Determinants of Academic Staff Retention at Makerere University and Kyambogo University

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Abstract. The objectives of this study were to establish whether demographic characteristics, interpersonal relationships, terms of work and work life balance influence the retention of academic staff at Makerere University and Kyambogo University. The study followed a cross-sectional survey design. Data were collected using a self-administered questionnaire from 298 academic staff of the two universities. The respondents were selected using stratified random sampling. The data were analysed using student t test, ANOVA and simple linear regression. The findings were that gender, terms of work and work life balance significantly influence retention. Marital status, age, work experience, level of education and interpersonal relationships were also found to influence retention albeit insignificantly.

Keywords: Retention; Work-life balance; HRM.

1 Introduction

World over, academic staff retention (ASR) poses one of the greatest challenges to universities (Tettey, 2006). Although studies like Tanwar and Prasad (2016); Bibi, Pangila and Johari, (2016) date the general problem of employee retention to the early 1900, in higher education, this problem picked momentum in the last decades of the 20th century (Salesho, 2014). Miller and Albagami (2016) showed that around 20 percent of public university, faculty members in the United States of America leave their positions annually. This case is not any different in Africa, where Tettey (2009) showed that ASR is one of the serious challenges which affects developing countries. In Uganda, Kajjubi 1990 showed that a total of 18 professors and 34 PhD holders left Makerere University between 1986 and 1989 while Kyaligonza (2009), Mugimu, Katunguka and Nakabugo (2013), Nabawanuka (2011) trace this problem to the period between 1971 and 1979,
when President Idi Amin plunged Uganda into dictatorship and economic ruin. The study was anchored on the job embeddedness theory (JET). JET was propounded in 2001 by Mitchell, Holtom, Lee, Sablynski and Erez (Young, Aliang & Shuck, 2013). The theory states that for an employee to stay on the current job, there must be links, fits and sacrifices. Links are discernible connections between people and institutions including social, psychological, financial and biographics. The second aspect of the theory is that of fits, defined by Holmes, Burghurst and Chapman (2013) as the employees’ perceived compatibility or comfort with the work organization. The last concept of the theory is sacrifice which is concerned with material and psychological benefits that an employee can lose at any time one chooses to leave the work organization.

In this study, it was hypothesized that academic staff may be leaving the university due to lack of links between biographic characteristics and what the university offers. Second, the researcher hypothesized that the low rate of ASR would be arising from the lack of fit between work environment (work-life balance and interpersonal relationships) which may be perceived as uncomfortable and unconducive. Finally, JET was opted for since the study was intended to establish whether academic staff consider terms of work as a sacrifice to be retained on their job in Makerere and Kyambogo Universities.

1.1 Problem

High retention of academic staff on their job in higher institution of learning like Makerere and Kyambogo Universities is unequivocally critical for the realization of quality higher education (Tettey, 2006). As a result, several strategies like staff training and offering promotions have been put in place to enhance ASR. Despite this, Kasozi (2009) has identified that ASR in public universities in Uganda (Makerere and Kyambogo Universities) has remained low. Members of academic staff have continued to exhibit poor citizenship behaviour such as lack of job ownership, poor sense of belonging, and being unstable on their job (Ddungu, 2013). Others have exhibited high intent to quit while others have continued to search for new jobs. Ddungu (2013) also reveals that in the year 2010 alone, over 50 senior academic staff left Makerere University for other universities and other organizations. In fact, Okello and Lamaro (2015) reiterated that between 2009 and 2013, Makerere also lost 26 top performing academic staff. These statistics were corroborated with what were reported in the Rwendeire Visitation Committee Report of 2017 which indicated that between 2015 and 2016, over 69 academic staff were lost from Makerere University alone. The situation has not been any different at Kyambogo University. According to Oyet and Alen (2013), Kyambogo University also lost almost the same number of staff in the same period. These loses in terms of senior academic staff is leaving the responsibility of providing quality higher education in the
hands of junior and inexperienced academic staff. If this scenario persists, the contribution of these universities to the realization of the national vision 2040 will be curtailed and their reputation will most likely decline. This current study is therefore meant to establish the critical factors that determine the retention of academic staff in the two universities in order to propose how the universities can reduce the loss of their most valued employees.

