



## Case Study

# Effectiveness of staff retention strategies in Zimbabwe's public and private Universities: Returnee lecturers' perspective

Tichaona Mapolisa

Educational Management, Faculty of Arts and Education, Zimbabwe Open University, P.O. Box MP1119 Mount Pleasant, Harare, Zimbabwe. Email: tichmap@gmail.com, Tel.: +263 04 764599 or +263 04 764 595

This paper critiqued the effectiveness of staff retention strategies in Zimbabwe's public and private universities from the Returnee Lecturers' perspective. It employed criterion sampling to select the participants. Open-ended interview method was used to gather data. Data analysis was done using NVivo. The study established that given the current macro-economic environment obtaining in Zimbabwe, both monetary and non-monetary strategies complement each other in retaining staff in the studied universities, although non-monetary strategies tend to be more effective in the long run. The effectiveness of particular staff retention strategies such as salaries, allowances, tuition waiver, and provision of accommodation, staff development and research and career development opportunities, and provision of adequate and appropriate resources were found to be of varying degrees in public and private universities. It concluded that the effectiveness of monetary and non-monetary strategies to retain staff in both sets of the universities is circumstantial. Another study's conclusion was that the effectiveness of staff retention strategies in the universities is negatively impacted on by lack of knowledge and information about staff retention. The study recommended that universities should increase opportunities for career growth, staff development, research and post-doctoral research fellowships to recognise, motivate and retain lecturers.

**Key Words:** Effectiveness, university, public university, private university, staff, staff retention, staff retention strategies, Returnee Lecturers

## INTRODUCTION

Since the turn of the new millennium, higher and tertiary education institutions have been grappling with varied means to retain staff. They have been digging deep into their reserves in an attempt to offer staff retention strategies they perceived to be effective. Higgins (2012) also indicates that there are universities in the east that are investing heavily and often trying to hire back staff who have gone abroad. Underscoring the value of employing the right staff retention strategies, Higgins (2012) also recommends that if they are going to

compete they had to work even harder and retain talent. Also emphasising the role of staff retention in France, Jongbloed (2012) observes that French universities are not particularly attractive to the foreign professors due to France's inflexible national career framework and non-competitive salaries. Both Higgins (2012) and Jongbloed (2012) in the UK and France admit that while the universities were doing their level best to employ strategies to retain staff, they still need to do much more to arrest brain drain.

The effectiveness of staff retention strategies in retaining lecturers in the Zimbabwean universities are being undermined by unfavourable socio-political economic environment in the second half of the 21<sup>st</sup> Century's first decade (Samuel and Chipunza, 2009). After at least a decade of brain drain in Zimbabwe, public and private universities were not exempted from exceptional skills shortage. The unsustainable brain drain which Mhlanga, Matope, Mugwagwa, Phuthi and Moyo (2013) refer to as economic melt-down in Zimbabwe reached a climax in 2008 with an inflation level of 231 million %. Mhlanga et al. (2013:118) go on to observe that, "After the economic meltdown, Zimbabwe is in the process of rebuilding the quality of staff and the staffing levels in its higher education institutions." The rebuilding of quality staff that the above scholars are talking about is probably boosted by employing effective staff retention strategies.

From the South African experience, Van Dyk, Coetzee and Tevele (2013:61) cite scholars (for example, Mohlala, Goldman and Goosen, 2012; Muteswa and Ortlepp, 2011; Van Dyk, 2012) who found that, "For the contemporary South African organisation in the medical and information technology (IT) industry, the retention of service staff with scarce and critical skills has become top priority." This could be done through establishment of effective staff retention strategies in the universities. Monetary staff retention strategies are assumed to be beneficial in the short term, while non-monetary ones are perceived to be more long lasting than the former (Osasona, 2005). Therefore, more resources are likely to be employed to arrest staff loss through brain drain.

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

The preceding studies have managed to pinpoint many staff retention strategies, most of which have been regarded effective. They were however not particular in regard to how well such observations can be consistent with the effectiveness of staff retention strategies offered in Zimbabwe's public and private universities from the point of view of Return Lecturers.

### **Statement of the Problem**

Many organisations inclusive of educational institutions

have been offering staff retention strategies which they assumed effective in serving their purpose (Botha et al., 2011; Higgins, 2012; Jongbloed, 2012; Van Dyk et al., 2013). The problem, according to the formulation of the purpose of this study, is whether a significant increase in staff retention strategies offered by either a public or private university will result in effective staff retention practices, that is, from the point of view of Return Lecturers.

### **Objective(s) of the Study**

The study is anchored on one objective. It compares the effectiveness of staff of staff retention strategies offered in Zimbabwe's public and private universities from the point of view of Return Lecturers.

### **RESEARCH QUESTION**

The study is rooted in one sub-question, which is:

1. How effective are staff retention strategies in Zimbabwe's public and private universities?

### **Significance of the Study**

The study is one of the first comparative case studies to generate information useful for higher and tertiary education and other interested policymakers willing to gauge the effectiveness of the staff retention strategies they offer. The study is an eye-opener to public and private universities facing challenges of staff retention as it makes university managers and the government aware of standard practices employed **worldwide** to effectively retain staff.

### **Delimitation of the Study**

The study is delimited to the effectiveness of staff retention strategies offered in Zimbabwe's public and private universities from the Returnee Lecturers' perspective. It is also confined to two public and two private universities in Zimbabwe, as well as four Returnee Lecturers and three Returnee lecturers who were sampled using criterion sampling in Zimbabwe's public and private universities respectively.

### **LITERATURE REVIEW**

In this section, the researcher reviews related literature in regard to effectiveness of staff retention strategies in organisations from selected world's countries. Sohail et al. (2011) in Pakistan concluded that career path is the most valuable factor that employees look for, to work in an organisation. The scholars also found that compensation and working environment were also effective in retaining staff, but not in a similar manner to what career path does. The effectiveness of the preceding retention strategies in Pakistan textile industry

provided the researcher with an opportunity to explore how they apply to Zimbabwe's public and private universities on a comparative basis.

In Australia, Hutchings et al's (2009) findings suggest that some respondent organisations have implemented a range of good employment practices including competitive remuneration and bonuses, training and development and improved workplace benefits with a small number providing flexible and non-standard work. While the effectiveness of Australian staff retention strategies originated from organisations with different contexts from the studied universities, they provide a basis upon this study is conducted.

