UNIVERSITY OF BOTSWANA

FACULTY OF BUSINESS

Graduate School of Business

AN EXAMINATION OF THE CAUSES AND EFFECTS OF EMPLOYEE TURNOVER: A CASE OF THE UNIVERSITY OF BOTSWANA

By

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Dissertation submitted in partial fulfilment of the requirements for the degree of Masters of Business Administration

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DECLARATION

The work contained in this dissertation was completed by the author at the University of Botswana between August 2013 and May 2015. It is original work except where due reference is made and neither has been nor will be submitted for the award of any other qualification at other Universities.

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DEDICATION

This work is dedicated to my husband, my daughter and two sons, mother, father and mother-in-law with their continued support, encouragement and understanding I managed to achieve what I have.

ABSTRACT

This research used relevant literature and recent primary data to investigate the causes and effects of employee turnover at the University of Botswana and to make recommendations to the University management and other stakeholders of what could be done to minimize those causes. This research is aimed at addressing the following questions: What are the causes of employee turnover at the University of Botswana? How does employee turnover affect service delivery in the University stakeholders? Are the university employees satisfied with their work environment? What are the effects of employee turnover in University of Botswana? Does employee turnover affect service delivery to stakeholders? To establish the factors causing employee turnover and their effects, primary data was collected from a sample of 100 employees drawn from the University of Botswana population using stratified random sampling. The research instrument used to collect data was a questionnaire which composed of closed and open ended questions, that is, a combination of quantitative and qualitative research methods. The study found out that among the major factors causing employee turnover at the University included: lack of motivation, low salaries, poor communication, lack of staff recognition, lack of employment security, and poor supervision. The study further identified the effects of employee turnover at the University to include: turnover was costly to the university, high replacement costs for departed staff, negative impact on customer service, increased overtime expenses, loss of production when employees quit, and the succession plan was affected when employees quit. The researcher recommended that the management should invest on some strategies to minimize employee turnover for better results and good reputation.

CHAPTER 1

1.0 INTRODUCTION

1.1 Introduction of the study

Retention of employees in institutions of higher learning is an issue of serious concern. The concern stems from the fact that high turnover rate of university staff (particularly lecturers) poses a major challenge to these institutions. According to Selesho and Idah (2014), high employee turnover has grave implications for the quality, consistency, and stability of academic enterprises. The authors further maintain that turnover can have detrimental effects on students and remaining academic staff members, who struggle to give and receive quality services, when positions are vacated and then filled by inexperienced personnel. Horwitz (1991) adds that high turnover rates can reinforce clients' mistrust of the system and can discourage workers from remaining in, or even entering the field.

In light of the foregoing, this chapter presents the introductory section of a study on causes and effects of employee turnover at the University of Botswana. The chapter begins by presenting a brief history of the University and its mission statement, followed by the background to the study. Other components of the chapter include: the statement of the problem, the research objectives, hypotheses, scope of the research, and clarification of concepts. The chapter ends with a summary.

1.1.0 History of the University of Botswana

The origin of the University of Botswana can be traced back to January 1964 when an agreement was reached to open the University of Basutoland, Bechuanaland and Swaziland (UBBS). This followed an agreement reached in the mid 1962 between the High Commission territories and the oblate of Mary Immaculate of Pius XII Catholic University, Roma, Lesotho. After the independence of Botswana and Lesotho in 1966, UBBS then became

known as the University of Botswana, Lesotho and Swaziland (UBLS). Subsequently, in 1982 the University of Botswana was established through an act of parliament and the University's formal inauguration was performed by the then president of Botswana, His Excellency Dr. Q. K. J. Masire. The University consists of the following faculties: Business, Education, Engineering and Technology, Health Sciences, Humanities, Medicine, Science and Social Sciences as stated in the University of Botswana Website (2014).

The vision of the University of Botswana is to be "A leading centre of excellence in Africa and the world". Its mission statement is to "Advance the intellectual and human resource capacity of the nation and the international community" University of Botswana Website (2014). To achieve this vision, the UB mission statement states that the University will:

- Provide excellence in the delivery of learning to ensure society is provided with talented, creative and confident graduates.

- Advance knowledge and understanding through excellence in research and its application.

- Improve economic and social development by high impact engagement with business, the professions, government and civil society, University of Botswana Website (2014).

The University of Botswana subscribes to a set of values as outlined in its vision, mission and value statements. One of these values is that the University values students by creating a holistic environment which ensures that learning is their central focus, and by establishing and developing a range of learning, social, cultural and recreational opportunities that will facilitate the full realization of their potential for academic and personal growth. The University of Botswana also ensures that it fulfills its vision and mission by developing a

student-centered, intellectually stimulating and technologically advanced teaching, learning and research environment and by promoting the health, social and spiritual welfare of the university community through a range of policies and programmes and a diversity of positive curricular activities and experiences, University of Botswana Website (2014).

Like in other institutions of higher learning, the vision and mission of the University of Botswana cannot be realized without qualified and dedicated staff. Staff recruitment and issues of welfare in the University are handled by the Human Resources (HR) Department. According to the University of Botswana Website (2014), the functions of the HR are to provide professional advice on labour laws, ensure that the general conditions of service are continuously aligned to the decisions of council and the laws of Botswana to ensure that the University is staffed with appropriately qualified and experienced personnel in the areas of teaching, research, academic related matters and the support services.

The other mandate of the HR department as mentioned in UB website (2014) is the promotion of human resources policies, remuneration, performance management and reward strategies to ensure that the University attracts, motivates and retains the staff needed to enable the institution to fulfil its mission as a key component of Botswana's higher education system. The UB's human resources department is divided into four sections which are; Appointments and Administration, (Academic and Support), Staff Training and Development, Employee Relations and Employee Welfare. All these sections function cordially so as to retain staff, and reduce the likelihood of high employee turnover in the organization.

1.2 Background to the study

There are indications that the University of Botswana is losing its skilled employees to other institutions within and outside Botswana. This is evidenced by the number of employees that had left the University in the recent times. For example, reports from UB Human Resources Department show that a total of 114 employees left the University between 2011 and 2014. This includes both academic and support staff. The striking feature of this development is that the number of employees leaving the University has been following an upward trend.

Although the problem of employee turnover is said to be common among African universities (Hundera, 2014; Oyat & Aleni, 2013), the University of Botswana presents a unique case. Until recently, the University of Botswana was the only government owned university in the country. It was also the only university in Botswana before the establishment of few private universities a couple of years ago. Thus, the University of Botswana enjoyed monopoly status in the labour market. Similarly, the employees of the University appeared to be contented with salaries and remunerations offered by the University since there were no other institutions to compare with.

Following the establishment of Botswana International University of Science and Technology (BIUST) and private universities such as Botho University, ABM University College, and Baisago University, competition was introduced in the labour market. As a result, employees of UB were able to compare salaries and remunerations with those of other universities. In the same vein, universities wishing to attract skilled personnel in various disciplines offered attractive salaries and allowances. This triggered labour mobility in the industry. The researcher's observation and interactions with some colleagues indicated that the majority of employees that left UB moved to other universities particularly BIUST.

The argument is that as a new public University, BIUST needs to recruit competent manpower to place the University on a sound footing. Naturally, this would come with attractive pay package in order to attract the desired personnel. Hence, the majority of employees that moved to BIUST from other institutions including UB could be associated with attractive salaries and better conditions of service. However, one need to point out that labour mobility due to attractive salary and better working conditions is not peculiar to organisations in Botswana as it is a common phenomenon in other countries. For example, Butali, Wesang'ula and Mamuli (2014) reported that 63 staff of Masinde Muliro University of Science and Technology (MMUST) in Kenya left the institution for other institutions between 2009 and 2011. Similarly, Hundera (2013) indicated that too many of the best and brightest academic and administrative staff in Ethiopian universities were moving to other sectors and countries.

Recently, the University of Botswana adjusted its employees' salaries by 35% and introduced new incentives apparently to stem the tide of labour mobility in the University. According to the revised University of Botswana General Conditions of Service (2015) approved by the Council on 13th March 2015, all employees of the University are entitled to 20% housing allowance and 15% transport allowance of the employee's basic monthly salary. This is in addition to the 6% cost of living adjustment in salaries and allowances of the University employees in line with Public Service Management Directive No. 7 of 2015 effective from 1st April 2015.

The newly introduced housing and transport allowances marked significant changes from the previous University of Botswana General Conditions of Service adopted in 2002. Under the previous document, the University did not provide citizen employees with residential

accommodation, except where the provision of accommodation formed part of the employee's contract (Section 14.1.1). The document was also silent on the issue of housing allowance for employees not housed in the University apartments. Although, the previous Conditions of Service did provide for transport allowance for employee's on official assignment on behalf of the University, such an allowance was not based on the employee's monthly salary, as it was only a travel allowance for a specific assignment. Contrary to what was obtainable in the past, the expectation is that the newly introduced packages and incentives will assist the University in retaining its quality and skilled employees, hence the need for empirical studies of this nature.

1.3 Statement of the Problem

One of the biggest challenges facing many African universities is the attraction and retention of top performers (Mihyo, 2007). Likewise, the University of Botswana has of recent been experiencing a high staff turnover in all its departments. For example, report from the HR Department indicates that a total of 114 employees left the University between 2011 and 2014. The breakdown is as follows: 2011 = 12, 2012 = 24, 2013 = 35, and 2014 = 43. This high employee turnover impacts on the institutions ability to function effectively and efficiently in providing quality service to its stakeholders. Furthermore, it has led the institution to place advertisements in the media to recruit new employees and to also use its financial resources to train these new employees so that they can adapt and familiarize themselves with the University's working environment.

According to Hee and Ling (2011), employee's turnover in the university has some significant effects in that new employees must be hired and trained. This is more so considering the fact it takes time for a new employee to be productive, known as the learning

curve effect. Owence, Pinagase and Molotsi (2014) state that high turnover of staff is unhealthy for the smooth running of institutions since it affects the growth, profitability and customer satisfaction whenever it occurs in the workplace. Although some employers see the process of staff leaving and being replaced as a natural and inevitable feature in any industry, this does not deny the fact that staff turnover impacts adversely on many organisations.

