

**PREDICTORS OF TURNOVER AND THEIR EFFECTS ON ACADEMIC  
STAFF PERFORMANCE IN PRIVATE HIGHER LEARNING  
INSTITUTIONS IN RWANDA: CASE OF FOUR SELECTED  
INSTITUTIONS**

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**A THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY OF THE OPEN  
UNIVERSITY OF TANZANIA**

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**CERTIFICATION**

The undersigned certify to have read and recommend for acceptance by The Open University of Tanzania (OUT) the thesis entitled “Predictors of Turnover and their Effects on Academic Staff performance in Private Higher Learning Institutions in Rwanda: A Case of Four selected institutions” in fulfillment of the requirements for the degree of Doctor of Philosophy of The Open University of Tanzania.

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Date

**DEDICATION**

This thesis is dedicated to my Husband Kanyamafishi Rucogoza and my daughters: Iriza Lyse, Ineza Etia and Abeza Adiella for their endless love, support and for the sacrifices they made during the study journey.

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**ABSTRACT**

The study investigated predictors of turnover and their effects on academic staff performance in Private Higher Learning Institutions in Rwanda (PHLIs). It aimed at assessing factors that contribute to academic staff job dissatisfaction in PHLIs. The study mainly revolved on identifying non monetary incentives that contribute to academic staff job satisfaction, effects of lack of motivation on academic staff research and consultancy, how lack of development opportunities impacts on academic staff research and consultancy, the effects of turnover on academic staff research and consultancy as well as mechanisms to address it. Four selected institutions constituted the sample and 170 respondents were selected using simple random sampling with the help of random table numbers. Primary data were collected using questionnaires and interviews. The findings proved job dissatisfaction, lack of motivation and lack of development opportunities to be the main predictors of turnover in PHLIs. The study has proved that PHLIs need to improve research capabilities since publications have found to be at very low level especially publications at international level. It was noted that the quality of research and consultancy suffers when academic staff are not motivated and satisfied and when they do not have required skills. They need job satisfaction and stability to concentrate their time on their noble career of research and consultancy. Recommendations to different stakeholders involved in Higher Learning Institutions on how to make academic staff more satisfied and more loyal were provided. The study recommends that none financial incentives be given priority among academic staff so as to satisfy their intrinsic needs which contribute more to their satisfaction.



**Key words:** *Dissatisfaction, motivation, development opportunities, turnover, performance*

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### LIST OF ABBREVIATIONS AND ACRONYMS

AUCA	Adventist University of Central Africa
CEB	College of Economics and Business studies
CIK	Catholic Institute of Kabgayi
CUR	Catholic University of Rwanda
HLIs	Higher Learning Institutions
HR	Human Resource
HRD	Human resource Development
HRM	Human Resource Management
INATEK	Institute of Agriculture, Technology and Education of Kibungo
INES	Institut d’Enseignement Supérieur de Ruhengeri
INILAK	Independent Institute of Lay Adventist of Kigali
IPB	Institut Polytechnique de Byumba
ISPG	Institut Supérieur Pédagogique de Gitwe
KIM	Kigali Institute of Management
KPI	Key Performance Indicator
NUR	National University of Rwanda
PA	Performance Appraisal
PHLIs	Private Higher Learning Institutions
PIASS	Protestant Institute of Arts and Social Sciences
PM	Performance Management
PRS	Performance Rewarding System
RTUC	Rwanda Tourism University College
SHRM	Strategic Human Resource Management

SRS	Simple Random Sampling
UK	University of Kigali
ULK	Kigali Independent University
UR	University of Rwanda

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background Information to the Study**

Competitiveness of organizations is facing problems than ever though organizations are struggling to attract and retain its human resources. Managers are facing the challenge of retaining their talented human resources and their productivity suffers due to the problems associated with turnover. Turnover is a threat to organizational productivity and thus an area which needs an eye bow of human resources professional writers and managers of organizations as well. However, turnover consequences start from turnover intention which in turn comes from turnover predictors. It is through the consideration and caring on human resource management functions that employers will be able to keep their best employees.

Prasad (2001), Menon (2005) and Aquinas (2008) classify human resource functions into two main categories which are managerial and operative functions. According to the above mentioned authors, managerial functions include planning, organizing, directing and controlling staff whereas operative functions include acquisition or procurement, development, compensation and maintenance of staff. When turnover becomes high it implies that HRM is not fulfilling well its functions. Hence, there is a need to put more efforts on the management of staff within organizations so that they may be able to reach their goals through skilled and satisfied staff.

Assessment of predictors of turnover would be a proactive useful measure to prevent turnover. Therefore, it would become easier looking at predictors of turnover and putting into place prevention measures to end that Intention to Leave (IL) than taking remedial action after actual turnover. The study finds its foundation in that it could be a useful tool in looking on how to retain best performers by creating a conducive work environment which makes employees satisfied and motivated. Studying predictors of turnover states the negative side of turnover intention since performance of employees who intend to leave suffers before turnover occurs. The research links predictors of turnover which are job dissatisfaction, lack of motivation and lack of development opportunities to low commitment, overwork in employees' personal interests and seeking for alternative jobs which with performance.

Private Higher Learning Institutions in Rwanda are also facing the challenge of keeping their talented academic staff. Thus, the study aims at looking at non financial factors which Private Higher Learning Institutions in Rwanda need to put into place in order to be able to keep their competent academic staff members. Private sector has been encouraged to establish Private Higher Learning Institutions in order to compensate intellectuals who have been victims of the 1994 genocide tragedy since the development of any country results in the capacity building of its citizens and that capacity building is got from universities.

However, the establishment of Private Higher Learning Institutions has been increasing day to day whereby there are twenty six Private Higher Learning Institutions operating in Rwanda but Private Higher Learning Institutions are facing

the problem of retaining its academic staff since turnover rate is High (High Education Council report, 2013). High pay is considered to be a retention mechanism but it does not seem to be the case in PHLIs whereby they pay better but turnover rate increases day to day. Employees need to get reasonable salaries, as money represents the most important incentive, when speaking of its influential value (Sara *et al*, 2004).

Therefore, pay has a significant impact in establishing employees' determination and commitment to work towards the achievement of organizational goals. Nevertheless, studies have shown that pay does not boost productivity on the long term and money does not improve performance significantly. Moreover, focusing only on financial aspect might deteriorate employees' attitude, as they might pursue only financial gains. Fortunately, there are other non-financial factors that have a positive influence on motivation. When motivating employees, there are two main ways: financial motivation and non-financial motivation.

Managers still believe that money is everything. Through research, it is shown that for most people non-financial rewards or recognition serve as a better motivator than money (Martin, *et al.*, 2012). Thus, there is a need to look at the none financial factors of turnover in Private Higher Learning Institutions in Rwanda in order to set up prevention measures on the turnover problem. In addition, predictors of turnover need to be looked at as the antecedents of turnover intention and actual turnover. Thus, there is a need to conduct a research on the predictors of turnover

in general with more focus on Private Higher Learning Institutions in Rwanda and examine how they affect academic staff performance in terms of research and consultancy.

Even though there are other important resources which are needed and helpful to reach the organizational performance such as infrastructure, equipments, financial resources; but the research focuses on academic staff as the most valuable resources in Higher Learning Institutions with more emphasis on the predictors of academic staff turnover and none monetary incentives that contribute to academic staff job satisfaction in Private Higher Learning Institutions in Rwanda. Muhammad (2005) confirms that Higher Education is the most important level of education which develops the manpower for the whole country.

The future of a nation depends more on the quality of people from higher learning institutions. Paul Patten (the head of state of Kentucky) emphasizes the above mentioned when he says that 'education and economic development are twins that will lead us to a higher plateau and help us achieve our goal of raising the standard of living in our state. Nevertheless, performance of academic staff can only be reached when they are satisfied, motivated and their motivation and satisfaction are the foretell signs of low turnover. In other words, Private Higher Learning Institutions are failing to increase their academic staff satisfaction and motivation and therefore their performance in terms of research and consultancy suffers.



Alkahtani, (2015) states factors which are commonly related to turnover among others job satisfaction, training, perceived supervisor support, organizational climate, employees' benefits and opportunities and organizational justice. Organizations which take care of these factors experience a good retention rate and thus low turnover rate. The relationship between employer-employee is reciprocal. If the employees feel that the organization takes care of them, they will repay in terms of their loyalty and their commitment to the organization which in turn result in the increase of the productivity.

Thus, the purpose of the research is to find out factors that make academic staff think about looking for job opportunities elsewhere while they are well paid and propose practices and mechanisms which Private Higher Learning Institutions can use to be able to keep their valuable academic staff. To sum up, it aims at finding out predictors of turnover or root causes of academic staff intention to leave which ends in turnover, the effects of turnover intention on academic staff performance and how they can be prevented since the researcher believes that it is better to increase efforts in avoiding turnover than fighting its consequences.

## **1.2 Statement of the Research Problem**

A number of researchers recognize financial incentives as effective motivating factor that makes employees loyal (Gupta *et al.*, 2008). Employees' performance is known to be a result of many factors combined together which make them motivated to deploy necessary efforts to accomplish tasks assigned to them by the employing organization. Turnover and turnover intention have also been dealt with by many researchers such as Anantha (2013); Kaur *et al.*, (2013). Turnover and turnover

intention are seen to be the result of lack of opportunities to upgrade employees' skills, others quit looking for better pay elsewhere and others quit because of bad relationship with supervisors.

Under normal circumstances the higher the pay among employees, the higher the rate of retention. Well paid employees are expected to remain longer with their employers; in other words, the higher the remuneration package, the lower the rate of employees' labor turnover (Sara *et al.*, 2004). In view of that, it is a common practice to witness a wide range of employees moving from lower paying employers to new employers seeking for a better pay. Generally, employees move from government offices to private firms where they are assured of a better pay. On the contrary, this does not seem to be the case in Private Higher Learning Institutions in Rwanda where the tendency has been academic staff in Private Higher Learning Institutions moving to other institutions while they get a competitive salary in Private Higher Learning Institutions. Table 1.1 presents the number of academic staff who left Private Higher Learning Institutions from 2009 to 2013.

**Table 1.1: Labour Turnover of Academic Staff from 2009 to 2013 in PHLIs**

<b>PHLIs</b>	<b>Years</b>					<b>TOTAL</b>
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
<b>INES</b>	5	10	13	15	19	62
<b>ICK</b>	4	7	9	10	11	41
<b>INATEK</b>	8	11	14	17	15	65
<b>INILAK</b>	7	8	25	24	25	89

**Source:** Statistical information on Higher Learning Institutions in Rwanda, 2014

This unusual trend of quitting better paying jobs has drawn the researcher's attention and curiosity. Therefore, finding out what were the motivating factors and their implications on academic staff performance becomes an issue of great value. The

study highlights that job satisfaction, motivation and increase of skills are three elements which greatly contribute to performance and are all linked to performance. The study considers the above mentioned three elements as inseparable and thus stressing one of them would not lead to high performance that is, the absence of one of them excludes or hinders performance.

### **1.3 Research Objectives**

#### **1.3.1 General Objective**

The general objective of the study was to find out the predictors of turnover and their effects on academic staff performance in Private Higher Learning Institutions in Rwanda.

#### **1.3.2 Specific Objectives**

The study was guided by the following specific objectives:

- i. To identify non monetary incentives that contribute to academic staff job satisfaction;
- ii. To find out the effects of lack of motivation and job dissatisfaction on research and consultancy;
- iii. To examine how lack of development opportunities impacts on academic staff research and consultancy;
- iv. To examine the effects of turnover on academic staff research and consultancy and mechanisms to address it.

### **1.4 Research Questions**

As far as research hypotheses are concerned, the following hypotheses were formulated:

- i. What are none monetary incentives that contribute to academic staff satisfaction?
- ii. How does lack of motivation and job dissatisfaction affect academic staff research and consultancy?
- iii. What is the impact of lack of development opportunities on the quality of research and consultancy?
- iv. How does turnover affect academic staff research and consultancy?

### **1.5 Significance of the Study**

The study presents both theoretical and practical implication. Theoretically, the study findings contribute to the existing body of knowledge concerning the predictors of turnover and what can be done by managers to increase the royalty of their staff especially in Private Higher Learning Institutions. Performance of Private Higher Learning Institutions involves putting into place staff management practices which make academic staff enjoy their work and thus increase their level of commitment to the organizational tasks. Performance of academic staff is seen through the main goals of Higher Learning Institutions which are teaching, research and service to the community.

However, the fulfillment of their mission is grounded on research and consultancy. The quality of teaching comes from research which makes academic staff deliver an up to date course content and also it is through research and consultancy that academic staff contribute to problem-solving of the society which is in line with the

mission of service to the community. The study presents an insight on what is likely to be done in order to increase the motivation and thus the retention of academic staff. It clarifies academic staff management practices which can be used by owners of Higher Learning Institutions to keep their staff more motivated, satisfied and skilled so as to reach their goals. Moreover, the study will be used by other researchers as a source of secondary data.

Practically , the study raises the attention of Higher Education stakeholders on the current situation as far as performance is concerned and proposes appropriate measures to be taken to make academic staff turnover low for better academic staff performance. Turnover has been seen to be dysfunctional to organizations and especially voluntary turnover. The study gives a practical contribution in that it highlights the procedures which need to be used by managers to make their employees more performing by putting into practice procedures and practices which make employees satisfied, motivated, reduces employees' intention to leave and provides to employees opportunities to increase their skills and competencies. Thus, the present work is a roadmap of practical knowledge likely to improve academic staff satisfaction and motivation. The study is an eye opener to policy makers, administrators and academicians.

### **1.6 Scope of the Study**

As far as the field of study is concerned, the study was mainly delimited to the predictors of turnover and their effects on academic staff performance in terms of research and consultancy in Private Higher Learning Institutions in Rwanda. The study considered four Private Higher Learning Institutions from different provinces

from which respondents were selected. It did not tackle public institutions. The study dealt with the definitions of key terms among others job satisfaction, motivation, employee development, turnover, turnover intention and employee performance.

The causes and effects of academic staff turnover in Private Higher Learning Institutions as well as practices and procedures which can be used to foster a good work environment have been dealt with. The study establishes a link between job dissatisfaction, lack of motivation, academic staff development (which are the predictors of turnover) with academic staff performance. Practically, unmotivated employees cannot perform as motivated ones and in most cases, better pay is considered to be the best motivator. The focus of the study is then to find out reasons which are making academic staff quit Private Higher Learning Institutions where they get higher salary and choose to join other institutions which can even pay less than Private Higher Learning Institutions.

### **1.7 Organization of the Study**

The study is composed by seven chapters. Chapter one which is about the introduction presented the background of the study, the problem statement, research objectives, research hypotheses, significance of the study and the scope of the study as well. Chapter two which presents the literature review, showed different authors who wrote about similar topics and gives a clear understanding of what has been researched and what was left behind. It discusses the predictors of turnover, causes of turnover and how they affect employee performance. The chapter presents the

necessity of having a retention plan, causes of academic staff turnover as well as the procedures which can be used to make employees enjoy their work.

Chapter three discusses the research design, sampling techniques, sample size, data collection methods as well as data analysis techniques. Chapter four, five and six present and discuss the results. In data collection, the researcher used documentation, questionnaires and interviews. In the phase of data analysis, both qualitative and quantitative techniques were used. Chapter seven talks about general conclusions and recommendations and highlights the contribution to the knowledge and suggests areas for further research.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Overview**

The chapter defines key concepts of the study and reviews various documents related to the topic under investigation. It covers the definition of key concepts among others turnover, predictors of turnover, motivation, job satisfaction, development opportunities and performance. It presents empirical studies and discusses what other researchers found out in relation to turnover especially what was researched about the above mentioned concepts and states what was not tackled. It also presents the conceptual framework on which the research was grounded.

The researcher perused different sources of information from various written documents in line with the research objectives in order to build up a strong literature

review which clarifies the topic under study. Different sources of information that is, published and unpublished sources have been consulted. Researchers have proved that turnover affects negatively organizations when valuable employees leave and the best practice to retain employees is to provide to them with a good work environment which make them motivated and enjoy their work and also give them opportunity to upgrade their skills. In addition, replacement is costly to organization reason why keeping the best employees is crucial.

## **2.2 Conceptual Definitions**

### **2.2.1 Turnover**

There are writers who attempted to define turnover as below stated. Turnover is defined as the measure, the rate, the percentage figure or the extent at which former employees leave and new employees enter the organization in a given period. It is the entrance of new employees in the organization and the departure of existing employees from the organization (Acquinas, 2007; Anatha, 2013; Kaur *et al.*, 2013).

Writers who defined turnover have a common understanding on turnover which is exit of employees and entrance of new employees. Movement in and out of an organization constitutes turnover. The departure of former academic staff and entrance of new academic staff is turnover. That turnover in Private Higher Learning Institutions is a handicap to quality of teaching and research. Teaching and research need staff who are both qualified and experienced. Once an experienced staff leaves and is replaced by none experienced, performance suffers. Actual turnover comes as an end result of turnover intention. Turnover intention may be defined as the



intention of employees to voluntarily quit the organization within a given period of time which leads to actual turnover (Kaur *et al.*, 2013). Before reaching the step of leaving an organization, any staff gets that intention to leave.

The intention to leave or that feeling of dissatisfaction contributes to the decrease of performance of the staff having that feeling or that intention to leave. That is, performance of employing organization becomes low even before the stage of turnover. An academic staff who has the intention to quit his post cannot be concentrated on updating teaching materials or think about strategies which can improve teaching-learning process. Rather, his/her time is concentrated on how to get a new job. There are practices which serve as potential answers to turnover problem, such as investment in training, providing better career opportunities (Walters and Raybould, 2007) as well as the implementation of effective strategies which increase staff job satisfaction and commitment (Aksu, 2004). To sum up, the consequences of turnover come even before the stage of turnover that is, employing organization gets the disadvantages of turnover from the time when a staff gets the intention to leave which shows the strong need for organizations to invest efforts in keeping their best employees. In the context of the study, turnover means the movement of academic staff in and out of Private Higher Learning Institutions in Rwanda. Turnover is an end result which emanate from predictors of turnover as highlighted in the following paragraphs.

### **2.2.2 Predictors of Turnover**

Predictors of turnover can be understood as signs that anticipate, predict or foretell turnover that is, indicators of turnover before it happens. In the context of the present study, predictors of turnover are the foreseen signs that precedes academic staff turnover or factors that contribute to academic staff decision to quit employing organization. Predictors of turnover bring in job dissatisfaction, lack of motivation and lack of development opportunities as presented below.

#### **2.2.2.1 Job Dissatisfaction**

In the modern era, organizations are facing several challenges but the most challenge for a business is to satisfy its employees in order to cope up with the ever changing world and to achieve success and remain in competition. Businesses become able to efficiently and effectively increase productivity and job commitment of employees if only they satisfy the needs of their employees by providing good working conditions (Raziq, and Maulabakhsh, 2014).

The term job satisfaction refers to the attitudes and feelings of contentment or the extent to which people like their work. Such feelings and attitudes come from the work they do, their coworkers, supervisors or subordinates and also their pay. Positive and favorable attitudes towards the job indicate job satisfaction while negative and unfavorable attitudes towards the job indicate job dissatisfaction (Statt, (2004); Armstrong, 2006). Job satisfaction is one of the factors which contribute to the efficiency and effectiveness of organizations. However, job dissatisfaction hinders the productivity in that unsatisfied employees do not deploy all their efforts in fulfilling their tasks. Rather, they think about to quit the job, they become less

committed and also they deploy more efforts in their personal activities rather than the employing organizational tasks.

Managers need to focus on creating a work environment that increases job satisfaction and once job satisfaction increases, performance also increases. Satisfied employees are happy employees and happy employees are successful employees. Job satisfaction can be seen as the enthusiasm or inner drive which pushes a given employee to work towards the organizational goals. Job satisfaction can be considered as employees' positive feelings which push them to work towards the successful accomplishment of their tasks and within a time limit. It is a combination of all motivation factors which lead employees to the ownership feelings towards the organizations they work for. Satisfied employees work under a minimum supervision and are eager to make efforts needed to attain the organizational goals and targets.

Job satisfaction is an important factor that affects workforce productivity (Hoboubi. *et al.*, 2017). However, job satisfaction cannot be reached without giving value and recognizing the efforts of employees in the attainment of the organizational objectives. It is that feeling of enjoying the work that pushes employees to perform more. Performance cannot be reached or cannot be high if employees are not happy. Thus, there is a close link between job satisfaction and organizational performance. Researches have proved that job satisfaction is a core factor of

employees' retention. As it has been mentioned earlier, satisfied employees deploy more efforts towards the achievement of the organizational targets.

However, dissatisfied employees cannot perform and reach the expected results. The higher the degree of job satisfaction, the higher the level of performance and the reverse is also applicable. That job contentment makes staff eager to work hard and increase in them the feeling of ownership. Once staff members feel satisfied, they work hard which makes their performance high. Satisfied employees do perform better and contribute to the overall success of organizations. On the contrary, employees who are not satisfied do not perform well and become a barrier to organizational success (Shmailan, 2016).

Martin and Roodt, (2008) consider job satisfaction as a stronger predictor of turnover. Different authors who conducted researches on turnover have a common understanding on that turnover is a sign of staff discontentment and that it results from a combination of many factors. Regarding academic institutions, academic staff members who are satisfied cannot teach an out of date course. They keep on updating teaching materials, conduct researches and consultancies in order to make their institution more competitive. Job satisfaction makes academic staff deploy all their efforts towards the attainment of the quality of teaching and research. It constitutes an inner driver which pushes staff to feel proud of their job and to do all they can to reach the organizational targets. There cannot be a good quality of teaching and research if there is no job satisfaction among academic staff.

#### **2.2.2.2 Lack of Motivation**

To be successful, managers need to have a good understanding of the concept of human motivation. Motivation of employees in the work place still remains one of the sensitive subjects that determines the level of input that employees will put in the organization to commit themselves to high performance. Motivation is defined as the process of channeling a person's inner drives, intensity, direction and persistence to work in a particular way so that he/she wants to accomplish the goals of the organization.

In a business organization, the 4 p's which are: praise, prestige, promotion and pay are the best positive motivators. These 4 P's must be combined with other human motivation factors such as his/her relationship with colleagues, his/her healthy and welfare which greatly contribute to his/her performance (Aquinas, 2007 and Page, 2008). Motivation and satisfaction are closely connected. The presence of motivation implies the presence of satisfaction but not the reverse. That is, staff cannot be motivated if they are not satisfied and they can be satisfied and not be motivated.