1.2 Objectives

The general objective of this study was to establish the factors that determine the retention of academic staff in Makerere and Kyambogo Universities in Uganda. The specific objectives were to:

1. Establish whether demographic characteristics determine the retention of academic staff in Makerere and Kyambogo Universities.
2. Find out whether interpersonal relationships determine the retention of academic staff in Makerere and Kyambogo Universities.
3. Establish whether terms of work determine the retention of academic staff in Makerere and Kyambogo Universities.
4. Find out whether work life balance determine the retention of academic staff in Makerere and Kyambogo Universities.

1.3 Conceptual Framework

The independent variable was operationalised into demographic characteristics involving education, marital status, age of academic staff and demographic characteristics (Figure 1). Interpersonal relationships involved lecturer to lecturer relationships, lecturer to administrator’s relationships, lecturer-student relationships and lecturer non-teaching staff relationships. Terms of work involved recruitment, appointment, job security and job benefits. Finally, work life balance involved flex time given, holidays and leave opportunities. These were hoped to have a direct relationship on the retention of academic staff. It is hoped that when the aforementioned factors are in favour of academic staff, their job retention in the university in form of increased citizenship behaviour, ownership at work, high intent to stay on the job, continued service delivery, intent to remain, intent to keep on the job, and stability on the job would occur. The possible impact of a range of extraneous factors on this hypothetical relationship was acknowledged.
2 Related literature

2.1 Demographic Characteristics and ASR

Various scholars (e.g. Coetze, Oethizen & Stuitz, 2016; Veloso Siluva, Dutra, Fischer & Trevisan, 2014; Kyndt et al., 2009; Ngobeni & Bezuidehont 2011;
Rehman, 2011; and Veloso et al., 2014) have studied demographic characteristics in relation to employee retention (ER). Veloso et al (2014) in a study about talent retention in different organisational contexts and intention of talents to remain in company using a descriptive analysis revealed that 57% of the Brazilian employers’ current difficulties to retain employees were related with candidates’ lack of qualifications. Ngobeni and Bezuidenhout (2011) explained that demographic groups with different attitudes and beliefs constitute the modern work force such attitudes, world views, work values between young and older generations if not well addressed contribute towards high turnover intentions. However, Koedal and Xiang (2016) in a study about pension enhancements and the retention of public employees using regression analysis revealed that age enhancement increased retention possibilities of public employees.

On the side of gender, Kyndt et al (2009) in a study about employee retention in an organisational and personal perspective empirically revealed that gender was significantly related with employee retention. Nawaz, Jahanian and Tahreem (2012) showed some married employees have to leave their jobs to attend to family issues like taking care of children and parental leaves. However, all these studies raised theoretical and contextual gaps. Contextually none of the above studies was from the case of developing countries like Uganda. Theoretically, demographic characteristics particularly experience and its relationship on employee retention is not revealed.

### 2.2 Interpersonal Relationships and ASR

Shanghvi (2012) revealed that loss of trust and confidence in senior managers always contributes to high turnover rates in organizations. Pailla (2012) established that employees demonstrate civic behaviour by keeping on the job when they feel they are fairly treated by their employers. On the other hand, Salesho and Naile (2014) showed that employees are more likely to remain with the organisation only if they believe that the organisation shows more interest and concern for them if they receive regular positive feedback and recognition. However, this study was not carried in the context of Makerere and Kyambogo Universities where this study was centred.

Erasmus, Gobler and Niekerk (2015) studied employee retention in higher education institution and established that a positive significant relationship existed between managers and employees intent to stay or to leave. Meanwhile, Korantwi-Barimah (2017) studied factors influencing the retention of academic staff in Ghanaian Technical University and revealed that collegiality significantly related with ASR. The participants of the study showed that they enjoyed how their managers respected and valued their services. They indicated that they enjoyed working with the university because of interacting with the faculty (Fellow lecturers). However, this study did not show the influence of other
factors, namely, demographic characteristics, work life balance and terms of work on ASR. Suadicani, Bonda and Gyntelberg (2013) in a study about job satisfaction and intention to quit the job among Danish hospital employees using a descriptive and regression analysis revealed that collaboration among colleague, trustworthiness of oldest superiors predicted the extent to which employees could quit the job. Meanwhile, this study did not show the relationship between academic staff (employees) with lower level colleagues like students and none teaching staff which this study did.