The issue of turnover at the University of Botswana has become worrisome in the sense that it is talked about by most stakeholders, including newspapers. However, due to absence of empirical studies on this phenomenon in the University, the real causes and effects of this phenomenon have been established. It is against this backdrop that this study aims to investigate the causes and effects of employee turnover at the University of Botswana.

1.4 Key research questions

1. What are the causes of employee turnover at the University of Botswana?

2. Are the university employees satisfied with their work environment?

3. What are the effects of employee turnover at University of Botswana?

4. Does employee turnover affect service delivery to stakeholders?

1.5 Objectives of the study

The general objective of the study is to investigate the causes and effects of employee turnover at the University of Botswana. The specific objectives are:

1. To investigate factors that cause employee turnover in the University of Botswana.

2. To ascertain employees' satisfaction with their work environment in UB.

3. To determine the effects of employee turnover in University of Botswana.

4. To establish the impact of employee turnover on service delivery to stakeholders.

1.6 Hypotheses

- **H1 (0):** There is no significant difference between academic and support staff opinions on the factors influencing employee turnover at the University of Botswana.

- **H1 (a):** There is significant difference between academic and support staff opinions on factors influencing employee turnover at the University of Botswana.

- **H2 (0)**: The University of Botswana employees are not satisfied with their work environment.

- **H2 (a):** The University of Botswana employees are satisfied with their work environment.

- **H3 (0):** There is no significant difference between academic and support staff opinions on the effects of employee turnover at the University of Botswana.

- **H3 (a)**: There is significant difference between academic and support staff opinions on effects of employee turnover at the University of Botswana.

- **H4 (0):** Employee turnover has no impact on service delivery to stakeholders.

- **H4 (a):** Employee turnover has an impact on service delivery to stakeholders.

1.7 Significance of the study

This research project is very significant to the University of Botswana as it is currently experiencing stiff competition from other tertiary institutions such as Limkokwing University of Creative Technology, Botswana International University of Science and Technology

(BIUST), Oodi College of Applied Arts and Applied Sciences (OCAAS), Gaborone Universal College of Law, BaIsago University, Botho University, to mention a few. These institutions are competing for the limited human resources available in Botswana and therefore leading to high staff movement from one institution to another in search of better rewards. Therefore, the study will be of benefit to the UB management as they struggle to maintain stability in personnel. It will also be of great interest to the University management in the sense that it will avail information on how to retain staff that has been trained at a high cost to the University.

Furthermore, the research will be useful in that the University of Botswana which used to monopolize the tertiary education sector now needs to revisit its human resources policies, rules and regulations in order to curb employee turnover by employing strategies which will help in the retention of both the academic and support staff. As an institution of higher learning, UB used to enjoy the monopoly in the Botswana market with its human resources staying but with very few external opportunities. Given the existence of other competitors mentioned above, UB needs to have its employees at heart in order to retain them. For this reason, the current study is important as it will assist the University management to identify their weaknesses and strengths with regards to employee welfare.

1.8 Scope of the study

The scope of study is employed to remind the reader about the study boundaries and the specific issues it hopes to cover. The study was conducted in the University of Botswana, Gaborone main campus. Although, the University of Botswana has other campuses in Maun and Francistown, these campus were not included in the study. The study focused on causes and effects of employee turnover at the University of Botswana covering both the academic and support staff. The research was aimed at identifying the reasons for staff turnover that

had affected the institution and to make recommendations which were of benefit to the institution, its stakeholders and the employees at large. To achieve its objectives, the study relied on a sample size of 100 participants drawn from the University of Botswana employees.

1.9 Definition of terms

Academic staff - means an employee of the University whose terms and conditions of service include the obligation to undertake teaching, research and service and/or holders of posts declared by Council on the advice of Senate to be Academic (UB General Conditions of service, 2002: 2).

Competency – is defined as the demonstrable characteristics of a person, including knowledge, skills and behaviours, that enable performance (Dessler, 2011; 750).

Delegation – is a means by which pressured key members of staff can reduce their workload in the certain knowledge that vital tasks will still be performed (Surtherland and Canwell, 2004: 62).

Employee - shall mean any employee of the University, unless otherwise defined (UB General Conditions of service, 2002: 3).

Employee Compensation – refers to all forms of pay or rewards going to employees and arising from their employment (Dessler, 2011: 751). It is made based on an individual's education, skills, experience, motivation, the nature of work, hours worked, and general indication of their commitment to the organization (Surtherland and Canwell, 2004: 44).

Employee turnover – is the rotation of workers around labour market; between firms, jobs and occupations; and between the states of employment and unemployment (Abassi et al, 2000: 337).

Human Capital - is defined as a unit's composition of employees' knowledge, skills, and abilities (KSAs) that can be a particularly critical determinant of unit's service provision (Ployhart, Iddekinge and Mackenzie, 2011).

Human Resources Management (HRM) – refers to the policies and practices involved in carrying out the 'people' or human resource aspects of a management function including recruiting, screening, training, rewarding and appraising, (Dessler, 2011: 752).

Involuntary turnover – is defined as the termination of an employee's employment with the organisation (Dessler, 2011:751). A voluntary quit is initiated by the employee who decides on his or her own to leave the job (Price, 1977).

Job commitment – According to Mowday et al, (1982) cited in Miller, (1996: 29), Job commitment refers to a desire to remain an employee of the organization or a psychological attachment to one's job. How committed are you to staying with your job?

Job satisfaction –According to Vroom, 1964 (cited in Albattat and Som, 2013; 62) job satisfaction is a positive direction an employee moves toward in his presently occupied working roles.

Labour mobility – refers to the willingness of potential employees to seek work in a broader, or different, geographical location (Sutherland and Canwell, 2004:160).

Motivation – is derived from the word 'motive' and is an emotion or desire operating on a person's will and causing that person to act (Mathis and Jackson, 1985: G2).

Performance appraisal – Dessler (2011) defines it as evaluating an employee's current and or past performance relative to his or her performance standards. It is the heart of maintaining satisfactory levels of performance in the organization, (Frechette Jr, and Wertheim, 1985: 224).

Productivity – Productivity is the effective use of innovation and resources to increase the value-added content of products and services. It is the true source of competitive advantage that creates long term economic viability and a better standard of living for all (Scott Grant, 2013).

Recruitment – refers to the identification of qualified people to be hired by the organization to perform specific jobs (Aldrich, 1985: 167).

Salary – is a compensation that is consistent from period to period and is not directly related to the number of hours worked, (Mathis and Jackson, 1985: G3).

Staffing – refers to the general administration or management of employees in an organization. Staffing includes all the activities pertaining to the screening, selection, hiring, orienting, training, developing and compensating of employees (Aldrich, 1985: 165).

Succession Plan – involves taking a longer-term view of possible human resource needs such as future retirements and the possibility of specific individuals leaving the organisation for a variety of reasons (Sutherland and Canwell, 2004: 250).

Support staff - means employees of the University whose terms and conditions of service do not include the primary obligation to undertake teaching and research (UB General Conditions of service, 2002: 3).

Training –It is defined as a learning process whereby people acquire skills, concepts, attitudes, or knowledge to aid in the achievements of goals (Mathis and Jackson, 1985: G4).

Turnover – is defined by Price 1977 as the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period.

UB means University of Botswana – It is the educational institution of higher learning in Botswana. It is the first, oldest and the largest university in Botswana with an enrolment of 17678 students, (UB, 2014).

Voluntary turnover – is defined voluntary organizational exit that can negatively impact organizational effectiveness and dampen the remaining employee morale ((Shaw, Gupta and Delery, 2005) cited in Liu et al, (2012: 1360).

Work Conditions – refers to all factors related to the job. It includes the inadequate equipment or furniture and lack of facilities that are coupled with aspects that may cause unnecessary stresses and strains to the employees (Sutherland and Canwell, 2004).

1.10 Structure of the dissertation

Chapter one covers the background information on the investigation into the causes and effects of employee turnover at the University of Botswana. The objective of the research is to investigate the causes and effects of employee turnover coupled with research questions and the research hypotheses. The scope of the study was mainly limited to the university main campus employees in Gaborone. The significance of the study is that it is useful to the university management to properly manage employee turnover.

The second chapter covers the literature that was reviewed and is relevant to employee turnover research conducted in different parts of the world in different organizations. This

information was critically reviewed to find if the employee turnover were exhaustively researched or there were some issues that needed to be addressed.

Chapter three deals with the method used in collecting data from the research participants. It involves the sample size, the population, the analysis techniques and the sampling techniques used in the study. This ended with the formulation of the questionnaire relevant for data collection.

Chapter four is mainly focused on analysing the data collected and presenting them in graphs, charts and tables and interprets them for the reader. The discussions of the data led to findings on what the data means or implies.

The fifth chapter covers the conclusion emanating from the findings on the topic, objectives, literature reviewed and the research questions and a conclusion on hypothesis statements. This ended with recommendations that propose what should be done in order to solve the employee turnover situation at University of Botswana.

1.11 Summary

This chapter has x-rayed the concept of employee turnover in the education industry. It highlighted the importance of staff retention in achieving organisational objectives particularly in academic institutions. It noted that high turnover rate poses a great challenge to many universities in Africa including the University of Botswana. Furthermore, the chapter emphasised that high turnover rate among university staff can have detrimental effects on both students and staff members, in the sense that it affects the quality of teaching and research, and creates a heavy workload for staff members who had to fill the gap created by

the departed staff. The chapter also outlined the scope of study, as well as, its significance particularly to the University of Botswana with regards to the institution's efforts to maintain stability in personnel. The next chapter contains review of related literature on the topic.

CHAPTER 2

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the related literature. The literature review relates to the causes and effects of employee turnover in academic institutions. This chapter shows evidence of studies done mostly in the developed world with only a few having been done in Africa and one particularly in Botswana. A number of surveys on causes and effects of employee turnover have been carried out in the past. The current study also investigates the same factors but in relation to employees of the University of Botswana.

