure provides a edifying personal intellectual challenge which in itself is a motivation for one to want to further his/her education.

**Research, publishing, attending seminars**
- Notably from Case 1 and Case 3 respondents, they pointed out that their institutions intentionally encourage and financially support staff to conduct research, publish and attend related seminars/conference within and outside Zimbabwe. Other institutions discuss these aspects without practical action
- When members of staff publish it becomes a morale boost in terms of recognition in academia.
- Respondents from Case 2 reported that their institution is weak in encouraging staff to research, publish and attend seminars including lack of financial support.

3. Recognition / Promotion

- consistent adherence to promotion policies, i.e. promoting people when they are due and they meet requirements as well as communicating to those that are due with regards to the circumstances that are delaying the process
- Objectivity in assessing promotions
- Appointment to senior lecturer (higher positions) for returnee lecturers upon their return
  - Give returnees an opportunity to join the university (Case 1)

4. Provision of employees’ welfare/safety nets

- When universities play a facilitative role to enable its employees to get loans from the banks
- Universities organisational loans made available to employees
• Providence funds – is a retention strategy as this augments one’s pension as additional income (Case 3) – this was given as if it is a suggestion
• Vice chancellor’s institutional funds. Existence of this fund is a safety net for the staff (Case 3)
• Paying tuition for one’s dependents
• Funeral cover and other related welfare support. Case 3 provides it as a motivator. Case 3 staff members are given support in times of bereavement.
• Medical aid, up to 80% employer’s contribution (Case 1 employer contributes 80%)
• Engaging local authorities to assist staff to get residential stands

6. Enabling work environment (Case 1)

• Availability of appropriate office accommodation
• Readily available of appropriate/relevant resources (including equipment) to use for the work
• Teamwork spirit shared among the leadership and all teaching and non-teaching staff

Objective 2 - To examine the effectiveness of staff retention strategies that exist in the universities

Effectiveness of staff retention strategies in public and private universities on a comparative basis was the main focus in this objective.

Staff retention is sometimes based on what is at stake rather than strategies employed. For instance some lecturers decide to stay at particular universities or the universities where they are employed because of age, as people get older they want to settle as opposed to moving around. Some have businesses or families close by, so they decide not to move. Moving at some point may also mean losing out on benefits, for instance tuition waiver as this is only given to staff members who have stayed at the university for a while. By relocating it also means incurring tuition cost such that a person is “forced to stay” by circumstances.

Some staff retention strategies were reported to be very effective in retaining staff. In some instances the participants were asked to weigh which incentive was more effective, monetary or non-monetary. Their effectiveness will be discussed by what was said by participants in their respective categories.

2.1 HR

Promotion – very rewarding at Case 1 as mentioned by HR
One Human Resources (HR) manager at a public university had this to say concerning effectiveness of staff retention strategies:

“In my view the two, that is, monetary and non-monetary staff retention strategies complement each other. But I will be quick to point out that for the academics the first thing that every academic is worried about is the growth in the academic field in which category I will then bring in the issue of promotions. So academics are very happy and motivated if they are promoted. …for the academics I think the non-monetary can be more effective to them in that they will be very sure that once they are up there in the academic circles then the issue of money will be easy for them because as you grow higher in the academic ladder the issue of money will become easier because right now I will give an example where we have promoted some of our staff to professors and right now they are now earning money using their professorial grades or titles as examiners, as assessors. So it is more rewarding for them to have gained those titles than if we have just given them the money in the beginning. So money is a motivator yes, but initially for the academics it’s the growth that is more important” (Case 1).

Case 3 - From a number of staff retention strategies mentioned earlier, the HR respondent from Case 3 mentioned that all retention strategies in place were very effective and pointed out that:

“We are living in a competitive environment where we find we keep our ears open so that we hear what is happening and we are not very loyal to service providers if today we hear that service provider B has got a better pension plan we convince our Board and move to the one who is giving value for money to our investments. So I think our retention strategies have been very effective because even if you look at our rate of resignations we find out that there we have experienced very few people leaving this organisation mainly because of our conditions of service”.