Holtom, Mitchell, Lee and Eberly (2008) revealed that the quality of leader member relationship predicted employee retention. Employees whose individual values did not match organization values were more likely to turnover after 20 months of tenure. Compatibility between individual employees with group, positive relationships with mentors reduced protégés turnover initiations. Theoretically, Mullins (2010) observed that, social interaction is a natural feature of human behaviour. Cooperation among members is likely to be greater in united, cohesive group who are more likely to think of themselves as a group, work together effectively and are more likely to retain longer in the organisation. Meanwhile, the previous review was not an empirical field finding as the proposed study was in Makerere and Kyambogo Universities. Besides, Nawaz et al. (2012) argued that companies need strong and positive relations with employees to win their trust and confidence. Nonetheless, Long, Perumal and Ajagbe (2012) showed work place employer-employee relationship is one of the great employment topics from 20 century and that although much has to be done in favour of workers for their betterment and high job retention. They noted that the relationship between subordinates and super-ordinate is very crucial to employee retention. A sour relationship between the two parties leads to turnover while a positive relationship creates high job retention. Masum, Azam and Beh (2014) argued that once supervisors have good interpersonal relationships’ with their subordinates. This kind of relationship persuades subordinates to have a sense of attachment and belonging on the job. Unlike the above review there was urgency to empirically ascertain the extent to which these staff relationships impacted on ASR in a developing world.

2.3 Terms of Work and ASR

Leip and Stinchcomb (2013) studied turnover intent of jail staff in the United States and with use of structural regression modelling, established that job tenure had a weak significant relationship on employees’ turnover, with those having longer job tenure being more likely to think of leaving. However, this earlier reviewed study was carried out on jail staff while this study was on academic staff in Makerere and Kyambogo Universities. In addition, Matz et al. (2012) investigated predictors of turnover among Juvenile staff and with use of
Pearson’s correlation co-efficient index revealed that lower perceptions of job safety and security strongly predicted the intent to search for a new job and eventually leaving after one year. However, job safety and security are one aspect of terms of work, other aspects like having offices, equipment among others were not considered in the reviewed study which this study did.

Likewise, Hausknecht et al. (2009) studied employee retention, performance based and job related differences revealed that terms of work significantly related with ones intent to stay or leave. Hourly workers place high value on work, better pay which is a designing element of transactional contracts as a characteristic that would force them to leave. Short hourly work typifies many elements of transactional psychological contract leaving employees at higher levels of moving away. Oladapo (2014) investigated on the impact of talent management on retention of staff using a descriptive analysis and revealed that job security had a predictive value on employee retention rates. Employees who were secure on the job were more likely to stay as compared to those who were not secure. However, the proposed study applied correlational and regression analyses.

Owence, Pinagase and Marcy (2014) studied the effects of academic staff turnover in the academic development centre in a historically Black University in South Africa. They revealed that giving employees short term contracts for a long period leads to uncertainties on the job. This consequently contributes to low retention rates. Similarly, lack of job security was associated to low retention. Alternatively, this study did not use a specific methodological tool like regression analysis which was applied in the current study. Likewise, Khan and Aleen (2014) studied the impact of job satisfaction on employee turnover in autonomous medical institutions in Punjab and revealed that pay, job safety and promotions significantly related with employee turnover. However, this study did not consider other determinants (i.e. demographic characteristics, work life balance and interpersonal relations) thereby raising a content gap that was filled in this study. Mapolisa (2014) in a regressive study of staff retention challenges in Zimbabwe’s public and private universities revealed that contract leaves are only given to academic staff in senior positions. Junior and ordinary lecturers are marginalized in terms of provision of contract leave which makes them frustrated and they start searching for alternative jobs. More to this, Victoria and Olalekan (2016) revealed that employees with fewer length of service have greater intention to leave their universities than those with more years of service. However, this study was not on academic staff as the current study was in Uganda.