The most valuable and volatile asset of any institution is a well- motivated and stable workforce which is competent, dedicated and productive Kreisman (2002) in (Mensah and Tawiah, 2016). Motivation comes from internal and external factors and among external factors what come first and which mostly influence work climate is leadership and employees' management practices which are applied to them. The behavior of leaders or managers influences or plays an important role in increasing employees' motivation. In other words, the way a company manages its

workforce determines its ability to establish and maintain a competitive advantage. High performance or low performance is rooted to managers' behavior and practices towards employees. Thus, in any organization where employees' satisfaction misses, it implies the mismanagement of staff. Hence, treating employees in the right way or in a way that motivates them is not an option but a necessity (Dreher and Dougherty, 2002 and Lawler, 2003).

Performance comes from motivated and stable workforce. However, an organization cannot dispose a motivated and stable staff if the management practices and procedures are not adequate. To be performing, employees need to feel valued and secured at their work place. Work security and well being come from being given opportunity to upgrade their skills and competencies and also having good relationship with immediate supervisors. Once motivation factors are fulfilled, performance comes in. To sum up, managers need to understand the importance of creating a positive work environment in all aspects so that employees may be satisfied and enjoy their work and thus reach performance. On the other hand, a question which rises is the following: Who is more involved in creating a positive work environment which motivates employees? The answer is found in the paragraphs below.

Goleman (2001) studies confirm that 50 to 70 percent of employees' perceptions on work climate are linked to the characteristics of the leader that is, a leader is an engine who leads employees to motivation or demotivation. Stringer (2002) supports the above mentioned by saying that what a leader does is the most determinant of work climate. The leader's behavior drives work climate which arouses employees'

motivation and motivated employees drive the organization to high performance. In addition, there is a quote which states that ‘a satisfied employee is a happy employee and a happy employee is a successful employee’. Thus, performance is a result of combining motivation factors to make employees feel satisfied and be more performing. Watkins (2000) establishes a link between work environment and employee performance by confirming that leaders can sustain performance by creating a work environment that motivates, develops and retains talented and competent employees.

Motivation is the foundation of performance since performance cannot be reached without disposing a motivated staff. Failure to motivate employees results in underperformance reason why the concept of motivation is very crucial in any organization management. Employees are to be managed in a way that makes them motivated in order to increase their performance since they cannot perform well without being motivated. Taking into consideration the noble mission of academic staff, there is a strong need of deploying more efforts in motivating them in order to make them accomplish satisfactorily their tasks. In private Higher Learning institutions, academic staff members have to be managed in a way that motivates them in order to increase their level of performance in terms of research and consultancy since the two activities are more demanding and can only be well accomplished when academic staff members are motivated.

### **2.2.2.3 Lack of Development Opportunities**

Employee Development (ED) or Human Resource Development (HRD) concern a range of activities and practices for assisting employees to upgrade their skills,

knowledge, behaviors attitudes, creative ability and competencies of employees for effective present and future performance (Armstrong, 2006; Aquinas, 2007 and Wilton, 2013). No one can claim to have necessary skills and confirm that he/she does not need additional ones. Thus, employers are required to consider that their employees despite the degrees they possess need supplementary skills via coaching, mentorship, workshop, further studies etc. in order to be more performing.

Companies utilizing employee development programs are experiencing higher employee satisfaction with lower turnover rates. Development programs build a strong organization loyalty because employees know the organization is investing in their futures. In the same vein, companies which provide training and development programs for their employees achieve high level of employee satisfaction and low employee turnover. Furthermore, training increase organization's reliability and employees' loyalty as employees are motivated to belong to an organization which spends in developing their present and future career (Rosenwald, 2000).

From the above mentioned, there is a close link between employees' development and retention in that development make employees more satisfied and more loyal which decrease the rate of turnover. So, employers need to have a good understanding of the benefits they get from employees' development and deploy more efforts in that noble activity.

In the present study, the concept development opportunities refer to providing to academic staff means of increasing their skills and competencies. Skills need to be sharpened periodically in order to meet the market's demand. Academic staff



members who do not attend refreshment seminars will find themselves unable to transmit a standard knowledge to students as well as produce good quality research papers. Learning is an ongoing process which does not end. That is, learning is a continuous process through which academic staff members get new knowledge and update the existing knowledge in a particular field of study and it also contribute to employees' loyalty.

Hay (2002) discovered that the majority of the employees' reasons to stay in an organization which lead to job satisfaction were more influenced by career development opportunities. Higher Learning Institutions need to take into consideration how to develop the skills of their academic staff in order to keep their competent academic staff. A skilled academic staff produces skilled students and good quality of research works, that is, if institutions need to produce well qualified graduates, they need to increase their efforts in developing skills of their academic staff since it is a strong foundation of the quality of teaching and research.

### **2.2.3 Performance**

Performance concerns the output needed to achieve predefined goals; a function of ability, motivation and opportunity. Performance is also defined as the level at which an individual has met the job description as a result of deployed or invested efforts (Hellriegel *et al.*, 2004; Boxall and Purcell in Wilton, 2011 and Balyan *et al.*, 2011).

Employee performance mainly depends on many factors among others performance appraisals, employee motivation, employee satisfaction, compensation, training and development, the required set standards Employee's performance means employee productivity and output as a result of employee development, that is, the level of employees' performance goes hand in hand with the level at which employees are developed. Employee performance will ultimately affect the organizational effectiveness (Hameed and Waheed, 2011).

However job security, organizational structure and other, but our area of study is focused only on motivation, job satisfaction and development of skills as basic predictors of employees' turnover. When there is lack of motivation, job dissatisfaction and employees do not get opportunity to develop their skills and competencies, employees start thinking about looking for job alternative and their commitment becomes low which negatively affect their performance. Academic staff performance in the present study is understood as the level at which they reach the pre established goals, standards and objectives of the employing Private Higher Learning Institution.

It is through providing to academic staff with opportunity to develop their skills, placing them in working conditions which increase their level of motivation and satisfaction that the quality of research will be achieved. In the same line, Balyan *et al.* (2011) present the following factors that affect performance: working conditions, working hours, nature of job, employees competencies, job security,

welfare and social security, training of employees, salary packages, liberty at work, quality of leadership, motivation of employees, career development opportunities, rewards, recognition and incentives, organizational culture, behavior of employees, location of work, management approach, HR policies, technology at work, business environment and level of competition in market.

All the above listed factors affect performance and they can be summarized into employees' development and retention. Academic staff cannot be motivated if such factors are not adequate to them. So, if academic staff members are not motivated, their loyalty cannot be possible. Loyalty is the result of motivation, which in turn comes from performance factors. Motivation cannot even be possible if employees do not dispose with necessary skills as well as other materials needed to perform their tasks. To sum up, while employees development and retention are considered, performance is easily reached.

Balyan *et al* (2011) confirm that performance is only possible thanks to managing human resources strategically, that is, to put into place human resource management strategies which give value to employees and seek to make them feel confident and stable at the workplace. It is through development of skills and retention of academic staff that they will increase their efforts in producing a good number and quality of research papers at national and international level. On the other hand, when academic staff members do not increase their skills and competencies the quality of research suffers.

Research requires a stable peace of mind to make researchers get concentration on their research topics. It is an activity which needs stability and good communication being upward, horizontal and downward. Academic staff members need to leave harmoniously with work mates being managers, their peers and even other workers. Thus, managers have the responsibility of providing to academic staff a good working environment which makes them share experiences and come out with good number and quality of research papers at national and international level.

Performance has to be well managed in order to be durable. Performance may be seen as the organization's ability to attain goals and objectives using resources effectively and efficiently; it is the responsibility of a manager to coordinate and plan resources in a way that allows the accomplishment of pre-established goals. In this line, managers are responsible to manage performance; that is, performance cannot be reached if it is not well managed. Writers interested in human resource management have conducted studies in different angles of HRM and insisted in that performance needs to be well managed so that it may be reached to the highest level. The following paragraphs explain what performance management is and how it can be reached.

Performance management is a strategic and integrated approach to deliver sustainable organizations' success by improving performance of people who work in them and by developing the capabilities of teams and individual contributors. Performance management maintains, develops and motivates people at work to give better results by meeting or exceeding targets and standards. It implies creation of a work environment which enables people to perform to the best of their abilities

(Armstrong, 2008; Balyan *et al.* 2011). Performance management needs to consider both the inputs and outputs or results; physical and mental efforts (input) invested to reach the desired results (output).

Practices that support performance positively impact on job satisfaction, employee retention and loyalty. These practices include among others: delivering regular relevant job feedback, setting and communicating clear performance expectations, linking performance to compensation clearly, identifying organizational career paths for employees, evaluating performance and delivering incentives in a fair and consistent manner, providing appropriate learning and development opportunities and recognizing and rewarding top performers.

Considering the study in question, performance of academic staff is measured in accordance to their main attributions which are teaching, research and consultancy but particular attention is paid on research and consultancy. A higher Learning Institution contributes to the development of the community through research and consultancy which highlight societal problems and propose alternative solutions. So, it becomes important to look at performance of academic staff in terms of research and consultancy to be aware that Higher Learning Institutions are contributing to solve the problems of the society.

Since Higher Learning Institutions have three main missions which are teaching, research and the service to the community, they need to emphasize more on research and consultancy since the two activities contribute to the improvement of the quality of teaching and the service to the community is also included. By undertaking any

research, academic staff members analyze an existing problem and by proposing solutions the whole community gets benefit. Thus, the only activity which makes HLIs different from High Schools is research reason why it has to be more emphasized on. Though the attention of the study is on research, it does not neglect other activities of HLIs which are teaching and service to the community. Rather, the researcher could not deepen teaching, research and service to the community in one research reason why more attention has been put on research and consultancy.

#### **2.2.4 Relationship between Predictors of Turnover and Performance**

Job satisfaction, motivation and skills development are closely linked or interconnected to performance as it is not possible to reach higher level of performance without putting together these three elements. An organization that disposes with employees' development and retention strategies expects its employees to perform better than others. There is a close link between employees' development, retention with job satisfaction, motivation and turnover. When employees are helped to increase their skills via trainings, workshops, further studies, etc. their morale increases and hence their performance (Silva 2006).

Employee retention also results from providing a good work environment that treats employees fairly, gives flexible working hours, involve employees in decision making rather than giving to them decisions to implement, reward them accordingly and mostly when they are in good relationship with their supervisors. All the above mentioned contribute to employees' satisfaction and motivation which increases their commitment and decreases their turnover. Hence, employee performance

becomes high (Hafiza *et al.*, 2011). There is a close link between the independent variables above stated (employee satisfaction, motivation, development) and performance as stated below.

#### **2.2.4.1 Job Satisfaction and Performance**

Different authors who defined satisfaction share in common that satisfaction is what makes staff perform better. They complete each other regarding their understanding on the concept of satisfaction. Studies have proved job satisfaction to be an antecedent to turnover intention. To Ali (2008) employees who are dissatisfied would sooner or later leave the organization which makes the organization loose the knowledge and expertise that the employees had brought in and thus the organizational performance decreases. Performance as a result of combination of factors which make employees enjoy their work cannot be reached if the later are dissatisfied.

#### **2.2.4.2 Motivation and Performance**

Motivation as defined by different writers is the inner drive which pushes employees and makes them eager to work towards the achievement of pre established goals. This means that motivation either intrinsic or extrinsic contribute to employee satisfaction and thus enhances performance and productivity (Bhattacharyya, 2007). Without internal force which pushes employees to deploy more efforts with the aim of reaching organizational targets, performance cannot be observed in any way. Thus, performance requires motivated employees who have the need and will to achieve organizational goals.

#### **2.2.4.3 Employee Development and Performance**

Career development is closely linked to job performance. Employees who benefit from valuable career development are generally happier in their jobs. To be given opportunities to career development makes employees feel valued by their employers. They are not only given the tool to do their jobs well, but also given opportunities to develop new skills and attain career goals. Organizations that invest in their employees and acknowledge the importance of employees will keep them. Training is considered as a meaningful factor to reduce voluntary turnover (Memon *et al.*, 2014). Although there are other factors that are important to job satisfaction and many reasons that employees may leave companies, development programs can still make a positive difference. They make employees feel proud of contributing to the organization's success, which gives them intrinsic motivation to perform more. Thus, organizations that offer employee development programs experience higher employee satisfaction and lower turnover than those that do not invest in those programs.

One of the main reasons which make Human resource Development become more and more crucial is the rise of technology. Knowledge and information are moving faster than ever and a business cannot keep up in today's world if its employees do not have access to it. Although higher education empowers and prepares people to work in businesses, they still need a new set of skills by the time they start working (Hameed and Waheed, 2011). It is the responsibility of the employer to make sure that employed people have all necessary skills which they need in their job responsibilities, and it is an on-going process.

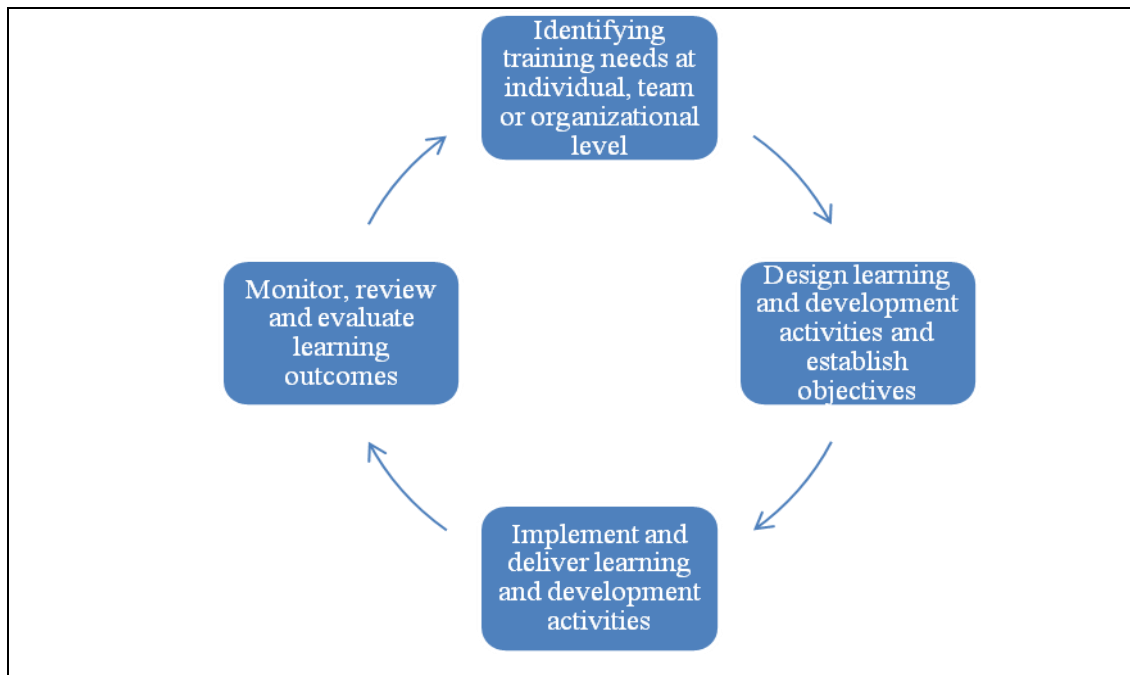


The main objective of employees' development programs is to communicate the vision of the organization, help employees understand the corporate values and culture, and show employees at every level the role of each one to organizational success. However, employees also need to sharpen their knowledge and they cannot succeed without their employers support. Career planning should rely on helping employees get a career path that they understand and value (Nunn, 2000). In this line, organizations need to set up development budgets whereby employees can be offered tuition reimbursement to facilitate them get opportunities to expand their knowledge. There is no single formula for creating an effective employee development program, but there are important elements to be considered. An effective employee development program includes career planning, goal setting, and evaluation.

The employees' development has to be in line with the present and the future needs of the organization. Thus, those present and future needs are set in accordance to career planning that is, the present and future vision of the organization. After a given time, development program needs to be evaluated. Even though some may think that it is hard to evaluate it, but it is possible. Employees may be evaluated that is, evaluate their outputs before getting benefit from a development program and thereafter evaluate their outputs after their participation in the development program. Then, evaluators may compare what has been invested to develop them with their outputs and determine how successful or not the development program is.

Employees' development has to be in line with the employees' tasks. If an employee gets additional skills and not given opportunity to put into practice those skills, no output will be observed. There will be no change from his/her outputs before and after the development programs. Therefore, a good planning is very crucial in order to make employees acquire or upgrade skills which they really need in their daily tasks. Development programs are very important to organizations since they even attract prospective employees and make them understand that a given organization needs best employees and has the will to invest in them in order to create a competitive advantage.

A key component of career planning, and therefore a key component to employee development, is goal setting. Employee development programs must not only achieve its objectives, but also must have positive outcomes for the organization and employees within the organization. Therefore, the program must keep on evaluating outcomes. There is a systematic process which training has to follow in order to make it more successful and fruitful as indicated in the Figure 2.1.



**Figure 2.1: Systematic Training Process**

Source: Wilton (2013)

Before thinking about training employees, managers need to identify training needs through performance evaluation. With performance evaluation, areas of underperformance are easily detected and thus look for its causes. Performance does not only result in lack of skills. It may be caused by other factors among others personal problems, lack of motivation, etc. Once underperformance is observed; its causes must be detected. When the underperformance results in lack of skills to perform a given job, the remedy is training that employee. The next step of training process is designing development activities which intend to fill the knowledge gap of the trainee and set up training objectives. The third step is the implementation of development activities and finally evaluation of the outcomes of training activities in line with the objectives set. After implementing development activities, training reaches the initial point which is monitor, review and evaluate learning outcomes reason why it is said to be cycling process.

The invention of technology and firms competitions have made employers realize that success relies on the skills and abilities of employees (Tailby and Howe, 2005). Employees' development implies a continuous investment which helps employers to fulfill present as well future needs of their organizations by having staff with updated knowledge and skills which are likely to make organizations more competitive. In each Higher Learning Institution especially in Private sector, which is currently increasing in Rwanda, there is a need of a staff development policy manual which clarifies the overall plan of its staff development in accordance to its present and future needs. Staff development policy is a good plan but it becomes important when it is implemented.

It is key to attract excellent employees, retain and develop them and extract benefits from their talents. Once the needed employees have been selected, the next stage is to develop and retain the organization's valued assets which are its staff. Accordingly, retention consists of methods and approaches used to keep better and talented staff through awards, promotions, remunerations, etc. On the other hand, development concerns the methods and the approaches used to enhance the staffs knowledge, skills and capabilities. However, due to employees' turnover which has become higher nowadays, employers have reduced their efforts in developing their employees.

Employers do not want to spend their money on developing employees who will leave them. On the other side, employers need to balance and understand the

negative side of remaining with employees who are not endowed with the required skills to better fulfill their daily tasks. When non developed employees remain with their employers, the organization performance suffers. Hence, here is a need to offer skills to employees and reward them according to their performance. He goes on confirming that Performance Rewarding System (PRS) motivates employees to do more and excel in order to be highly rewarded, which in turn motivates them to remain in organizations. Both sides that is, employers on one hand and employees on the other become successful (Clegg *et al*, 2011).

Employees' development and performance are closely linked. Effective performance of an organization is the result of the quality and competence of its human resources more than its financial, material or technological resources. To him, the greater the competence of employees is, the better the quality of the organizational outcome. Human Resource Development increases performance in that it equips with necessary skills which employees need to perform their tasks. Considering the present study, academic staff cannot deliver a good quality of teaching and research if they do not dispose with necessary skills needed. Even though academic staffs are motivated and satisfied with their work, they need also to be equipped with skills and competencies which they gain from getting opportunity for career growth (Khan, 2011).

In any organization, success depends on its human resources and the way they value their work. Employees recognize the value of working for a company that is willing to invest money in them, even if that investment ultimately benefits the organization

(Wilson, 2000). They hardly value or care about an organization if it does not care about them that is, employees give value to the employed organization if it also value them. Although there are many other factors that contribute to the organizational success or performance; to be successful, an organization needs effective employees in order to stay competitive.

### **2.3. Theoretical Literature Review**

Many studies such as Gavrea *et al.* (2011), Elnaga and Imran (2013), Das and Baruah (2013), Hameed and Waheed (2011), Sinha (2012), Abdali (2011), Jehanzeb (2012) and many others in the domain of HRM in general and specifically turnover have been conducted. Turnover is still a challenge for organizations and a concern of many writers. In fact, there are two main turnover theories which have been initiated and which are key points to turnover researches are based. Each theory presents its strengths and weaknesses.

#### **2.3.1 Turnover Theories**

##### **2.3.1.1 Firm Specific Human Capital Theory**

The Firm Specific Human Capital theory (FSHC) theory initiated by Becker (1975) asserts that turnover negatively affects productivity. Firms reduce efforts to invest in employees' trainings when turnover rate is high. In other words, their incentives to provide trainings become low by high turnover rate. Training rate is disproportional to turnover rate. When turnover rate increases, training rate decreases and vice versa. Consequently, productivity falls as turnover increases. The Firm Specific Human Capital theory has been popular and adopted by many researchers but it also has a weakness. It considers that turnover is always negative while depending on the

circumstances of an organization, turnover can be positive. The positive side of turnover occurs while low performing employees quit their employing organizations and are replaced by high performing. Considering the case of lower performing employee which has been within an organization for a couple of years, turnover may increase the productivity particularly for lower performers. Thus, for the Firm Specific Human Capital theory the positive and negative sides of turnover have not been well elaborated.

#### **2.3.1.2 Job Matching Theory**

The job matching theory opposes the Firm Specific Human Capital Theory. The job matching theory by Burdett (1978) asserts that turnover increases productivity. The theory is based on the idea that firms search for employees and job seekers search for firms until there is a good match of both sides. According to the theory, organizations need new blood and also employees with high qualifications need to seek for a better career opportunity. The theory confirms that employee turnover makes both employers and employees avoid being locked permanently and therefore increase productivity.

The job matching theory does not consider many aspects of employee performance. For an employee to perform, he/she needs to be trained, get used with the working area, the culture of the organization and so many aspects which necessitate a senior employee. Organizations cannot spend on training employees if they support the theory of job matching and without trainings or any other employees' development practices, performance suffers. The seniority of an employee contributes a lot to

his/her performance. The mastery of work attributions are not only related to the degree awarded but also on other factors above stated. So, employee performance cannot be good with the philosophy of looking for new blood most of the time and ignoring the contribution of training and seniority in employees' job performance. However, the theory is positive on one side. For an underperforming employee, looking for new blood can contribute to performance.

The present study refers to the first theory that is, the Firm Specific Human Capital theory (FSHC) theory initiated by Becker (1975) which asserts that turnover negatively affects performance. Considering specifically voluntary turnover, it has more negative effects than involuntary turnover. The rationale is that high voluntary turnover results from dissatisfaction, lack of motivation and lack of skills which affects performance even before employees quit the employing organization. Thus, the study in question opts for the Firm Specific Human Capital theory (FSHC) especially when it comes to voluntary turnover. The study emphasis is that employees' performance results in the development of employees as well as the retention rate. It covers the area of performance management which seeks for causes of underperformance and reacts accordingly.