Case 2 –effective staff retention strategies lack at one private university. The Human Resources Manager (HRM) pointed out that effectiveness could be rated at between twenty five (25) and thirty five (35) percent hence not very effective.

The retention strategies used are said to be “meaningless”, the HRM noted that retention is something that should have a meaning and its’ purpose should be meaningful. For instance a retention fee of fifty dollars does not encourage a person to stay as cannot meet their daily needs from that amount. The strategies considered meaningful do not exist and examples of such include giving loans for someone to buy houses, to buy cars or financial aid for one to sponsor a number of students to go to school.
From the foregoing discussions, it is clear that the HR respondents view monetary and non-monetary retention strategies as aspects that complement each other. In other words, both are needed. However, it should be pointed out that, for the most part, the respondents feel that non-monetary retention strategies are more beneficial in the long run.

2.2 Retained

CASE 1

As pointed out by the HRM respondents above, one retained lecturer at the same university also noted that promotion was the most effective retention strategy starting from the year 2011 to the present time (2014). It was reported that most people at Case 1 advancing themselves academically which is an indication the support for intellectual capacity development is the most popular or appropriate one at the university. Furthermore, while promotions used to be done once a year now it is twice and this was said to be “really good” and encourage one to stay at the institution. Another retained lecturer at the same university had this to say about the effectiveness of staff retention strategies:

“I would say very effective because I’m seeing in most of the Departments we have retained quite a number of lecturers considering we haven’t had very high staff turnover in most of our Departments. Around 2008 in the Faculty of Science for example we used to have very high staff turnover you would lose about eight members of staff per semester for example but around fall of 2009 up to now you hardly get any member of staff resigning. So I think these measures have been very effective in terms of staff retention”.

Case 2

The factors noted to encourage lecturers to stay at Case 2 include tuition waiver for one’s dependants which can only be given when a lecturer have stayed for a certain period at the university. If one leaves the university, this automatically forfeits this benefit. Other reasons that motivate people to stay include aging and having family nearby. In the absence of these reasons, it is unlikely to retain staff as one elderly lecturer pointed out when he said:

“But there are many younger people who do not have children who are of university going age. Recently, a young man who had fourteen published articles and shrewd by the rules of this place … has had to move to a government university so that his chances of promotion and advancement will be recognised. Last year, I think the year before last, we had an interesting case here. There was a young man here who was a prolific writer in the Faculty of Agriculture, he decided not to apply for senior lecturer, he decided to write focused on associate professor and he wrote way beyond twenty papers so he said here I am my length of service is, seems to be ok, can I become professor, (instead he was asked to apply for senior lecturer position)... when in fact a government university offered him
a professorship plus Deanship. He was not a Dean here he was an ordinary lecturer, but a government university offered him Deanship and a Professorship and he moved out straight away. And this other young man has also moved out, I think from what I remember in the Faculty of Education we have had two young men who were there they went out for their PhDs and of course they engineered and initiated by themselves and they are not coming back”.

**Case 4**

An acknowledgement of staff retention strategies was made regarding the fact that they are effective by a lecturer at a public university although he felt that the institution could improve the current strategies compared with other universities in the country. Those institutions whose leadership/management facilitate for their staff to get residential stands for their staff or houses or anything in line with that were doing better and his university was weak in this area. He noted that the monetary incentive is better than non-monetary as a person gets to decide what he / she wants to do with his / her money. Regarding promotion, he viewed it as inefficient despite upgrading oneself and submitting research papers.