In France, Jongbloed (2012) observed that recently institutional salary policies were not allowed, but this is changing. The author notes that a bonus to reward performance in teaching and research has been recently introduced, alongside laws to increase autonomy of the universities. These findings were particular to universities in one of the developed countries. It is on the basis of such findings that this study seeks to explore the extent to which the observed staff retention strategies apply to Zimbabwe's public and private universities.

Scott et al. (2012) concluded that rewards professional are concerned about their organisation's ability to retain key staff. The same researchers also found out organisations that identify, define, and manage key talent deeper into the organisation are more confident that they will be able to retain staff. In another U.S. study, Allen et al (2010) found out that more engaged employees are less likely to quit, so designing work to foster employee engagement can also be effective. Allen (2010) also established that specific approaches include providing autonomy and task variety, fostering team environment, providing and supporting specific challenging goals, and recognising employee contributions. On the basis of Scott et al. (2012) and Allen et al's. (2010) findings from the US context, the present study is meant to investigate the degree to which such findings will be effective in retaining staff in Zimbabwe's public and private universities.

In a study about the impact of employer branding on employee attraction and retention in Ghana, Sokro (2012:164) found out that, "brand names of organisations may significantly influence the decision of employees to join and stay in the organisation." Also, Sokro, (2012:171) concluded that employees today are choosing to work for reputable organisations." The preceding findings underscoring the role of brand names in retaining staff in non-universities prompted the researcher's desire to examine how well brand names can be among effective staff retention strategies in the studied universities in Zimbabwe.

In Kenya, Ng'ethe et al. (2012:297) established that, "leadership style inversely and significantly influences intention to leave of academic staff..." This finding is confirmed by Mapolisa and Chirimuuta (2012:445) in Zimbabwe who concluded that, "ZOU lecturers' departure

was never included by the leadership..." It is against the background of findings in leadership, that the current study critiques how leadership can among effective staff retention strategies in Zimbabwe's public and private universities.

In Zimbabwe, Mupemhi and Mupemhi (2011: 40) concluded that the organisational culture and reward strategy are the driving forces for employee attraction, motivation and retention." On a different note, Mhlanga et al. (2013) observed that government sponsorship for Master's, MPhil or DPhil studies through local universities was a very effective staff retention strategy in the similar manner. Such strategies are echoed by Tibatemwa-Ekirikubinza spoke highly of the Staff Development fund in sponsorship full-time lecturers at Makerere University in Uganda for further studies (University Leaders' Forum, 2008). The diversity of staff retention strategies in Zimbabwe and Uganda motivates the researcher to find out the extent to which sponsorship for studies, organisational culture and reward structure feature among effective staff retention strategies in Zimbabwe's public and private universities.

The aforementioned findings appeared to be country and organisation-specific. They were not tailored to the contexts of Zimbabwe's public and private universities. It is on the basis of such contextual and practical gaps that this study becomes relevant to establish the degree of effectiveness of staff retention strategies offered in Zimbabwe's public and private universities from the point of view of the Returnee Lecturers.

## RESEARCH METHODOLOGY

The present study employed qualitative research methodology. It used qualitative methodology because qualitative research is an approach which recognises that meaning emerges through interaction and is not standardised from person to person as in quantitative research, and thus allowing the research to study issues in detail without predetermined categories of analysis (Merriam, 1998:8 cited by Nyaruwata, 2013:108). The researcher was able to gather diverse qualitative data regarding staff retention from different contexts and participants, the degree of effectiveness of staff retention strategies offered in Zimbabwe's public and private universities freely from the Returnee Lecturers' perceptions.

The researcher made use of qualitative multiple case studies to generate data. This study employed the case study approach because staff retention strategies the researcher was investigating were context-bound. The basic idea is that one case (or perhaps a small number of cases) will be studied in detail, using whatever methods seem appropriate (Punch, 1998: 150 in Silverman, 2014: 114). By the same token Sjøberg (2008) and Yin (2009) concur that a case study needs to cover both a particular

phenomenon and the context within which the phenomenon is obtaining. Specifically for this study, the researcher made use of a multiple-case study strategy to permit him/her to compare the effectiveness staff retention strategies in Zimbabwe's public and private universities.

Four Returnee Lecturers and three Returnee Lecturers from Zimbabwe's public and private universities were selected using criterion sampling. Criterion sampling involves searching for cases or individuals who meet a certain criterion (Kombo and Tromp, 2009). Its relevance in this study was that Returnee Lecturers possess a wealth of staff retention experiences they had gained locally and internationally. In this regard, Cases 1 and 4 referred to selected public universities in Zimbabwe, while cases 2 and 3 referred to private universities in Zimbabwe. The cases are codes that hide the identity of the participants. Thus, case 1 provided three Returnee Lecturers, while case 2 provided two Returnee Lecturers, and cases 3 and 4 provide one Returnee Lecturer each. Therefore, Public universities provided four Returnee Lecturers, whereas, private universities provided the other three Returnee Lecturers.

The main instrument for data generation was the interview. The researcher found audio-taped interviews to be a more natural way of interacting with different participants in the study than requesting them to fill in questionnaires or do a test (Silverman, 2014). The documentary analysis and observation added more academic value to the research. Apart from what the interviewee actually said, the interviews enabled the researcher to "read between the lines" and gain the meaning of what respondents implied from the way they responded to certain questions, something the researcher could never have achieved through any other research method (Mhlanga, 2008:80). The researcher managed to do so by using senses of sight and hearing as the researcher obtained the verbal responses of participants.

The research data were analysed using NVivo. Marshall and Rossman (2011) and Leedy and Ormrod (2012) concur that NVivo is one of the database programmes which provide ready means of storing, segmenting and organising lengthy field notes, and it is designed to help researchers to find patterns in their notes. NVivo enabled the researcher to manage large volumes of data regarding the effectiveness staff retention strategies in Zimbabwe's public and private universities by means of putting them into summarised categories, segments, themes and subthemes that were easily coded according to Cases and their Returnee Lecturer participants. The data were then presented using tables and simultaneously interpreted using direct quotes and relevant literature where possible.