The gap of the first theory is that it does not consider the side of an underperforming employee whose behavior does not change despite of organizational efforts to make him/her perform. For the case of such employee, turnover can be considered as a contribution to performance if the underperforming is replaced by a skilled and competent employee. The weakness of the second theory is that it ignores the contribution of organizations to develop employees and also the seniority which



greatly contribute to employees' performance. Thus, combining the positive side of the first theory and the positive side of the second theory, the research considers that employee performance comes from development and retention strategies. As earlier stated in the first theory, organizations reduce efforts in investing in employees if they do not keep them. It has been discovered that developing employees does not only increase their skills (which help them perform more) but also contributes to employees' satisfaction and will to remain. In other words, developing employees affects the retention. To sum up, the present study considers the elements of: job satisfaction, motivation and employee development as predictors of employee turnover and thus contribute to employee performance.

### **2.3.2 Motivation Theories**

#### **2.3.2.1 Equity Theory**

Staff do not leave in isolation; they live in a group of individuals who work together to achieve the organizational expectancy. To Adams (1965), when staff members realize any kind of unfairness regarding their management and treatment, their motivation decreases. People need to experience fairness from the top management with regard to their consideration of any kind. They compare themselves to colleagues in term of output and rewards and once they experience any sort of imbalance, their motivation becomes low. That is, equity among staff is of great value as far as motivation is concerned. The equity theory is a helpful theory to this study since it deals with what mostly influence lack of motivation among organizations. When academic staff are not treated equally, it is of no doubt that their motivation decreases and ends in getting the intention to leave their current

employer. Thus, applying equity theory of Adams is a useful tool of motivating academic staff.

For Adams (1965), to motivate employees is to create the necessary conditions to the extent that employees enjoy their work until they do not take into account their personal interests. Motivation of employees is their desire to achieve of the organization goals. Motivation creates in employees the ownership spirit which pushes them to work more than expected.

### **2.3.2.2 Hierarchy of Needs Theory**

Hierarchy of Needs theory, initiated by the American psychologist Abraham Maslow (1954) presents five types of needs that every human being has and ordered them hierarchically. He ordered human being needs as follows: at the bottom there is *physiological needs* (food, drink, sexual satisfaction and others). These are followed by the *needs of safety*; the need of feeling secured and protected. Then comes *social needs*; the need of belongingness that is, human beings are social. Their life becomes enjoyable when they live in relationships with others; they desire to be accepted by the society and to feel that they belong to social group. The following is *the needs of esteem* by which Maslow meant both internal (e.g. self-respect, autonomy, achievement) and external factors (e.g. status, recognition, attention).

The last but not the least comes *the needs of self-actualization*. These are people's endeavors to achieve their potential and to become what they desire to be. To Maslow, the five types of needs are followed hierarchically from primary to secondary needs. According to the theory, motivation is possible thanks to the

fulfillment of the above mentioned human needs. Motivation varies from a worker to another in that workers with problems of satisfying their primary needs may be more motivated by financial bonuses while for workers who earn enough money are more satisfied by recognition and trust from supervisors. No one can refuse a pay rise but the level of motivation with financial bonuses to workers of low income is higher than the one of high financial income. All in all, what motivates one employee may not motivate another reason why motivation should consider staff individually.

### **2.3.2.3 Theory X and Theory Y**

Douglas (1960) presents two opposing theories in the management of people at work. His theories are of two kinds which are theory X and theory Y. The theory X considers staff as people who are passive, who hate work, who have to be directed and controlled. To this theory, staff should not be given any responsibility. It is the management which has to show to staff how and when tasks should be accomplished. To the researcher's point of view, the theory X is not an adequate theory bearing in mind that staff members have talents and experiences which make them work in the absence of managers. It is just because they have not been given the opportunity to lead but they are also capable to lead themselves and even to lead others. Hence, staff should not be considered as people who are less intelligent and who cannot fulfill tasks in the absence of managers.

On the other hand, theory Y opposes theory X. The theory Y considers employees as active, who like their job, who need to be successful in the fulfillment of their tasks and who are creative and innovative. Thus, staff members need to be given a certain responsibility over certain tasks even though the supervision of managers can be left

out. To the researcher's understanding, the applicability of theory Y is a good step towards motivating staff. In human beings, there is a need of self esteem and other psychological needs which are filled in by applying the theory Y in the management of staff. To sum up, among the two types of theories by Douglass, managers are advised to apply the theory Y if they need to get their staff motivated.

#### **2.3.2.4 Motivation-Hygiene Theory**

Herzberg (1959) in his motivation-hygiene theory presents two types of factors that influence job satisfaction. He makes the difference between motivators and hygiene factors. By motivators, the theory means factors leading to job satisfaction and whose absence does not cause dissatisfaction. Those factors include among others achievement, recognition, the work itself, responsibility, advancement and growth. By hygiene factors, Herzberg means factors that cause job dissatisfaction and their absence does not cause job satisfaction. In hygiene factors there is supervision, company policy, relationship with supervisor, working conditions, salary, personal life, relationship with colleagues, status and security.

To Frederick Herzberg, managers who need to encourage their staff should put more efforts on motivation factors. The weakness of the theory is that first of all it makes a confusion when it states that there are factors that cause job satisfaction and whose absence do not cause job dissatisfaction and vice versa. If to be motivated staff need recognition, to have good working conditions, to have opportunity of advancement and growth, etc., the absence or the lack of the motivators will certainly cause job dissatisfaction. On the other hand, the absence of factors that cause job dissatisfaction will result in job satisfaction. Thus, the theory does not clarify how to

motivate employees since it shows what causes job satisfaction and at the same time states that their absence cannot cause job dissatisfaction. To sum up, if employers or managers know factors which cause job satisfaction and whose absence do not cause job dissatisfaction, they will not invest more efforts in fulfilling those motivators.

There is no good or bad motivation theory in itself; they complement each other and their effectiveness depends on the expectations of individual employees. Each theory has strengths and weaknesses. The equity theory by Adams considers fairness as a key to motivation and forgets that fairness contributes to motivation when it is positively applied. In other words, if staff members are equally treated but in a negative way, they will not be motivated. On the other hand, it can be a good motivator if employees share job benefits and advantages in the same way. Regarding the theory Y by Douglas, it is a good motivation theory but it has to consider personality of individual employees since there are employees who work without supervision and others who cannot work without being supervised. Managers need to know about motivation theories and select which theory to apply while motivating employees in accordance to physical and psychological needs of each individual. It is through a good communication with employees that managers get know what can make them motivated.

Maslow is his hierarchy of needs theory considers the five scales of needs and confirms that once those human needs are met, necessarily motivation will occur. Of course, no employees can be motivated if primary needs such as food, shelter, health are not provided but satisfaction of those human needs do not assure total

motivation. Herzberg motivation-hygiene theory does not really contribute to motivation. If employers know that there are factors which contribute to satisfaction and their absence do not cause dissatisfaction and other factors which cause job dissatisfaction and whose absence does not contribute any way to satisfaction, they will not spend efforts in those factors.

The above mentioned theories have been a result of opinions of researchers about motivation but each of them has strengths and weaknesses and while applying them boundaries of each theory should be overcome. The study finds its foundation on the equity theory by Adams and the theory Y by Douglass. To Adams, staff can only be motivated when they perceive fairness regarding their treatment. Equity among staff is a useful tool which helps to reach motivation. However, that equity should consider favorable working conditions since staff cannot be motivated even if they are treated equitably if the working conditions are not adequate. Douglass lies his motivation on the theory X and Y but the study in question is based on the theory Y. The theory Y considers staff as people who have positive thinking about the accomplishment of their tasks and who are eager to fulfill them. It makes managers give to staff a certain trust regarding their commitment towards their tasks. Thus, managers while considering staff as self directed people increase their motivation.

## **2.4 Empirical Literature Review**

This section reviews empirical studies relating to the concept of predictors of turnover which can influence organizational performance. More studies have been carried out around the world to address problems linked to predictors of turnover and its effects on employee performance. Most of the studies have been carried out to

highlight the major role of increasing competencies of employees and others have shown the benefits of retaining employees. However, to the researcher's awareness, there is no study in Rwanda which has been conducted related to the predictors of turnover and how it affects performance. The conceptual framework that guided this study follows the review of empirical studies. The following lines present studies which were carried out in Europe, US, Asia and Africa as well.

#### **2.4.1 European Experience**

Gavrea *et al.* (2011) conducted a research on the determinants of organizational performance: the case of Romania. The objective of the research was to create a model that would allow, based on multiple dimensions, to evaluate the Romanian manufacturing companies and to underline the relationship between the way they operate and their performance. The results of this study presented the relationship between performance measurement process and the organizational performance. The research offered the base to identify measures that can lead to an improvement of organizational performance. Shelton (2001) conducted a study on the effects of employee development programs on job satisfaction and employee retention. He found out that training and development increase employee satisfaction and significantly influence an employee's decision to stay with a company. Mitchell *et al.* (2001) conducted a study on how to keep your best employees: developing an effective retention policy.

The study aimed at finding out how a company can develop a retention plan. The study revealed that there is no common practice to retain employees and that high salary is not what makes employees stay. The study suggested that whenever

turnover becomes high, an organization needs to make a survey on its causes in order to avoid them for future actions. Ramlall (2004) in his research on managing employee retention as a strategy for increasing organizational competitiveness had the purpose to determine the factors that most significantly influence employees' decisions to remain employed at a particular organization and possible reasons for choosing to leave. In addition, the study sought to describe the importance of retaining critical employees and developing strategies to enhance employee retention practices. The findings proved that 86% of employers experience difficulty in attracting new employees and 58% experience difficulty in retaining their employees (Das and Baruah, 2013).

#### **2.4.2 USA Experience**

Ton and Huckman (2008) researched on managing the impact of employee turnover on performance. The study was carried out in US firms and the findings suggest that, in settings where performance depends on the repetition of known tasks, managers can reduce turnover's effect by imposing process discipline through standard operating procedures. In addition, Gustafson (2002) conducted a research on employee turnover: a study of private pubs in the USA and the aim of the study was to measure turnover rate. Person (2007) also undertook a research on managerial turnover on US retail organizations. The study aimed at identifying factors influencing retail managerial turnover. There are several USA studies which have focused on satisfaction, commitment and intention to leave. It has been confirmed the above mentioned variables to be the most influential predictors of turnover.



### **2.4.3 Asian Experience**

Sinha (2012) in his sample of 100 people holding managerial positions in India conducted a research on factors affecting employee retention: A comparative analysis of two organizations from heavy engineering industry. The study aimed at identifying the main factors of retention management strategies in organizations. The organizations taken into consideration were two heavy engineering manufacturers based in India. The data was collected from 100 employees holding middle managerial positions in the two organizations.

The factors affecting employee for the first organization were “competence and relationship oriented”, “scholastic and futuristic oriented” and “developmental and reward oriented”; while for the second, the factors were “relationship oriented”, “competence and scholastic oriented” and “reward oriented”. The results indicate that these factors have substantial roles to play in making employees stay and how at middle managerial level different aspects are valued while deciding upon the retention strategies in similar contexts. Das and Baruah (2013) conducted a research on employee retention: A review of literature. Their purpose was to review the literature related to employee retention and show how valuable are employees to organizations. They mentioned that even if the current world is ruled by technology, the later needs the presence of valuable asset of an organization (employee) to manipulate it.

Jehanzeb (2012) in his study on training and development program and its benefits to employees and organizations: a conceptual study, aimed at presenting a

conceptual study which clarifies the employee training and development program and its benefits. The study also inspected the structure and elements of employee training and development program and the positive outcomes for both employees and organizations. He said that employees are esteemed resource of the organization and that success or failure of the organization relies on the performance of employees. Therefore, organizations need to allocate a large amount in financing employee training and development programs. Furthermore, in training program it is supportive for companies to emphasize on knowledge, expertise and ability of employees.

Arokiasamy (2013) conducted a study on causes and effects of employee turnover in the Private Sector in Malaysia. The purpose of the study was to find out the reasons behind turnover and its damaging effects on the productivity of manufacturing industries in Malaysia. To explore turnover in greater detail, this article examined the main sources of employee turnover, its effects and recommend some strategies on how an organization can retain employees and reduce employee turnover. Elnaga and Imran (2013) worked on the effect of training on employee performance. The study aimed at finding out the effect of training on employee performance and providing suggestion as to how firm can improve its employee performance through effective training programs.

Training programs is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore,

training should be designed on the basis of firm specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance. The research affirmed the proposition that training has a positive impact on employee performance. Performance is the output of skilled employees as even when motivated and satisfied, employees cannot perform their tasks if they do not possess the required skills. Hameed and Waheed (2011) in their study on employee development and its effect on employee performance: a conceptual framework aimed at analyzing the conceptual framework and the models related to employee development and its effect on performance. The paper came up showing and explaining the importance of the employee developmental activities, importance of investing in human capital, and challenges in employee development.

#### **2.4.4 African Experience**

The purpose of Abdali's (2011) study on Impact of Employee Turnover on Sustainable Growth of Organization in Computer Graphics Sector was to find out the effect of employee turnover on sustainable growth of organization in computer graphics. This study specifically finds out the main causes and ground realities of the problem of employee turnover on sustainable growth of organization. The study could be of help in reviewing the relevant policies of similar organizations with regard to their human resources. The findings of this research on employees of computer graphic sectors found that only professional qualification of the employees may be higher intentions of turnover in these organizations, while age, level of

education, tenure in the organization, level of income may not impact the causes of turnover in employees of computer graphic sectors.

The study has also found that there is a significant difference between the strategies of younger and older employees of Computer Graphics companies in order to control employee turnover for the sustainable growth of organization. Younger age employees of computer graphic sectors of Karachi in Pakistan may think the retention strategies for employees in different ways as compare to older age employees. The purpose of the study by Eid (2014) was to compare the quality of education in public and private Universities and the results revealed that in public institutions were providing a high quality compared to private institutions. The study ended up stating that high quality of education in public institutions of Higher Learning in Pakistan resulted on how employees were treated.

The main objective of the study carried out by Nassazi (2013) on the effect of training on employee performance was to evaluate the effects of training on employee performance. Four goals were developed focusing particularly on identifying the training programs which are into place, the objective of the training offered, the methods employed and finally the effects of training and development on employee performance. The results revealed that there is a positive effect of training and development on employee performance. The study was based on three case studies of the biggest telecommunication companies operating in Uganda. A qualitative research approach of the data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. Based on

this sample, the results obtained indicate that training have a clear effect on the performance of employees. The findings can prove useful to Human resource managers, Human resource policy decision makers, as well as government and academic institutions.

The purpose of the study conducted by Munjuri (2011) about the effect of Human Resource Management practices in enhancing employees' performance in Catholic Institutions of Higher Learning in Kenya was to examine the best practices which can be applied to manage employees and likely to incite them to better productivity. The objective of each of the reviewed research studies was to measure the effect of career development on performance and the role of employee retention on performance. The findings of most of these studies confirm that career development and employee retention are the best ingredient of individual and organizational performance. All the above mentioned studies share in common the value of an employee within an organization.

Some studies were emphasizing on employees' development and how it contributes to employee performance, others were emphasizing on retention and link it to employee performance and stated that even though technology advances it cannot in any case replace employees. They state that even though technology advances, it needs a human being to manipulate it. In other words, technology cannot replace the value of an employee within an organization. It can help organizations use a small number of employees but it does not cut off the value of employees. Thus,

employees' satisfaction, development and retention is still of great value for employee performance.

There is a need to consider the two operative human resource management functions that is employees' development and retention as inseparable elements which contribute to employee performance. Employees' retention encompasses all practices which contribute to their satisfaction and motivation and also employees' development is one of the elements which contribute to their satisfaction and motivation. However, for better employee performance, there is a strong need to consider increasing employees' skills and competencies and at the same time set into place strategies to make employees feel more satisfied, motivated and attached to their employer. In the context of the study which is Private Higher Learning Institutions in Rwanda, they are also experiencing the problem of keeping their best academic staff whereby academic staff are moving in and out due to competitions which is increasing due to the increase of the number of Private Higher Learning Institutions (Statistical information on Higher Learning Institutions in Rwanda).

Higher Learning Institutions are places of learning that empower people for lifelong intellectual capabilities (Netswera and Rankhumise, 2005). They have the mission of teaching, research and the service to the community. The research emphasize more on research due to the following reasons: it helps academic staff improve their teaching by incorporating research knowledge into academic activities and also participate to societal problem-solving through conducted research and consultancies hence, research and consultancy includes both teaching and service to the

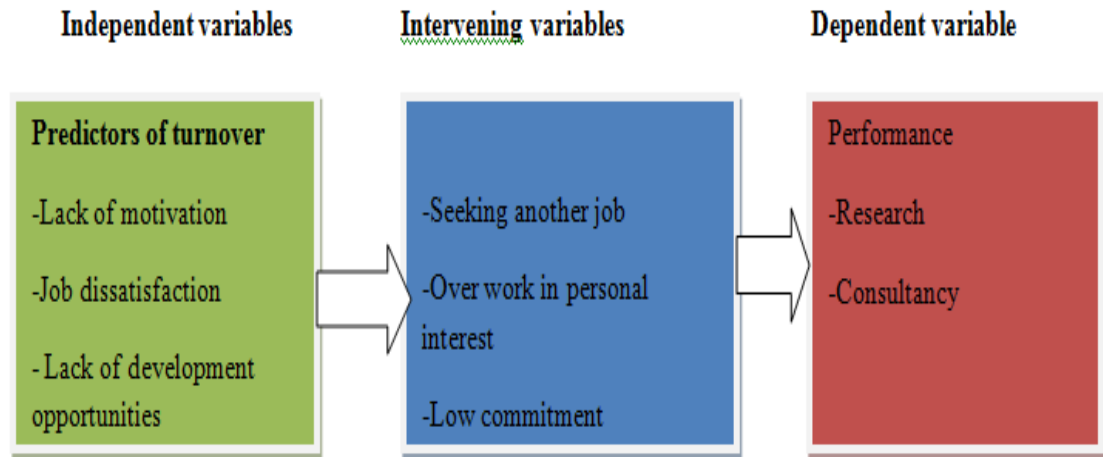
community (Ogula and Onsongo, 2009). In the context of Rwanda, a little is known about the main reasons behind turnover in Private Higher Learning Institutions in Rwanda.

## **2.5 Research Gap**

In reviewing literature, the researcher found out that there are researches in the area of employees' turnover, development and how they affect performance but the researcher did not come across any study which looks at the predictors of turnover as an entity and how they affect performance of academic staff in Higher Learning Institutions. Thus, the present research is conducted in order to present the current situation on the subject matter and to look for strategies which can improve academic staff performance especially in Private Higher Learning Institutions in Rwanda.

Many researchers acknowledge financial incentives to be the best motivators but the present research presents intrinsic motivators without which turnover increases. In addition, job satisfaction was measured to performance, skills development to performance, motivation to performance but the present study considers job satisfaction, motivation and development of skills as inseparable elements which lead to staff performance in general and focuses specifically on how these elements influence academic staff research and consultancies. A little is known about factors which can make staff turnover high while they are well paid.

## **2.6 Conceptual Framework**



**Figure 1.2: Relationship Between Predictors of Turnover And Performance**

**Source:** Developed From the Review of Literature by the Researcher

Job dissatisfaction, lack of motivation and lack of training and development opportunities are the key predictors of turnover. Turnover is an end result of the stated three elements in that satisfied and motivated staff cannot think of looking for jobs elsewhere. Staff can only focus on the organizational interests, be highly committed if they are motivated and satisfied. It is lack of motivation, job dissatisfaction and lack of opportunities to increase their skills which make staff seek for other jobs, decrease their commitment and make them work on their personal interests and forget about the interests of the employing organization.

Research and consultancy are affected negatively when academic staff are not motivated and dissatisfied and also turnover rate increases (Hay, 2002; Ali, 2008; Mbah and Ikemefuna, 2012 and Alkahtani, 2015). Academic staff can produce good quality of research works and consultancy if only they are eager to do so. That is, they need to feel happy and enjoy their work so that they may concentrate their



efforts in fulfilling the activities of Higher Learning Institutions which include research and consultancy. Thus, once staff members are satisfied and motivated, voluntary turnover may not occur. Before turnover, there are signs which predict it and it is up to employers to look at predictors of turnover in order to not be surprised by turnover and get the consequences which it brings.

## **2.7 Summary**

The second chapter reviewed literature related to the predictors of turnover and its effects on academic staff performance. Motivation, job satisfaction, employees' development and performance were defined as key concepts. The chapter also established the link between job satisfaction and performance, motivation and performance as well as employee development and performance. Most managers believe that the most motivator which makes employees loyal and lead them to performance is financial but it has been proved that there are factors without which employees become unsatisfied even though they are well paid.

Employees need to be given a certain value rather than being given high salary and be mistreated that is, they need to be placed in a favorable work environment which gives them value and security (internal and external). Researchers found out that providing opportunities to employees of improving their skills and competencies was very useful which lead to retention and performance. Furthermore, employees need to be given flexible working hours which make them match their work life and family life.

## CHAPTER THREE

### 3.0 RESEARCH METHODOLOGY

#### 3.1 Introduction

The chapter talks about the research methodology that guided the study. It comprises eight subsections mainly the research philosophy, research design, study area, target population, sampling techniques, sample size, data collection and analysis techniques. It is a roadmap which states how the research was conducted. It states techniques which were used to get primary and secondary data as well and how collected data were presented and analyzed. It is a pathway, an overall scheme or a blueprint that guides the researcher from the starting point up to the completion of the research. The procedure comes up with solutions to problems under investigation and gives the whole picture of how the research was conducted (Krishnaswami and Ranganatham, 2011). Each of the elements above mentioned is discussed in line with the purpose and objectives presented in chapter one and the literature presented in chapter two.

#### 3.2 Research Philosophy

The research philosophy adopted by a researcher in any research shows the assumptions on how that researcher views the world (Saunders *et al*, 2009). According to Saunders *et al* (2009), there are four types of research philosophies: positivism, interpretivism, realism and pragmatism. Among the four types, the researcher has chosen to adopt the interpretive philosophy. It helped her interpret and

give new meanings to the collected data. Interpretive philosophy is the research philosophy whereby the collected data are interpreted and given a meaning.

To Saunders (2003), interpretive philosophy helps the researcher get the end results by interpreting and giving new meanings of events. Thus, collected data regarding predictors of turnover and their effects on academic staff performance were analysed and interpreted. In addition, Saunders *et al.* (2009) suggest interpretivism to be a better research philosophy in the fields of organizational behaviour, marketing and human resource management. To sum up, in the present research interpretivism has been chosen as it fits better in the domain of human behaviour as proved by Saunders *et al.* (2009). Thus, since the research seeks to look at the predictors of turnover among academic staff as one of the domain of organization behaviour, interpretivism was inevitably the best research philosophy to apply.