2.4 Work-Life Balance and ASR

Noor (2011), who studied work life balance and intention to leave among academics in Malysian public higher education institutions using Pearson
Product Moment Correlation Co-efficient index, revealed that work life balance negatively related with intentions to leave. The current study ascertained whether a similar circumstance existed among academic staff in Makerere and Kyambogo Universities. Agha, Azmi and Irfan (2017) studied work life balance and satisfaction of teachers’ higher education in Oman and the findings revealed that work life balance significantly related with job satisfaction and, consequently, turnover intentions. Work and personal life enhancement were revealed as helpful in reducing absenteeism and employee turnover. However, this study was carried out in the Asian world which context was different from that of public universities in Uganda. Sultana and Hassan (2014) studied factors affecting employee retention in an organization and with the use of exploratory factor analysis revealed that provision of health and wellness programs were insignificantly related with employees’ retention. However, it was not indicated whether this organization was academic-oriented. Still among the factors studied demographic characteristics, interpersonal relationships and terms of work were not included. 

Maphanga (2014) revealed that work life balance significantly impacted on the intentions to quit. However, this study was in a utility industry quite different from a university setting. Whereas Munro (2015) studied work life balance, job and turnover intentions amongst information technology employees using t-tests, correlations and regressions and established that work life balance had a significant relationship with turnover intention. Work life balance dimensions like offering flex time, holidays creates possibilities for employees to retain on the job. Further, Olusumbo and Tuyin (2009) studied work family conflict, job satisfaction and labour turnover intentions among state university lecturers and revealed that work life conflict significantly related with turnover intentions of lecturers. Work family responsibilities were indicated as conflicting since they all require adequate time. Hence some lecturers would easily leave to attend to their family. However, simple linear regression analysis was not applied in the reviewed study as adopted in this study. Surfan, Abdallah and Diab (2016) studied the influence of work life balance on turnover intention in private hospitals and revealed that work life balance practice mainly work scheduling and work life conflict had a negative relationship with turnover intentions. However, issues related with working at weekends, were not address in the previous review which this study did.

3 Methodology

The study adopted the positivist paradigm involving use of a cross-sectional survey design. Two hundred ninety-eight (298) academic staff from Makerere
and Kyambogo Universities participated in the study. These were selected using stratified sampling. Data were collected using a self-administered questionnaire. These instruments were adapted from earlier instruments whose quality had been established by past researchers (Table 1).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Construct</th>
<th>Items adapted</th>
<th>Source and reliability coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent variable 1</td>
<td>Gender, marital status, qualification, age group, experience</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Independent variable 2</td>
<td>Lecturer-lecturer relationship</td>
<td>07</td>
<td>Ssali (2009) $\alpha = 0.848$</td>
</tr>
<tr>
<td></td>
<td>Lecturer-manager relationship</td>
<td>09</td>
<td>Albaqami (2016) $\alpha = 0.884$</td>
</tr>
<tr>
<td></td>
<td>Lecturer-student relationship</td>
<td>08</td>
<td>Creasey, Jerus, Knapith (2009) $\alpha = 0.880$</td>
</tr>
<tr>
<td></td>
<td>Lecturer-non teaching staff relationship</td>
<td>05</td>
<td>Ssali (2009) $\alpha = 0.824$</td>
</tr>
<tr>
<td>Independent variable 3</td>
<td>Terms of work</td>
<td>13</td>
<td>Oyet and Aleni (2015)</td>
</tr>
<tr>
<td>Independent variable 4</td>
<td>Work life balance</td>
<td>10</td>
<td>Dalina and Raya (2013) $\alpha = 0.731$</td>
</tr>
<tr>
<td>Dependent Variable</td>
<td>ASR</td>
<td>12</td>
<td>Kyndt et al., (2009)</td>
</tr>
</tbody>
</table>

The reliability of the constructs was retested using Cronbach Alpha. Data was analysed using frequencies, percentages, means and simple linear regression.