## DATA PRESENTATION, ANALYSIS AND DISCUSSION

The data presentation, analysis and discussion constitute a two-fold presentation namely, demographic characteristics of the research participants, and actual research data presented in tables to pave way for discussion. The discussion includes reference to literature, direct quotes and relevant documents were possible. Three categories of participants comprising seven participants were interviewed. Their profiles are presented in Table 1

The participants consisted of seven Returnee Lecturers (3 from Case 1, 2 from Case 2; 1 from Case 3; and 1 from Case 4). Returnee Lecturers were selected using criterion sampling.

Six participants (3 from Case 1, 1 from Case 2, one from Case 3 and 1 from Case 4) were male, while one was female (1 from Case 2). These findings corroborate early research findings by Billingsley and Cross (1992), Ngo and Tsang (1998) and Whan (1998: 256-268) all in Curran (2012:22). The preceding authors found out that higher education institutions had more male lecturers than female ones, thus, reflecting a gender imbalance in the staff composition in those institutions and the universities under study. Even though, the gender composition favoured male participants, it was interesting to note that the study was graced with a female Returnee Lecturer's perception in connection with the effectiveness staff retention strategies employed in one of the studied universities.

Two participants were aged at least 40, implying that they were middle-aged. Five participants were aged at least 60, an indication that they were mature and settled. The findings largely agree with Okpara (2004: 327-338) in Curran (2012:21) who observed that there is a relationship between age and job satisfaction. Curran (2012: 21) cites two relevant literature observations to consolidate the preceding finding. First, she quotes Martocchio (1989: 409-414) who established that research shows that older people are more generally satisfied with their jobs than younger people. Second, she cites Martocchio (1989: 409-414) who found out that older employees are more content and satisfied with their jobs for reasons which include commitment to their families. In the context of this study, the foregoing literature findings motivated the researcher to explore the degree to which lecturer's level of maturity was one of the indicators of effective staff retention strategies obtaining in the studied universities.

Public universities (Cases 1 and 4) provided four participants, while private universities (Cases 2 and 3) provided three participants. In spite of the uneven distribution of participants in the targeted three categories, the researcher was convinced that at least one key informant in each Case was interviewed to provide one with the study's sought findings. The study,

**Table 1.** Demographic characteristics of the research participants (N= 7)

No.	Participants' characteristics	Case 1 No.	Case 2 No.	Case 3 No.	Case 4 No.	Total
1.	Belonging to Public University	3	0	0	1	4
2.	Belonging to Private University	0	2	1	0	3
3.	Male Participants	3	1	1	1	6
4.	Female Participants	0	1	0	0	1
5.	Returnee Lecturer Participants' Age in Years					
	: 40-49	0	0	1	1	2
	50-59	0	0	0	0	0
	60+	3	2	0	0	5
6.	Participants' Professional Status and Highest Educational Qualification:					
	Professors	1	1	0	0	2
	PhD Holders	3	2	1	1	7
	Lecturer Participants with Master's Degree	0	0	0	0	0
7.	Returnee Lecturer Participants' Relevant Work Experience in Years					
	: 0-4	1	0	0	1	2
	5-9	0	1	0	0	1
	10+	2	1	1	0	4
8.	Areas of Specialisation for the Returnee Lecturer Participants:					
	Nutritional Bio-Chemistry	1	0	0	0	1
	Monitoring and Evaluation	1	0	0	0	1
	Nursing	0	1	0	0	1
	Organisational Leadership	0	0	0	1	1
	Geography	1	0	0	0	1
	Psychology of Education	0	1	0	0	1
	Social Anthropology	1	0	1	0	1
9.	Tenure Status of Returnee Lecturers:					
	Tenured	2	1	1	1	5
	Non-tenured	1	1	0	0	1

being a qualitative study, was not about numbers (Berg, 2010), but the quality and richness of data gathered mattered most (Gray, 2009). Consequent upon these methodological observations, the researcher was able to gather comprehensive Returnee Lecturers' perceptions with respect to the effectiveness of staff retention strategies currently under implementation in the studied universities.

The researcher was privileged to interview participants with very rich academic profiles. Seven participants were PhD holders five of whom were from public universities and the rest from private universities. What is evident from the participants' qualifications in the studied cases is the fact that all participants consulted held some functional knowledge about staff retention strategies sought by the current study. They responded to the interview questions based on the effectiveness of staff retention strategies currently under implementation in the studied universities from an informed position consequent upon their qualifications.

In terms of professional status, the researcher also had the privilege to interview very senior professionals. Two Professors (one male and one female from Cases 1 and

2 respectively) were interviewed. Also, all participants from the two categories of the universities were PhD holders who were at least senior lecturers. By implication, all the participants were assumed to be conversant with HR issues inclusive of effectiveness of staff retention strategies currently being effected in the studied universities.

Two Returnee Lecturers across the studied universities had a working experience of less than 4 years, while one had a working experience ranging between 5 and 9 years, and four (the majority) Returnee Lecturers had a working experience of at least 10 years at their present stations. However, the Returnee Lecturers possessed valuable experience and knowledge gained from working in other universities locally, regionally and internationally and the private sector. Such rich experiences enabled them to meaningfully contribute to the study's data generation process in regard to the effectiveness of staff retention strategies currently under implementation in the studied universities.

Case 1's Returnee Lecturers specialised in Nutritional Bio-Chemistry, Monitoring and Evaluation in Educational Management, and Geography, respectively. Case 2's

**Table 2.** Emerging sub-themes about the effectiveness of production as one of the staff retention strategies

Emerging themes	Emerging sub-themes	Substantiating statements
1.Promotion	1.Promotion is an effective retention strategy -personal recognition -objective and effective	1...a way of getting personal recognition (Case 1 Returnee Lecturer 2). 2...Objective and efficient process... (Case 3 Returnee Lecturer1).
	2.Promotion is an inefficient retention strategy	1...a subjective process... (Case 1 Returnee Lecturer 1) 2...existing promotion guidelines are not backed by and are not processed in public place(Case 2 Returnee Lecturer 1)

female Returnee Lecturer participant specialised in Public Health while one male Returnee Lecturer specialised in Educational Psychology with a specialty in English Literature. Case 3's Returnee Lecturer specialised in Social Anthropology. Case 4's Returnee Lecturer was a specialist in Organisational Leadership. The mixed bag of the participants' areas of specialisation whetted the researcher's desire to compare whether or not lecturers from different areas of specialisation, faculties and departments had the same or different perceptions on the effectiveness of staff retention strategies currently under implementation in the studied universities.