### 2.3 Returnees

**Case 1**

The most effective retention strategy at one public university remained promotion which was described as a way of getting personal recognition. The respondent highly commended the promotion process as both rigorous and efficient by one returnee lecturer. However another returnee lecturer pointed out that **the promotion process is subjective**. He acknowledged that to rise in the profession is an aspiration of every academic but lecturers at this particular university find it very difficult to research and get promoted hence did not regard promotion as an effective retention strategy. Some incentives are regarded as peripheral and perhaps attractive to someone with a young family with children who can take advantage of studying without paying fees; an aspect that does not apply to older lecturers.

**Case 2**

A lecturer at Case 2 noted that the retention strategy or the strategy used in her case was enough to retain her hence she felt it is effective. She acquired a property in Zimbabwe and the university paid for it and upon return she was given an appropriate accommodation. She however noted that the existing promotion guidelines are not backed up by processes in place. People are supposed to be promoted using a number of publications to reach a certain level but there is no programme in place to support research and publication. Another returnee lecturer noted that although the retention strategies are not documented, they are rather weak or inconsistent. He
noted that staff members do not stay at the university which is necessitated by lack of adequate accommodation at the university and this is sufficient motivation for one to look for opportunities at other universities.

Case 3 - staff development programme is very effective because it provides the staff members the opportunity develop their intellectual capacity in various ways. The lecturers that receive direct financial support are bonded for half the training period. It was reported that promotion process at the institution is both objective and efficient.

Case 4 – At Case 4, provision of adequate and appropriate resources to use for work is the key retention expected at the institution.

On the whole, the positive outcome of staff retention strategies discussed is sustainable promotion of quality education.

Objective 3 - To analyse the monitoring of implementation of staff retention strategies in the universities

In this research objective, analysis of how staff retention strategies are monitored in the Zimbabwe’s public and private universities was the key focus.

3.1. HR

Case 1

What we have been doing in the university in monitoring staff retention strategies is through producing reports that were then sent to a committee of the university that is a committee of the Human Resources which the Human Resources Committee sends to Council. On a quarterly basis, as the Human Resources unit, we update this Committee on what is happening to our staff retention strategies, updating them on the turnover as well as the turnover ratios in terms of percentages to say in this quarter what has happened to our Human resources, how many have we retained, how many have left. So that is the monitoring that we have been doing. Through those reports we also advise this university committee on queries that the Human Resources will be receiving from staff which will be an indicator on how effective our strategies will be to the university, the Human Resources will be receiving (pause) queries or responses on each strategy and its effectiveness from the staff. So where we are receiving more queries from staff definitely
then we will then advise that instead of being a motivator or retention strategy, this strategy is now a demotivator. So we then advise the university so that they can look for way forward. For example, during our third quarter meeting, we advised our Human Resources committee on the issue of the Case 1 allowance which has been outstanding for a long period. So this was demotivating our staff instead of motivating them. So we made that report to the Committee and a decision was then made. So that is a way of monitoring the retention strategies (Case 1).

As unit we issue calls for promotions every quarter and these are done through the Faculties. So then the Faculties communicate with their various lecturers that there is a call for promotion, can you submit your dossiers for you to be considered for promotion. During meetings with the Deans we also encourage the Deans to motivate the academics to research, publish, write modules so that they can progress up the academic ladder (Case 1).

Then I can also maybe talk of (pause) recently we requested Faculties to submit names of all their staff they want to be given some leadership positions such as Programme Leaders and Chairpersons, which I think is a retention strategy because if one holds a position of responsibility in the Faculty that will be a motivator and they tend to be retained that way because it will also assist them as they apply for their promotions. (Case 1)

... write letters to the Faculties advising them on who amongst their lecturers is due for sabbatical leave so that they can release them to go on sabbatical leave which is again a retention strategy because the academic will then be away for a period of 8 months receiving a salary from the university and maybe another salary from where they will be attached for them to gain some exposure as academics. So I think those, in those, using those strategies Faculties are then assisting the university or are being assisted to motivate their own academics (Case 1).

Case 2

In those strategies when they are recommended to be adopted, there are mechanisms to monitor them. But however, if we were to monitor, surely to make sure that those strategies and those kinds of benefits are applicable to everyone as prescribed in the policy (Case 2).