Hussey and Hussey (1997: 46) say that in exploring what others have contributed in a certain field of study, one is able to find out what existing knowledge is there, identify gaps, compare own ideas with what has been done before and to develop existing ideas or even create new ideas. Rowley and Slack (2004: 33) state that a literature review distils the existing literature in a subject field; the objective being to summarize the state of the art in that subject field. Rowley and Slack (2004: 37) state that literature review is important in supporting the identification of a research topic and questions, literature to which the research will make a contribution and contextualizing the research within that literature, building an understanding of theoretical concepts and terminology, and suggesting research methods that might be useful in analysing and interpreting results.

This literature review, therefore, is aimed at identifying what has been done on the subject of employee turnover in general and particularly its causes and effects in the context of the University of Botswana. This chapter is organized into a number of sub-topics that discuss the concept of employee turnover, causes of employee turnover, the effects of employee

turnover and measures to reduce employee turnover. The theoretical framework guiding the study is also discussed. The chapter ends with a summary.

2.2 Concept of employee turnover

Employee turnover is one of the concepts in the field of management sciences that has received significant attention in the literature. It is also a concept that has attracted varied definitions and interpretations. According to Abbasi (2000), employee turnover is the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment and retaining employees remains a primary concern for many organizations during days of intellectual property. Arokiasamy (2013) defines it as the entrance of new employees into the organisation and the departure of existing employees from the organisation, or employers' decision to terminate the employment relationship.

Many authors (Price, 1977; Abdali, 2011; Shukla, 2013; Hissom, 2009) define employee turnover as the ratio of the number of organisational members who have left during the period being considered divided by the average number of people in that organisation during the period. According to Benedict et al. (2012), labour turnover is the rate at which an employer gains and losses employee. The authors maintain that high employee turnover may be harmful to a company's productivity if skilled workers are often leaving and the worker population contains a high percentage of novice workers. Hana and Lucie (2011) state that turnover mobility was a transfer of employees between the organisation and its surroundings and can have desirable and undesirable effects. Irrespective of how it is defined, the key point is that employee turnover refers to the movement of staff into or out of an organisation within a given period of time.

Employee turnover usually begins with turnover intention. Davoudi and Fartash (2013) define turnover intentions as the behavioural intentions, illuminating an individual's intention to leave the organisation or a conscious and deliberate wilfulness of an individual towards voluntary permanent withdrawal from the organisation. Albattat and Som (2013) describe turnover intention as a crucial stage before the actual turnover occurs. Owence, Pinagase and Molotsi (2014) argue that one way to understand turnover is by explaining the difference between Push and Pull factors. 'Push' factors cause individuals to look for another job, for example, dissatisfaction with working conditions. 'Pull' factors draw employees towards another organisation, for example, higher salary or better benefits. In other words, the presence of 'push' and 'pull' factors trigger the intention (turnover intention) which ultimately results in labour turnover.

Arokiasamy (2013) Mathis (1985) and Abdali (2011) categorise turnover into two: avoidable turnover and unavoidable turnover. According to them, avoidable turnover happens in avoidable circumstances while unavoidable turnover happens in unavoidable circumstances. In the same vein, employee turnover can be voluntary or involuntary. Voluntary turnover is turnover where the employee has own choice to quit or instances of turnover initiated at the choice of employees (Abdali, 2011). A voluntary turnover is initiated by the employee who decides on his or her own to leave the job (Price, 1977). Involuntary turnover on the other hand, is the turnover in which the employees have no choice in their termination such as sickness, death, moving abroad or employer's initiated termination (Abdali, 2011). Irrespective of whether turnover is voluntary or involuntary, Ball and Colvin (2011) believe that it constitutes the most important employment relations outcomes for both employees and organisations. The argument is that while an organisation will lose the services of the departing employees, also employees may face uncertainties of job search and potential

unemployment. This suggests that labour turnover can have severe consequences for both the organisation and employee.

2.3 Causes of employee turnover

Studies have identified a number of factors as major causes of employee turnover. Arokiasamy (2013) for example, states that employee turnover is influenced by job dissatisfaction, pay, career promotion, fringe benefits, management, job fit, personality, perceived alternative employment opportunity, unionisation, influence of co-workers, economic factors, organisational factors including culture, effective leadership, training and development, clear job expectations, job satisfaction and balancing work and family life. Similarly, Ball and Colvin (2011) listed the causes of employee turnover to include: lack of trust, performance-based pay, as the factors that mainly contribute turnover. In the research conducted on employment systems approach to turnover were short-term performance enhancing expectations which are related to significantly higher quit and dismissal rates.

Felps, Mitchell, Hekman, Lee, Holtom and Harman (2009) indicate that long working hours, negative emotions and burnout are some of the causes of employee turnover which can spread from one employee to another. Wang, Yang and Wang (2012) argue that when an employee's job satisfaction decreases, his/her turnover intentions increase. According to Shaw, Dineen, Fang and Vellella (2009), alternative forces stimulating quitting comprise both individuals, self-efficacy beliefs about capability to obtain alternative jobs and the perceptions of high quality options in the market. The employees' dissatisfactions will affect their commitment to work and lead them to quit from the organisation physically and or mentally.

Butali, Wesang'ula and Mamuli (2013) argue that employees lose morale in organisations when they stagnate in one position for too long and they become disinterested and think of quitting. An observation was made on the insufficient career development opportunities at place of work, which causes employee turnover. They further maintain that the cause of staff turnover could be due to job or work place which does not live up to the employees' expectations. Jobs that do not match the employees' qualifications also contribute to the high staff turnover, and not being recognised by management encourages employees to exit immediately and seek employment where they can be appreciated. Stress from overwork which denies the employee sufficient time to rest and meet their social and family responsibilities contribute to the employee turnover, coupled with work/life imbalance which causes burnout. Poor relationship with colleagues which are strained, cause discomfort in employees and make the workplace un-enjoyable.

Albattat and Som (2013) indicate that unfavourable working conditions, stress, long working hours with minimal wages and poor training programs encourage employee to quit their jobs and these also increase employee turnover. They further mention that poor management, low wages, bad working environment and paucity of job opportunities could be the highest causes of turnover. Abii et al. (2013) observe that employee compensation and workplace relationships are factors that influence turnover. In their contribution, Ton and Hackman (2008) argue that employee turnover stem from various reasons that included career changes, geographical moves, pursuit of educational opportunities, and or retirement.

Shukla and Sinha (2013) found that the factors that significantly influence employee turnover in the banking sector in India were work environment, job stress, compensation (mainly salary), employee relationship with management and career growth. According to Shukla and

Sinha (2013), initial causes of employee turnover arise out of frustration related to budget cutting, hiring freezes, layoffs and lack of development funds and opportunities in the organization. Work environment as a cause of employee turnover is when the working conditions are substandard or the workplace lacks important facilities such as proper furniture, restrooms and other health and safety provisions and this will lead to employees not willing to put up with the inconvenience for a long time. Some organizations turnout to be unstable and this can cause a high degree of high employee turnover.

Hunt (2009:4) mentions that feeling overworked, lack of role clarity and low sense of control over job performance, not feeling respected and valued for contributions and capabilities, poor communication with management around critical issues affecting work, not receiving recognition or rewards for accomplishments, lack of career opportunities and support for career development, lack of trust and effective collaboration with co-workers, work schedule which does not match job needs or expectations and work which is too physically demanding could be the factors or causes of nurses turnover.

Hissom (2009:6) indicates that causes of employee turnover were inappropriate salary scales, unsatisfactory performance appraisals, low pay, unequal or substandard wage structures, decline in work ethics, lack of benefits, lack of opportunity for advancement or growth, lack of projects or assignments that do not require their full potential and a bad match between the employees' skills and the job. Kuria, Alice and Wanderi (2012:312) point out that the performance of the organisation, organisational culture, the characteristics of the job, unrealistic expectations, demographics, the person, the economy, better pay elsewhere, increases of pay in other industries and unqualified employees overall were the factors or causes of employee turnover.

Jain (2013) conducted a study on the causes of turnover intention in the employees of educational institutions in the United States of America where he surveyed 2000 full-time faculty members. The study found that turnover intentions were caused by insufficient funding and resources, work overload, poor management practice, job insecurity, insufficient recognition and rewards, the role erosion, role overload, resource inadequacy and role ambiguity.

Abdali (2011) investigated 15 computer graphics companies of Karachi-Pakistan where questionnaires were administered to the respondents for the collection of data. The study found that amongst employees of computer graphics sectors of Karachi-Pakistan, only professional qualifications of the employees may be higher indicators of turnover in these organisations while age, level of education, tenure in the organisation, level of income may not impact the causes of turnover in employees of computer graphic sectors of Karachi-Pakistan.

In a related development, Abdali (2011) observes that employee turnover may be caused by demographic and personal characteristics of an employee, job dissatisfaction, unmet expectations, organisation and work environment that included compensation, distributive justice or inequity, leadership and supervision, peer-group relations, role states, company climate, promotions, job content and intrinsic motivation that includes job scope, routinisation, work satisfaction, job stress, intrinsic or internal motivation, job involvement, professionalism and managerial motivation would also contribute to employee turnover.

Furthermore, Abdali (2011) mentions that external environment is another cause of employee turnover that includes alternative employment. He argues that there are measures such as

realistic job previews, commitment to choice of organisation, self-selection, value orientation, perceived employer concern and honesty, coping efficiency, job enrichment, workspace characteristics and socialization practices and compensation practices that could be used to control employee turnover.

Kuria, Alice and Wanderi (2012:311) emphasise that labour turnover was significant to organisations, individuals and management. Labour turnover represents a significant direct cost in terms of recruiting, poor production practices and reduced standards as well as high replacement and training costs. The authors noted that labour turnover in the service industry sector leads to many employees changing jobs from time to time. Kuria, Alice and Wanderi (2012) added that poor remunerations, undefined rewarding system, lack of balance between work and personal life and lack of staff involvement in decision making and creativity were factors that contributed to labour turnover in service industries in Nairobi city.

Jhatial, Mangi and Ghumbro (2012) conducted a research on the interrelationship among major antecedents of employee turnover such as HRM practices, organisational culture, attitudes of the boss towards employees, intention to quit in Pakistan banking and Information Technology (IT) sectors where in-depth interviews were applied for the data collection and it was found that the overall picture of HRM and organisational culture in public sector organisations appears to be poor, whereas private organisations seem comparatively better and were improving.