Six Returnee Lecturers were tenured by virtue of their high qualifications and they were already holding senior positions as indicated earlier on. One was not tenured because of one's lack of research and publication record. This possession of tenure by the participants increased the researcher's quest for knowledge about the degree to which tenure was an effective staff retention strategy among other strategies offered in the universities.

## ACTUAL RESEARCH FINDINGS

### Effectiveness of Staff Retention Strategies

This section attempts to provide answers to the study's second research question; How effective are staff retention strategies in Zimbabwe's public and private universities on a comparative basis? It has emerged from a corroboration of the 'self', open-ended interview responses, observation and documentary evidence elucidates that staff retention is bases on what is at stake rather than strategies employed. For instance, some lecturers decide to stay at a particular university where they are employed because of age, since as people get older they want to settle as opposed to moving around. Some have businesses or families close by, so they decide not to move. Moving at some point may also mean losing out on benefits, for instance, tuition waiver as this is only given to staff members who have stayed at a university for a while. By relocating, it also means incurring tuition costs such that a person is 'forced to stay' by circumstances. Some staff retention strategies were reported to be very effective in retaining staff. In

some instances, participants were asked to weigh which incentive was more effective, monetary or non-monetary. Their effectiveness is discussed by using a cross-case analysis of what was said by participants.

Emerging sub-theme of the degree to which promotion (See Table 2) was reported by different categories of participants to be effective in retaining of public and private university lecturers were, personal recognition and objective and efficient, as well as promotion as an inefficient retention strategy.

### Promotion as a Rewarding Strategy

Use of promotion as a personal recognition was emerging as Case-specific. Here are interview responses of what Case 1 Returnee Lecturer 2 said about promotion as about the effectiveness of staff retention strategies; *I would say very effective because I'm serving in most of the Departments we have retained quite a number considering we have had very high staff turnover in most of our Departments. Around 2008 in the Faculty of Science, for example we used to have very high staff turnover. You would lose about eight members of staff per semester for example, but around 2009 up to now you hardly get any member of staff resigning. So these measures have been very effective in terms of staff retention.*

It can be argued from what the above lecturer said that lecturers who benefit from the existing staff retention strategies in addition to their age, sex and professional status are likely to increase their desire to keep their jobs. The researcher, given the opportunities that promote academic development/advancement is quick to deduce that promotion through academic advancement is a good staff retention strategy at Cases 1, 3 and 4. At Case 3, Returnee Lecturer 1 noted that opportunities for non-PhD holders were there for them to obtain PhD qualifications. At Case 4, the researcher observed two of the PhD intake strongly pursuing their studies.

### Promotion as an Efficient and Objective Process

Echoing similar sentiments with the above participants,

Case 1 Returnee Lecturers highly commented the promotion process as both vigorous and efficient. At Case 1, participants described promotion as a way of getting personal recognition which tends to increase one's propensity to stay at a university. These findings are consistent with Case 3's Goal 4: Learning and Growth which stipulates that the Case 4's strategic goal is to provide academic environment conducive to effective and inspired teaching, learning, research and scholarship and to be recognised as one of the leading universities in Zimbabwe, the region and beyond, in the promotion of women through higher education. The researcher feels that it is good to notice that public and private universities were making efforts to promote their staff in order to encourage them stay especially, Case 3 which focused on elevating women promotion through higher education. Again, these revelations tally with related literature by (Gberevbie, 2009; Netswera et al., 2005; Ng'ethe et al., 2012) who concur that promotion is among one of the most important reasons why the employees' propensity to quit their jobs is minimised. As a result of the above findings, one can deduce that both public and private universities appreciated the effective role of promotion in retaining staff.

### **Promotion is an Inefficient Retention Strategy**

In spite of the aforementioned favourable reasons for using promotion to retain, some participants disregarded its effectiveness. In indicating ineffectiveness of promotion, Case 2 Returnee Lecturer 1 said;

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

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

By the same token, participants from Case 4 viewed promotion with some skepticism when they described as inefficient despite upgrading oneself and submitting research papers. Similar rebuttals emerged from Case 1 Returnee Lecturer 1 and Case 2 Returnee Lecturer 2. Case 1 participant pointed out that the promotion process is subjective. He acknowledged that to rise in the profession is an aspiration of every academic, but lecturers at this particular university find it very difficult to research and get promoted, hence, did not regard promotion as an effective retention strategy. Case 2 Lecturer 2 noted that although the retention strategies are not documented, they are rather weak and inconsistent. Case 4 remained indifferent about the effectiveness of promotion as a retention strategy, in spite of its Strategic Plan Vision (2015) talking about capacity building for polytechnics through staff development of lecturers. Regardless of the preceding Case 4's documentary evidence, the aforesaid findings compare favourably with (Allenworth et al. 2009 in Johnson, 2012) who observed that teachers stayed in schools were teachers collaborated, school administrators were supportive,... and the orderly work environment that obtains at the schools. The same authors posit that teachers left schools where they remained isolated in their classrooms and resisted school-wide initiatives. A critical observation in the second Allenworth and colleagues' findings is the statement..."teachers left schools where they remained isolated in the classroom". That isolation within the context of this study is reflection of lack of promotion among lecturers in the studied universities. Therefore, lack of movement and growth through promotion as has been shared by participants from the two categories of universities in Zimbabwe is tantamount to labelling promotion as an effective staff retention strategy.

### **Effectiveness of Staff Retention Strategies other than Promotion**

It emerged from this study that promotion was not the only staff retention strategy that could be subjected to measures or indicators of effectiveness. Sub-themes (See Table 3). emerging from the effectiveness of staff retention strategies obtaining in the universities are; tuition waiver for staff dependents, provision of adequate accommodation, lack of accommodation, staff development opportunities and provision of adequate and appropriate resources.