4 Findings

4.1 Gender and Retention

The first hypothesis on demographic characteristics was that gender significantly determines retention of academic staff in Makerere and Kyambogo Universities. To test the hypothesis, that gender significantly determines the retention of academic staff in Makerere and Kyambogo Universities, a student’s sample t-test was employed and the findings are given in Table 2.
Table 2: Gender and Staff Retention

<table>
<thead>
<tr>
<th>Gender</th>
<th>Sample size</th>
<th>Sample mean</th>
<th>Sample SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>186</td>
<td>3.19</td>
<td>0.425</td>
<td>2.556</td>
<td>0.006</td>
</tr>
<tr>
<td>Female</td>
<td>112</td>
<td>3.34</td>
<td>0.368</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results in Table 2 showed that on average, female academic staff scored marginally higher on ASR than their male counterparts. However, student’s t (t = 2.556) was bigger because the probability or level of significance (p = 0.006) was smaller than α = 0.05 (p < 0.05). This implies that the retention of academic staff significantly depended on their gender. Female staff appear to have better retention. The null hypothesis was, therefore, rejected in favour of the research hypothesis that gender significantly determines retention of academic staff in Makerere and Kyambogo Universities.

4.2 Marital Status and Retention

The second hypothesis on demographic characteristics and ASR was that respondent’s marital status significantly determined the retention of academic staff in Makerere and Kyambogo Universities. To establish whether there was variation in ASR by marital status, an ANOVA test was carried out and the results are given in Table 3.

Table 3: ANOVA in Retention by Marital Status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Sample size</th>
<th>Sample mean</th>
<th>Sample SD</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>51</td>
<td>3.264</td>
<td>0.442</td>
<td>0.288</td>
<td>0.750</td>
</tr>
<tr>
<td>Married</td>
<td>243</td>
<td>3.248</td>
<td>0.4015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>3.1</td>
<td>0.47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Table 3, the mean score on ASR was highest for single lecturers (mean of 3.264). The level of significance (p = 0.750) was greater than α = 0.05 (p > 0.05). This meant that the variations of ASR in the university was insignificant, hence respondents’ marital status has nothing significant to do with retention.

4.3 Rank and Retention

The third hypothesis on demographic characteristics and ASR was that academic staff rank significantly determined ASR. To ascertain whether there were differences in ASR depending on academic staff current rank, an ANOVA test was carried out and the results are given in Table 4.
The results in Table 4 indicated that the mean score on ASR was higher for associate professors (mean of 3.347), followed by assistant lecturers (mean of 3.270), followed by senior lecturers (mean of 3.263), followed by lecturers (mean of 3.239). Lowest rating was witnessed on professors (mean of 3.141). The computed $f = 0.457$ was small and the level of significance ($p = 0.808$) was larger than $\alpha = 0.05$ ($p > 0.05$). This suggested that variations in ASR by current academic staff rank were not significant. Thus, ASR was not determined by rank.

### 4.4 Academic Qualifications and Retention

The fourth hypothesis on demographic characteristics and ASR was that academic staff qualifications significantly determined the retention of academic staff. To verify whether differences in academic staff qualifications predicted ASR, ANOVA was done and the results presented in Table 5.

The results in Table 5 indicate that the mean score on ASR was higher for academic staff with PhD (mean of 3.283), followed by those with master’s degree (mean of 3.238), followed by those with bachelor’s degree (mean of 3.192) and those in the category of others had the lowest mean on retention (ASR). The computed observed $f = 0.528$ was low since the probability ($p = 0.663$) was larger than $\alpha = 0.05$ ($p > 0.05$). This meant that variations in ASR by qualifications were insignificant. Thus, academic staff current qualification has low influence on ASR. Consequently, the null hypothesis was accepted that academic staff qualifications insignificantly determine retention of academic staff in Makerere and Kyambogo Universities.
4.5 Interpersonal Relationships and Retention

To test the relationship between interpersonal relationships and ASR, simple linear regression analysis was conducted. The results are given in Table 6.

<table>
<thead>
<tr>
<th>Table 6: Interpersonal Relationships and Retention of Academic Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>Interper ASR</td>
</tr>
<tr>
<td>Adjusted ( R^2 )</td>
</tr>
</tbody>
</table>

The results in Table 6 show that interpersonal relationships explained only 3% of the variation in ASR. The regression model was bad as \( F = 0.003 \), \( p = 0.957 \), \( p > 0.05 \). Therefore, the null hypothesis was accepted.

4.6 Terms of Work and Retention

Hypothesis three stated that terms of work significantly relate with ASR. To test this hypothesis, regression analysis was conducted. The results are given in Table 7.