Mathis and Jackson (1985:536) state that voluntary turnover can be caused by many factors. The obvious factors are those that cause job dissatisfaction. Some less obvious causes of turnover they say can include absenteeism, ability, performance, and the competition for

expected job openings. The authors further state that an employee who is underpaid relative to employees in other jobs with similar skills may leave if there is an inviting alternative job available.

The problem of employee turnover is not unique to the University of Botswana as it affects other universities in Africa. Oyat and Aleni (2013) observe that public universities in Uganda have been experiencing accelerated labour turnover due to factors related to work environment. In Makerere University for example, it was reported that people make decision about quitting academics for positions that are better paying, to enable them accumulate enough financial resource; and to ensure comfortable retirement (Oyat & Aleni, 2013). Similarly, Ologunde, Asaolu and Elumilade (2006) described the high rate of turnover among the university teachers in Nigeria as one of the major problems facing university management in Nigeria. The authors noted that lecturers quit their job usually as a result of unsatisfactory situations such as low motivation and poor conditions of service.

From the vast literature reviewed, the causes of employee turnover appear to be same in different countries and across various industries. But one common pitfall in the literature is that it lacks local content in the sense that the situation in Botswana and in Africa is grossly underrepresented. Again, the bulk of the literature focused on organisations not related to the education sector. Some organisations are populated by employees that share same characteristics in terms of homogeneity, so the causes of employee turnover could be the same for every member of the organisation. But in the universities, such is not the case as there are two main groups: academic staff and support staff. In this regard, the causes and rate of employee turnover may vary according to job characteristics. After all Owence et al. (2014) point out that some jobs are intrinsically more attractive than others.

According to Min (2007: 377), employee turnover can often be conceptualized in terms of demographic (e.g. gender, age, educational level), occupation (e.g. skill level, experience, tenure, status), organizational (e.g. firm size, industry, job contents, working environments), and individual (e.g. pay scale, reward, advancement opportunity, job security, job involvement). Min's framework summarises the factors that cause employee turnover in various industries (see Figure 2.1).

Figure 2.1: Key Variables Affecting Employee turnover (adapted from Min, 2007).
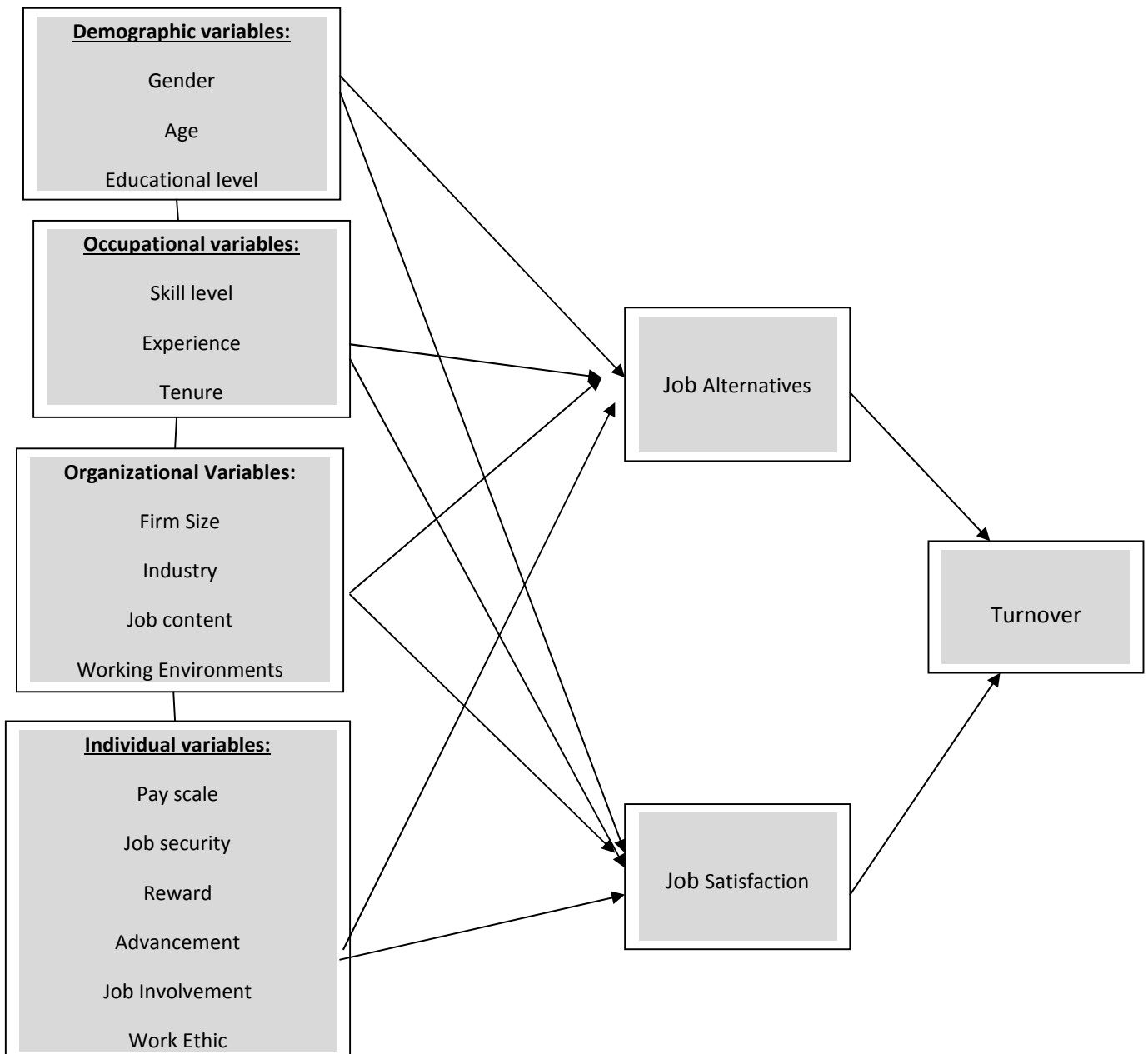
The above factors according to Min (2007) are the key determinants of whether an employee should quit his job or stay. An employee can decide to quit because of age, qualifications held that are in demand elsewhere, how much other institutions can pay or reward, the expertise or skills one has, dissatisfaction with the work environment or job security to mention but a few. All these factors can cause employee turnover in an organization either voluntarily or involuntarily.

2.4 Effects of employee turnover

Organisations invest a lot on their employees in terms of induction, training, and staff development. For instance, the University of Botswana has invested time and financial resources in recruiting, training and developing its workforce. So when an employee leaves the University, it impacts adversely on the University both in terms of cost and workload. Firstly, the costs incurred in staff training are never regained for those trained by the university, and secondly, the exit creates a gap which the present employees have to fill until a replacement is appointed. Also, it is important to add that the employee's knowledge is critical to the University of Botswana since their value to the organization is essentially intangible and not easily replicated. For this reason, Kreitner and Kinicki, 2007 suggests that as a business manager, staff turnover is one area to keep an eye on throughout the year.

Many authors (Ball & Colvin, 2011; Horwitz, 1991; Selesho & Idah, 2014) have argued that employee turnover can have unpleasant consequences for organisations and employees. Similarly, Owence et al. (2014) argue that high turnover of staff is unhealthy for the smooth running of institutions since it affects the growth, profitability and customer satisfaction whenever it occurs in the workplace. According to Ampomah and Cudjor (2015), organisations which cannot identify the effort of their employees and reward them as such

end up losing them to other organisations. This goes a long way to affect the productivity, growth and increases the organisation's cost of recruiting new staff; and training and developing the new staff to occupy such vacancies. Furthermore, high turnover, naturally affects performance, Kreitner (2003).

Similarly Abii, Ogula and Rose (2013) indicate that employee turnover creates cost problems for companies. The argument is that when employees leave, organisations tend to face the high costs of training and development, burnout of existing staff and decreased quality of products and services due to the shortage of staff. Also, employee turnover affects customer service and satisfaction and causes loss of productivity, loss of sales and management's time. Each time an employee leaves the firm, productivity drops due to the learning curve effects involved in getting to understand the job and the organisation. If the employee turnover is not managed properly it would affect the organisation adversely in terms of personnel costs and in the long run it would affect its liquidity position.

In a study on the dysfunctional and functional aspects of voluntary employee turnover Wallace and Gaylor (2012) noted that the impact of employee turnover was usually assessed by focusing on its effects on an organisation's performance and the evaluation of costs associated with employee turnover considered such as advertising fees, recruiter fees, management's time for decision making, human resources recruiting times, selection, training, overtime expenses from others needed to pick up slack, productivity cost and lower sales, decreased employee morale, and disgruntled customers. Therefore, organisations invest large expenditures in employee retention programs in an effort to avoid the turnover costs.

According to Hissom (2009), companies incur direct and indirect expenses, which include costs of advertising, headhunting fees, human resource costs, loss of productivity, new hire training, and customer retention, every time they have to replace an employee. Kim (2012) argues that the costs associated with employee turnover and the loss of talented employees increase the need to identify human resource management practices that affect retention. In their contribution, Morrell, Loan-Clarke and Wilkinson (2004) state that staff turnover has important consequences as it has financial impacts that are difficult to assess since it was hard to measure the effect on culture, employee morale, social capital or organizational memory and it often involved tangible cost on recruitment, selection, induction, training, transfer, relocation, learning costs, product and or service quality, management time, costs of being short staffed, costs of agency workers or temporary staff.

Liu, Mitchell, Holtom, Lee and Hinkin (2012) observe that voluntary employee turnover can negatively impact organizational effectiveness and employee morale. Turnover was associated with poor staff morale, reduced productivity, weaker teamwork and inconsistent services provided to clients which combine to decrease organizational competitiveness. According to Johnson and Spinks (2013:29), employee turnover intentions are not only restricted to increased recruitment and training costs. Shukla and Sinha (2013) state that high employee turnover rate was problematic and had a negative impact on an organisation's performance. The argument is that when organisations loose employees, this decreases the likelihood of project success and investor confidence can be reduced in the organisation.

Benedict, Josiah, Ogungbenle and Akpeti (2012) identified the effects of labour turnover to include: reduced production, increased cost of recruitment, work disruption, increased scrap, overtime worked and difficulty in employing good workers. The authors noted that apart

from cost implications, labour turnover can be disastrous if not controlled and has cost implications on recruiting new staff and hiring replacements. In addition, it can also lead to reduced production which affects output and profit.