### **Effectiveness of Tuition Waiver**

Use of tuition waiver for staff and his/her dependants as a staff retention strategy was reported to be effective to a certain extent and context-specific. At Case 2 for example, the factors noted to encourage lecturers to stay there include tuition waiver for one's dependants which can only be given to a lecturer who will have stayed for a

**Table 3.** Other emerging sub-themes for the effectiveness of staff retention strategies obtaining in the studied universities

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

certain period of time. If one leaves the university, s/he automatically forfeits this benefit. For example, between 2009 and 2013, 1073 staff members were exempted from paying fees, while the number of staff dependants exempted from paying fees was 212. This practice is documented in the Terms and Conditions of Services of Academics in all case, as shown below;

*In terms of tuition, the university will meet all tuition fees incurred by the staff member and his dependents in the pursuit of one's studies...*

The present researcher presumes the above findings to be one of the deliberate drives towards staff retention at the above named Cases. This situation could be ineffective in retaining Returnee Lecturers who have recently rejoined the university.

### **Effectiveness of Appropriate Accommodation**

To a larger measure, provision of accommodation was perceived as one of the reasons enough to make one Case 2 Returnee Lecturer 1 stay at a given university. This participant acquired property in Zimbabwe and the university paid for it and upon return she was given an appropriate accommodation. She also confessed staying at the university because of advanced age and having a family and relatives nearby. These findings attest research findings by Pitts et al. (2011) that demographic characteristics appear to strongly influence employee to exit an organisation. Case 2's observations were subscribed to by Case 4 Returnee Lecturer 1 who responded the university did not retain him because he wanted to live a settled life in Harare and he was a mature lecturer after having worked in several universities inside and outside Zimbabwe. Case 4's situations confirm Mulkeen et al's (2007) findings that it is the young teachers that need money most at the beginning of their career. On a sad note, all studied Cases' Terms of Conditions of Services of Academics

were silent on the issue of accommodating lecturers. In support of Mulkeen et al.'s (2007) observation, the above findings also tally with (Kellough and Osuna, 1995; Lewis, 1991; Meyer et al, 1979 all in Pitts et al., 2011) who noticed that younger employees have higher rate quits as a result of shifting career paths, great willingness to relocate, and fewer family responsibilities and financial obligations. Thus, again, provision of appropriate accommodation, age (demographic characteristics) of participants and living a settled life were similarly perceived as some of the effective staff retention strategies in the studied universities.

### **Effectiveness of Staff Development Opportunities to Retain Staff**

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

Similar perceptions to the above findings emerged from Cases 1 and 4's observations that lecturers were undertaking staff development programmes with the blessings, moral and financial support of their universities. What was discovered at Case 1 and 4 agrees with previous literature (Bushe, 2012; Kwenin, Mwathe and Nzulwa, 2013) who concur that a right



**Table 4.** Emerging sub-theme about lack of strategies at the universities

Emerging Themes	Emerging Sub-Theme(s)	Substantiating Statements
1.Lack of staff retention strategies	1.Lack of effective staff retention strategies	1.....staff retention strategies are yet to be written down (Case 2 Returnee Lecturer 1)  2....the university did not retain me...(Case 4 Returnee Lecturer 1) 3...staff retention strategies are ineffective.... (Case 1 Returnee Lecturer 1)

combination of both intrinsic and extrinsic factors was critical to motivation, let alone, to staff retaining in Zimbabwe's public and private universities. However, the preceding findings about staff development seem to be refuted by Case 2, where Retained and Returnee lecturers' concur that support mechanisms to support staff development were not in place. It is clear from the above findings that when lecturers are not supported to upgrade their qualifications by their universities, they cut ties with them, thus, making it difficult for the universities to retain their staff.

#### **Effectiveness of the Provision of Adequate and Appropriate Resources to Retain Staff**

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

#### **Effectiveness of Monetary and Non-Monetary Staff Retention Strategies**

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

#### **Lack of Effective Strategies to Retain Staff**

Regarding the effectiveness of staff retention strategies in

the universities, a surprising finding was made at one private and two public universities. Table 4 illustrates this emerging finding well. The emerging sub-theme from lack of staff retention strategies at the studied universities was lack of effective staff retention strategies.

#### **Lack of Effective Staff Retention Strategies**

Lack of effective staff retention strategies emerged from diverse Cases 1, 2 and 4's participants. In their bid to substantiate this subject, they made the following statements; Case 2 Returnee Lecturer 2 said, '...I am yet to see written documents with staff retention policies.' From a public university's perspective, two views came by Returnee Lecturers in the following manner to support the observations made at a private university. Case 4 Returnee Lecturer 1 indicated that the university did not retain him and there were not distinct staff retention strategies to talk about. Case 1 Returnee Lecturer 1, arguing on the basis of lack of research support, pointed out that staff retention strategies were ineffective because his university did not supply him with block funds for research, research station and a vehicle to move around with for the purposes of carrying out research.

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

- *Case 1's vision is to become world-class open and distance learning university (Case 1 Strategic Plan 2010-2014:3).*
- *Case 2's vision is to become a world class university for leadership development in Africa (Case 2 Yearbook, 2013:2).*
- *Case 3's vision is to be the best university in Africa in the promotion of gender equity in tertiary education (Case 3 Strategic Plan 2012-2015).*
- *Case 4's vision is designing the future's (Case 4 Strategic Plan, Vision 2015).*

Given the above circumstances, the realisation of all universities' staff retention becomes a dream rather than a reality if staff retention strategies are lacking in the universities. The strategies considered meaningful in this study do not exist and examples of such include giving loans for someone to buy houses, to buy cars or provide financial aid for one to sponsor a number of students to go to school.

## SUMMARY

### Effectiveness of Staff Retention Strategies in Zimbabwe's Public and Private Universities

#### Similarities

It emerged that given the current macro-economic environment obtaining in Zimbabwe, both monetary (hygiene factors) and non-monetary (motivators) complement each other in retaining staff in the studied universities, although non-monetary strategies tend to be more effective in the long run. Also, the effectiveness of staff retention strategies in both kinds of universities was undermined by lack of funds. Furthermore, the effectiveness of staff retention strategies was undermined by lack of clearly written down staff retention policies in both sets of the universities. Also, the provision of staff retention strategies was found to be associated with quality service delivery in both categories of the studied universities. Staff development was perceived as effective in retaining public and private university lecturers, although Case 2 (one private university), expressed reservations about the effectiveness of staff development in retaining its lecturers. Provision of adequate resources could retain staff in the studied universities. Staff retention was perceived to be largely promotional to the provision of quality education in the studied universities. It also emerged from the study that more experienced and qualified lecturers. In both sets of the universities, it was found out that mature and settled lecturers were retained (Curran, 2012), while young and junior lecturers were more mobile (Pitts et al., 2011), if money and other conditions of service became a problem. Unsupportive university management was also viewed to defeat the pursuit of quality education and staff retention in one public university (Case 4) and one private university (Case 2). Tuition waiver benefitted staff members with young families in need of university education more than old lecturers with no children of university going age in private and public universities. In addition, it was observed that Cases 1, 2 and 3, provide medical aid cover as part of their staff retention strategies.