### **3.3 Research Design**

A research design is a plan that guides the philosophy of the research and the strategies for data collection, analysis and interpretation so that desired information can be obtained with sufficient precision or that a hypothesis can be tested properly (Cresswell, 2009). Generally, there are three main ways of conducting research which are exploratory, descriptive and explanatory. With a descriptive study, the researcher describes what was observed, while in explanatory research the purpose is to explain things (Babbie, 2011). This research is an explanatory research because it seeks to provide explanations on the reasons of turnover and how it affects employee performance. The adopted research design was important since it came up with answers to the questions which constituted the main concern of the research.

### **3.4 Study Area**

The study was carried out in four Private Higher Learning Institutions located in four different provinces that is, Northern, Southern, Eastern province and Kigali city. The provinces were selected due to the need of selecting respondents who would represent the entire country. Data from different institutions located in urban and rural areas would be a good representation of the entire country. Thus, four PHLIs from four provinces were selected to represent PHLIs which operate in Rwanda. Selected institutions are INES, ICK, INILAK and INATEK located in Musanze district, Northern Province, Muhanga District, Southern Province, Kicukiro District, Kigali City and Ngoma District, Eastern Province respectively.

The above mentioned institutions were selected based on the fact that they could represent the whole picture of what is currently taking place in the whole country since each province was represented. The study area is also motivated by the need to conduct a study which represents all the areas of the country that is rural and urban. It is in this framework that the researcher sampled the research area in a way that each province is represented so that the results may be generalized to the whole country.

### **3.5 Target population**

The target population of the present research included all full time academic staff from private higher learning institutions and Directors (i.e. Director of research, Director of quality and Director of Human Resource Management) in the selected

institutions. The researcher selected respondents from the total population of 295 full- time academic staff and directors from the above mentioned four Private Higher Learning Institutions. Saunders *et al* (2009) argues that the target population should have the same characteristics of the population of study. Researchers often select samples in their researches because it is difficult to conduct their studies on the whole population (Cohen *et al.*, 2000). The study was not conducted in all private HLIs in Rwanda (26) instead, it was applied in four of them which are INES, ICK, INATEK and INILAK. The researcher was motivated by the need to conduct the research in such a way that all country provinces are represented.

### **3.6 Sample Size**

A sample is understood as a selected and manageable number of people to participate in a research (Amin, 2005). In the same vein, the sample size is the exact number of participants in a research. Sample size was calculated by the help of Taro's sample size calculation formula. The sample size calculation came up with a sample of 170 composed by full time academic staff and three directors in each selected institution that is, INES, ICK, INATEK and INILAK and the number of respondents by institution was calculated in accordance to the total number of full-time academic staff in that institution.

Among the total population of full- time academic staff from the four selected PHLIs which is 295, the researcher selected 170 respondents. Taro in Ahuja (2007) presents a formula of sample size calculation which served the researcher to come up with the

sample size. In that formula, he suggests a margin error of 0.05 % which represents e, n which stands for the sample size and N the population of study. According to the

above mentioned author, 
$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{N}{1 + N(e)^2} = \frac{295}{1 + 295(0.05)^2} = \frac{295}{1.7375} = 169.7$$

n: sample size;

e: margin error;

N: population of study.

Thus, the formula came up with a sample size of 170. Since the four HLIs from which the sample is selected do not have the same number of academic staff, each HLI was represented by applying this formula: number of academic staff times 170 divide by the population of study (295).

$$INES = \frac{82 * 170}{295} = \frac{13940}{295} = 47$$

$$ICK = \frac{36 * 170}{295} = \frac{6120}{295} = 21$$

$$INILAK = \frac{109 * 170}{295} = \frac{18530}{295} = 63$$

$$INATEK = \frac{68 * 170}{295} = \frac{11560}{295} = 39$$

Thus, the total sample was 47+21+63+39= 170

As far as the sample size is concerned, each PHLI has been represented by more than 57% and the percentages of the sample size in each institution.

### 3.6.1 Names of selected institutions and the total number of academic staff by gender

Names of the selected institutions, location and the total number of full time academic staff by gender are presented in Table 3.1.

**Table 3.1: Sampling Frame of the Respondents from Different Provinces**

Provinces	Institutions	Gender		Total
		Male	Female	
North	Institut d'Enseignement Supérieure de Ruhengeri (INES)	70	12	82
South	Catholic Institute of Kabagavi (ICK)	32	4	36
East	Institute of Agriculture, Technology and Education of Kibungo (INATEK)	56	12	68
Kigali city	Institute of Lay Adventist of Kigali (INILAK)	73	36	108

**Source:** researcher, 2017

### 3.7 Sampling Techniques

Selecting a sample is an alternative to the study of the entire population and data from the sample is generalized to the whole population. Sampling is the process of selecting elements from a population in such a way that the sample elements selected represent the population. The results of collected data from the sample are generalized to the entire population under study. As it is difficult or sometimes impossible to reach each individual from the research population, the researcher has chosen to constitute a sample under which the research was conducted.

It is in this line that sampling presents strengths by the fact that it reduces costs as to collect data from the entire population is more expensive than collecting data from a sample. Besides, it saves time and it provides greater accuracy due to the fact that

there is careful execution of the task by the researcher because of the limited number of respondents than dealing with the whole population (Amin, 2005 and Saunders *et al.*, 2009). In the selection of respondents both cluster and simple random sampling were used.

### **3.7.1 Cluster sampling**

Cluster sampling implies dividing the population into clusters and then use simple random to get sample from clusters (Rwegoshora, 2014). Cluster sampling was used to select four institutions from the total number of twenty-six institutions. The names of institutions were written on sheet of papers and organized or grouped according to provinces (clusters) and one sheet was randomly picked from each cluster. Then, the researcher came up with four PHLIs, one by province from which the sample was selected.

### **3.7.2 Simple Random Sampling**

Simple random sample is a sample obtained from the population in such a way that samples of the same size have equal chance of being selected. That is, the probability of selection of each element in the population under study is the same (Kumar, 2005 and Amin, 2005). In the selection of respondents, simple random was used by applying random number table. The names of academic staff in each selected institution were written on a list and respondents were selected randomly by combining two digits from the random table number until the desired number of respondents was achieved. Even though sampling presents the weaknesses, the researcher reduced results errors by using the probability of 95% correctness and 5% errors (Bhandarkar and Wilkinson, 2010).



### **3.8 Data Collection Techniques**

Data collection is about gathering information which makes a researcher get a clear understanding on the problem under investigation. In data collection, mixed approaches were used that is, qualitative and quantitative data was gathered. Different data collection tools were used in order to get reliable primary and secondary data. In data collection phase, the researcher reviewed various written documents (books, journals, theses, etc.) to get relevant information on the subject matter.

Questionnaire was also distributed to respondents by the researcher and interviews were also conducted. Multiple tools of data collection allow the researcher to get relevant information by overcoming boundaries which may occur while using a single method (Saunders *et al.*, 2007). By using questionnaires, a large amount of data was collected within a short time and the gaps of questionnaires were filled in with interviews which helped to get a deep understanding on the subject matter. Interviews helped the researcher get information in its real originality by even looking at the attitudes and feelings of interviewees while responding to the interview questions.

#### **3.8.1 Primary Data Collection**

According to Krishnaswami and Ranganatham (2011), primary data are those data collected by the researcher through questionnaires, interviews, observations, focus group discussion and they are also called original data. The primary data for this research were obtained through questionnaires and interviews. The advantages of

collecting primary data are that they give updated information and views of respondents which cannot be found in secondary data. Furthermore, primary data are more authentic, valid and reliable than secondary data. There exist many helpful primary data collection tools but the researcher used questionnaires and interviews to collect primary data.

### **3.8.1.1 Questionnaire**

According to Kumar (2005), a questionnaire is a set of questions presented to respondents for answers. Respondents read the questions, interpret what is expected and then write down the answers themselves. While using a questionnaire, questions should be clear and easy to understand as there is no one to explain the meaning of questions to respondents. This technique helped the researcher get the right information as respondents expressed themselves freely without any constraint since their answers were anonymous. Questionnaires were composed by close-ended whereby respondents choose among proposed answers and open-ended questions where respondents had to freely express their ideas about given questions using their own words.

Collected data were composed by qualitative data (from open ended question) and quantitative data (from closed ended question). Questionnaires were used because of its advantages and its weaknesses were overcome by the use of interviews. That is, data from questionnaires and interviews are considered to complete each other. Qualitative inquiry is defined as one which is used to collect and analyze data from interviews and open-ended questions for the deep understanding of a studied phenomenon (Merriam, 2002).

Kumar (2005) states the advantages of using a questionnaire by saying that it is valuable since it is less expensive and offers greater anonymity by giving respondents sufficient time to formulate accurate responses. No case is ever perfect, it also has disadvantages. The first limitation is that its application is only to people who can read but this limitation did not affect the present research as it was conducted in HLIs where all of them can easily read and write. The second limitation is that there are unreturned questionnaires. In this regard, the questionnaires were administered to respondents by the researcher herself in order to make a good follow up of distributed questionnaires. The last limitation is that there is no opportunity to explain the questionnaire to respondents. In this research, questionnaires were so clear that respondents easily understood the questions.

### **3.8.1.2 Interview**

To Cohen, *et al.*(2000), an interview is ‘an oral questionnaire where the investigator gathers data through direct verbal interaction with participants.’ An interview is a method of data collection that involves the interviewer asking a series of questions to interviewee(s). An interview represents a meeting or dialogue between people where personal and social interaction about the subject matter occurs. The researcher opts for the use of interview as it is like a dialogue between the interviewee and the interviewer which helps the researcher get more information and clarifications about the problem under investigation. Five full time academic staff members were interviewed in each HLI but at INATEK only three academic staff were interviewed. The total number of interviewees was 18. The interview method helped the researcher to get relevant and accurate information in line with the research

objectives since it provides time to the researcher to explain to interviewees when necessary and to guide them towards the information in line with the research questions and objectives.

Interviews are important tools as the researcher is provided with greater flexibility, personal control, and it creates a personal relationship between the interviewer and interviewee and also allow recording respondents' reactions and behavior. Furthermore, the researcher may get more information and it also saves time as the researcher will not have to administer questionnaires first and go for collecting them later. Cohen *et al* (2000) adds that the principal advantage of interview is its adaptability whereby the researcher can follow up ideas, probe responses and investigate motives and feelings of interviewees. It also creates a friendly atmosphere which helps the researcher obtain desired data. The interview technique is more flexible as it provides the researcher with opportunities to explain questions which are not well understood by respondents.

### **3.8.2 Secondary Data Collection**

To Leedy and Ormrod (2005), secondary data is data taken from existing records. These are data which were previously collected and are utilized other researchers as source of information regarding what was previously researched on in a given area. The study used books, journals, online documents and theses. As stated by Leedy and Ormrod (2005), secondary data is obtained from published or unpublished sources, namely newspapers, textbooks, journals, governmental and non-governmental organizations' reports, legal textbooks, dissertations and theses of other researchers.

The importance of secondary data is not to be neglected. Secondary data are collected through documents which have been published or unpublished. Accordingly, the researcher read books, journals, magazines, online resources, etc. Secondary data collection provides the researcher with what has been investigated and states the gap in knowledge which the research has to cover.

### **3.9 Pre-Test**

Before data collection, a pre-test is useful to predict the biases of data collection tools beforehand and adjust them before the phase of final data collection. At this stage, the research collects information through primary data collection tools such as questionnaires, interviews and analyses whether they have been set accordingly to meet the research objectives and to answer the research questions. With a pre-test, the researcher gets to know whether the data collection tools are clear and understandable to respondents and make adjustments when necessary.

It is in this context that before the stage of data collection, the researcher used a pre-test to check the validity, adaptability as well as accuracy of data collection instruments. Questionnaires were distributed to 20 respondents with the same characteristics of the target population of the study. Thereafter, the questionnaire was adjusted in accordance to comments which were given especially the length of the questionnaire.

### **3.10 Data Analysis Techniques**

After collecting the necessary information, the following step is to present, analyze and discuss data. A combination of data analysis approaches is crucial and meaningful. Thus, the combination of qualitative and quantitative approaches in analysis and discussion of data were used depending on the nature of data. Quantitative data was coded and presented in tables with percentages. Regarding qualitative data, it was grouped and categorized according to themes and interpreted in text form.

When selecting data analysis techniques, the researcher should make sure that the assumptions related to the techniques match with the results to be presented and analyzed. Thus, as data to be presented, analyzed and discussed were gathered through questionnaires (open-ended and close-ended) and also through interviews, qualitative and quantitative data analysis methods were appropriate. The researcher applies mixed qualitative methods in this study in order to permit the generalization of the results from the chosen sample. Moreover, Saunders, *et al.*(2009) confirm that using qualitative mixed methods allows the researcher to test theoretical models and to modify them based on participants' feedback.

### **3.10.1 Quantitative and Qualitative Methods**

The terms quantitative and qualitative are used to differentiate both data collection techniques and data analysis procedures. Quantitative is used to categorize the data collection technique or data analysis procedure that generates or uses numerical data, while qualitative is used for data that generates or uses non-numerical data. The use of both quantitative and qualitative research, mixed methods research, employing a combination of the qualitative and quantitative, has gained popularity. Mixed

methods research has gained popularity as it utilizes the strengths of the qualitative and quantitative (Saunders *et al.*, 2009 and Creswell, 2009).

#### **3.10.1.1 Qualitative Method**

A qualitative approach was used to analyse the collected data and give them a meaning. The collected data were read and grouped according to topics and subtopics. Leedy and Ormrod (2005) stipulate that qualitative analysis is a systematic process of selecting, categorizing, comparing and synthesizing and interpreting data. Interpreting data means to discover what they mean or to explain them. There are two approaches of qualitative data analysis that is deductive and inductive.

By deductive approach, the research builds his or her research on existing theory while by inductive approach the researcher builds a theory based data from his/her research (Saunders *et. al*, 2009). In the analysis of qualitative data, the researcher used deductive approach. The use of deductive data analysis approach starts from the commencement of the research. When elaborating research objectives and questions, the researcher bases them on existing theory if he/she prefers to use deductive approach is his qualitative data analysis. The two methods (deductive or inductive) are used when data to analyse are composed with open ended questions or interviews. Thus, since the questionnaire was made of close-ended and open ended questions and interviews, this method helped the researcher to analyze data from open questions and interviews.

### **3.10.1.2 Quantitative Method**

Quantitative method allows the description of current conditions and analyses cause-effect relationship of variables (Amin, 2005). Quantitative data analysis method refers to present quantifiable data either in categorical data or numerical data (Saunders et. al, 2009). In the present study, quantitative data were presented and analysed in numerical form and counted as quantities. Frequencies and percentages of respondents on a given answer were presented and commented. Quantitative method was used in quantifying the results while calculating frequencies and presenting results in tables. This method was used in quantifying the results and presenting them clearly in tables and facilitated data presentation and analysis. Quantitative approach helped in tabulation and quantification of the results. The combination of qualitative and quantitative approaches in a research helps to overcome boundaries which may occur by presenting and analyzing data using one method. The gathered quantitative information was interpreted and converted in numerical form.

### **3.11 Limitations**

There are some limitations which were encountered while conducting the present research. The first limitation was time. It was hard to combine studies, work and family responsibilities. However, the researcher planned for daily activities and strictly respected it in order to come up with good time management which helped her to reach her objective. The second limitation was cost and time associated with travelling from Rwanda to Dar-es- Salaam where the school headquarters is located



to meet supervisor and get use of OUT library. Moreover, being far from the family during the study period was not easy especially for a woman.

### **3.12 Ethical Considerations**

A researcher in all areas needs to consider research ethics especially a research which involves human participants. By ethical considerations, the researcher ensured that respondents answered with their consent, no pressure, and anonymity in answering, avoiding any harm to respondents and also ensuring them that the given information would strictly be used with anonymity and confidentiality and for academic purpose only. In this line, respondents were not requested to put their names on the questionnaires and also the researcher collected the questionnaires herself in order to avoid contacts which may help another person to combine the given information and guess the respondents. For example, when another employee combines the age, gender, seniority, position, academic grade, etc. it could be easy to know the name of the respondent. Respondents were assured that the information provided would be confidential. Moreover, questions which engage respondents' privacy were not asked. This made respondents feel free while responding to questionnaires. Blaxter *et al.* (2001) present the basic ethical principles in research. They argue that these principles need to be respected before respondents take part in any research. Those principles are presented below.

#### **3.12.1 Consent**

here should be consent from participants before they take part in any research. In this line, the researcher requested respondents to take part in the research willingly, that is, they were not forced to answer. Before respondents consent, the researcher had to

introduce herself, tell them how and why they were selected and that they were free to change their mind at any time without any explanation. Moreover, respondents should be ensured that the information given would be strictly treated with anonymity and confidentiality before they agree to take part.

### **3.12.2 No Pressure on Respondents to Participate**

Respondents take part in a research with no personal interest. They only participate in order to contribute to research. Incentives to take part should generally not be provided in order to not make people participate while they would really prefer not to take part. If a respondent fails to complete and return a questionnaire, a researcher needs to know in advance what to do. In this framework, the researcher wrote down the respondents contact (telephone numbers and mails) in order to make a regular follow-up on the completion and return of the questionnaires. No respondent was pressurized to answer immediately the questionnaire, instead, the researcher left the questionnaires to respondents who were not ready to answer immediately.

### **3.12.4 Avoid Causing Harm**

It is the responsibility of the researcher to ensure that respondents' information do not cause any harm. Thus, when information given is anonymous and confidential, no harm can be observed. This make respondents will to participate since they are guaranteed the security and protection. On the other hand, if there is no confidentiality and anonymity of respondents, they may feel unsecured and in that case the level of willingness to participate in a research would decrease.

### **3.12 Summary Chapter**

Chapter three presents the methodology adopted by the researcher. It explains the research design, and gives reasons for each choice. It also describes the sample and sample size and sampling procedures as well. It identifies how institutions were selected. The chapter also presents ethical issues whereby the researcher, before data collection phase, got a research clearance letter and then requested for data collection authorization from the selected institutions. Moreover, it presents methods which were used to collect and analyze data. Primary data were collected through questionnaires and interviews while secondary data was collected through consulting published and unpublished documents. Collected data were also analyzed using mixed methods (qualitative and quantitative).

## **CHAPTER FOUR**

### **4.0 NON MONETARY INCENTIVES THAT CONTRIBUTE TO ACADEMIC STAFF JOB SATISFACTION**

#### **4.1 Introduction**

Chapter four presents the findings and relates them to theoretical and empirical studies discussed in chapter two. Specifically, the chapter presents and discusses data regarding none monetary incentives that contribute to academic staff satisfaction which is in line with the first objective of the study.

#### **4.2. Non monetary Incentives Contributing to Academic Staff Job Satisfaction**

Non monetary incentives consist of providing none financial rewards to employees for their contributions or outputs to the organization. Non monetary incentives are non financial means by which employers rewards best performers. Whereas it is

commonly known that financial incentives are the best motivator, there are non monetary incentives which greatly contribute to academic staff members' motivation and satisfaction. The lines below present respondents' answers on non monetary incentives that contribute to their satisfaction.

#### **4.2.1 Academic Staff Satisfaction When Given Opportunity to Control Their Tasks**

Academic staff job satisfaction does not only result from monetary incentives as discussed earlier but also from many other factors. One of the practices which make employees satisfied is being given opportunity to control their tasks rather than being over controlled by managers. Respondents' satisfaction or none satisfaction when given opportunity to control their tasks is presented in Table 4.1.

**Table 4.1: Responses on Satisfaction Level by Institutions, Frequencies And Percentages When Given Opportunity To Control Their Tasks**

Institutions	Respondents' satisfaction when given opportunity to control their tasks				Total number of respondents
	Satisfied		Not satisfied		
	Number of respondents	Percent	Number of respondents	Percentage	
INES			2	5%	40
ICK		94.7%	1	5.3%	19
INATEK		88.9%	3	11.1%	27
INILAK		98%	1	2%	51
TOTAL		94.9%	7	5.1%	137

**Source: Field data 2014**

Table 4.1 shows that the majority of respondents that is 94.9 % are satisfied in their tasks when they are given opportunity to control them. However, 5.1% of respondents state that they are not satisfied by the fact that they are given

opportunity to control their tasks. Considering the results above, it can be concluded that employees do not need to be always under control. Instead, they need to be considered as mature people who can take good decisions even though they are not managers. Managers have to consider themselves as someone who have been given opportunity to lead others not because they are more talented than them but as those who have been given that opportunity. With this way of considering employees, managers consider them as co-workers with whom the organizational targets are reached.

The respondents' views are in line with the idea of Galetta (2011) and Douglas's Theory Y. Galetta (2011) confirms that giving to staff opportunity and freedom to develop own work activities encourages them and creates a sense of responsibility, attachment to employing organization as well as job satisfaction which in turn reduces turnover intention. He goes on saying that intrinsic motivators greatly contribute to staff satisfaction and thus reduces turnover. Management scholars have established the distinctions between Douglas's "Theory X" and "Theory Y" management styles. According to Douglas (1960), managers who apply the theory X in their employees' management assume that employees dislike work, seek to avoid responsibility, and need someone to control and make them work towards organizational goals.

According to this theory, managers are concerned with productivity, rather than with employees' needs for involvement. The Theory Y asserts that manager believes in the inherent creativity of employees and assumes that they are generally interested in

directing their own work. According to the theory Y, manager tends to emphasize the human aspects of the work environment. Among the two management theories, managers are advised to apply the theory Y which gives value to employees and considers them as the ones who are creative and can assume their responsibilities without having someone to be always running after them.

In the interviews that were conducted in the selected Private Higher Learning Institutions, the interviewees made the following observations:

‘Academic staff members are over controlled. They are not given time to feel responsible and control their tasks while they are mature people who do not need someone to be always running after them.’

Although managers’ instructions are needed, they have not to be exaggerated since when academic staff are not given opportunity to think about what can be done and when they only put into practice what they are requested to do, they become less motivated. Thus, it is of great importance for managers to know the level at which instructions are to be given.

#### **4.2.2 Initiatives and Creativeness in Academic Tasks**

Employees do not need to be always told about what to do and how to do it. They need to take their own initiatives and creativeness which are likely to lead them to better results. Initiative is the ability to solve problems and take appropriate actions by thinking about alternatives solutions to a problem rather than being told or ordered what to do. Creativity is understood as one’s ability to transform or to give a new shape of what is already known. To sum up employees need to bring in new ideas which can improve the organization productivity. Table 4.2 indicates the

respondents' satisfaction and dissatisfaction related to the opportunity to bring in initiatives and creativeness in their tasks.