In a study on effects of turnover in nursing, Hunt (2009) found that employee turnover had consequences and costs which included decreased quality of patient care, loss of patients, increased contingent staff costs, increased nurse turnover, increased turnover of medical support staff, increased staffing costs and increased accident and absenteeism rates. These effects, no doubt, have severe implications for quality health care delivery. Hana and Lucie (2011:85) mentioned that employee turnover has undesirable effects such as the failure to use expertise and the experience gained by a leaving employee, development of unwanted features and approaches in other employees in the organisation, disruption of the attitude to work and work morale, higher demands placed on other employees during the period of substitution, possible loss of some customers, increase in costs to recruit a replacement, his or her selection, training and adaptation. On the contrary, desirable effects may be that, new recruits bring new inputs and ideas. There are fewer chances of stagnation, a more suitable employee can be hired, and an improved and less costly process of personnel planning, development management and succession management are facilitated.

Notwithstanding the negative effects of employee turnover some authors have argued that turnover could also be advantageous to organisations. According to Meier and Nicklin (2007), employee turnover benefits organizations because organizations can replace low performers and this can serve as a motivational signal to those remaining in the organization and also stimulate them to perform better, provide a source of new ideas for innovation and

reform. Turnover can facilitate representation, generate fresh view points and broaden the experiences of key personnel.

Although literature overwhelmingly affirmed that employee turnover can result in negative and in some cases positive outcomes, the impression being painted is that these effects are same for all employees in an organisation. This is not so. In the university environment for example, academic staff constitutes the main drivers of the vision and mission of the university, which is teaching, learning and research. Therefore, labour turnover among the academic staff will pose more consequences for the university than labour turnover among non-teaching staff. Hence, Selesho and Idah (2014) emphasize that to focus on their obligations of teaching and learning, research, and community engagement effectively, universities need adequate academic staff suitably qualified and motivated to work effectively.

2.5 Strategies for reducing employee turnover

Employee retention is one of the most critical issues facing organisational managers hence many organisations have designed strategies to address the problem. The first strategy in building a work environment that will promote and enhance employee retention rests with its HR leadership, Chughtai (2013). According to Chughtai (2013), Human Resource managers endeavour to attain employee engagement by giving rewards, recognition of employee's effort, harnessing relationships, giving opportunities to excel, inducing leadership qualities and providing a friendly environment. employees want leaders who will inspire, motivate and treat them with respect. The author therefore, states that leaders must establish strong relationship with their employees. On his part, Mullins (2005) states that an effective strategy, applicable for any industry is, to ask employees what they expect from management and then use the responses as a mechanism to reduce turnover.

While retention strategies may have many common features across different occupational groups and industries, such as competitive pay, good working environment, and progressive human resource policies that offer opportunities for advancement, Tithe (2010) suggests that they need to be context-specific and evidence-based to be more effective. He states that an appropriate understanding of employees' expectations of their work environments is a critical issue in higher education institutions' ability to retain academic employees; hence, the problem of academic staff retention is a global one, which affects both developing and industrialised countries. Musah and Nkuah (2013) concur with this view and also indicate that by understanding the nature of the retention problems, an institution can decide whether to adopt targeted retention initiatives to manage overall levels so that there is sufficient labour.

In the same vein, Horvat (2004) argues that an understanding of the causes and antecedents of turnover is essential for reducing turnover rates. The author states that to retain workers effectively, employers must know the factors that motivate their employees to stay in the field and the factors that cause them to leave. In addition, employers need to understand whether these factors are associated with worker characteristics, or with the nature of the work process, over which they may have some control. In terms of Horvat (2004) contribution, proper understanding of the employees' needs and expectations is crucial for reducing employee turnover. This implies that employers must study their employees to ascertain what motivates them and what does not. Although attractive incentives are important, employees' turnover tends to be higher in environments where employees feel they are taken advantage of, where they feel undervalued or ignored, and where they feel helpless or unimportant as noted by Ampomah and Cudjor (2015). Thus, for this category of

employees attractive pay may not necessarily be the main determinant factor influencing employee's decision to stay or leave.

Hong, Hao, Kumar, Ramedran, & Kadiresan, (2012) argue that strategies aimed at satisfying employees' needs should be implemented, regardless of the size of the organisation in order to retain the best talents. They emphasize that retaining skilled employees is beneficial to any organisation in gaining a competitive advantage, because it cannot be substituted by other competitors in terms of producing high morale and satisfied coworkers who will provide better customer service and enhanced productivity.

The management of any organisation plays a crucial role in employee retention. In order to effectively manage and retain employees particularly in the universities, Selesho and Idah (2014) advocate that management should pay specific attention to issues relating to job satisfaction and its effect on the performance level of employees. In their contribution, Mubarak, Wahab, and Khan (2013) state that compensation, training and development, and promotion are the most important retention factors for skilled employees. Moorhead and Griffin (2009) add that an employee's intention to leave or stay does not only depend on work factors, but also on non-work factors. The authors maintain that the issues within the broader areas of work-life and retention have a significant, direct, or indirect impact on the intended turnover of academic employees.

Samuel and Chipunza (2013) note 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 know what is expected of them, if they are given a role that fits their capabilities, and if they receive regular positive feedback and recognition. According to them,

employees feel comfortable remaining longer in positions where they are well informed on relevant issues concerning the organisation and their well-being. Netswera, Rankhumise, and Mavundla (2005) observe that the bulk of literature on employee retention reveals that efforts to retain employees are focused more on employees with core competencies or in core business units. To promote employee retention in higher education institutions, the authors suggest that the following conditions are vital:

- Communicating how each employee contributes to the corporate vision and mission

- Developing a climate of trust

- Improving the skills level of the managers who supervise professional staff

- Providing management training, including effective leadership skills, by emphasizing development

- Clarifying the understanding of employees' needs and reinforcement of frequent communication

- Clarifying roles and responsibilities to accelerate learning contribution

- Investing and maintaining ongoing commitment by paying the best talent what they are worth (Netswera et al., 2005, p. 36).

The strategies discussed in this section do not offer a quick fix for employee turnover problem in every organisation. Rather, the argument is that careful implementation of the retention strategies can reduce employee turnover and promote growth and success of the organisation. After all, Horwitz (1991) has noted that a competent human resource management planning that integrates policies, practices, and procedures, to achieve the right numbers of people in the right jobs at the right time is required for effective employee retention strategy in any organisation.

2.6 Theoretical Framework

A theoretical framework is the structure that holds or supports a theory of a research study. According to Merriam (2009), a theoretical framework is the underlying structure, the scaffolding or frame of your study. Maxwell (2005: 33) defines it as "the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs your research." For Sevilla, Ochave, Punsalan, Regala and Uriarte (2007: 55), theoretical framework refers to the "set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables." It involves linking the problem under investigation to the assumptions, postulations and principles of a theory.

The current study is underpinned by the Mobley Model (1977). The Mobley model proposes that turnover process is initiated by job dissatisfaction (Hunter & Tan, 2006). The model stipulates that job dissatisfaction forces an employee to quit from their current job and consider better job opportunities elsewhere. Furthermore, the model proposes that there are several intermediate steps between job dissatisfaction and turnover decisions. These intermediate steps include thinking of quitting, evaluating the expected utility of withdrawal, searching for alternatives, evaluating alternatives, and finally intending to quit (West, 2004: 233). The central message of the Mobley model is that job dissatisfaction is necessary condition but not entirely sufficient for turnover decisions. In other words, people do not just leave their jobs on account of job dissatisfaction; the decision to quit is influenced by a number of factors including the availability of better alternatives. The Mobley model is relevant to this study as it could be used to predict the causes of employee turnover and so to better understand how to retain the employee. Employee retention will in turn save the organisation from the adverse consequences occasioned by labour turnover.

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                          ┌─────────────────────┐
                          │  Current Employer   │
                          └─────────────────────┘
                                     │
                                     ▼
Independent variables          Intervention Phase              Dependent Variable

┌──────────────────────┐   ┌──────────────────────────┐   ┌──────────────────────┐
│ Internal Factors     │   │ • Added responsibility   │   │ Labour turnover or   │
│                      │   │ • Training policies      │   │ labour wastage       │
│ • Experience         │──▶│ • Performance and        │──▶│                      │
│ • Gender             │   │   evaluation             │   │                      │
│ • Training           │   │ • Succession planning    │   └──────────────────────┘
│ • Promotions         │   └──────────────────────────┘
│                      │                │
│                      │                ▼
│ External Factors     │   ┌──────────────────────────────┐
│                      │   │ Quitting Process             │
│ • Better pay         │   │                              │
│   elsewhere          │   │ • Employee evaluating        │
│ • The economy        │   │   existing job.              │
│ • Increase of pay in │   │ • Experiences of job         │
│   other industries   │   │   dissatisfaction            │
│ • A strong local or  │──▶│ • Employee thinking of       │
│   regional economy   │   │   quitting                   │
│ • Low quality of     │   │ • Evaluating of expected     │
│   employees overall  │   │   utility of searching       │
│                      │   │   for a new job              │
└──────────────────────┘   │ • Search for alternative     │
                           │ • Employee searching for     │
                           │   alternative                │
                           │ • Employee evaluating the    │
                           │   alternative                │
                           │ • Employee comparing best    │
                           │   alternatives with present  │
                           │   jobs.                      │
                           │ • Employee deciding whether  │
                           │   to stay or quit            │
                           │ • Quitting and leaving one   │   ┌──────────────────┐
                           │   job for another            │──▶│  New Employer    │
                           └──────────────────────────────┘   └──────────────────┘
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Figure 2.2 Employee decision making process model (Adapted for modification from Mobley, 1977)

Figure 2.2 illustrates the factors that influence labour turnover and the stages that an employee goes through when either quitting or changing jobs. The diagram shows that turnover (dependent variable) is influenced by internal and external factors (independent variables). It also outlines the vital stages employees pass through before quitting the current job. While the Mobley model offers the basic stages employees typically go through and is the most comprehensive, authors like Albattat and Som (2013) have noted that some cases could be different or unique in some respects.