Case 3

Through the Salaries and Conditions of Service Committee and through the Human Resources Committee of Council (Case 3)
We do salary surveys and benchmark, then we look in our coffers if we have the resources then we adjust accordingly. We want always to be the employer of choice so we know that if we lose talent we know there is a hungry greedy neighbour who is waiting to poach that talent, so we always try to have our conditions of service competitive (Case 3).

At Faculty level there are, we actually have a mandate, an open secret that, you know the key pillars of lecturers is research, teaching and community service. At our graduation we award the best researcher, the best community service lecturer, for the best lecturer. So that way we instil a sense of competition a sense of belonging because everyone wants to be recognised for the good things that they are doing. There are grants that are given for research (Case 3).

3.2. Retained

The monitoring is carried out through staff appraisal. Also, the monitoring is done through discussions normally held with departmental chairpersons or deans regarding achievements, failures and challenges being faced. Furthermore, monitoring is done on staff development through follow ups by HR and Vice Chancellor on PhD candidates including time of completion (Case 1).

Systematic assessment or evaluation of staff is periodically conducted. Achievements are identified and celebrated while challenges are discussed and strategies for improved sought.

Implementation of staff retention strategies is monitored through a Centre for Research and Scholarship and we send all our questionnaires for analysis and a report is normally given to Faculties and Departments to make sure they have this information so that they have an idea of how the institution is faring. [Also, we make] consultations with ZIMCHE on promotional issues. Furthermore, through the Human Resources unit the university actually requests for records of any members who are on staff development programmes and any member who successfully completes a programme reports to the, firstly, to the Faculty and then they submit their qualifications to the Human Resources and sometimes the university actually gives an incentive in the form of a monetary incentive for recognition of whatever individuals would have accomplished so if you get additional qualifications you stand a chance of being promoted (Case 1)

Case 2

At Case 2, one respondent expressed that communication at the institution is very weak. The respondent further pointed out that the monitoring strategies are not clearly understood mainly because staff members are often not involved in their formulation. The respondent made a comparison that in government departments the rules are clear and well understood. As such,
one can appeal because of the full knowledge of one’s rights or privileges and this was reportedly as not lacking at Case 2. The respondent succinctly put it this way.

Right now if I went to HR and say what is happening to my papers, they might easily tell me they don’t have my papers because there is no single document, because if I want to take this whole issue to court it’s really my word against their word. In terms of how universities monitor their staff retention programmes, nothing is done. It only receives people who are qualified (Case 3).

Case 4

From the responses given from Case 4, it emerged that staff are not involved in the formulation of retention strategies. As a result, not much is known about the challenges being faced as the system is viewed as a top down approach. It also came out that little appreciation is given to retained staff. Additionally, it was pointed out that professional bodies such as Universities’ Staff Associations of Lecturers and Universities’ Associations of Vice Chancellors are not effective as staff members fear being victimised when it comes to taking sensitive issues to management. Pertaining Case 4 management and administration on the retention strategies, one respondent said:

In terms of the university monitoring staff development programmes, there is no communication when one goes for study leave. And for those of us who are here, they don’t often come to say where are you, are you doing anything to try and upgrade yourself or do you have any plans to do that, or it looks like they take a back stance on that one (Case 4).

3.3. Returnees

Case 4

Returnees at Case 4 reported that they do not know about the existence and implementation of staff retention strategies.

Case 1

Emerged that staff/lecturers are not involved in the formulation of staff retention strategies.
“Members of the academic staff are not given their necessary academic space in this university. They are rarely consulted and as such I think the university is actually being unfair because it does not consult members who form the core business of the university” (Case 1)

While the monitoring system is in place, its enforcement is reportedly weak. For instance, while it is clear that staff who have met the stipulated requirements should go on contact and sabbatical leave, this is normally not followed which in fact is a breach of employment contract/conditions of work. A possible explanation for a weak monitoring and enforcement of retention strategies is, for the most part, shortage of funds because for people to go on contact leave or sabbatical leave normally the university should provide money as per the guideline to enable them to finance travelling expenses with their families.