<table>
<thead>
<tr>
<th>Table 7: Terms of Work and Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>Terms of work (TOM) ASR</td>
</tr>
<tr>
<td>Adjusted ( R^2 ) = 0.023</td>
</tr>
</tbody>
</table>

Table 7 results show that terms of work explained 23% of the variation in ASR (Adjusted \( R^2 = 0.23 \)). This means that 77% of the variation was accounted for by extraneous variables, other factors not considered in the study. The regression model was good as \( F = 8.064 \), \( p = 0.005 \), \( p > 0.05 \). The null hypothesis was rejected in favour of the research hypothesis that terms of work significantly determine retention of academic staff in Makerere and Kyambogo Universities. This suggested that terms of work significantly determined ASR. It also implied further that as terms of work improve, academic staff probability of staying on the job enhances.

4.7 Work Life Balance and Retention

To test the fourth hypothesis that work life balance significantly relates with retention, a regression was done. Results are given in Table 8.
Table 8: Work Life Balance and Retention

<table>
<thead>
<tr>
<th>Model</th>
<th>Co-efficient</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms of work life balance, ASR</td>
<td>0.318</td>
<td>0.000</td>
</tr>
<tr>
<td>Adjusted $R^2$ = 0.098</td>
<td>F = 33.214</td>
<td></td>
</tr>
</tbody>
</table>

Results in Table 8 show that work-life balance explained 98% of the variation in ASR. The regression model was good $t = 33.214$, $p = 0.000 < 0.05$. Thus the null hypothesis was rejected in favour of research hypothesis that work life balance significantly determine retention of academic staff in Makerere and Kyambogo Universities. This implies that ASR is highly determined by work-life balance.

5 Discussion, Conclusions and Recommendations

Results obtained from the study are discussed basing on the study findings. The first objective of the study was to establish the extent to which demographic characteristics determine retention of academic staff. Findings of the study showed that gender significantly determine ASR while marital status, current academic rank, qualification and experience did not. Kyndt et al. (2009) supported the study finding that gender was significantly related with employee retention. These findings differed from Ngobeni and Buzuidehont (2011), Koedal and Xiang (2016) & Nawazi et al (2012) who indicated that demographics like age, marital status, experience, qualifications significantly determine ASR. Hence a conclusion that certain demographics significantly determine retention of academic staff while others do not.

Study findings revealed that interpersonal relationships insignificantly determine ASR. This finding was consistently supported by Albagami (2016), Adil and Awais (2016) who established an insignificant relationship between interpersonal relationships and retention possibilities of staff. However, this finding opposed Erasmus, Gobler and Niekerk (2015), Korantwi-Barimah (2017) who indicated that there was a positive significant relationship between interpersonal relationships and retention of staff. It is concluded that interpersonal relationships insignificantly determine retention possibilities of academic staff in Makerere and Kyambogo Universities.

Findings on terms of work (TOW) revealed that TOW significantly determine retention of academic staff in Makerere and Kyambogo Universities. This finding resonates with earlier findings like that of Leip and Stinchcomb (2013) who established that job tenure had a weak relationship with employees’ turnover. In tandem with this finding Victoria and Olalekan (2016) established that employees with fewer length of service have greater intention to leave their
universities than those with more years of service. In agreement with the study
finding, Matz et al. (2012) revealed that lower perceptions of job safety and
security strongly predicted the intent to search for a new job and eventually
leaving after one year. In conclusion, TOW significantly determine ASR in
Makerere and Kyambogo universities.

Findings on work life balance revealed that work life balance significantly
determined ASR in Makerere and Kyambogo Universities. This was in
consonance with Maphanga (2014) who established that work life balance
significantly impacted on intentions to quit. In line with the study findings,
Munro (2015), Olusumbo and Tuyin (2009) revealed that work-family conflict
(WLB) significantly related with retention of employees. In conclusion, work life
balance significantly determined the retention of academic staff in Makerere and
Kyambogo Universities.

It is recommended that the managers of Kyambogo University and Makerere
University develop policies that are geared towards providing terms of work and
work life balance that favour both the universities’ and staff’s needs. This could
be done by consulting the staff during processes of developing the policies.

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