2.7 Contextualizing Human Capital (Resources) in UB

Human Capital is defined as a unit's composition of employees' knowledge, skills, and abilities (KSAs) that can be a particularly critical determinant of unit's service provision (Ployhart, Iddekinge and Mackenzie, 2011).

In UB Staff Training and Development Policy section 1.0, it is stated that, the University of Botswana believes that the human resource is its most valuable asset and is thus committed to the support and promotion of staff training and development. Furthermore, the University regards staff training and development as an essential component of the University's activity, and an important element for it to remain in the forefront of Higher Education, and achieve academic excellence. For this reason, both the UB General Conditions of Service (2015) and UB Staff Training and Development Policy were designed in such a manner that they will not only attract qualified staff, but will also support periodic staff training and development exercises in order to retain its employees.

As contained in the UB General Conditions of Service 2015, the University has taken demonstrable measures to recruit, motivate and retain its employees. Consequently, the UB has designed its human resource policy to cover all aspects of employee's needs such as training, promotion, salary, accommodation, tuition benefit, allowances, etc. For example, Section 8.7.1 of the UB General Conditions of Service 2015 stipulates that the University may supplement salaries whenever necessary to attract or retain individuals who would otherwise not accept job offers or would not remain in the employ of the University on account of the remuneration package offered. Similarly, Section 10.22.1 stipulates that the University may pay the scarce skills allowance where it is unable to attract and retain sufficient numbers of academic and support staff with particular skills that are in short supply

in the labour market from time to time. Furthermore, Section 10.20.1 states that the University shall waive the tuition fees for the full-time employee, spouse, and up to three (3) dependent children of an employee who have registered for a programme of study at the University of Botswana; provided that such waiver shall only apply to one (1) programme for the employee, spouse, and on each of up to three (3) dependent children. The aim is to provide a welfare package that not only attracts quality individuals but also retains them.

The University Staff Training and Development Policy Section 1.0 further states that, the primary purpose of the UB human resources policy is to set out a framework for staff training and development as an integral part of a larger system that seeks to ensure that staff are trained, developed and utilised effectively. Hence, the University believes that quality staff is essential for the fulfilment of the UB mission, which seeks among other things, to recruit and develop high quality staff to produce self-directed graduates, critical thinkers and reflective practitioners of international repute. As stated in its vision and mission statements, the core objective of the UB centres on provision of quality and excellent university education. The achievement of this core objective depends on the attitude and commitment of university staff (especially academic staff) towards their duties, and the committed student population as well to play their roles. Thus, it is not only important for the UB to recruit qualified staff, measures need to be taken to motivate and retain them to avoid the negative consequences of employee turnover. Owence, Pinagase and Molotsi (2014) provide support for this view when they stated that high turnover of staff is unhealthy for the smooth running of institutions (including universities) because it affects the growth, profitability and customer satisfaction whenever it occurs in a workplace.

It is important to mention that the UB human resources stock is composed of two main groups: academic (teaching) staff and support (non-teaching) staff. As described earlier, academic staff are employees whose primary responsibilities include teaching and research. Support staff on the other hand, are professional employees whose obligations do not involve teaching and research but they help in their delivery. While it is important to state that academic staff are the main drivers of the university because they undertake teaching and research, non-academic staff are also said to contribute very significantly to the success of the university (Adeniji & Adekunjo, 2010). Consequently, for UB to be successful with regards to its objectives, it should retain its qualified and experienced human resources (both academic and support staff) since the university cannot exist without the services of both.

2.8 Summary

This chapter has critically evaluated related literature on employee turnover. It interrogated the concept of employee turnover and looked at the various definitions and interpretations of the concept. The chapter also discussed the causes of employee turnover. Among the primary causes of the phenomenon were job dissatisfaction, attractive pay, career promotion, fringe benefits, and perceived alternative employment opportunity elsewhere. Furthermore, the chapter examined the effects of employee turnover on organisations and employees. The review affirmed that turnover is costly to organisations and affects the growth, profitability and customer satisfaction. Measures to curb turnover and theoretical framework underpinning the study were also discussed in the chapter and finally the context of Human Capital in UB. The next chapter discusses the research methodology used in the study.

CHAPTER 3

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Chapter three discusses the methods used to investigate the causes and effects of employee turnover at the University of Botswana. Research methodology refers to a design that guides the data collection processes and analysis procedures in a research project (Ary, Jacobs & Sorensen, 2010; Best & Kahn, 2006; Chilisa & Preece, 2005). It gives a detailed description of how research project will be conducted. The components of this chapter include: research paradigm, research design, research population, sample size, sampling method, research instrument and methods of data collection. A discussion on data analysis and ethical consideration are also given. The chapter ends with a summary.

3.2 Research Questions of the Study

1. What are the causes of employee turnover at the University of Botswana?

2. Are the university employees satisfied with their work environment?

3. What are the effects of employee turnover at University of Botswana?

4. Does employee turnover affect service delivery to stakeholders?

3.3 Research paradigm

The term 'paradigm' refers to the progress of scientific practice based on people's philosophies and assumptions about the world and nature of knowledge; in this context about how research was conducted (Hussey & Hussey, 1997:47). Weaver and Olson (2006: 460) define paradigm as "patterns of beliefs and practices that regulate inquiry within a discipline

by providing lenses, frames and processes through which investigation is accomplished." According to them, the paradigms most commonly utilised in research are positivist, post positivist, interpretive, and critical social theory. The current study is guided by interpretivist (also known as phenomenological) research philosophy.

Interpretivism philosophy is based on personal knowledge and subjectivity, and emphasises the importance of personal perspective and interpretation (Groenewald, 2004). Epistemologically, interpretivism assumes that knowledge is subjective because it is socially constructed and mind-dependent (Chilisa & Preece, 2005). Interpretivists differ with the positivists on assumptions about the nature of reality, what counts as knowledge and its sources, and values and their role in the research process (Chilisa & Preece, 2005). Another significant difference between interpretivism and positivism is that, for interpretivism, small samples are analysed in a greater depth or over a longer period of time (http://research.methodology.net/research-philosophy/positivism/).

Interpretivism paradigm was considered suitable for this study because the researcher's desire was to gather different opinions of the University of Botswana employees on causes and effects of employee turnover in the institution. According to Hussey and Hussey (1997:52) the interpretivism research paradigm is concerned with human behaviour from the participants own frame of reference. Therefore, this research philosophy was found to be relevant to this study. Although the study followed the interpretivism philosophy which stresses on qualitative data, a mixed methods approach was used, that is both quantitative and qualitative approaches. After all, Collis and Hussey (2003) indicate that phenomenologists can also use quantitative data, although they may not necessarily analyse it using statistics.

3.4 Research design

Research design is a blueprint that details how a research project will be conducted. According to Trochim (2006), research design is the structure of the research that brings together all the major elements in a research project to try and address the research questions in order to come up with solutions or recommendations. Studies reveal a number of research designs: quantitative methods, qualitative methods, and mixed research methods.

The current study employed mixed research methods (combination of quantitative and qualitative approaches). Creswell and Plano-Clark (2011) defined mixed method approaches as "those that include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words) where neither type of method is inherently linked to any particular paradigm" (p. 256). Mixed research method was chosen for this study in order to tap the strengths of quantitative and qualitative approaches. Furthermore, the use of mixed research methods strengthened the collection of data for comprehensive analysis of research questions and increased the validity of the findings.

3.5 Research Methodology

The research methodology describes the sample population, sample size, sample method, data collection tools and data analysis methods as below.

3.5.1 Sample population

A Population is a set that contains all members of the social units you want to study (Maylor & Blackmon, 2005). The population of the study included the employees of the University of Botswana comprising both the academic staff and the support services staff. The total number of academic staff was 877 while the total number of support and industrial staff was 1912.

The total number of UB staff was 2789 and that represented a ratio of 30% and 70% respectively in the year 2014 as shown in the UB website (2014). The main aim of this study was to cover UB employees in equal proportion as per their ratios in year 2014 as above.

3.5.2 Sample Size

Given the large size of the University of Botswana population, it was found necessary to draw a sample for the study, out of a population of 2789 employees. A sample is a subset of the population who represent the entire population to be studied (Maylor and Blackmon, 2005: 194). The Survey Systems (2012), gave a statistically acceptable sample size for a population of 2789 at 95% confidence interval and allowing an error margin of 5%.

However, because of financial constraints and time available for the study (refer to limitations), the research reduced this number to 100 which is still statistically a large sample size (n > 30) following the Central Limit Theorem. The sample size of 100 staff members was allocated in proportion to the population sizes of academic and support staff. This allocation gave 30 academic staff and 70 support staff. It be noted that the stratified random sampling and the interpretivism research philosophy both used in this research study, support a small sample size.

3.5.3 Sampling Method

A stratified sampling technique was used in this study. According to Neuman (2013), "stratified sampling is a random sample in which the researcher first identifies a set of mutually exclusive and exhaustive categories, divides the sampling frame by the categories, and then uses random selection to select cases from each category" (p. 262). In stratified sampling, the researcher controls the relative size of each stratum rather than letting random

processes control it. This guarantees representativeness or fixes the proportion of different strata within a sample (Neuman,2013).

Stratified sampling was found to be the most relevant and appropriate technique as opposed to other sampling techniques because the population comprised two main groups, academic staff and support staff who play different roles in the University being teaching and research, and support services provision. According to Saunders, Lewis and Thornhill, 2000), a stratified random sampling technique is a modification of random sampling in which you divide the population into two or more relevant and significant strata based on one or a number of attributes. The sampling frame for each stratum was obtained from the Human Resource Department and using the sampling frame a random sample of 30 academic staff and 70 support staff was obtained for the study. Questionnaires were then administered on the identified units (staff) from each stratum.

3.5.4 Data collection tools

Data collection tools refer to instruments used to collect data in a research study. The two most commonly used data collection instruments were the self-administered questionnaire and the interview (Saunders, Lewis, & Thornhill, 2000). Self-administered questionnaire was used to collect data for the study. The advantage of this method of data collection is that the respondents can fill in their responses at their own time without any pressure. The respondents were able to express their views on the questionnaire freely and at their own time or pace.