Senior management implement promotions through correct ordinance and have the issues ratified by the Senate, this being the highest academic body in the university. Outside the university, staff associations of lecturers are viewed as a good organ for effecting and monitoring strategies. On this aspect, it was expressed that, often, the relationship between the university and the associations of lecturers is no healthy to the extent that little is discussed.

Another point which featured is that Associations of Vice Chancellors are said to be more interested in safeguarding their own positions in the universities. In other words, they are biased to benefit sometimes at an expense of their staff members.

In explaining why some of the well intended retention strategies are not effectively implemented, the responded noted.

The university does not support staff development of its members, there are no funds for staff development and they don’t go out of their way to procure funds for staff development in different universities overseas and otherwise and they don’t have a programme of placement for students in the various universities overseas for staff development. Staff members struggle with their poor salaries to upgrade themselves. The ordinance for promotion is unduly difficult and in some situations almost not achievable and as such, some of the publications in refereed journals which they call for or number of books to be published before promotion could also be relaxed in order to encourage staff members to stay (Case 1)
ZOU2 concurs with ZOU1 on the aspect that the university does involve its members of staff in the formulation and monitoring of implementation of staff retention strategies. Consequently, staff members expressed that they were not unaware of monitoring mechanisms in place including existence of a staff association (ZOU2).

Also ZOU3 pointed out that there is no involvement of staff in formulation of staff retention strategies. The respondent actually suggested the university, among other mechanisms, could implement exit interviews for monitoring staff retention strategies. Exit interviews would generate useful information that could be used in guiding staff development and mentoring. On this dimension, the respondent stated that the university currently weak in monitoring staff development (ZOU3).

Case 2

A Quality Assurance Committee has been established. The objectives of this committee, among others, are nurture and sustain staff development through research and participation in relevant seminars/conferences. Another monitoring mechanism is ZIMCHE, education council and other professional bodies. In fact, it the responded highlighted that ZIMCHE is a quality assurance on various aspects of education including the retention strategies through providing guidelines of employment and staff development. When it comes to the Council, its responsibility is to see the day to day operations of the university towards ensuring quality education (Case 2:1).

One strong area of the university’s monitoring of retention strategies is the constant encouraging of staff to do their doctorate studies. This is in line with the university’s objective to ensure that every member of staff has a doctoral qualification. This is despite the fact that involvement in the formulation of staff retention strategies is only when being asked to make or implement recommendations on an issue under consideration. In fact, the responded stated that the university currently formulating the necessary polices to administer retention strategies. The responded suggested some monitoring mechanisms the university could consider and these include a regular assessment of remuneration matches to establish if it is still competitive within Zimbabwe and the region in general (Case 2:2).

Case 3
The respondent is fairly new at the university and still has to learn a great deal about the operations of the university. Just like Case 2, the university has a quality assurance committee which ensure quality education at all time. In addition, it emerged that the university has monitoring and evaluation committee responsible for monitoring staff retention, staff development, implementation of the university’s 2012-2015 Strategic Plan.

Objective 4 - To assess challenges that the universities face in implementing staff retention strategies

The key focus of this objective is to identify challenges universities faced in implementing their staff retention strategies.