#### Differences

The effectiveness of particular staff retention strategies such as salaries, allowances, tuition waiver, and provision of accommodation, staff development and research and career development opportunities, and provision of adequate and appropriate resources were found to be of varying degrees in public and private universities, and also studied case situation-specific. The sources of university funds largely determined the degree to which staff retention strategies were effective in the

universities. Also, the differences in ownership of the universities contributed to the extent to which staff retention strategies were effective in public and private universities. Furthermore, one public ODL university differed from the other public university and private universities in that it uses module writing to retain lecturers, while other universities use parallel programmes to retain lecturers. Promotion was viewed as very effective at one public university, while it was reported to be ineffective at all the other universities. Private universities had organisational loans such Vice Chancellor's loans and installation loans which could help them retain lecturers more than their public university counterparts. More participants in the private universities than in the public universities indicated an unawareness of how staff retention strategies could promote quality education.

### Conclusions regarding the effectiveness of staff retention strategies in Zimbabwe's public and private universities

The following are the conclusions about the effectiveness of staff retention strategies are also drawn.

#### Similarities

- The effectiveness of monetary and non-monetary strategies to retain staff in both sets of the universities is circumstantial.
- The provision of adequate resources to retain staff is a determinant of quality education obtainable in the studied universities.
- The address of hygiene factors and motivators is university-specific.
- Lack of knowledge about staff retention strategies by lecturers and HR participants undermined the effectiveness of the perceived staff retention strategies obtaining in public and private universities.
- The effectiveness of staff retention strategies in the universities is negatively impacted on by lack of knowledge and information about staff retention.

#### Differences

- It can be concluded that government's involvement in the running of public universities is one of the causes of differences in the effectiveness of staff retention strategies in public and private universities.
- Fewer staff retention strategies in the private universities than in the public universities portray the university leadership's commitment to make the university an employer of choice.

### Recommendations for the effectiveness of staff retention strategies that obtain in the universities

- Universities should increase opportunities for career growth, staff development, research and post-doctoral research fellowships to recognise, motivate and retain lecturers.
- Increased funding opportunities should be made available to the universities because universities need to translate them to increased continuous opportunities for salary increments, bonus and allowances awards, institutional loan awards, staff development and doctoral studies' sponsorship, study, contact and sabbatical leave sponsorship, as well as post-doctoral research fellowship funding.

### REFERENCES

- Allen DG, Bryant PC, Vardaman JM (2010). Retaining Talent: Replacing Misconceptions with Evidence-based Strategies. *Academy of Management Strategies*: 48-64.
- Allensworth E, Ponsciak S, Mazzeo C (2009). The schools teachers love: Teacher mobility in Chicago public schools. Chicago: Chicago Consortium for School Research. Retrieved from [http://usr.uchicago.edu/content/publications.php?pub\\_id=134](http://usr.uchicago.edu/content/publications.php?pub_id=134). In Johnson SM (2012). 'Having it both ways.' Building the capacity of the individual and their schools. *In Harvard Educational Review (Spring, 2012)*, 82 (1): 107-122.
- Berg BL (2010). *Qualitative Research Methods for the Social Sciences*. (4<sup>th</sup> Edition). Boston: Allyn and Bacon.
- Billingsley BS, Cross LH (1992). Predictors of Commitment, Job Satisfaction, and Intent to Stay in Teaching: A Comparison of General and Special Educators. *Journal of Special Education*, 25(4):453-472.
- Curran SR (2012). Assessing employee turnover in the Language Services section of the Parliament of the Republic of South Africa. MBA Dissertation, Rhodes University, Grahamstown: 1-103.
- Botha A, Bussin M, De Swardt L (2011). An employer brand predictive model for talent attraction and retention. *SA Journal of Human Resources Management*, 9(1):1-12.
- Bushe B (2012, October). Factors that Determine Academic Staff Retention and Commitment in Private Tertiary Institutions in Botswana: Empirical Review. *Global Advanced Research Journal of Management and Business Studies*, 1(9):278-299.
- Carsten JM, Spector PE (1987). Unemployment, Job Satisfaction, and Employee Turnover: A Meta-analytic Test of the Muchinsky Model. *Journal of Applied Psychology* 72 (3): 374-81. In D Pitts, J Marvel, S Fernandez (2011). So Hard to Say Goodbye? Turnover Intention among U.S. Federal Government Employees. *PAR: Public Administration Review* (September/October, 2011), 71(5): 751-760.
- Case 1 Strategic Plan (2010). Draft Strategic Plan: 2010-2014. Harare: Case 1.
- Case 2 (2013). Yearbook 2013: Investing into Africa's Future. Mutare: Case 3.
- Case 3 Strategic Plan (2012). Case 3 in Africa Strategic Plan: 2012-2015. Harare: Case 3.
- Case 4 Strategic Plan (2010). Case 4 Strategic Plan: Vision 2015; Designing the Future. Harare. Case 4.
- Cheese P, Thomas RJ, Craig, E. (2007). The talent powered organisation: Strategies for globalization, talent management and high performance. London: Kogan Page Limited.
- In Botha A, Bussin M, De Swardt, L. (2011). An employer brand predictive model for talent attraction and retention. *SA Journal of Human Resources Management*, 9(1):1-12.
- Cotton JL, Tuttle JM (1986). Employee Turnover: A Meta-analysis and Reviews with Implications for Research. *Academy of Management Review* 11(1): 55-70. In D Pitts, J Marvel, S. Fernandez (2011). So Hard to Say Goodbye? Turnover Intention among U.S. Federal Government Employees. *PAR: Public Administration Review* (September/October, 2011), 71(5): 751-760.
- Crous S (2007). Talent makes rules now. Corporate Research Foundation, 33, 4-7. In Botha A, Bussin M, De Swardt L (2011). An employer brand predictive model for talent attraction and retention. *SA Journal of Human Resources Management*, 9(1):1-12.
- Curran SR (2012). Assessing Employee Turnover in the Language Services Section of the Parliament of the Republic of South Africa. MBA Dissertation, Rhodes University, Grahamstown.
- Gbervie DE (2009). Personnel Recruitment and Retention Strategies in Lagos Civil Service of Nigeria. *African Research Review: An International Multi-disciplinary Journal*, Ethiopia. 3(3): 226-243, April, 2009.
- Gray DE (2009). *Doing Research in the Real World* (2<sup>nd</sup> Edition). London: Sage Publications.
- Higgins C (2012, December). Attracting and retaining high-calibre academics internationally. *The Guardian*. United Kingdom.
- Hutchings K, De Cieri H, Shea T (2009). Employee Attraction in the Australian Resources Sector: Australian Resources Sector Employment Practices. *Australian Research Council Linkage*: 1-35.
- Jongbloed B (2012). Academic Retention in Europe-It is not all about the Money, 22 April 2012 Issue No: 218 b.w.a.jongbloed@utwente.nl.
- Kellough JE, Osuna W (1995). Cross-Agency Contributions of Quit Rates in the Federal Service: Another Look at the Evidence. *Review of Public Personnel Administration*, 15 (4): 58-68. In D Pitts, J Marvel, S. Fernandez, S. (2011). So Hard to Say