**Table 4.2: Responses on Satisfaction Level by Institutions, Frequencies and Percentages on Initiatives And Creativeness In Academic Tasks**

Institutions	Respondents' satisfaction when given opportunity for initiatives and creativeness in their tasks				Total number of respondents
	Satisfied		Not satisfied		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	38	95%	2	5%	40
ICK	18	94.7%	1	5.3%	19
INATEK	21	77.8%	6	22.2%	27
INILAK	51	100%	0	0%	51
TOTAL	128	93.4%	9	6.6%	137

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**Source:** Field data 2014

The results in table 4.2 indicate that 93.4% are satisfied when they are given opportunity to bring their own initiatives and creativity in their tasks whereas 6.6% state that they are not satisfied by being allowed to bring in initiatives and creativity in their daily tasks. The results prove that employees need to feel that they have contributed to new ideas which are likely to increase the organization productivity and they are proud when they realize that their initiatives and creativeness have contributed a lot to the performance of their organization. On the other hand, when such opportunities are not given, employees are bored to implement decisions from top authorities when they do not contribute to them. To sum up, employees' participation to decisions make them more motivated and successful implementation is observed.

### **4.2.3 Recognition of Academic Staff Outputs by Managers**

Recognition is about formal or informal acknowledgment of outputs for having reached the given goals beyond expectation. Any human being has an inner need of self-actualization as explained by the American psychologist Abraham Maslow. Employees need to be appreciated by others when they have done great jobs or when they have reached better results than expected. In the same vein, employees need that managers recognize their outputs and become more motivated to do more when they know that their great work is appreciated by their employer or immediate supervisors. Table 4.3 shows the respondents' levels of satisfaction or none satisfaction when their outputs are recognized by managers.

The results in Table 4.3 confirm that 95.6% of respondents are satisfied when their outputs are recognized by managers and only 4.4% state that they are not satisfied when their outputs are recognized. On the other hand, when employees know that even harder workers are not recognized by managers, they will not be eager to deploy all their efforts to achieve more. Then, it is of great importance that managers appreciate employees who have achieved more in order to incite them to do more in the future. Otherwise, they will only do the routine and will not think about creating new strategies of improving their performance since they know that no one will recognize the efforts made.

**Table 4.3: Responses on Satisfaction Level by Institutions, Frequencies And Percentages When Their Outputs Are Recognized**



Institutions	Respondents' satisfaction when their outputs are recognized				Total number of respondents
	Satisfied		Not satisfied		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	38	95%	2	5%	40
ICK	19	100%	0	0%	19
INATEK	25	92.6%	2	7.4%	27
INILAK	49	96.1%	2	3.9%	51
TOTAL	131	95.6%	6	4.4%	137

**Source:** Field data 2014

#### 4.2.4 Delegation

Delegation occurs when an authority assigns tasks to subordinate due to the fact that authorities or managers cannot accomplish organizational tasks by themselves. Managers reach the organizational targets through subordinates. However, delegation has to be done carefully by assigning tasks to employees who have the ability to fulfill those tasks perfectly. Otherwise, when delegation does not take care of employees' abilities, it can lead them to dissatisfaction. As stated earlier, any human being needs to be appreciated for the good work done reason why he/she needs to be given tasks which he/she is able to handle in a successful manner. Table 4.4 states respondents' satisfaction when assigned to tasks that they can handle.

**Table 4.4: Responses on Satisfaction Level by Institutions, Frequencies and Percentages When Delegated to Tasks That They Can Handle**

Institutions	Respondents' satisfaction when delegated to tasks that they can handle				Total number of respondents
	Satisfied		Not satisfied		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	36	90%	4	10%	40
ICK	19	100%	0	0%	19
INATEK	21	77.8%	6	22.2%	27
INILAK	48	94.1%	3	5.9%	51
TOTAL	124	90.5%	13	9.5%	137

**Source: Field data 2014**

Table 4.4 shows that 90.5% of respondents are satisfied when they are given tasks which they are able to fulfill successfully while 9.5% mention that they are not. It shows the paramount importance from managers to put the right people to the right position in employees' placement. Assigning position to employees need careful attention. It needs to match the position with employees' education background, experience and personality in order to make them enjoy their position and then be satisfied. Employees cannot be satisfied if the given tasks do not correspond to their knowledge or their ability. There is a relationship between goal setting and employees' behavior. Goal setting influences employee behavior and performance in that satisfaction increases among employees when they realize that it is possible to reach the organizations' goal and the reverse makes employees not increase efforts when they know that whatever they do, they cannot achieve the pre established goals (Locke and Latham, 2002).

Only 9.5% state that they are not satisfied by being given tasks that they can handle. This percentage of respondents may have answered without a good understanding of the question or maybe they want to be challenged in order to get more knowledge. As mentioned earlier, while assigning tasks, personality of an individual employee needs to be taken into consideration. Even though the majority of respondents say that they are satisfied when they are given tasks which they can handle; there are people whose satisfaction comes from being challenged in their work. So, managers especially the one in charge of human resources need to have a good knowledge of psychology to use it to classify employees in order to tackle everyone's needs.

#### **4.2.5 Opportunity to Acquire Additional Skills**

As technology and new researches are increasing nowadays, academic staffs become more concerned in learning or acquiring additional skills in order to be updated. Hafiza *et al.* (2011) present factors that affect employee satisfaction among others training and development opportunities. It is in this framework that the researcher asked respondents to confirm whether they are satisfied or not satisfied when they are given opportunity to acquire additional skills and the results are found in Table 4.5.

**Table 4.5: Responses On Satisfaction Level By Institutions, Frequencies And Percentages When Given Opportunity To Acquire Additional Skills**

Institutions	Respondents' satisfaction when given opportunity to acquire additional skills				Total number of respondents
	Satisfied		Not satisfied		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	33	82.5%	7	17.5%	40
ICK	17	89.5%	2	10.5%	19
INATEK	20	74.1%	7	25.9%	27
INILAK	46	90.2%	5	9.8%	51
TOTAL	116	84.7%	21	15.3%	137

**Source:** Field data 2014

Concerning the respondents' satisfaction or none satisfaction when they are given opportunity to acquire additional skills, 84.5% confirm that they are satisfied while 15.3% state that they are not satisfied to acquire additional skills. Learning is an ongoing process that necessitates being on the track each and every time. As stated by Wald and Castleberry (2000), learning does not end. It is an ongoing process and no one can pretend to have completed studies or to have enough skills which do not need to be upgraded. Thus, a big number of respondents say that when they are given opportunity to increase their knowledge, they become more motivated and more satisfied in their work.

To Wald and Castleberry (2000), a professional learning culture is one in which educators are committed to their own growth and development as professionals. It grows out of their deep professional desire to continue to develop their knowledge

and practice and to maximize opportunities for learning. Such a culture results in effective and high quality of teaching. Educators are lifelong learners, that is, they have to be learning throughout all their lives. The reason behind that activity of learning endlessly is that education is a changing field; educators need to continue to keep up to date with new developments. They need to deepen, sharpen and broaden their knowledge of their chosen field through ongoing learning.

Cole (2002) presents the benefits of employees' training saying that it increases their morale and brings a sense of security at workplace which in turn reduces absenteeism and turnover. Thus, improving employees' skills is the best motivator and once they are skilled, their production is also increased. Furthermore, increasing employees' skills make them more performing and more competent since they have sufficient knowledge which in turn improves their performance. In addition, human beings have the need of self-actualization. In employment context, that self-actualization will mainly depend on getting opportunities to acquire additional skills.

It is important that organizations understand the differences which exist among individuals and know that what motivates one employee may have little or no effect on another employee. Career development can provide a chance for employees to clarify their individual goals and identify what paths they can take within the organization to reach their objectives. When organizations assist employees in satisfying their needs, they are more likely to be committed to the organization and its goals that is, career development is a good way which links or tightens employees to organizations. Thus, increasing employees' skills is not only beneficial to employees but also to employers. It is beneficial to employees in that employees' competence

goes hand in hand with employees' confidence and performance.

Once employees are competent, they are likely to improve their living conditions and their family welfare through income which generate from their competence at work. On the other hand, employers also get benefit from their employees' skills increase since they perform more and make them reach their targets. To sum up, there is a need and an advantage to acquire additional skills so that organizational goals and objectives may be reached to the highest level. Even though employees are satisfied by acquiring additional skills, they also need to be given goals which match with their abilities to make them meet the required job standards. Respondents' satisfaction when they are given achievable objectives is stated below.

#### **4.2.6 Setting Achievable Objectives**

Goal setting is an important aspect of management. It involves deciding upon what to achieve and setting a plan on how to achieve it. Managers need to set up objectives and make employees work towards those pre-established objectives. Thus, the objectives have to be SMART. This acronym stands for: S: Specific, M: Measurable, A: Achievable, R: Realistic, T: Time Bound. It is in this line that, managers are to set up achievable objectives in order to incite employees to work accordingly. Table 4.6 indicates respondents who are satisfied and those who are not when their managers set up achievable objectives.

The results in Table 4.6 confirm that 91.2% are satisfied and 8.8% are not satisfied by setting up achievable objectives. Academic staff members do not make efforts when they know that whatever efforts they make, they cannot reach the objectives

set. To be effective, an objective must be meaningful and achievable; if objectives set are so large or unclear they cannot be achieved.

**Table 4.6: Responses on Satisfaction Level by Institutions, Frequencies and Percentages for Setting Achievable Objectives**

Institutions	Respondents' satisfaction for setting achievable objectives				Total number of respondents
	Satisfied		Not satisfied		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	33	82.5%	7	17.5%	40
ICK	16	84.2%	3	15.8%	19
INATEK	26	96.3%	1	3.7%	27
INILAK	50	98%	1	2%	51
TOTAL	125	91.2%	12	8.8%	137

**Source: Field data 2014**

Unachievable objectives discourage employees and make them bored in their tasks. Such objectives have a negative impact on both employers and employees. Setting unachievable objectives is a hindrance to employees' success and it increases employees' need to leave the organization. On the other hand, SMART objectives motivate employees since they know where to go. They deploy all necessary efforts so that the organizational objectives/goals may be reached. Many studies have proved that setting SMART objectives is a good motivator to employees.

Goal setting is the process of establishing an outcome (a goal) which directs actions of employees. In fact, goals and motivation are interrelated while taking into consideration the definition of motivation. Motivation is the internal force which incites an individual to work towards a given goal/objective. Thus, if

goals/objectives are not pre-defined, there is no motivation. The effects of goals on motivation and behavior, however, depend on their properties. Locke and Latham (2002) confirm that giving people specific goals to achieve rather than telling them to do their best increases their motivation.

Locke and Latham, (2007) go on saying that setting SMART goals increase success rate in various settings, including education. The respondents' answers are also in line with Iqbal *et al.*, (2015) when he states that employees perform at higher levels when asked to meet specific goals and once there are no specific goals set, employees are not focused and they do not deploy more efforts in their tasks. Employee performance indicates the effectiveness of employee's specific actions that contribute to attain organizational goals. For example, Morisano *et al.* (2010) investigated whether an intensive, online, written, goal setting program for struggling students would have positive effects on students' academic achievement. They led college students through a series of setting specific goals and defining detailed strategies for achieving those goals.

After four months period, students who successfully completed the goal setting intervention displayed significant improvements in academic performance (30% increase in average) compared to the control group. In academic settings, we can categorize learning goals depending on who sets them: the student or the instructor. Therefore, it is very crucial in academic milieu for both students and academic staff to set up specific, measurable, attainable, realistic objectives and specify the time limit of achieving them since as discussed in the above paragraphs, SMART objectives motivate employees and increase their productivity.



#### 4.2.7 Fair Treatment of Academic Staff

In the context of business organizations, fair treatment of employees involves activities which managers do that make employees of the same category feel that they are treated reasonably. In other words, fair treatment of employees is about providing equal rights and benefits to employees of the same category. Fair treatment of workers involves respecting their right to privacy, providing feedback regarding their performance, avoiding discrimination of any kind and ensuring that employees get what they deserve. Academic staff members need to be treated fairly and be given equal chance and equal opportunities. Table 4.7 indicates the percentages of respondents who are satisfied by fair academic staff treatment and those who are not.

**Table 4.7: Responses on Satisfaction Level By Institutions, Frequencies and Percentages When Treated Fairly**

Institutions	Respondents' satisfaction when treated fairly				Total number of respondents
	Satisfied		Not satisfied		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	32	80%	8	20%	40
ICK	15	78.9%	4	21.1%	19
INATEK	25	92.6%	2	7.4%	27
INILAK	46	90.2%	5	9.8%	51
TOTAL	118	86.1%	19	13.9%	137

**Source:** Field data 2014

As presented in table 4.7, 86.1% are satisfied by fair academic staff treatment while 13.9 % are not. Considering the human being needs and expectations, no one can be motivated by unfairness. Even the 13.9% who say that they are not satisfied by fair

academic staff treatment, it may not be the case. Rather, it may be due to other advantages which they give more value than treating employees fairly or sometimes, respondents may fill in the questionnaire without thinking more about their answers. Otherwise, no academic staff can be satisfied by not having opportunities which are given to other academic staff of the same grade and category.

Fairness is explained as equal treatment, receiving the same services and benefits as other people and it affects negatively employees. The impact of fair treatment of employees is more emphasized by Abdali (2011) when he states that the perception of getting fairness in employees' treatment such as compensation, rewards, promotion, strongly increases employees' satisfaction and decreases turnover. 86.1% of academic staff who confirm to be satisfied by being treated equally are in line with the equity theory by Adams (1965) which states that staff as people who do not live in isolation compare their consideration with other colleagues within the same institution. Once they perceive any kind of imbalance, they become dissatisfied and their motivation decreases. Managers need to be objective towards the treatment of staff. That is, compensation, rewards, promotions, etc. should be given in accordance to academic staff output rather than personal preferences related to family relationship or friendship. Once academic staffs perceive that they are fairly treated, they become motivated and work hard knowing that the efforts made would be fairly recognized.

#### **4.2.8 Be Given Feedback on Performance**

Getting feedback on performance is essential tool of showing employees how well they are doing and make them know where they have to improve for future action.

Feedback on performance creates in employees a sense of competitiveness by increasing efforts knowing that their employer will know how good they work. Academic staff members need to know how good they are towards their daily performance. It is thus important to provide periodical feedback on academic staff performance in order to help them keep the best practices towards their tasks and make appropriate corrections where necessary. It is in this line that respondents were asked whether they are satisfied when they get feedback on their performance or not. Table 4.8 presents the respondents' views to that question.

**Table 4.8: Responses on Satisfaction Level by Institutions, Frequencies and Percentages When They Get Feedback On Performance**

Institutions	Respondents' satisfaction when they get feedback on performance				Total number of respondents
	Satisfied		Not satisfied		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	31	77.5%	9	22.5%	40
ICK	16	84.2%	3	15.8%	19
INATEK	22	81.5%	5	18.5%	27
INILAK	43	84.3%	8	15.7%	51
TOTAL	112	81.8%	25	18.2%	137

**Source: Field data 2014**

Table 4.8 shows that 81.8% of respondents agree that they are satisfied when they get feedback on their performance while 18.2% state that they are not. Providing academic staff with a regular feedback on how they work is very important in that it helps them see the picture of their performance. Feedback on performance helps organization members improve their work in two different ways. First, it helps employees determine how well they are doing. Second, feedback helps employees

determine the areas which need to be improved for better future performance (Lunenburg, 2011).

Getting feedback on performance makes employees know the areas which need more efforts and know what their immediate supervisor appreciate and what is not appreciated in order to take appropriate actions for the future. When such feedback is not provided, academic staff may keep on repeating the same error for a long period which in turn affects negatively their performance. To Balyan, *et.al.* (2011), formal performance evaluation plans are designed to meet many organizational and individual needs. They provide systematic judgments to support salary increases, promotions, transfers, demotions and terminations. They are means of assessing and communicating job performance status to a subordinate employee and suggesting needed changes in behavior, attitude, skills or job knowledge. They are also used as a basis for a supervisor to coach and counsel the individual as well as to identify and deal with performance deficiencies.

Performance feedback is important in that it makes employees be aware of their strengths and weaknesses concerning their tasks and thus seek for ways to improve. Tassew (2010) states that in performance evaluation, a feedback system in which an employee is informed of his/her weakness as a prelude to motivating or inciting improvement in his/her performance is very needed. The supervisor is responsible for giving advice for better results in case any employee manifests underperformance. The practice of providing the feedback system to inform employees of their strengths and weaknesses shows the existence of an open Performance Appraisal (PA) technique. In fact, performance should be associated

with incentive in that best performers should be rewarded through promotion or pay increases. All in all, employees are satisfied when they get a feedback on how supervisors appreciate them and get an opportunity for better improvement after knowing what their supervisors appreciate and what they do not.

#### 4.2.9 Communication Between Employees and Managers

Communication between management and employees is a good way of increasing employees' morale and loyalty. Effective communication between managers and employees creates a productive, efficient and satisfying work environment. When there is a good relationship between a supervisor and his/her supervisees, the communication becomes good and the working environment as well. Table 4.9 presents the number and percentage of respondents who are satisfied when there is a good communication between them and their supervisors and those who are not.

**Table 4.9: Responses on satisfaction level by institutions, frequencies and percentages when they communicate with managers or supervisors**

Institutions	Respondents' satisfaction when they communicate with managers or supervisors				Total number of respondents
	Satisfied		Not satisfied		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	38	95%	2	5%	40
ICK	19	100%	0	0%	19
INATEK	21	77.8%	6	22.2%	27
INILAK	49	96.1%	2	3.9%	51
TOTAL	127	92.7%	10	7.3%	137

**Source:** Field data 2014

Table 4.9 shows that a big number of respondents are satisfied for communicating with managers or supervisors while a very low number is not. According to the results, 92.7% of respondents are satisfied when they communicate with supervisors and only 7.3% are not. When managers take their time to talk to their subordinates, they get time to share ideas on what can improve their organization and make subordinates feel valued. Moreover, when subordinates implement decisions which they have been involved in, it becomes easier since they understand better the reason behind what they are asked to do and feel more motivated. In the same vein interviewers supported the above mentioned by stating that:

‘All decisions taken are top-down, you comply or you leave. Academic staff implement what has been decided by top managers. We are not given opportunity to discuss positively with managers.’

To sum up, communication between managers and subordinates is not to be neglected. Subordinates are not motivated when they are asked to perform tasks without knowing the reason behind and when the communication with managers is not good.

#### **4.2.10 Application of Trainings and Retention Incentives**

Training is a means through which employees get new knowledge and sharpen existing knowledge. Effective training programs helps employees to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform a particular job and to avoid job errors and mistakes (Robert, 2006).

Academic staff members develop their competencies via seminars, trainings, workshops, study tours etc. After being trained and increasing their skills, managers need to apply retention incentives in order to keep them. In this line, the researcher asked whether respondents are satisfied or not when they are given opportunity to increase their skills and when retention incentives are applied to them. The results on respondents' satisfaction with regard to trainings and retention incentives are displayed in Table 4.10.

**Table 4.10: Responses on Satisfaction Level by Institutions, Frequencies and Percentages With Regard To Training and Retention Incentives**

Institutions	Respondents' satisfaction with regard to trainings and retention incentives				Total number of respondents
	Satisfied		Not satisfied		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	36	90%	4	10%	40
ICK	12	63.2%	7	36.8%	19
INATEK	15	55.6%	12	44.4%	27
INILAK	46	90.2%	5	9.8%	51
TOTAL	109	79.6%	28	20.4%	137

**Source:** Field data 2014

Table 4.10 presents the percentage of respondents who are satisfied and those who are not satisfied by the application of employees' trainings and retention incentives. 79.6% confirm that they are satisfied while 20.4% confirm that they are not. Most of the time, employees do not need to change their working milieu. Moving from a place to another is more demanding especially for families. Moving requires many preparations such as children's schools, spouse employment, etc. It

is in this regard that families do not wish to frequently change their jobs.

On the other hand, unmarried ones need to change with the aim of exploring other areas since for them; it is not demanding to move from one place to another. Walker (2001) and Hytter (2007) identify seven factors that greatly play an important role in employees' retention: those factors are: (i) compensation and appreciation of the performed work, (ii) provision of challenging work, (iii) chances to be promoted and to learn additional skills, (iv) good work atmosphere within the organization, (v) positive relations with colleagues, (vi) a healthy balance between professional and personal life, and (viii) good communications. Together, these suggest a set of workplace norms and practices that might be taken as inviting employee engagement. Since factors which contribute to employees' retention are identified and the role of employees' retention on performance is already known, it is of great importance for managers to focus on employees' retention.

Kehr (2004) divides retention factors into three variables: power, achievement and affiliation. Dominance and social control represents power. When personal performance exceeds the set standards, it represents achievement and affiliation. Hytter (2007) found that factors such as personal premises of loyalty, trust, commitment, identification and attachment with the organization have a direct influence on employee retention. The above mentioned author goes on explaining that workplace factors such as rewards, leadership style, career opportunities, the training and development of skills, physical working conditions, and the balance



between professional and personal life influence employees' retention. It can be concluded that employers need to help their employees to develop their skills and also apply retention incentives in order to make them satisfied and thus perform more. Retention can be useless if employees' development is not emphasized on.

Even though the section is dealing with non monetary incentives that contribute to academic staff job satisfaction and which have been seen as very considerable by academic staff, monetary incentives such as performance related pay as well as fair administration of rewards are also very important and cannot be left aside. It becomes perfect when both monetary and non monetary incentives are combined. The table 4.15 states the percentage of respondents who are satisfied by getting rewards when they perform better.

#### **4.2.11 Fair Administration of Rewards**

Rewarding employees consist of providing to them bonuses or sign of recognition for having achieved the organizational goals more than expected. Rewards can be financial or non financial but what matters more is how managers administer rewards to employees. Any organization needs to set up rewards system as it motivates employees and creates in them the need to perform more. Even though rewards are important motivator, administration of rewards has to be fair. Table 4.11 presents the percentages of respondents who are satisfied by fair administration of rewards and those who are not.

The results presented in Table 4.11 show that 84.7% of respondents say that they are

satisfied by fair administration of rewards while 15.3% say that they are not. Fairness in academic staff treatment is of great importance and a key to organization success. Ajila and Abiola (2004) assert that reward greatly influence employees' performance.

**Table 4.11: Responses on Satisfaction Level by Institutions, Frequencies And Percentages When Rewards are Fairly Administered**

Institutions	Respondents' satisfaction by fair administration of rewards				Total number of respondents
	Satisfied		Not satisfied		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	34	85%	6	15%	40
ICK	16	84.2%	3	15.8%	19
INATEK	23	85.2%	4	14.8%	27
INILAK	43	84.3%	8	15.7%	51
TOTAL	116	84.7%	21	15.3%	137

**Source: Field data 2014**

They state that reward system helps to increase employee performance by enhancing employees' eagerness to increase their skills, knowledge and abilities in order to achieve organizational objectives and then be rewarded. However, administration of rewards has to be fair in order to be considered as a motivator or as an element of employees' satisfaction. According to Armstrong (2008) and Agwu (2013), fair reward practices play a vital role in improving employee performance and to achieve organizational goals.