1. Inadequate resources including money. This was expressed by all the universities studied. On lack of adequate resources, one respondent expressed this at length:

*Poor conditions of service especially in as far as salaries are concerned.* Last year towards the end of 2011 – 2012 we almost had an industrial action on our hands because of lack of payment of our bonus and the lack of salary increase because the board that runs the university which is based in the US has also been hard hit by the economic meltdown because I was there in the US when it happened when a lot of us lost money in insurances and all those things. So that also included that board. So that is their reason for not supporting fully their university but it’s been quite difficult for the younger generation. So I do, in a nutshell I can say not much has been done to retain them because those who had to go for further education they have had to support themselves to look for funding. There is no programme for staff development like you find at UZ or at ZOU since established there is a staff development programme, I actually sit on that committee the quality assurance committee, but there is nothing like that at Case 1. Also the research we talk of promoting people according to research, publications and all that. There is nothing, there is no process in place to encourage that. There is a very, I sit on the research committee that looks at the funding for various researches and review research proposals. A university like AU has a maximum of ten thousand dollars (10 000) to be shared among seven Faculties of any Faculty member who wants to do research, I mean it doesn’t cut it, it’s not enough, it’s not even something to talk about. As far as research is concerned and publication and supporting the Faculties I think the university falls far too short (Case 2)

2. The university board is based in the United States of America (Case 2)
3. Unattractive remuneration (Case 2, Case 1)
4. Academics often not recognized or given their academic space (Case 1, Returnee)
5. Limited staff career ladder or career development (research, sabbatical, intellectual capacity development Across Cases)

It is clear that from the challenges outlined above, they have direct implications to learning of students including in-class lessons/tutorials, dissertations and practicum opportunities as lecturers are invariably constrained to efficiently and effectively conduct their work.

Objective 5 - To recommend measures to mitigate challenges of staff retention strategies

The main interest in this objective is to establish measures the universities in Zimbabwe can use to mitigate staff retention challenges they face

5.1. HR

Case 1

Views obtained from Case 1 reveal the following as key mitigating measures the university can use to retain staff:

Increase funding

The institution to make sure that it increases funding for contact leave, sabbatical as well as research. The rationale is that if adequate funding is available, members of staff are more likely to be motivated to continue to work for the university.

Remuneration

There is need to ensure that remuneration is competitive at all the time as this will also attract specialist lecturers and professors back from diaspora. To a great extent, if salaries are at the same level with what other universities offer, there would very little motivation lecturers and other academic professionals to work abroad when they can get exactly the same benefits at home.

Staff development

To continuously support staff development. It was reported that ZOU has done well in this area,
Staff student ratio
It is important for the university to ensure that the student to lecturer ratio is within manageable/recommended level. High ratios tend to de-motivate lecturers.

Enabling working environment
The university to ensure all staff have appropriate office accommodation/space, furniture and related resources.

Case 2

Remuneration
Felt that the Government has play a role in paying lecturers at this university or set standards/guideline for staff salaries

Staff student ratio
The student to tutor ratio be maintained at manageable levels to facilitate quality of education.

Enabling working environment
The accommodation offered is one bedroomed flat which is not suitable for a big family. Therefore, it is recommended that adequate accommodation be provided staff members.

Case 3

Developing strategic partners
In view of development of the university in its diversity, the respondents from WUA recommended that it would be important that the university should foster partnerships with strategic development partners like UN agencies

Enabling environment
The main aspect that is recommended to foster an enabling environment at the university is to embrace an open door policy in the day-to-day operations of the institution.

Staff development
To continuously support staff development

Remuneration
To offer competitive allowances
Who could be involved in the mitigation of staff retention challenges and to what extent could they be involved?

Views from Case 1

- Government
- Lecturers (staying and exiting)
- Other staff members
- Senior management
- University council
- Private sector
- Alumni
- Former lecturers
- MOHTE
- ZIMCHE
- Local organisations
- International organisations

The government was cited as the key player through the Ministry of Higher Education.

Views from Case 2

- Government
- University investors
- Industry (banking etc.)

Yah, the banking community can be involved provided the university per se has got an open policy to bring in other partners but as we are talking this university is more of a closed family whereby even its’ interactive with other industry to say please this is what Case 2 is giving out so we need your input so that we can modify programmes in conjunction with the local industries. Something like that is not there, which means those industries, banks, industries they are also not forthcoming in terms of advertising for staff and improvement of deliverables within Case 2.