- Goodbye? Turnover Intention among U.S. Federal Government Employees. *PAR: Public Administration Review* (September/October, 2011), 71(5): 751-760.
- Kombo DK, Tromp DL (2009). *Proposal and Thesis Writing: An Introduction*. Paulines Publications in Africa: Nairobi.
- Kwenin DO, Muathe S, Nzulwa R (2013). The Influence of Employee Rewards, Human Resource Policies and Job Satisfaction on Retention of Employees in Vodafone Ghana Limited. *European Journal of Business and Management* 5 (12): 13-20.
- Lambert EG, Hogan NL, Barton SM. (2001). The Impact Satisfaction on Turnover Intent. A Test of Structural Measurement Model using a National Sample of Workers. *Social Science Journal* 38 (2): 233-50. In D Pitts, J Marvel, S Fernandez (2011). *So Hard to Say Goodbye? Turnover Intention among U.S. Federal Government Employees*. *PAR: Public Administration Review* (September/October, 2011), 71(5): 751-760.
- Leedy PD, Ormrod JE (2012). *Practical Research: Planning and Design*. 10<sup>th</sup> edn. New York: Pearson Education.
- Lewis B (1991). Turnover and the Quiet Crisis in the Federal Civil Service. *Public Administration Review* 51 (2): 145-155. In D Pitts, J Marvel, S. Fernandez (2011). *So Hard to Say Goodbye? Turnover Intention among U.S. Federal Government Employees*. *PAR: Public Administration Review* (September/October, 2011), 71(5): 751-760.
- Mapolisa T, Chirimuuta C (2012). Luring them back Home: Strategies to Lure back and Retain Professionals in the Diaspora: A Case Study of the Zimbabwe Open University (ZOU). *International of Social Sciences and Education*, 2(3): 438-445.
- Marshall C, Rossman GB (2011). *Designing Qualitative Research*. Thousand Oaks: Sage Publications.
- Martocchio J (1989). Age-related Differences in Employee Absenteeism: A Meta-analysis. *Psychology and Aging*, 4: 409-414. In Curran SR (2012). *Assessing employee turnover in the Language Services section of the Parliament of the Republic of South Africa*. MBA Dissertation, Rhodes University, Grahamstown: 1-103.
- Merriam SB. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass. In Nyaruwata, L.T. (2013). *Qualitative, Qualitative and Mixed Methods Approaches to Research*. In S Modesto Tichapondwa. (ed.). (2013). *Preparing your Dissertation at a Distance: A Research Guide*: 101-113. Vancouver: Virtual University for Small States of the Commonwealth.
- Meyer, CK, Beville, MJ., Magedanz, TC, Hackert AM (1979). *South Dakota State Government Employee Turnover and Work Related Attitudes: An Analysis and Recommendation*. *American Review of Public Administration*, 13 (2): 88-118. In D Pitts, J. Marvel, S. Fernandez (2011). *So Hard to Say Goodbye? Turnover Intention among U.S. Federal Government Employees*. *PAR: Public Administration Review* (September/October, 2011), 71(5): 751-760.
- Mhlanga E (2008). *Quality Assurance in Higher in Southern Africa: The Case of the Universities of the Witwatersrand, Zimbabwe and Botswana*. DPhil Thesis. Johannesburg: University of Witwatersrand.
- Mhlanga S, Matope S, Mugwagwa L, Phuthi N, Moyo VS (2013, June, 11-13). Academic staff development strategies in engineering fields of study: case study of Zimbabwe. *Proceedings of the 2<sup>nd</sup> Biennial Conference of the South African Society for the Engineering Education*, Cape Town. 11-12 June, 2013: Full Paper, 118-127.
- Minchington B (2010). *The Employer's Brand Manager Handbook: Torrensville: Collective Learning*. In Botha A, Bussin M, De Swardt L (2011). *An Employer Brand Predictive Model For Talent Attraction And Retention*. *SA Journal Of Human Resources Management*, 9(1):1-12.
- Mobley WH, Griffeth RW, Hand HH, Meglino BM(1979). Review and Conceptual Analysis of Employee Turnover Process. *Psychological Bulletin* 86 (3):493-522. In D Pitts, J. Marvel, S Fernandez (2011). *So Hard to Say Goodbye? Turnover Intention among U.S. Federal Government Employees*. *PAR: Public Administration Review* (September/October, 2011), 71(5): 751-760.
- Mohlala J, Goldman GA, Goosen X (2012). Managing Employee retention within the information and technology division of a South African Bank. *South African Journal of Human Resources Management* 10(2): 1-11. In Van Dyk, J, Coetzee, M, Tebele C (2013). *Organisational commitment and job embeddedness of service staff with critical and scarce skills*. *South African Journal of Labour Relations*, 37 (1): 61-78.
- Mulkeen A, Chapman DW, De Jaeghere JG, Leu, E. (2007). *Recruiting, Retaining and Retraining Secondary School Teachers and Principals in Sub-Saharan Africa*. Washington, D.C.: The World Bank Working Paper No.99. Africa Human Development Series.
- Mupemhi S, Mupemhi R (2011, October-December). *Internal Marketing Strategies in State Universities in Zimbabwe: A Case of Midlands State University*. *International Journal of Management and Business Studies*, 1 (4): 38-41.
- Muteswa R, Ortlepp K (2011). Contributing factors to potential turnover in a sample of South African management-level employees. *Acta Commercii* 11: 13-29. In Van Dyk J, Coetzee M, Tebele C (2013). *Organisational commitment and job embeddedness of*