Questionnaire

A questionnaire is a research instrument consisting of a series of questions on paper or electronic forms and sometimes sent by post for the purpose of gathering information from

respondents (Maylor and Blackmon 2005:183). A questionnaire was prepared by the researcher which was divided into three sections: Section A: Demographic characteristics of the respondents which included, gender, age, level of education and years of service in the organisation and Section B: Causes of employee turnover and Section C: The effects of employee turnover.

Closed-ended questions

Closed-ended questions allow the respondent to choose the most appropriate response from the provided list (Maylor and Blackmon, 2005:190). In collecting data, a questionnaire comprised of both closed and open ended questions, so as to gather the required data relevant to this study. For the closed ended questions, the respondents were provided with a number of alternative answers on a Likert-style rating scale. The respondents had to choose the relevant answer(s). The researcher provided a wide range of possible answers from which the respondents could choose from. These types of questions are easier to complete and do not take much of the respondents' time and are also relatively easier to code and analyse.

Open-ended questions

Open-ended questions allow the respondent to provide any response relevant to the question asked (Maylor and Blackmon, 20005:191). The questionnaire also contained open ended questions, whereby the respondents were not given possible answers to choose from. The idea is to obtain the opinions of respondents on a particular issue relevant to the study such as their suggestions for the retention of staff at University of Botswana. The responses to these types of questions by the respondents are not controlled by the researcher and they are difficult to code and analyse. These questions require some content or theme analysis.

Before delivery of the questionnaires, the researcher informed the respondents through email and face to face communication about the purpose of the study and requested their consent to participate in the research. The research respondents were fully informed of their rights before any data were collected from them. The questionnaires were self-administered on the selected respondents and collected later on at an agreed time after completion. Once the completed questionnaires were received, they were assigned identification codes (numeric codes), data were cleaned to identify omissions, ambiguities and errors in the responses.

3.5.5 Data processing and analysis

Analysis of Quantitative Data

Quantitative data collected were input into the computer for processing and allocated codes, for example, for Yes and No responses, the codes were 1 for Yes and 2 for No. For the closed ended questions, this was facilitated by the use of IBM Statistical Package for Social Sciences (SPSS) software version 20 as it is useful for the creation of frequency tables for each of the variables. A coding matrix was designed and data entered in SPSS for processing. In this computer program, pie charts, graphs and tables concerning different responses on the research issue were constructed and used for quantitative analysis. The SPSS software was found to be the most appropriate program as it saved time in data processing and could also manipulate complex data. SPSS can perform highly complex data manipulation and analysis with simple straightforward instructions from a menu.

Analysis of Qualitative Data

The open ended questions were analysed using content analysis and thematic approach. Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data (Braun & Clarke, 2006: 6). Content analysis on the other hand involves

collecting, organising information systematically in a standard format that allows analysis to draw a conclusion about the meaning and characteristics of recorded material (Maylor & Blackmon, 2005: 364). Qualitative data collected with open ended questions were organized into groups so as to identify patterns within each segment. Each segment was labeled with a "code" which was a word or short phrase that suggested how the associated data segments informed the research objectives. When coding was complete, the researcher summarized the data into the major themes arising from data collection. The information helped in drawing the conclusions for the study. Microsoft excel used for the construction of tables, graphs and charts where necessary which formed the basis for discussion and inferences.

3.6. Validity, reliability and trustworthiness

3.6.1 Validity

Validity refers to the ability of an instrument to measure what it claims to measure. According to Manning and McMurray (2010), an instrument is said to be valid when it measures what we think it is measuring. Hall (2008) advocates that researchers need to maximize all four types of validity (face, content, criterion and construct) in order to ensure that the research findings accurately address the research questions. Validity of the instrument was enhanced through content validity. Through this process, the researcher made efforts to ensure that the instrument covered the domain, issues and fundamental questions the research is seeking answers to.

3.6.2 Reliability

Reliability refers to the ability of the instrument to produce consistent results over time. Cohen, Manion and Morrison (2007) describe reliability as a synonym for consistency and reliability over time, over instrument and over group respondents. The term is concerned with precision and accuracy. An instrument is said to be reliable or consistent if the measurement

produces same result each time the same variable is measured (Manning & McMurray, 2010). Neuman (2014) discusses three types of reliability commonly observed in a research study: stability reliability, representative reliability and equivalence reliability.

Reliability of the instrument was enhanced through test-retest reliability. Test-Retest reliability refers to the test's consistency among different administrations (Henson, 2005). To determine the coefficient for this type of reliability, the researcher administered same questionnaires on few staff of the university both academic and support staff before the actual study. The results produced high positive correlation between the first and second tests thus, indicating that the instrument was reliable and trustworthy.

3.7 Ethical Considerations

The researcher underwent various procedures before proceeding to data collection from the respondents. As part of the study's formal requirements, the researcher was granted permission to do research by the Faculty of Business through an introductory letter (Refer to Appendix D) to the concerned participants to allow the researcher administer the questionnaire. All the participants were assured that the study is part of the requirements of a Master's degree in Business Administration (MBA) at the University of Botswana and confidentiality was guaranteed. In addition, to the faculty permission letter, the researcher had an access to some documents from Human Resource (HR) Department and that was approved (refer to Appendix E). The researcher then managed to have access to the sampling frame, statistics for the resigned staff members from 2011-2014 and could not get exit forms with reasons of quitting which were not available from HR Department.

3.8 Study period

The research was based on data from the year 2011 up to 2014 which is a period of four years. The period was long enough to provide reliable data on the effects and causes of employee turnover at the University of Botswana. The four years period was found to be appropriate as a lot had taken place in the institution. During this four year period, information pertaining to the number of employees who left the employment of the institution was noted at 114. This numbers were provided from Human Resource Department. The statistics showed a high turnover number in the year 2014 with 43 resigned employees and a lowest figure of 12 of employees in the year 2011. The reasons advanced by those who voluntarily left the institution and the reasons brought forward by other forms of employee turnover were unavailable from Human Resource Department, the researcher was told that "exit forms are not compulsory to be filled by those who resign and therefore we do not have them". A four year period was regarded sufficient to reveal a reasonable resignation trend.

3.9 Summary

This chapter described the methodology used in the research project. It briefly dealt with the reinstatement of the research questions, the discussion of the research philosophy, research design as well as methods of data collection and analysis. The researcher's compliance with research ethics was also noted. In addition, the research also discussed where information was sourced and how, the period in which this study covered (i.e. data from year 2011 to 2014). The next chapter will focus on the findings of the research project and discuss the research with reference to the research questions and objectives of the study.

CHAPTER 4

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents analysis of data in the form of charts, tables and graphs. The section focuses on the actual results of the survey and therefore provides insight into the opinion of the University of Botswana employees on employee turnover. As stated under the methodology section, stratified sampling method was used randomly on the sample list that was provided from HR Department. There were 100 questionnaires that were analysed, consisting of 30 from academic staff and 100 from support staff given the constraints as explained under limitations of the study.

4.2 Data presentation and analysis

As illustrated in figure 1 below, out of the 100 questionnaires that were analysed, the respondents were comprised of 55% females and 45% males who responded to the questionnaire. As presented in figure 1, the University of Botswana population has more female employees as compared to male employees (UB website, 2014).

Figure 1: Demographic gender
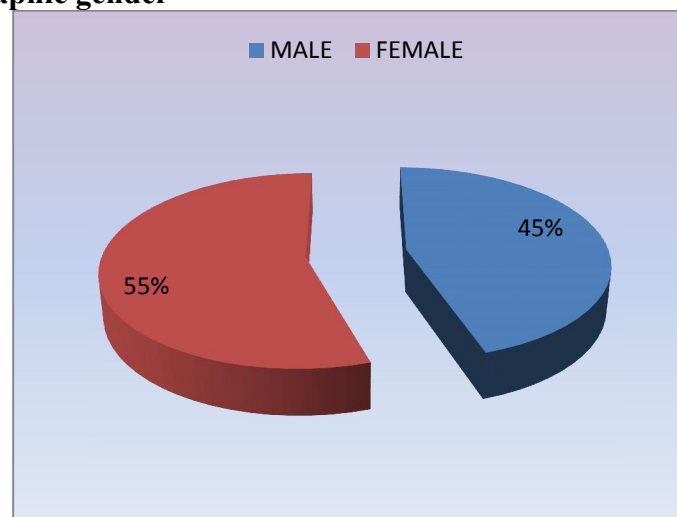
The results in figure 2 show the ages of academic staff and support staff who responded to the questionnaire. It reveals that none of academic staff and 3% of support staff were between 18 and 29 years old. Furthermore, 7% and 31% represent academic staff and support staff aged 30-39 years. Majority of staff were aged between 40-49 years with 40% of the academic staff and 36% of support staff, this is an age where most of the employees are represented. At the age bracket between 50-59 years, academic staff recorded 33% whereas support staff recorded 26%. The oldest age bracket of 60 years and above was represented by 20% academic staff and only 4% support staff. From the analysis, it was noted that for the support staff their ages range from 18 years to 60 years and above whereas academic staff ages range from 30 years and above with a higher proportion at 60 years than support staff.

These results are noteworthy because they reflect the qualifications and entry requirements for both academic and support staff in the University. For instance, to be employed as an academic staff one must possess a minimum of Master's degree and other requisite criteria (see Figure 3). This involves more years of training (undergraduate, Masters and PhD levels). This explains why the age bracket of academic staff appears to be higher than that of the support staff. On the other hand, the qualifications and entry requirements for support staff do not demand years of rigorous training. Thus, some members of the support staff are Certificate, Diploma, Degree and professional qualification holders. This explains why the age bracket of employees in this group is relatively lower than those of the academic staff.