- Former lecturers
- MOHTE
- Professional bodies
- ZIMCHE
- Local organisations
- International organisations
- Post doctoral people

Views from Case 3

- Responsibility of all concerned parties (Chairpersons, Deans, Lectures, university executive management, Council and board of trustees)
- Former lecturers
- MOHT (funding to pay other lectures as it is government’s duty to educate its citizens)
- Professional bodies (are the custodians of their professional fields) should ensure registration and enforce requirements for different professions
- Local organisations
- Commerce and industry

“...what I just want to reiterate is the issue of saying employees usually want to feel at home. They want to be respected. The greatest way of staff retention is to treat those employees that you have very well so that they can be your ambassadors. In conclusion, I want to say there is no retention of talent that can surpass being human, being an employer of choice whereby people would just feel they want to be associated with you”.

5.2. Retained

Case 1

Staff development
Need for research support fund for big research work. Also reward and recognition should be a way the university culture, that is, appreciation should be there.

Remuneration
- The local universities we need to have salaries that are at par with the region, within the region and comparative with what the private sector offers.
- The university has to look at salaries.

Enabling working environment
Adequate facilities are required. For instance printers, photocopiers as this facilitates smooth working towards production of desired education results. Also there is a need to nurture an atmosphere where staff members feel a sense of belonging and ownership.

Case 1: 2

Remuneration
- Staff associations could actually lobby for better conditions of service for members of staff for example they could actually negotiate for hours at work, library hours and also could negotiate for allowances.

**Staff development**
- Adequate funds to support staff development including doctoral studies
- Also need to support staff to attend conferences for academic exposure
- Contact leave and sabbatical leave should be supported.

**Resources**
- In addition to funds, adequate vehicles are required to enable staff to make follow ups to regions
- Enough equipment such as computers are needed as part of creating an enabling environment for staff

Case 2

**Resources**
- Grant from government just like in schools
- Capacitating universities to look for consultancies where they can earn money for themselves

**Governance**
- The institution to be more transparent in its operations. Being a private also means that what it does is not always under public security.

Case 4

**Strategic partnerships**
- Liaise with other academic institutions through specific programmes like in research work. Other partners include private companies who might be helpful in ways of retaining staff.

**Resources**
- Engage in income generating activities. For instance, the institution has a piece of land and this could be used for farming. Alternatively offices or other structures could be constructed to let out.

**Staff development**
- A need to encourage and support to facilitate continuous learning and production of knowledge and skills.
Who could be involved in the mitigation of staff retention challenges and to what extent could they be involved?

Case 1

- Banks have provided various loans, loans for housing and vehicles for example, to make staff’s lives easier. Banks are a great stakeholder and can do more because we give them business and they also stay in business and we improve our lives and these are the arrangements that the university has made.

Case 1:2

- Staff members to be involved and they should give ideas to Senior Management on specific issues
- The Ministry of Education, Higher and Tertiary Education should be involved in terms of giving financial support and policy framework
- Ministry of Agriculture to assist Department of Agriculture in the university in various ways
- Also Zimbabwe Statistical Office could actually assist the Department of Maths and Statistics in terms of providing them with funds for staff development so that at least we could have PhD holders in the Department who could move on and develop Masters Programmes.
- Department of Health Sciences
  - Banks can actually assist by way of providing funds for example

Case 2

- The university itself needs to move out and engage world bodies and engage all these world enterprises.
- We hear that in many countries, the likes of Bill Gates and the others they come in with money and maybe sponsor a Faculty where certain things are happening. But I really think that recognition of staff. I don’t think the problem is outside, I think the problem is inside. Staff recognition, straightforward promotion procedures, straightforward staff development procedures you see, straightforward benefits, do you know maybe in your workplace you can apply for a government guarantee to buy a stand I can do it here (interjection by interviewer – “you can be supported by the institution”) yah I can do it right here, things that do not require, things that do not require any money from outside. I cannot be supported by this institution when I want to buy a car which I will use mainly
for coming to work and doing some of my work related activities. So some of the problems that are seen as requiring external address I think are more problems that are more rooted in the university rather than outside.