- service staff with critical and scarce skills. *South African Journal of Labour Relations*, 37 (1): 61-78.
- Netswera FG, Rankhumise EM, Mavundla TR (2005). Employee Retention Factors for South African Higher Education Institutions: A Case Study. *SA Journal of Human Resource Management*, 3 (2): 36-40.
- Ng'ethe JM, Iravo ME, Namusonge GS (2012, July, 22). Determinants of Academic Staff Retention in Public Universities in Kenya: Empirical Review. *International Journal of Humanities and Social Science*, 2 (13): 205-212.
- Ngo HY, Tsang AWN (1998). Employment Practices and Organisational Commitment: Differential Affects for Men and Women. *International Journal of Organisational Analysis*, 6(3):251-267. In Curran SR (2012). Assessing employee turnover in the Language Services section of the Parliament of the Republic of South Africa. MBA Dissertation, Rhodes University, Grahamstown:1-103.
- Nyaruwata LT (2013). Qualitative, Qualitative and Mixed Methods Approaches to Research. In S Modesto Tichapondwa (ed.). (2013). *Preparing your Dissertation at a Distance: A Research Guide*: 101-113. Vancouver: Virtual University for Small States of the Commonwealth.
- Okpara JO (2004). Personal Characteristics as Predictors of Job Satisfaction: An Exploratory Study of IT Managers in a Developing Economy. *Information Technology and People*, 17 (3): 327-338. In Curran SR (2012). Assessing employee turnover in the Language Services section of the Parliament of the Republic of South Africa. MBA Dissertation, Rhodes University, Grahamstown: 1-103.
- Osasona O (2005). "Report of Study on Academic Staff Retention at the University of Ibadan." Prepared for the Study of Academic Staff Retention at African Universities and Remedial Measures.
- Pitts D, Marvel J, Fernandez S. (2011). So Hard to Say Goodbye? Turnover Intention among U.S. Federal Government Employees. *PAR: Public Administration Review* (September/October, 2011), 71(5): 751-760.
- Porter LW, Steers RM (1973). Organisational Work and Personal Factors in Employee Turnover and Absenteeism. *Psychological Bulletin* 80 (2): 151-76. In D Pitts, J Marvel, S. Fernandez (2011). So Hard to Say Goodbye? Turnover Intention among U.S. Federal Government Employees. *PAR: Public Administration Review* (September/October, 2011), 71(5): 751-760.
- Punch K (1998). Introduction to Social Research: Quantitative and Qualitative Approaches. London: Sage. In Silverman D (2014). *Doing Qualitative Research*. 4<sup>th</sup> edn. London: Sage.
- Samuel O, Chipunza C (2009). Employee Retention and Turnover: Using Motivational Variables as a Panacea. *African Journal of Business Management* 3 (8): 410-415. In Ng'ethe JM, Iravo ME, Namusonge GS (2012, July, 22). Determinants of Academic Staff Retention in Public Universities in Kenya: Empirical Review. *International Journal of Humanities and Social Science*, 2 (13): 205-212.
- Scott K D, McMullen T D, Nolan J (2005). "Taking Control of Your Counter-offer Environment." In Scott D (2012). *Retention of Key Talent and the Role of Rewards*. *WorldatWork: The Total Rewards Association*: 1-17.
- Silverman D (2014). *Doing Qualitative Research*. 4<sup>th</sup> edn. London: Sage.
- Sohail N, Muneer A, Tanveer Y, Tariq H (2011, December). Losing your best talent: Employee retention the dilemma of the textile industry. A case textile sector. *Interdisciplinary Journal of Contemporary Research in Business*, 3(8): 896-906.
- Sjøberg D (2008). Guidelines for Conducting and Reporting Case Study Research In Software Engineering. *Empir Software Eng* (2009) 14:131-164.
- Sokro E (2012). Impact of Employer Branding on Employee Attraction and Retention. *European Journal of Business Management*, 4 (18): 164-173.
- Tibatemwa-Ekirikubinza L (2008). Institutional Opportunities for Staff Recruitment, Retention and Development. A paper presented at the University Leaders' Forum Focusing on Developing and Retaining the Next Generation of Academics: Report of the Second Forum. Legon: University of Ghana, Supported by Partnership for Higher Education in Africa, held at La Palm Royal Beach Hotel Accra, Ghana, 22-25 November 2008.
- Van Dyk J (2012). The relationship between organisational commitment, retention factors and perceived job embeddedness. Unpublished master's dissertation, University of South Africa: Pretoria. In Van Dyk J, Coetzee M, Tebele C (2013). Organisational commitment and job embeddedness of service staff with critical and scarce skills. *South African Journal of Labour Relations*, 37 (1): 61-78.
- Van Dyk J, Coetzee M, Tebele, C. (2013). Organisational commitment and job embeddedness of service staff with critical and scarce skills. *South African Journal of Labour Relations*, 37 (1): 61-78.
- Whan JC (1998). Sex Differences in Continuance Component of Organisational Commitment. *Group and Organisational Management*, 23(3):256-268. Curran SR (2012). Assessing Employee Turnover In The Language Services Section Of The Parliament Of The Republic Of South Africa. MBA Dissertation, Rhodes University, Grahamstown: 1-103.
- Willcock R (2005, 17 May). Employer branding is the key in fight for talent. *Personnel today*, p. 4. In Botha A, Busin M, Swardt, L. (2011). An employer brand predictive model for talent attraction and retention. *SA Journal of Human Resources Management*, 9(1):1-12.

Yin R R (2009). A Case Study Research: Design and Methods. Newbury Park: Sage.

Accepted 10 November, 2014.

Citation: Mapolisa T (2014). Effectiveness of staff retention strategies in Zimbabwe's public and private Universities: Returnee lecturers' perspective. International Journal of Public Administration and Policy Research 1(1): 008-020.



Copyright: © 2014 Mapolisa T. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are cited.