Many researchers revealed that employees' rewards are directly attached to employees' performance. According to Ajila and Abiola (2004), if organizations fail to reward employees, it will directly result to the decrease of employees' performance and an efficient reward system can be a good motivator but an inefficient reward system can lead to demotivate employees and results in low productivity, internal conflicts, absenteeism, high turnover, lack of commitment and loyalty, lateness, etc. Therefore, organizations need to develop strategic reward system in order to retain competent employees and thus sustain competitive advantage with other organizations. As mentioned above, rewarding employees is a good motivator especially when it is administered fairly and objectively.

When employees perceive fairness as far as their consideration is concerned, they become more likely to deploy all their efforts towards the organization success. However, if academic staff are not fairly rewarded, they become disgusted in their daily tasks. Rewards is a key motivator but it has to be administered in the right way by avoiding other influencing factors such as family relationship, friendship or any other preferences which can affect administration of rewards. Each organization needs to set up clear criteria on which rewards will be based on in such a way that everybody sees clearly those who deserve to be rewarded comparing to the work done and the rewarding criteria. There is a need of setting up a clear and known system to reward best performers in order to avoid any kind of unfairness as regard to rewards. The following lines state respondents' views on clearness of rewarding system used by their institution.

#### 4.2.12 Rewarding System

Rewarding the best academic staff is a very good motivator as it creates a kind of competitiveness which makes them upgrade their efforts. In this line, the rewarding system has to be clear in order to avoid subjectivity which may occur. Table 4.12 indicates the clearness of rewarding system in HLIs.

**Table 4.12: Responses by Institutions, Frequencies and Percentages on Clearness of Rewarding system in HLIs**

Institutions	Respondents' views on clearness of rewarding system in HLIs				Total number of respondents
	Yes		No		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	35	87.5%	5	12.5%	40
ICK	16	84.2%	3	15.8%	19
INATEK	11	40.7%	16	59.3%	27
INILAK	28	54.9%	23	45.1%	51
TOTAL	90	65.7%	47	34.3%	137

**Source:** Field data 2014

According to table 4.12, 65.7% of respondents confirm that there is a clear rewarding system while 34.3% confirm that the rewarding system is not clear. As Ramlall (2004) states, when there is no clear rewarding system among employees, they feel a kind of unfairness which results in employees' dissatisfaction. The rewarding criteria have to be well set up so that rewards may be provided according to the fulfillment of the pre-established rewarding criteria. Otherwise, there must be a kind of unfairness if the rewarding system is not clear. The percentage of 34.3% of

respondents who confirm that the rewarding system is not clear is very significant. It has not to be neglected at all.

On the other hand, managers in HLIs need to put into consideration the rewarding criteria in order to avoid consequences which may result in that rewarding action which is normally good in itself. The importance of rewards has been a concern of a big number of writers. They explained the link between rewards and motivation, commitment, low turnover, etc. but there is a need to set up rewarding system which is objective in order to avoid unfairness while rewarding. To Ramlall (2003), effective management of rewards is one of the key strategies which are used by HR professionals to create a motivated, committed and stable workforce. Studies have shown that employees who are motivated and committed to the organization are less likely to quit. In addition, Squires (2001) confirms that rewards are linked to positive human resource outcomes such as employee job satisfaction, work motivation, affective commitment, high levels of performance and organizational effectiveness.

Employee will give their maximum when they feel and trust that their efforts will be rewarded by the management. Performance does not result in rewards only; it is a result of many like working conditions, worker and employer relationship, training and development opportunities, job security, and company's overall policies and procedures for rewarding employees, etc. but among all those factors which affect employee performance, motivation that comes from rewards is of utmost importance. However, employees have to be rewarded in accordance to their outputs and most important, it has to be fairly administered.

### **4.3 Summary Chapter**

The fourth chapter presented data on non monetary incentives that contribute to academic staff job satisfaction. Among non monetary incentives which contribute to academic staff job satisfaction, respondents mentioned among others: recognition of academic staff output by their managers, opportunity to acquire additional skills, fair treatment of academic staff, and smooth communication between managers and subordinates. Mbah and Ikemefuna (2012) in their study found that greater the job satisfaction, the lower the turnover intention, thus confirming that a person with a high level of job satisfaction holds positive attitude towards the job and on the other hand a person who is dissatisfied with the job holds negative attitude about the job. In other words, employees who are satisfied with their jobs keep their jobs and do not quit while those who are dissatisfied start searching for jobs alternatives which ends in turnover. So it was found that job satisfaction reduces employees' turnover intention and having a standard and common procedure regarding treatment of employees and creating a conducive work environment are effective retention strategies.

It has been pointed out that non monetary incentives are very fundamental to academic staff satisfaction since their absence implies turnover even though monetary incentives are present. Hence, owners of Private Higher Learning Institutions have to be aware of consequences which arise once non monetary incentives are not stressed on.



## **CHAPTER FIVE**

### **5.0 EFFECTS OF JOB DISSATISFACTION, LACK OF MOTIVATION AND LACK OF DEVELOPMENT OPPORTUNITIES ON ACADEMIC STAFF RESEARCH AND CONSULTANCY**

#### **5.1 Introduction**

Chapter five presents and discusses data related to the effects which lack of motivation, job dissatisfaction and lack of skills development play on academic staff performance in terms of research and consultancy as main activities of Higher Learning Institutions. The chapter highlights that motivation, job satisfaction and skills development are closely linked to performance and without which performance in all its angles suffers.

The quality and the increase in number of research papers and consultancies result from happy (satisfied) and skilled academic staff. In other words, job dissatisfaction, lack of motivation and lack of development opportunities affect negatively research and consultancy of academic staff as presented in the following lines. Data presented in chapter five are in line with the second and third objectives of the study. The second objective is to find out the effects of lack of motivation and job dissatisfaction on research and consultancy and the third objective is to examine how lack of development opportunities impacts on academic staff research and consultancy.

#### **5.2 Effects of Job Dissatisfaction on Academic Staff Research and Consultancy**

Job dissatisfaction refers to employees' negative attitudes about their job. Job dissatisfaction decreases staff morale towards the achievement of their objectives as



dissatisfied employees are unhappy employees and unhappy employees do not perform well. Table 5.1 shows respondents' views on that job dissatisfaction affects academic staff research and consultancy.

**Table 5.1: Responses by Institutions, Frequencies and Percentages on Agreement That Job Dissatisfaction Affects Researches and Consultancies**

<b>Institutions</b>	<b>Respondents' agreement that job dissatisfaction affects academic staffs' researches and consultancies</b>				<b>Total number of respondents</b>
	<b>Strongly agree</b>	<b>Percentage</b>	<b>Agree</b>	<b>Percentage</b>	
INES	26	65%	14	35%	40
ICK	10	52.7%	9	47.3%	19
INATEK	15	55.6%	12	44.4%	27
INILAK	41	80.4%	10	19.6%	51
<b>TOTAL</b>	<b>92</b>	<b>67.1%</b>	<b>45</b>	<b>32.9%</b>	<b>137</b>

**Source: Field data 2014**

According to the results in table 5.1, 67.1% respondents strongly agree and 32.9% respondents agree that job dissatisfaction affects research and consultancy. Performance needs integrated procedures and practices to make academic staff satisfied and stable at work place. Once academic staff become dissatisfied, they cannot concentrate their efforts and time to research and consultancy. No respondent disagrees or strongly disagrees about the effect which job dissatisfaction play on academic staff research and consultancy. Dissatisfaction as it implies negative attitudes about the job, such attitudes cannot make employees perform better. Thus, a need of a good work environment is a good ingredient to academic staff performance in terms of research and consultancy. The interviewees also confirmed that:

‘Job dissatisfaction makes staff disgusted about their job. Instead of concentrating on their duties and responsibilities, dissatisfied staff seek for

opportunities elsewhere. For academic staff, they cannot concentrate on research and consultancy which is very demanding if they are not satisfied with their job and if they work milieu is not appropriate.'

Organizations need to understand the concept of job satisfaction and how it affects performance in order to be able to make their employees reach the organizational targets. The main key cause of job satisfaction or dissatisfaction is linked to the quality of a leader. Job dissatisfaction results from a combination of factors that make employees have negative attitudes towards their job. Those factors include among others leadership style, career growth, flexible workload, etc. Hence, a good leader should care about all those factors which contribute to job satisfaction in order to reach the objectives of the organization through satisfied employees.

Research and consultancy comes from satisfied academic staff and without satisfaction academic staff members do not make publication at national and international level as well as conduct consultancy which also contribute to problem solving of the society. Section 5.1.1 which is presented later states research publications at national and international level as well as consultancies which were conducted.

### **5.3 Effects of Lack of Motivation on Academic Staff Researches and Consultancies**

Motivation as an inner drive which moves individual towards the attainment of their goals is a means through which any employee performs his/her tasks. Academic staff also need to be motivated to perform their duties among others research and consultancies. Table 5.2 presents the number of respondents who strongly agree and agree that motivation affects academic staff researches and consultancies.

**Table 5.2: Responses by Institutions, Frequencies and Percentages on Agreement That Lack of Motivation Affects Academic Staff Researches And Consultancies**

<b>Institutions</b>	<b>Respondents' agreement that lack of motivation affects academic staffs' researches and consultancies</b>				<b>Total number of respondents</b>
	<b>Strongly agree</b>	<b>Percentage</b>	<b>Agree</b>	<b>Percentage</b>	
INES	24	60%	16	40%	40
ICK	12	63.1%	7	36.9%	19
INATEK	13	48.1%	14	51.9%	27
INILAK	36	70.6%	15	29.4%	51
TOTAL	85	62%	52	38%	137

**Source:** Field data 2014

Among 137 respondents who participated in the study, 62% strongly agree and 38% agreed that lack of motivation affects academic staff research and consultancies. Academic staff motivation goes hand in hand with their performance in terms of research and consultancies. Once academic staff members are highly motivated, the number and quality of their research publications and consultancies also increases. Thus, as it has been noticed from the results that performance of academic staff is still low, motivation should be more emphasized on so that performance of academic staff in terms of research and consultancy may also be high. The absence motivation (the inner drive force which pushes academic staff to work towards their performance), the number and quality of research publications and consultancies decreases.

Research and consultancy as main activities of Higher Learning Institutions require placing academic staff in conditions which increase their motivation and satisfaction. Mensah and Tawiah (2016) asserts that job dissatisfaction is related to how people feel about their jobs and different aspects related to them. Job satisfaction or

dissatisfaction is more influenced by the work environment that is, how employees are treated by managers, relationship among employees, etc. The above mentioned is in line with Herzberg *et al.* (1966) who state that the main reason of workers dissatisfaction relates to the environment within which they work.

On the other hand, workers satisfaction results from the recognition by the employer (by means of salary raises, bonuses, promotion and other forms of incentives) of workers' efforts towards the achievement of organizational objectives. Once academic staff members become unmotivated and dissatisfied, their performance suffers as they lack commitment which is a major ingredient of performance. There cannot be quality research works if HLIs do not increase efforts in making academic staff satisfied and motivated. These arguments reinforce the importance of job satisfaction for both employers and employees.

According to Cong and Van (2013) organizations need to know how to motivate their employees since the more satisfied employees are the more likely to make profit from lower job turnover and higher productivity. Job satisfaction is a strong predictor of employees' well-being Mensah and Tawiah (2016) and also a good predictor of intentions or decisions of employees to leave a job. Nguyen *et al.* (2007) argue that there are several reasons why employers should care about job satisfaction, one being that it is a strong predictor of a worker's loyalty as well as his/her performance. Anatha (2013) found that the intention to leave a job is strongly correlated with low job satisfaction. Because each worker has his/her innate and acquired characteristics, it is natural that job satisfaction is also related to individual personality and profession, and moreover that the degree of satisfaction tends to

change with the profile of the worker and the activity.

There is a close link between job satisfaction and motivation on academic staff research and consultancies. Academic staff performance is measured in accordance to the quality of teaching and research publication. It is to be noted that an unmotivated or unsatisfied academic staff cannot deliver a good package of knowledge to students. Good quality of teaching needs one's eagerness to update course materials regarding the subject to be taught and deploy all his/her efforts while delivering the course. Moreover, it through research that course contents are updated and community problems are solved. However, unmotivated or unsatisfied academic staff cannot make a good number and quality of research and consultancies because they lack commitment towards their tasks and responsibilities.

To perform well, any staff needs to be motivated and satisfied at his/her work place. The motivation and satisfaction of staff result from a combination of motivation factors which make them enjoy their work and make them eager to deploy necessary efforts to perform their duties. Considering the case of the study which is PHLIs and their noble mission which is teaching, research and consultancy its quality need motivated and satisfied academic staff who deploy necessary efforts to reach the expected results.

Regarding the effects of satisfaction and motivation on research and consultancy, what interviewees in the selected institutions share in common is that:

‘When academic staff are motivated, they conduct researches which are published at national and international level and deliver a teaching of quality in that they concentrate on updating course materials which help

students get a strong package of knowledge. Furthermore, delivering teaching cannot be effective if an academic staff is not happy with his/her job the same as conducting research.'

It is in this regard that all interviewees emphasized that motivation and satisfaction of academic staff is a key to the quality of research and consultancy; that is, the absence of motivation and satisfaction implies the lack of quality in research and consultancy. Interviewees emphasized that Private Higher Learning Institutions need to understand the importance of making academic staff enjoy their teaching career by placing them in conducive work conditions so as to be able to fulfill perfectly their responsibilities among others research and consultancy.

#### **5.4 Academic Staff Skills Development and Its Effects on Research and Consultancy**

Employee skills development refers to programs that provide workers with information, new skills, or professional development opportunities. The companies aimed at gaining competitive advantage realize the importance of training in improving the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. There is a close link between developing skills of employees and their performance. Training is important and an imperative tool for the organization and positively affects performance of employees and then contributes to organizational growth and success. It is beneficial to both employers and employees of an organization (Elnaga, and Imran, 2013).

This section aims at finding out how developing skills and competencies of academic staff in Higher Learning Institutions affect research and consultancies. The

present section states practices which are applied in Private Higher Learning Institutions in Rwanda to make academic staff performance high. Since the concern of the research was to assess the predictors of turnover and its effects on academic staff performance in Private Higher Learning Institutions and academic staff skills development being one of the elements which contribute to their motivation and satisfaction, it is very crucial to see whether PHLIs organize trainings, seminars, workshops, study tours and further studies for academic staff.

#### 5.4.1 Organization of Academic Staff Development Activities by PHLIs

Developing competencies and skills of academic staff is the main fruitful practice which makes them perform their responsibilities mainly teaching and research. Respondents' views on whether their institutions organize development activities to their intention are presented in Table 5.3.

**Table 5.3: Responses by Institutions, Frequencies and Percentages on Whether Institutions Organize Development Activities To Their Intentions**

Institutions	Respondents' views on whether their institutions organize development activities to their intention				Total number of respondents
	Yes		No		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	38	95%	2	5%	40
ICK	19	100%	0	0%	19
INATEK	22	81.5%	5	18.5%	27
INILAK	43	84.3%	8	15.7%	51
TOTAL	122	89.1%	15	10.9%	137

**Source:** Field data 2014

As indicated in table 5.3, 89.1% agree that development activities are organized in their institutions while 10.9% confirm that they are not organized. However, even if they are organized they have to reflect the academic staff needs and related to their daily activities in order to contribute to the improvement of their skills and competencies. The 10.9% percent of respondents who did not get a chance to benefit from any development activity has not to be ignored. This percentage of respondents which is not developed can constitute a barrier to the performance of the 89.1%. Any Higher Learning Institution needs to have a specific plan for its academic staff development. There is no level at which an academic staff can pretend to not need to learn more. Thus, there is a strong need to emphasize on academic staff development since it is a key to the quality of teaching and research. The above mentioned is supported by all interviewees when they state that:

‘The knowledge we have still need to be sharpened and updated in order to perform better. With the developing world we live in, we need to make periodic refreshment so that we may not be out of date as far as our knowledge in respective domain is concerned.’ In addition, research and consultancies need knowledge in two perspectives which are research technologies as well as research fields. It is then imperative for academic staff to refresh their skills.’

They mention that there are no planned ways from which academic staff are helped to increase their knowledge. Sometimes, seminars, trainings and workshops are organized but there is no predetermination of training needs. In fact, there is a need to assess training needs prior to its organization. Moreover, they have to be in line with trainees’ tasks and activities so that they may contribute to their performance. So, as performance is not a result of single or individual efforts but a combination of capabilities and efforts from all members of an institution, all elements of an



organization need to be valued in terms of knowledge increment. Considering the case study of the research which is PHLIs and the main responsibilities of academic staff which are teaching and research, respondents confirm that development of skills greatly contribute to the quality of teaching and research. They mention that an academic staff cannot deliver a lecture in a good way without having a deep knowledge of the subject matter and teaching methodology.

However, not all academic staff attended Universities which train people on how to teach. Thus, the knowledge gap about teaching methodology can only be filled in by organizing trainings of academic staff. Academic staff members improve the quality of teaching and research by getting opportunities to learn about how to teach and how to conduct researches. They need to share knowledge and experiences so that knowledgeable and experienced academic staff may help new staff in the career so as to help them get the right track and be able to deliver a teaching of quality as well as produce good quality research papers.

#### **5.4.2 Number of development activities attended in the last five years**

As stated earlier by respondents, development activities are organized and table 5.4 presents the number of trainings, seminars, workshops, study tours, etc. attended in the last five years.

Table 5.4 states that a big number of respondents attended the development activities which were organized by their institution whereby 37.2% attended from 1-5 development activities, 6-10 represent 27.7%, 11-15 represent 22.6% and those who attended more than 15 represent 1.5%. However, 10.9% confirm that they did not

attend any development activities in the last five years. Considering the big role of increasing staff skills and competencies especially in HLIs since they are the producers or makers of staff in other sectors, it proves necessary for employers in HLIs to put more attention on lecturers' development and emphasize more on development activities which make them more skilled and more competitive so that they may come up with the high effectiveness as far as the education provided to learners or students is concerned.

**Table 5.4: Responses By Institutions, Frequencies And Percentages On The Number Of Development Activities Attended In The Last Five Years**

Institutions	Respondents' views on the number of development activities attended in the last five years					Total number of respondents
	None	1-5	6-10	11-15	More than 15	
INES	2 (5%)	13(32.5%)	14 (35%)	10 (25%)	1(2.4%)	40
ICK	0 (0%)	8(42.1%)	8 (42.1%)	3 (15.8%)	0 (0%)	19
INATEK	6 (22%)	12(44.4%)	5 (18.5%)	4 (14.8%)	0 (0%)	27
INILAK	7 (13.7%)	19(37.3%)	10(19.6%)	14(27.5%)	1 (2%)	51
TOTAL	15(10.9%)	52(38%)	37 (27%)	31(22.6%)	2(1.5%)	137

**Source: Field data 2014**

Taking into consideration the number of seminars, workshops, study tours, mentorship and short courses attended in the last five years, 89.1% of respondents confirm that they are organized by their HLIs. Thirty-eight respondents from INES that is 95% confirm that their institution organizes seminars, workshops, study tours, mentorship and short courses and they state that they get opportunity to participate and 5% confirm that they are not organized and they did not participate in any. Among the 38 respondents who confirm that they attended seminars, trainings, study

tours and workshops, 13 respondents state that they participated from 1-5 seminars or workshops, 14 respondents participated from 6-10, 10 respondents participated from 11 to 15 and only one respondent attended more than 15 seminars and workshops.

As far as ICK is concerned, all respondents that is nineteen, state that their HLI organizes seminars, workshops, study tours, mentorship and short courses. Among nineteen respondents who participated in the present research, 42.1% confirm that they attended 1 to 5 seminars, 42.1% attended 6 to 10, 15.8% attended from 11 to 15 and no one attended more than 15 seminars, trainings, workshops or study tours in the last five years.

For the case of INATEK, 22.2% of respondents assert that they did not attend any development activity in the last five years and that there is no seminars, workshops, study tours, seminars, mentorship and short courses organized by INATEK while the remaining respondents that is 78.8% confirm that they are organized. Among 78.8% who confirm that development activities are organized in INATEK, 44.4% of respondents participated from 1 to 5 seminars, trainings, workshops etc., 18.5% attended 6 to 10, 14.8% attended 11 to 15 and no one attended more than 15 seminars, trainings or workshops.

At INILAK, most respondents that is, 86.3% agree that their HLI organizes seminars, workshops, study tours, seminars, mentorship and short courses while 13.7% of respondents assert that they did not attend any. Among 86.3% of

respondents from INILAK who confirm that they attended such development activities, 37.3% of respondents state that they participated from 1 to 5, 19.6% respondents confirm that they attended from 6 to 10 in the last five years, 27.5% of respondents attended from 11 to 15 and only 2% of respondents attended more than 15 seminars, trainings, workshops and study tours.

It is to be noted that development activities play a big role in employees' performance since performance is proportional to employees' skills. Thus, skills are increased and knowledge is updated via the above mentioned development tools. The general picture of respondents' views about the organization and their participation in seminars, trainings, workshops and study tours by HLIs, the results state that 10.9% of respondents did not attend any. This percentage is not to be neglected since it may hinder the quality of research and consultancy in PHLIs if academic staff who did not attend any development activity still have gaps which would be filled by such activities.

#### **5.4.3 Respondents' Views on That Development Activities Attended Were Related To Their Work**

Even if a big number of respondents confirm that they attended development activities in the last five years, the researcher wants to know whether those activities were related to their work since she assumes that those development activities can only be effective if they are related to participants' work. The lines below present respondents' views on that development activities organized to their intention were related to their work.

**Table 5.5: Responses by Institutions, Frequencies and Percentages That Development Activities Attended Were Related To Their Work**

<b>Institutions</b>	<b>Respondents' view on that development activities were related to their work</b>			<b>Total number of respondents</b>
	<b>Yes</b>	<b>No</b>	<b>No one attended</b>	
INES	35 (87.5%)	1(2.5%)	4(10%)	40
ICK	17(89.5%)	0(0%)	2(10.5%)	19
INATEK	14(51.9%)	7(25.9%)	6(22.2%)	27
INILAK	42(82.4%)	6(11.8%)	3(5.9%)	51
<b>TOTAL</b>	<b>108(78.8%)</b>	<b>14(10.2%)</b>	<b>15(10.9%)</b>	<b>137</b>

**Source:** Field data 2014

Table 5.5 states that 78.8% of respondents mention that development activities attended were related to their work, 10.2% of respondents say that they were not related to their work and 10.9% state that they did not attend any in the last five years. Seminars, workshops, trainings, etc. can only be fruitful if they are related to beneficiaries work, otherwise they may not. The aim of development activities is to increase or to sharpen beneficiaries' skills and competencies in order to become more productive in future. Thus, once they are not related to daily activities, they cannot contribute in any way to the beneficiaries' performance. Hence, HLIs need not only to organize such activities but also relate them to academic staff needs comparing to their main responsibilities or duties which are teaching and research publications. HLIs aims or objectives will be reached at the highest level if only their lecturers and other staff possess the required skills to perform well their tasks.