- Banks involved in helping fund some of the university operations.

“He says there are untold problems mumabanks umu, not talking about his bank but kutimumabanks umu mari hamuna because industry drives the banks rather than the way round because you see industrialists coming to borrow from the banks, then the banks will be in a better position to assist. I don’t know how the officials here have engaged the banks apart from these trivial things like these marathons and sport and so on”.

- Engage private companies

**Case 4**

- International organisations can play a very significant role either in terms of personnel training or money. They can give a little bit of money or both money and training personnel or even link us to other organisations or other institutions outside there who can help in a number of ways.
- ZIMCHE could make some follow ups on universities finding out if they are providing some loans to members of staff who want to upgrade themselves in terms of qualification or if they are making some efforts to look for places somewhere and making all the necessary facilitations so that they gain those things.

**5.3. Returnees**

*Human resources department*

- Through exit interview intelligence or information (Case 1)
- Human Resources department especially through the recruitment and selection processes, that is, ensuring that people with the right requisites are hired. Also, the HR department should come up with good induction for staff supported by the right policies (Case 2)

*Strategic partners*

- The university to partner with other organisations in various areas of development like study grants or scholarship support (Case 2).
- Creating linkages with other institutions such as universities and donors in order to get funding to aid staff retention activities making home the best instead of people moving to greener pastures (Case 3)
Who could be involved in the mitigation of staff retention challenges and to what extent could they be involved?

**Case 1**

- The leadership/ administration in the university through influencing policies and enforcement
- The government especially with the required resources as well as influencing budget towards higher education.
- Staff association (people make suggestions through the association)
- Development agencies, i.e donors

_The university should approach funders be they the government or be they international organisations to say we need to send five or so of our members for development or to twin with another university somewhere overseas or in South Africa where they could negotiate to send their members there for staff development unlike just telling staff that we need higher qualifications without offering assistance. It should be taken into consideration that the staff members have families they cannot leave for years pursuing studies (Case 1:2)._

**Case 2**

- Student representative bodies, they are the ones who are most affected
- Lecturers at all levels – a must should be in place to tap into their ideas or suggestions (Case 2: 1)

- Board of Directors through targeted and general fundraising efforts to ensure staff retention as well as maintenance of infrastructure (Case 2:2)

**Case 3**

- The university leadership together with their teaching and non-teaching staff
- Development agencies (donors) for strategic partnerships
- The various faculties can engage in income generating projects to supplement their funds. This can be done through provision of consultancy services work outside the institution either to the private sector or to other entities, to government itself or to non-governmental organisations or international agencies that require work in specific areas
- Local companies are the major stakeholders of the university education and can be involved in a number of ways, for instance the private sector, mining for example, if mining companies generate good money out there, they could put up scholarships for staff development to assist universities and then the people who are trained are attached to the companies. It’s, the companies benefit directly from the manpower that is trained in universities.
- Government through provision of grants or resources required in the various faculties in the university.
- The Alumni can be more organised in such a way that they make a meaningful contribution towards the growth of the university

Case 4

- The staff through conducting research projects or other consultancy work for extra income for themselves and the university
- Local authorities particularly in providing opportunities for staff to get stands

If you see what MSU does in Gweru. They have a standing arrangement with the Gweru City Council to say when stands have been developed, or are now available or stands are out, the first preference goes to MSU. Every year, lecturers from MSU get a stand from the City of Gweru. They are not interested whether they have six or seven stands, but they are saying the university is strategic to City of Gweru. So if you motivate the lecturers, then it becomes difficult for them to leave Gweru where they have seven stands and come to Harare where they have nothing. That’s all the strategy they have used and we can do the same here. Talk to the City of Harare here and say we are a key partner institution here in the development of Harare can you reserve stands for us once they come out. That will go a long way in retaining staff.