#### **5.4.4. Gained Knowledge Improves Performance**

The researcher wanted to see the respondents' views about the contribution of development activities to their performance especially in research and consultancy.

Respondents' answers on that the knowledge they gained improved their performance is stated in Table 5.6.

**Table 5.6: Responses by Institutions, Frequencies and Percentages That Knowledge Gained From Trainings Improves Performance**

Institutions	Respondents' views on that knowledge gained from trainings improves performance				Total number of respondents
	Yes		No		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	40	100%	0	0%	40
ICK	19	100%	0	0%	19
INATEK	16	59.3%	11	40.7%	27
INILAK	44	86.3%	7	13.7%	51
TOTAL	119	86.3%	18	13.1%	137

**Source:** Field data 2014

Considering the quality of teaching and research publications, a big number of respondents (86.9%) confirm that they have really improved. They go on saying that shifting from the traditional way of teaching to the modular system in HLIs would not be successful if no trainings were organized. Moreover, respondents state that they need knowledge about teaching methods and techniques especially those who did not get the chance to learn them in their higher studies. In addition, the management of big classes needs one's knowledge in class management and group work in order to help them work together and create in them the team spirit which makes students more successful in their studies. Otherwise, when an untrained academic staff faces challenges in his/her teaching such as teaching a big class, he/she only advances with brilliant students while they would get knowledge about how big classes are managed and how to involve each student.

Through trainings, academic staff members get opportunity to be aware that they still have a long way to go. They get opportunity to open up their minds and seek to know more. Respondents go on saying that trainings about new technologies of teaching and ways of students' assessments and its importance helped them more. Respondents assert that seminars, workshops, study tours, mentorship and short courses attended in the last five years were related to their daily activities and that the knowledge they got helped them to improve their activities. They go on saying that they have improved their way of teaching and research activities. Interviewees support that development activities affect performance by saying that:

‘An academic staff cannot produce good research work if he or she is not able to do so.’

They add that apart from the knowledge gained from schools and universities, academic staff need day to day refreshment in their respective domains to allow them be more competent and thus be more performing in their teaching and research. Respondents agree that after further studies, the quality of teaching is improved if academic staff members of the same domain exchange ideas and experiences which results in improving their teaching and research capabilities. Students get benefit from academic staff members' further studies since the knowledge of academic staff are automatically transferred to students via teaching and supervision of dissertations.

Moreover, when academic staff members get more knowledge about know - how they greatly contribute to what and how to teach, how to conduct and supervise students researches and consultancies. The interviewees also support the above

mentioned that development activities affect teaching by saying that an academic staff cannot deliver consistent course content if he is not able to do so.

On the other hand, any academic staff needs personal improvement to be always updated so that he/she may sharpen his/her knowledge and then be able to update his/her teaching material in order to provide a teaching of quality which meets the country's demand. Academic staff do not need to wait for the HLIs to organize trainings rather they have to develop the curiosity of knowing more which incites them to read and conduct researches on what they did not get opportunity to learn before. Teaching is a noble career and their stakeholders should also know its noble mission and consider it in a special way not like other careers. Research and consultancy being keystones which differentiate HLIs from high schools, respondents state that:

‘Knowledge in research procedures and technologies has helped us to increase the quality of research and consultancy.’

Respondents emphasize that developing their skills and capabilities should be given much importance. They mention that development opportunities which they get are still at low level and that once those opportunities are more stressed on, their research and consultancy will also be increased.

#### **5.4.6 Agreement that Development of Skills Affects Research and Consultancy**

On the question related to respondents' agreement on that development activities such as trainings, workshops, seminars, etc. affect research and consultancies, respondents' views and confirmation are stated in table 5.7.



**Table 5.7: Responses by Institutions, Frequencies and Percentages on Agreement That Development of Skills Affects Research and Consultancy**

<b>Institutions</b>	<b>Agreement that development of skills affects research and consultancy</b>				<b>Total number of respondents</b>
	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	
INES	29 (72.5%)	9 (22.5%)	0 (0%)	2 (5%)	40
ICK	8(42.1%)	11(57.9%)	0(0%)	0(0%)	19
INATEK	20(74.1%)	7 (25.9%)	0 (0%)	0(0%)	27
INILAK	39(76.5%)	10 (19.6%)	2 (3.9%)	0(0%)	51
<b>TOTAL</b>	<b>96(70.1%)</b>	<b>37 (27%)</b>	<b>2 (1.5%)</b>	<b>2 (1.5%)</b>	<b>137</b>

**Source:** Field data 2014

As shown in table 5.7, 70.1% strongly agree that development activities affect research and consultancies, 27% agree, 1.5% disagree and 1.5% strongly disagree. Considering the percentages above mentioned, a big number of respondents that is 70.1% strongly agree and 27% agree that development activities have an effect on academic staff performance in terms of research and consultancies. It is clear that research and consultancies can suffer if there are no development activities to increase skills and competencies of academic staff. Development activities affect performance in a way or another in that they are means by which academic staff members improve their knowledge and competencies which make them produce better research papers.

According to Swart *et al.*, (2005), performance gaps are filled in by the implementation of relevant training sessions which develop particular skills and abilities of the workers and enhance employee performance. They go on stating that training facilitate organization to recognize that its workers lack some skills and

make them fill in those gaps according to the organizational present and future needs. There are other various reasons for poor performance of employees such as lack of motivation of employees to use their competencies, conflicts at work, etc. All the above mentioned need to be considered by the organization while planning for training and thus make employees work and meet the organizational goals and expectations. Swart *et al.* (2005) go on saying that this employees' high performance occur only because of good quality of training program that leads to employee motivation and their needs fulfillment.

Wright and Geroy (2001) add that employees' competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the present and the future job. Through trainings, employees competencies are developed and enable them to implement the job related work efficiently, and achieve the organizational objectives in a competitive manner.

Academic staff development activities are ways through which they sharpen and update their skills and become more performing. It is well understood that competencies do not automatically imply performance since there are other elements which contribute to performance but it has to be more valued since academic staff cannot perform if they do not have necessary skills and capabilities which are gained through trainings. In the same vein, the accomplishment or disaster of the firm depends on its employee performance. Hence, top management realized the importance of investing in training and development for the sake of improving

employee performance. Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability (Elnaga, and Imran, 2013).

Development activities play a positive effect on teaching and research. According to the respondents' views, trainings and other development activities play an important role on teaching and research. They mention that to perform better, academic staff need to get knowledge in research, teaching methods and techniques, how to conduct research and consultancies, deepen and update academic staff knowledge, etc. Academic staff cannot deliver a good quality of teaching or produce good research papers if they do not have abilities to do so. It has also been discovered that apart from knowledge gained from schools, academic staff need to upgrade their skills via seminars, trainings, workshops and further studies. Otherwise, academic staff research and consultancies may suffer due to insufficient knowledge.

To sum up, academic staff development affects positively research and consultancies in HLIs but there is a need to increase the number of development activities and relate them to the academic staff daily activities. When they are not related to their work, they do not greatly affect their performance. This has been confirmed by most of interviewees when they state that there are no planned ways from which academic staff members are helped to increase their knowledge. Sometimes, seminars, trainings and workshops are organized but there is no predetermination of training needs. In fact, there is a need of assessing training needs prior to its organization. Moreover, they have to be in line with trainees' tasks and activities so that they may contribute to their performance. In addition to develop employees to make them

more performing, HRD is also one of the elements that improve organizational environment and which increases employees' morale.

Through training activities, academic staff members get opportunity to be aware that they still have a long way to go. They get opportunity to open up their minds and seek to know more. Respondents go on saying that trainings about new technologies of teaching and ways of students' assessments and its importance helped them more. Respondents assert that seminars, workshops, study tours, seminars, mentorship and short courses attended in the last five years were related to their daily activities and that the knowledge they got helped them to improve their teaching and research. They go on saying that they have improved their research activities and their way of teaching as well. Most of the interviewees support that development activities affect performance by saying that:

‘An academic staff cannot produce good quality of research works if he/she does not possess the required skills.’

They add that besides the knowledge gained from schools and universities, academic staff need day to day refreshment in their respective domains to allow them be more competent and thus be more performing in their daily activities. Students get benefit from academic staff further studies since their knowledge is automatically transferred to students via teaching and supervision of dissertations. Furthermore, when academic staff members get more knowledge about know-how, they greatly contribute to what and how to teach, how to conduct and supervise students' researches and consultancies. Respondents (Directors) also confirm that they measure performance of academic staff after trainings or further studies by

comparing their outputs with performance contracts and how students evaluate them.

Academic staff members are evaluated by students about their way of teaching and the content they deliver and also through performance indicators. From that evaluation, managers compare academic staff performance in the past and at the present time and detect whether there is any improvement or not. Performance is not only measured to how and what is taught but also to the quality of his/her research publications and consultancies. Concerning the measurement of increased performance after trainings, workshops or further studies, respondents confirm that there is a performance contract which is the basis on which performance is evaluated and from academic staff evaluation by students. There are also performance indicators and performance appraisal which help managers to measure academic staff performance. In addition, trained staff members deliver a report regarding what they have been trained in and thereafter deliver a lecture regarding what they have been trained in.

Respondents also confirm that performance is related to retention rate. They say that retention is a sign of employees' satisfaction and that satisfaction makes employees produce a good work and hence better productivity. They add that it is important for HLIs to retain their academic staff in order to remain more performing and more competitive because the quality of teaching is much more related to academic staff development and retention which produce a well qualified workforce that perform more than expected. On the other hand, any academic staff needs personal improvement to be always updated so that he/she may sharpen his/her knowledge and then be able to update his/her teaching material in order to provide a teaching of

quality which meets the country's demand.

Academic staff members do not need to wait for the HLIs to organize trainings rather they have to develop the curiosity of knowing more which incites them to read and conduct researches on what they did not get opportunity to learn before. Teaching is a noble career and their stakeholders should also know its noble mission and invest more in it. Any employee needs personal improvement of skills and competencies. It is one of the elements which contribute to a favorable work environment and thus increase academic staff morale and satisfaction.

Research comes from knowledgeable academic staff members that possess research skills and master their areas of research. It is through trainings and other development opportunities that academic staff are able to conduct researches and consultancies. Respondents agree that there cannot be good research works if academic staff members do not have required skills. Thus, it is from participating in different trainings that academic staff members sharpen knowledge got from universities and become capable and competent researchers and consultants who greatly contribute to society problems solving.

Lack of motivation, job dissatisfaction, lack of trainings and any other development opportunities affect publications and consultancies. Respondents assert that research publications at all levels (national and international) require a combination of factors which make research activity possible and fruitful. First of all, research requires ability in terms of the area of research and the methodology. Second, it necessitates more efforts and time allocated to research which can only be possible if academic

staff work under favorable conditions which make them satisfied and motivated. Moreover, academic staff members need to be given flexible work hours to get time to conduct researches. Otherwise, research cannot be conducted at the highest level if academic staff are not satisfied, given flexible work hours and if they do not get opportunities to sharpen their skills and knowledge.

## **5.5 Academic Staff Performance in Terms of Research Publications and Consultancies**

Academic staff performance is measured in terms of research and consultancy. Without publications, academic staff members become unable to contribute to the development of a society. It becomes crucial to measure performance of academic staff in terms of research publications and consultancies in the four selected Private Higher Learning Institutions in order to come up with what is taking place and suggest ways to perform more.

### **5.5.1 Number of Publications in the Last 5 Years**

Publications of academic staff as one of the main activities of academic staff are presented in the table 5.9 and 5.10. The tables state publications of academic staff from the four selected institutions in the last five years both at National and International levels.

#### **5.5.1.1 Publications in National Journals**

Table 5.8 presents research publications in national journals in the last five years.

**Table 5.8: Responses on the Number of Publications in National Journals in the Last five Years by Institutions**

Institutions	Publications in National Journals in the last five years						Total number of respondents
	0	1	2	3	4	5	
INES	8	11	9	7	5	0	40
ICK	4	3	6	3	3	0	19
INATEK	10	6	5	4	1	0	27
INILAK	13	14	9	4	6	6	51
TOTAL	35	34	29	18	15	6	137

**Source:** Field data 2014

Among 137 respondents who participated in the study, it has been proved that research publications are not at a good level since there are 35 respondents who did not publish at all in national journals and 34 respondents who published only once in the last five years. As far as the number of publication increases, the number of respondents decreases which proves that publication among academic staff is still a challenge. Only 21 respondents published 4 and 5 research papers in national journals.

#### 5.5.1.2 Publications in International Journals

Publication in international journals is very low compared to publication in national journals. Table 5.9 presents the situation in the four selected institutions.

**Table 5.9: Responses on the Number of Publications in International Journals in The Last Five Years By Institutions**

Institutions	Publications in International Journals in the last five years			Total number of respondents
	0	1	2	
INES	33	6	1	40
ICK	16	3	0	19
INATEK	23	2	1	27
INILAK	39	9	4	51
TOTAL	111	20	6	137

**Source:** Field data 2014



Concerning publications in international journals, 111 respondents did not publish at all, 20 respondents published 1 and 6 respondents published 2 research papers in International Journals. The results proves publication to be an activity which is not more emphasized on by PHLIs while it is one of the main activities of HLIs and which differentiate them from high schools. That is, it can be concluded that academic staff are not performing well as it could be since they are not conducting researches. Reasons of their underperformance need to be investigated and appropriate measures are to be taken to make PHLIs achieve their mission.

#### 5.5.1.3 Conducted Consultancies

Consultancies are activities which generate financial income for both institutions and academic staff. It is also a means by which academic staff members help in problem solving of a society. The number of conducted consultancies in the last five years is presented in table 5.11.

**Table 5.10: Responses on the Number of Conducted Consultancies in the Last Five Years by Institutions**

Institutions	Conducted consultancies in the last five years							Total number of respondents
	0	1	2	3	4	5	6	
INES	7	14	8	7	2	2	0	40
ICK	3	6	3	5	1	1	0	19
INATEK	12	6	6	1	0	1	0	27
INILAK	18	8	8	8	4	4	2	51
TOTAL	40	34	25	21	7	8	2	137

**Source:** Field data 2014

Table 5.10 shows that there are 40 respondents among 137 who did not conduct any consultancy in the last five years and only 10 respondents conducted from 5 to 6 consultancies in the last five years. Considering the main reason which makes investors create PHLIs, consultancy is one of the activities which could help them gain money. In addition, HLIs actively change the society or participate to its development through research and consultancies reason why without research and consultancy, PHLIs cannot pretend to be performing their duties.

### **5.6 Link between Academic Staff Loyalty and the Number and Quality of Publications**

Academic staff loyalty is closely linked to the number and quality of research publications. Academic staff to be able to publish good quality and good number of research papers, they need to be put under good work conditions which give them peace of mind. It is those good work conditions which make academic staff eager to produce good research work which contribute to the performance of their institution. In addition, those work conditions make academic staff more loyal and thus committed to work towards the good performance and reputation of the employing institution. On the other hand, once academic staff members are dissatisfied and unmotivated, they spend their time looking for job opportunities elsewhere instead of consecrated their time to research. Thus, academic staff loyalty contributes more to their quality and number of research publications.

### **5.7 Importance of Research and Consultancy**

Research and consultancy are activities through which academic staff demonstrated their academic capabilities. Respondents confirmed that research is very important

for academic staff for the following reasons. The competencies of academic staff are gained through researches and they are means by which academic staff members get promotion. To be upgraded academically, academic staff members need to present written papers. In addition, academic staff members update their course materials by conducting researches which help them update their course contents and thus become competent in their teachings. For HLIS, researches contribute to their competitiveness since research publications is one of the elements to be considered while ranking Higher Learning Institutions. Moreover, from researches, HLIs deliver a good quality of teaching as it has been proved that the quality of teaching materials as well as the quality of teaching staff results from conducting researches.

Respondents confirmed that academic staff members need to consider the importance of research and deploy more efforts in that noble activity. They need to organize themselves in accordance to their disciplines and train each other and put their efforts together in order to be able to produce as many research papers as possible. The quality of research needs also to be more considered and academic staff should fix themselves targets about publications to be conducted in both national and international journals. Researches and consultancies are also means by which both HLIs and academic staff get financial income.

Not only academic staff but also PHLIs have the responsibility of improving their academic staff performance in terms of research and consultancies. PHLIs need to place academic staff in better conditions which make them able to conduct researches. PHLIs have to organize trainings and research seminars on how to conduct researches and create a kind of fund to reward best researchers in order to

incite them publish more. PHLIs should also consider that academic staff with intention to leave may not think of publishing rather they think of looking for job opportunities. so, it is the responsibility of PHLIs to make end to turnover predictors and causes in order to make academic staff stable and become best researchers.

## **5.6 Summary the Chapter**

Chapter five analysed data on the effects of job dissatisfaction, lack of motivation and lack of development opportunities on academic staff research and consultancy. The results confirmed research and consultancy to be activities which need satisfied, motivated, skilled and stable academic staff. Research and consultancy are income generating activities to both HLIs and academic staff. Mostly, Higher Learning Institutions get recognition and competitive advantage among others due to their publications and consultancies. HLIs contribute to societal problem solving through research and consultancies. It has been proved by the results that job dissatisfaction, lack of motivation and lack of development opportunities impact negatively on research and consultancy.

First of all, academic staff members need to feel happy and secured in order to perform better. They cannot feel happy and secured if they are not placed in working conditions which increase their satisfaction and motivation. Secondly, motivated and satisfied academic staff cannot produce good research papers and consultancies if they do not possess the necessary skills. That is, the good quality of research and consultancy results from satisfied, motivated and skilled academic staff. To sum up, job dissatisfaction, lack of motivation and lack of development opportunities strongly affect in a negative way research and consultancy.

## **CHAPTER SIX**

### **6.0 EFFECTS OF ACADEMIC STAFF TURNOVER ON RESEARCH AND CONSULTANCY**

#### **6.1 Introduction**

Chapter six presents data concerning effects of academic staff turnover on research and consultancy. Data presented in chapter six relate to the fourth objective of the study which is to find out the effects of academic staff turnover on research and consultancy in Private Higher Learning Institutions as well as mechanisms to address it. Respondents' opinions on the effects of turnover on performance specifically in Private Higher Learning Institutions are presented in section 6.2.

#### **6.2 Effects of Turnover and Mechanisms to Address It**

Research and consultancy are key activities of academic staff. It is through research that academic staff members improve their knowledge and skills which make them able to update their teaching and participate to institutional financial income. The following paragraphs present the effects of turnover on research and consultancy and suggest ways of overcoming turnover.

##### **6.2.1. Effects of Turnover**

As regard to the effects of turnover on the academic staff performance (quality of research and consultancies), the findings from questionnaires and the interview confirmed that turnover affects negatively the quality of teaching and research in that these activities require skilled and experienced people. Respondents argue that turnover is a barrier to organizational growth. They state that it reduces productivity, customer's trust, costs related to recruiting new employees, involve development of

new hired, lack of performance like experienced employees and also turnover tarnishes the image of the institution. Therefore, it is important for organizations to retain its valued elements of the existing workforce.

The above mentioned negative effects of turnover match with the ideas of Wilton. To Wilton (2013), turnover is problematic to organizations as it involves financial costs by filling in the vacant posts and training new employees and also in terms of resources invested in the departed employees. In addition, labour turnover affects negatively organization performance especially when a less experienced employee replaces an experienced employee. Among the main causes of labour turnover, Wilton (2013) mentions that it is a symptom of organizational problems which make employees decrease their morale or feel job dissatisfaction. Whenever such a problem is observed, organizations need to seek its causes before it reaches a high level which hinders its productivity.

On the other hand, even if labour turnover is considered to be dysfunctional and have negative implications on organizations, sometimes it can be viewed as positive when new employees bring in new ideas and valuable knowledge. Wilton (2013) asserts that turnover can be due to push or pull factors. He considers pull factors as having other job alternative or opportunities which attract employees to leave their employer and these factors are out of control of the management even though the later may improve the terms and work conditions. Push factors reflect employees' dissatisfaction with the organizational practices and policies (low pay, lack of development opportunities, working climate, etc.).

Among the two turnover factors presented above, one is avoidable and another is not. Organizations have the duty and responsibility to seek for possible ways of avoiding push factors in order to reduce labour turnover. When the two factors are combined that is, there is pull (unavoidable) and push (avoidable) factors, turnover rate becomes high and a hindrance to performance. Thus, PHLIs are obliged to make academic staff feel satisfied by putting into place good human resource management practices which provide to them with job security, development opportunities, good work atmosphere which in turn results in low labour turnover and better productivity.

Academic staff retention affects positively the quality of teaching and research. First of all, retaining competent academic staff increases performance in that a good productivity results in keeping employees with high capabilities to perform their tasks. In addition, retaining employees contribute to customers' trust and high turnover tarnishes the image of an organization. High turnover reduces the quality and quantity of organizational productivity and when customers realize any decrease in the products, they lose trust and look for where to get the same products.

Considering the case of HLIs, when students realize a high turnover of qualified and competent academic staff, they tend to leave the institution and look for any other institution where there are competent academic staff in order to be more skilled and more competitive in the labor market. In addition, teaching and research requires more competent and experienced academic staff able to impart a strong package of knowledge to students and also produce good quality of research publications worldwide. Considering the positive effects of retention above mentioned, its

absence implies negative effects to the organization such as low productivity, lack of customers' trust, bad reputation, etc.

Turnover makes an organization lose its success, effectiveness or productivity since its productivity comes from motivated and stable employees. Employees' retention is an important organizational tool to better productivity especially in HLIs. HLIs can be considered as makers or producers of employees in the remaining sectors. Thus, they have to care more about retaining its competent academic staff so that they may be more performing and produce more performing graduates. All in all, retaining competent employees is a key to employee performance.

Turnover can be avoided since its causes have been discovered. Considering the negative effects of turnover and the positive effects of academic staff retention, it is of paramount importance to stress on academic staff retention so that causes of turnover may be avoided. Turnover not only affects research and consultancy but also tarnishes the image of institutions and reduces customer's trust as stated below.

#### **6.2.1.1 Turnover Reduces Customer's Trust**

Table 6.1 presents respondents agreement and disagreement about the fact that turnover reduces customer's trust.



**Table 6.1: Responses by Institutions, Frequencies and Percentages That Turnover Reduces Customer's Trust**

Institutions	Responses on that turnover reduces customer's trust				Total number of respondents
	Yes		No		
	Number of respondents	Percentage	Number of respondents	Percentage	
INES	40	100%	0	0%	40
ICK	17	89.5%	2	10.5%	19
INATEK	27	100%	0	0%	27
INILAK	43	84.3%	8	15.7%	51
TOTAL	127	92.7%	10	7.3%	137

**Source: Field data 2014**

The results in table 6.1 confirm that turnover reduces customers' trust whereby it is confirmed by 92.7% whereas 7.3% says that turnover does not reduce customer's trust. Besides, turnover also affects the quality of service when high performers leave an organization. Turnover cannot be strictly avoided as employees can leave their employers because of unavoidable reasons such as further studies, moving from a place to another due to life conditions, etc. However, when turnover becomes high, it negatively affects the organization's productivity.

Conducted studies proved that turnover when it becomes high, it hinders the organization productivity. Abdali (2011) argues that turnover reduces customer's trust in that departed employees create a daily interruption of activities which affect the productivity and even once they are replaced, it takes time to be used to the new work environment, colleagues, etc. which affect the productivity. Thus, customers loose trust in the concerned companies and are not attracted by its products. Moreover, customers are attached and trust the products because of the

competencies they observe in employees. Once those trusted employees leave the organization, customers also lose trust in the company's products. Once a PHLI loses its competent academic staff, the number of students also decreases in that they join a reputed HLI which disposes with competent and stable academic staff. All in all, dysfunctional turnover (turnover whereby high performers leave) should be prevented by managers in order to remain trusted by customers and then increase the organization productivity.

### **6.2.2 Mechanisms to Address Turnover**

As far as mechanisms which can be used to make academic staff wish to remain are concerned, respondents mention that there is an integral respect of law regulating labour in Rwanda, good social network among employees on one hand and managers and subordinates on the other, facilitate academic staff to bank loans, advance funds on salaries, accommodation, transport, health insurances and helping academic staff to increase their skills through pedagogical seminars and workshops and facilitate those who get opportunities to further their studies by providing special contracts which allow them combine teaching activities with studies. Academic staff can also be more loyal when they are involved in activities of the institution rather than asking them to implement what they have not been involved in.

The above mentioned is also supported by the results from interviews. Regarding the question about what respondents think PHLIs in Rwanda can do to fight academic staff turnover, they suggested that PHLIs owners need to plan for career development in line with the organizational present and future needs. For example, if an HLI is planning to start new programs offering higher degrees than what was

currently into place, it has to look forward and facilitate academic staff to upgrade their studies so that they may not face the problem of lack of academic staff with higher degrees to lecture in those programs. Development of academic staff is one of the motivators which make them more loyal and it is beneficial to both employers and employees.

Furthermore, HLIs need to create a dialogue atmosphere whereby academic staffs express themselves freely about what they appreciate as far as their consideration and management is concerned and what they do not. The dialogue climate makes managers and academic staff found out what can be done to help both the institution and academic staff. Retention is a result of employees' satisfaction. Hence, all motivation factors need to be known and applied by managers in HLIs especially human resource managers. They also need to have a good understanding of the importance of academic staff development activities and retention incentives so that they may be more emphasized on. Mechanisms to avoid turnover can be seen as all practices and procedures which can make employees feel secured and valued by his/her employer. That is, as respondents pointed out unfairness, lack of personal growth opportunities, bad communication with supervisors, etc. among the main causes of turnover, they have to be avoided to make academic staff enjoy their work milieu and thus reduce the rate of turnover.

### **6.3 Summary of the Chapter**

Chapter six discussed the effects of turnover as well as the mechanisms which are likely to reduce turnover. Considering the case of PHLIs, when students realize a high turnover of qualified and competent academic staff, they tend to leave the

institution and look for any other institution where there are competent and stable academic staff in order to be more skilled and more competitive in the labor market. In addition, teaching, research and research requires more competent and experienced academic staff able to impart a strong package of knowledge to students and also produce good quality of research publications worldwide. Thus, without retention of qualified and competent academic staff, there is no quality and there is not enough number of research publications being at national and international level.

As for the mechanisms to address turnover, it can be addressed through creating a conducive work environment which makes employees enjoy their work to the extent that they feel the pain to leave higher than the pain to stay. The reverse increases turnover and engages many consequences to employing organizations. Making employees feel satisfied and motivated by putting into place motivation factors is the best way of reducing turnover and thus increase loyalty. To sum up, there is a need to emphasize on practices which contribute to academic staff loyalty and to take care of treating academic staff fairly as it is the foundation of academic staff satisfaction and hence their performance.

## **CHAPTER SEVEN**

### **7.0 CONCLUSIONS AND RECOMMENDATIONS**

#### **7.1 Overview**

The study focused on predictors of turnover with more emphasis on non monetary incentives that contribute to academic staff satisfaction in Private Higher Learning Institutions in Rwanda. The study had four objectives: the first was Examine non monetary incentives in promoting academic staff job satisfaction. The second was to examine the effects of lack of motivation and job dissatisfaction on academic staff research and consultancy; the third was to examine how development opportunities impact on academic staff research and consultancy. The last was to examine the effects of turnover on academic staff research and consultancy as well as mechanisms to address it. Five hypotheses drawn from the five research questions were verified and confirmed by the study results.

Respondents were full time academic staff and directors (Director in charge of Human Resources, Director in charge of Research and the Director of Quality) from the four selected Private Higher Learning Institution. The chapter presents the major conclusions, the contribution to knowledge, recommendations to different education stakeholders involved in Higher Learning and identifies knowledge gap which further research may fill in. The major findings that came out of the study are presented and recommendations for better improvement and further research are based on those findings.

#### **7.2 Conclusions**

The study investigated the predictors of turnover and their effects on academic staff performance in Private Higher Learning Institutions in Rwanda. The study used questionnaires and interviews for primary data collection. Out of 170 questionnaires which were distributed to full time academic staff, 137 questionnaires were returned. The response rate of returned questionnaires is 80.5% which is significantly valid.

According to the field data and in line with the first objective of the study, none monetary incentives play a vital role on academic staff satisfaction and lead any organization to the retention of its best employees. This is confirmed by the majority of respondents who state that they are satisfied when their outputs are recognized by their managers (95.6%), when they get opportunity to acquire additional skills (84.7%), when they are fairly or equally treated (86.1%), when there is a smooth communication between managers and subordinates (92.7%), etc. The above mentioned are none monetary practices which make academic staff more satisfied and thus more loyal and more productive. That is, academic staff quit Private Higher Learning Institutions where they are well paid to seek for other institutions which can even pay less but fulfill the above mentioned. That is, even if academic staff members work to get money to satisfy their personal and family needs, the inner impulse which exists in a human being pushes any individual to look where its psychological needs are respected.

The second objective was about the effects of lack of motivation and job dissatisfaction on academic staff research and consultancies. Respondents' answers and in line with previous data found in literature review confirm that unmotivated and dissatisfied academic staff do not perform as expected. To perform better, there

is a need of job satisfaction and motivation to increase academic staff morale which in turn makes them increase their efforts and work towards the attainment of the objectives set. Thus, the results stressed the importance of increasing academic staff motivation which is proportional to the increase of their performance that is, the absence of motivation implies the absence of performance.

The third objective was about the impact of lack of development opportunities on academic staff research and consultancy; the results show that the two activities need skilled academic staff and without sharpening their skills and knowledge, research and consultancy cannot reach their highest level. Respondents confirm that developing academic staff affects positively academic staff research and consultancy and that the reverse affects negatively. There is a close link between academic staff development and their performance but since trainings involve more expenses, retention strategies need also to be implemented within Private Higher Learning Institutions so that they may get benefit from invested expenses on academic staff.

The quality of teaching and research cannot be at a good level when academic staff are not trained and retained. Once trained, institutions need to retain them in order to benefit from their trainings and what the organization invested in training them. Given the imperative situation of competitiveness which Private Higher Learning Institutions in Rwanda are currently facing, they need much more to invest in academic staff development and retention policies. A good plan considers investment and outcome. The investment in developing academic staff and stabilize

them brings an outcome of attracting a big number of students and then outcomes is from the fees they pay.

In any organization, building a foundation of attracting and providing customers' trust is a key to its success. Of course, Private Institutions are financially based but its competitiveness with many other institutions depends on its academic staff qualifications and competencies. Once a given Higher Learning Institution is known as not disposing qualified and competent academic staff, its performance suffers. Furthermore, from skilled academic staff, institutions get financial benefit in that academic staff members conduct researches and consultancies which are financial income generating activities for both academic staff and institutions. In addition, it is through research and consultancies that PHLIs will increase their financial income.

Considering the last objective of the study which is to examine the effects of turnover on academic staff research and consultancy as well as mechanisms to address it; respondents' views are presented in the following lines. Respondents assert that turnover presents many negative effects. It was found out that turnover decreases academic staff performance and thus organizational productivity while best performers are replaced by none performers. Turnover reduces customer's trust and tarnishes the image of an institution. Among the mechanisms which can be used to reduce turnover, respondents mentioned good work environment, flexible work hours, being given opportunity to develop their skills and they emphasized that treating academic staff fairly may be a good retention mechanism.

Among the causes of turnover, unfair treatment of academic staff was more emphasized on by respondents. So, avoiding it can be a good retention mechanism.



The research has shown that turnover hinders the quality of teaching as well as the quality and quantity of research publications. Teaching and research requires more competent and experienced academic staff able to impart a strong package of knowledge to students and also produce good quality of research publications worldwide.

### **7.3 Contribution to Knowledge**

Contribution to knowledge refers or is associated with work originality. In fact, the work comes to fill in research gap which was not tackled by previous researchers of the domain or explores new areas. Indeed, it is generally known that when well paid, employees do not normally quit their job. In other words, better pay is a key factor of employees' loyalty. Nevertheless, it is not the case for the present study. The study investigated the predictors of turnover and its effects on academic staff performance in Private Higher Learning Institutions.

Several studies have been conducted addressing the effects of turnover on performance but a little is known about none monetary factors which can make employees quit even better paying jobs especially in Private Higher Learning Institutions reason why the area needed to be explored. Indeed, it was very important to explore other causes which make employees abandon their high salary and look for job elsewhere. Thus, the study adds more value to the existing knowledge by clarifying other factors beyond high salary which are more valued by academic staff and which can incite them to quit Private Higher Learning Institutions.

### **7.4 Recommendations**

Based on the study findings, a number of recommendations focusing on predictors of turnover are made to different education stakeholders. Recommendations for better improvement as far as academic staff performance in Private Higher Learning Institutions are given below.

#### **7.4.1 To High Education Council (HEC)**

High Education Council needs to make an audit on the rate and causes of academic staff turnover and how academic staff members are helped to develop their skills. The audit needs to be conducted specifically in Private Higher Learning Institutions (where high academic staff turnover has been observed) and take appropriate measures where necessary. It is obvious that turnover cannot be avoided totally since there are main and genuine causes of academic staff turnover which are even unavoidable, but, where excessive turnover is observed, more explanations should be given by owners of those institutions.

#### **7.4.2 To employers or owners of Private Higher Learning Institutions**

Apart from being financial seekers, owners of Private Higher Learning Institutions need to value their academic staff. They need to know that their financial income results in attracting a big number of students which also depends on disposing qualified and motivated academic staff. Moreover, they have to consider the important mission they have. Academic institutions are different from any other business activity since its failure does not only affect the owner but also graduates from those institutions and the whole country/region at large. However, owners of Private Higher Learning Institutions have to be financial seekers and at the same

time quality oriented in order to effectively contribute to the development of the country and the region.

#### **7.4.3 To the Management**

Work environment that focuses on developing and retaining academic staff has to be more emphasized on by managers. Managers should set up retention strategies and academic staff management policy which are clear to all. Development policy and retention incentives such as medical insurance, salary increment, promotion should be objective in order to capture the sense of trust of academic staff to the management. Therefore, there should not be any academic staff preference or advantage based on family relationship, friendship or any other type of academic staff discrimination or unfairness as it is the base of job dissatisfaction. Managers should make a periodic assessment on their academic staff welfare at work as well as their appreciation regarding their work environment. The assessment can help managers be aware of what is appreciated and what is not and practices which are to be revised in order to meet employees' satisfaction and academic staff particularly.

#### **7.4.4 To academic staff**

Even though extrinsic motivation may not be provided, academic staff members need to consider their noble career and work towards the required standards. They should also look for their career growth if such opportunities are not provided. For example, academic staff of the same domain may plan themselves how to sit together and share their teaching experiences. Sharing experiences is not costly but it can help them improve their way of teaching and research especially for none experienced academic staff.

#### **7.4.5 To Prospective Students**

Getting a degree is good but getting it with a good quality of education is better. Hence, before joining any Higher Learning Institution, it is advisable to first know more about the institution and its reputation. A good name is silver. When someone gets a degree from a well reputed institution, his/her degree is more valued by job providers. Even when graduates want to start their own businesses after completing their studies, their capabilities will depend on the way they were taught which results from the skills and motivation of academic staff. To sum up, studying from a well known and reputed institution empowers students with knowledge and skills which make them more competitive on the labor market. Such institutions provide a good quality of education which is the basis of good quality of prospective employees in different sectors.

#### **7.5 Areas for Further Research**

Based on the findings of the research, there is a need to conduct further research in the same field. The present study focused on predictors of turnover and their effects on academic staff performance in Private Higher Learning Institutions in Rwanda. There is a need to conduct a comparative study on the academic staff development and retention rate in public and private Higher Learning Institutions in Rwanda. Another study could be on prospective students' perceptions on the quality of Higher Education in Rwanda: Comparative study between Public and Private Institutions.

It should be important also to conduct a study on assessment of academic staff working conditions in Public and Private Higher Learning Institutions in Rwanda: A

comparative study. Working conditions are among the determinants of job performance. They involve work environment, job security, relationship with supervisors and colleagues, etc. The above mentioned work conditions are the baseline of high academic staff performance or underperformance. Thus, further research comparing work conditions in public and Private Higher Learning Institutions in Rwanda may be of great value.

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## APPENDICES

### Appendix 1: Introductory letter

Kapita Umumararungu Christine

Lecturer at ULK

PhD student at The Open University of Tanzania (OUT)

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Dear respondents,

I am Kapita Umumararungu Christine, a PhD student at The Open University of Tanzania (OUT) conducting a research on **‘Predictors of turnover and their effects on academic staff performance in Private Higher Learning Institutions in Rwanda: Case of selected institutions’**

The purpose of the present questionnaire is to collect necessary data related to the topic under study. Therefore, I ensure you that the responses given will be strictly used for academic purpose only. Thank you for your contribution to the realization of this research.

May God bless you.

KapitaUmumararungu Christine

## Appendix 2: Questionnaire for Directors

**Name of Higher Learning Institution:** .....

**Status:**.....

1. Do you organize the following development tools for academic staff? Circle the letter (s) which corresponds to your answer (s).

- a. Seminars
- b. Workshop
- c. Study tours
- d. Mentorship
- e. Further studies

2. How do you think can those trainings, seminars, workshop, study tours, etc. affect academic staff level of performance?

.....

.....

3. Do you dispose with a staff development policy?

- a. Yes
- b. No

4. Give the number of full-time academic staff according to their academic grade and gender.

Academic grade Gender	Number of full time academic staff		TOTAL
	M	F	
Full Professor			
Associate Professor			
Senior Lecturer			
Lecturer			
Assistant Lecturer			
Tutorial Assistant			
<b>TOTAL</b>			

**Legend****M:** Male     **F:** Female

5. In the table below, indicate the number of academic staff who attended workshops, seminars, mentorship, study tours and further studies.

Development tools	2009		2010		2011		2012		2013		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
Workshops												
Seminars												
Mentorship												
Study tours												
Further studies												
<b>TOTAL</b>												

6. Do you assess academic staff teachings, publications, consultancies, etc. before and after trainings, seminars, workshops, study tours, etc.? How do you see the difference?

.....

.....

7. How many academic staff left your institution in the following years:

Year	Number of academic staff by grade and gender who left the institution												TOTAL	
	FP		AP		SL		L		AL		TA		M	F
	M	F	M	F	M	F	M	F	M	F	M	F		
<b>2009</b>														
<b>2010</b>														
<b>2011</b>														
<b>2012</b>														
<b>2013</b>														
<b>TOTAL</b>														

**Legend****FP:** Full Professor     **AP:** Associate Professor     **SL:** Senior Lecturer**L:** Lecturer     **AL:** Assistant Lecturer     **TA:** Tutorial Assistant     **M:** Male**F:** Female

8. Do you think performance of academic staff is in any way related to the retention rate?

- a. Yes
- b. No

9. How does academic staff retention affect performance?

.....

.....Is

it necessary for Higher Learning Institutions to retain academic staff for a long time? Do you think academic staff retention has a positive effect on performance? How?

10. Which mechanisms do you use to make your academic staff wish to remain?

.....

.....

11. How many publications, consultancy works, and new programmes has your Higher Learning Institution undertaken in the previous five years (from 2009-2013)?

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Publications of articles in national scientific journals					
Publications of articles in international scientific journals					
Consultancy					
<b>TOTAL</b>					

12. What do you think are the main causes of academic staff turnover?

.....

.....

13. Why is it important to develop competencies and retain academic staff in  
Higher Learning Institutions?

.....

.....

.....

**Thank you for your contribution**

**May God bless you**

### Appendix 3: Questionnaire for academic staff

**Name of Higher Learning Institution:**.....

**Status:**.....

#### I. Non monetary incentives that contribute to academic staff job satisfaction

1. Do the following satisfy or not satisfy you at your work?

Number	1	2
Scale	Satisfy	Not satisfy
1. Being given opportunity to control my tasks		
2. Exercising initiative and creativity in my tasks		
3. Recognition of my outputs by managers		
4. Being delegated to tasks that I can handle		
5. Opportunity to acquire additional skills		
6. Setting achievable objectives		
7. Fair treatment of employees		
8. Feedback on performance		
9. Communication with supervisors		
10. Application of employees' training and retention mechanisms		

#### II. Effects of lack of motivation and job dissatisfaction on academic staff performance

1. What are your main motivators? Do they have any effects on your performance?

.....  
 .....

2. Do you perceive fairness in academic staff treatment?

a. Yes                      b. No

3. Do you agree that fair treatment of academic staff affect their performance?

a. Strongly agree



- b. Agree
- c. Disagree
- d. Strongly disagree

4. Do you think a reward can affect academic staff research publications and consultancies? Explain.

.....

.....

.....

How do lack of motivation and job dissatisfaction affect academic staff performance?.....

.....

.....

To what extent do you agree that job dissatisfaction affects academic staff researches and consultancies?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

5. To what extent do you agree that lack of motivation affects academic staff researches and consultancies?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

### III. Effects of development opportunities on academic staff performance

1. How are academic staff in your institution helped to develop their competencies?  
.....  
.....  
.....
2. How can academic staff help each other in their daily tasks? Do you get such opportunities?.....  
.....  
.....  
.....
3. Does your HLI organize trainings, workshops, study tours, seminars, mentorship, short courses, etc. for academic staff?  
  - a. Yes
  - b. No
4. How many workshops, seminars, study tours, mentorship, short courses, etc. did you attend in the last five years?.....
5. Were the workshops, seminars, study tours, mentorship, short courses, etc. related to your work?  
  - a. Yes
  - b. No
6. Did the knowledge you get from the workshops, seminars, study tours, mentorship, short courses, etc. improve your quality of teaching, research publication and revision of your course notes?  
  - a. Yes
  - b. No

7. To what extent do you agree that academic staff workshops, seminars, study tours, mentorship, further studies etc. affect their level of performance that is, their way of teaching, research publication, service to the community, programme review and development of new programmes?
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree
8. How does academic staff workshops, seminars, study tours, mentorship, short courses, etc. affect their performance? Explain your answer.

.....

Why is it necessary for academic staff in HLIs to keep on developing their knowledge via workshops, seminars, study tours, mentorship, short courses, self documentation, etc?

#### **IV. Effects of turnover on academic staff teaching and research and mechanisms to address it**

1. How do you think academic staff retention affects:

a. Teaching.....

.....

.....

b. Research

publications.....

.....

- c. Consultancies.....  
.....
2. What is the importance of academic staff retention:
- a. To Higher Learning Institution:.....  
.....
- b. To academic staff:.....  
.....
- c. To students:.....  
.....
3. Do you agree that high turnover reduces customer's trust and tarnishes the image of the University?
- a. Yes                      b. No
4. Do you think it is necessary for Higher Learning Institutions to emphasize on academic staff retention? Why?
- .....  
.....  
.....
5. Which mechanisms can be applied to reduce to a minimum academic staff turnover in Higher Learning Institutions?
- .....  
.....  
.....  
.....

6. What can Higher Learning Institutions do to make academic staff more skilled and more stable?

.....  
 .....  
 .....  
 .....

7. What do you think can Higher Learning Institutions do to incite academic staff perform better?

.....

8. Why is it necessary for employers to consider academic staff development and retention as inseparable elements of human resource management?

.....  
 .....  
 .....  
 .....

9. What are the consequences of non usage of academic staff development policy and retention mechanisms?

- a. To the University.....

.....

.....

- b. To academic staff.....

10. Why is it necessary for employers especially in Higher Learning Institutions to strengthen academic staff development and retention mechanisms?

11. How do you think working environment and relationship with immediate supervisor can increase or decrease academic staff turnover?
12. How many publications did you conduct in the last 5 years?
  - a. National journals
  - b. International journals
  - c. Conducted consultancies
13. Is there any link between academic staff loyalty and the number or quality of publications? Explain your answer.
14. What is the importance of researches and consultancies?
  - a. For academic staff
  - b. For HLIs
15. What do academic staff need to increase the quality and the number of publications and consultancies?
16. What do you think can PHLIs do to improve academic staff performance in terms of research and consultancies?

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**Thank you for your contribution**

**May God bless you**

**Appendix 4: Interview guide for academic staff**

1. What are the predictors of academic staff turnover?
2. Do you think the knowledge you have is sufficient or you still need more in order to perform better?
3. How are you helped to increase your knowledge?
4. Does academic staff development affect their research and consultancy?
5. Does your HLI retain their academic staff? How?
6. Is there any relationship between retention and performance?
7. Who gets benefit from academic staff retention?
8. Is academic staff retention important in HLIs? Why?
9. What mechanisms can you suggest in order to increase academic staff development and retention?
10. What do you think are the main causes of academic staff turnover in Private Higher Learning Institutions?
11. What are the effects of turnover of academic staff research and consultancy?

**Thank you for your participation**