Figure 2: A cross tabulation of respondents age and staff category
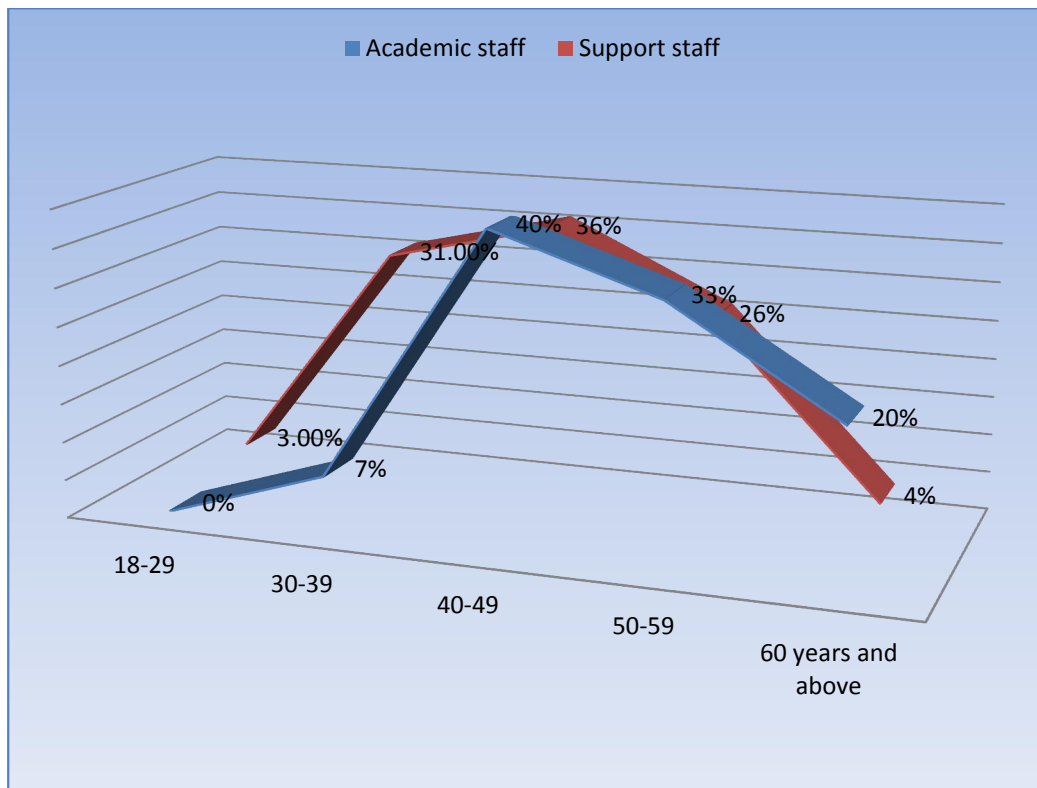
The figure 3 below shows a bar chart of educational qualifications of both academic and support staff of the University of Botswana. The spread of education was noted as follows, out of 70, 2.9%, 22.9%, 42.9%, 27.1% and 4.3% of support staff are Certificate holders, Diploma holders, Degree holders, Masters' holders and professional qualification holders respectively. On the other hand, the responses from the academic staff show two top qualifications held being PhD level at 90% and 10% of Masters level holders.

Figure 3: A cross tabulation of educational qualifications and staff category
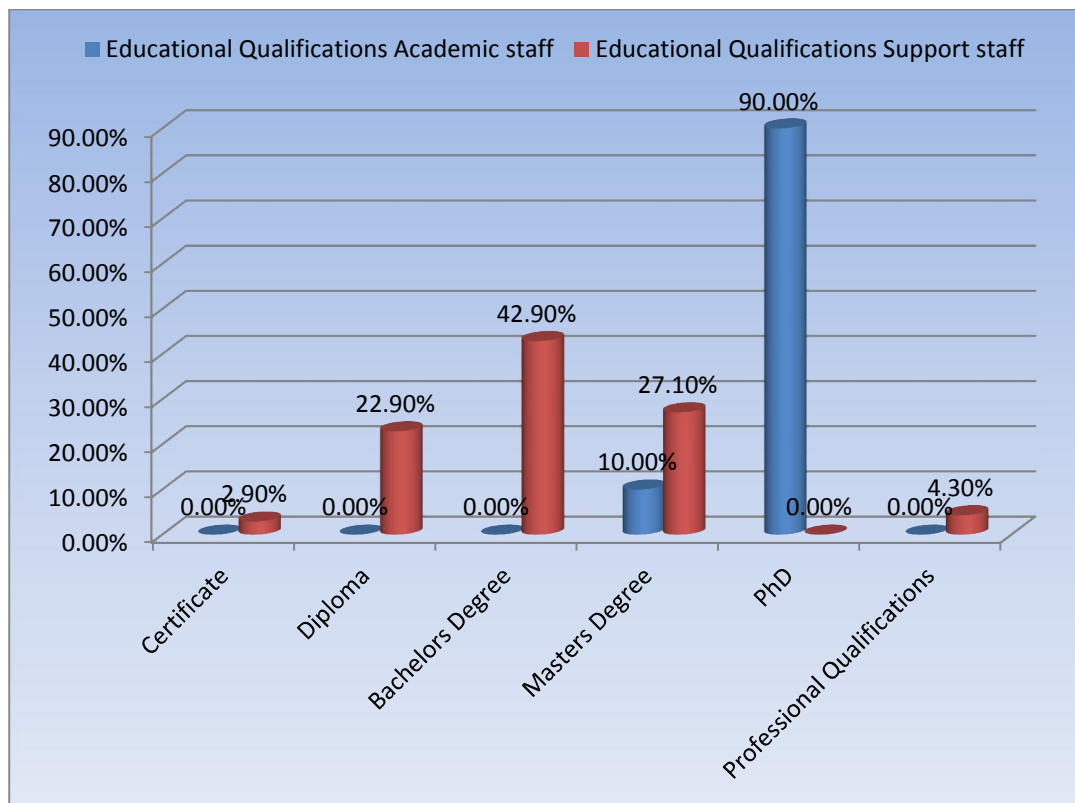
The results in Table 1 below shows that 70% (i.e. 19+27+24) of UB employees comprising citizens and non-citizens have served for more than ten years. On the basis of the results in the Table, it is logical to argue that UB does not have employee turnover problem. However, it is important to mention that the results represented two broad categories that is, citizens and non-citizens, which also included data for academic and support staff. Studies have shown that labour turnover is higher among academic staff as compared to support staff (Ologunde et al., 2006; Owence et al., 2014). Since the study captured the results in absolute terms without distinguishing the length of service for academic and support staff, it is difficult to establish the labour turnover for each group and determine the group with higher rate of turnover.

Table 1: A cross tabulation of length of service and employee citizenship

Length of Service	Demographic: Are you a citizen of Botswana?		Total
	Citizen	Non-citizen	
0-5 years	10.80%	14.30%	11.00%
6-10 years	19.40%	42.90%	21.00%
11-15 years	19.40%	0.00%	18.00%
16-20 years	26.90%	14.30%	26.00%
21 years and above	23.70%	28.60%	24.00%
Total	100.00%	100.00%	100.00%

Test of Hypothesis

The following interpretations are for tables 2 and 3 (on page 57) below which show the mean ranking analysis and Mann-Whitney test results respectively. Below are the **insignificant** results for staff opinions on factors influencing employee turnover at UB based on the null hypothesis that follows. **H0:** There is no significant difference between academic and support staff opinions on factors influencing staff turnover.

There is lack of employment security; As noted from table 2 below, support staff experienced greater lack of employment security with a mean ranking of 52.01 whereas academic staff had a mean ranking of 43.80, the difference between the two rankings was less than 10 and therefore insignificant. On table 3, there was no significant difference between academic and support staff on this factor and that was given by the significance value of 0.170 greater than 0.05, U = 849, z = -1.371 and r = -0.1371 and therefore the null hypothesis

could not be rejected. Appendix B, 56.6% of academic and 67.6% of support staff disagree and strongly disagree that there is lack of employment security. The two groups shared the same opinions that there is employment security at UB.

There is lack of staff recognition; the findings in table 2 indicate that academic and support staff had mean rankings of 45.55 and 51.24 respectively. The p value in table 3 was greater than 0.05, P=0.334>0.05, U = 901.50, z = -0.967 and r = -0.0967 and therefore the null hypothesis could not be rejected because there was no significant difference between the two groups on staff recognition at UB. The appendix B reveals that 73.3% of academic staff and 67.6% of the support staff strongly agree or agree that there is lack of staff recognition. Both academic staff and support are in agreement that staff is not recognized in UB.

There is no flexibility of working hours; In table 2 the mean ranking for academic staff was 57.93 greater than support staff with 46.71, the difference between the two means was significant. The significance value in table 3 was 0.070 greater than the p value 0.05, U = 785, z = -1.815, and r = -0.1815, the difference in opinions was not significant therefore the null hypothesis cannot be rejected. In appendix B, the response proportions of those who strongly agree and agree that working hours are not flexible in UB were 31% of academic staff and 44.3% of support staff. The academic staff who disagree and strongly disagree were 51.7% against 40% of support staff. In conclusion the two groups shared the same views on this factor as given by insignificant difference in table 2 and 3.

There is poor supervision; In table 2, the academic staff had a less mean ranking of 43.48 whereas support ranked 52.88. The p value was 0.119 greater than 0.05, U = 836.50, z = -1.559 and r = -0.1559, there is no significant difference between the two groups and therefore

the null hypothesis (H0) cannot be rejected. From the appendix B, 53.3% of academic staff and 42% of support staff strongly agreed or agreed that there was poor supervision whereas only 20% academic staff and support staff at 33.3% disagree or strongly disagree that supervision was poor in the University of Botswana. The two groups are in agreement that there was poor supervision at UB.

There is lack of motivation; As noted from table 2 below, support staff experienced greater lack of motivation with a mean ranking of 51.86 whereas academic staff had a mean ranking of 47.32, the difference between the two rankings was less than 10 and therefore insignificant. There was no significant difference between academic and support staff on this factor and that was given by the significance value of 0.415 greater than 0.05, U = 954.50, z = -0.815 and r = -0.0815 and therefore the null hypothesis could not be rejected as revealed in table 3. The appendix B shows high proportions were noted for academic staff at 90% and 92.9% of support staff that strongly agree and agree that employees are de-motivated whereas none of the academic staff and only 7.1% of support staff disagree with the statement. The two groups agree that there is lack of motivation in the University of Botswana.

There is poor communication; The findings in table 2 indicate that academic and support staff had mean rankings of 44.80 and 52.94 respectively. The p value in table 3 was greater than 0.05, P=0.174 > 0.05, U = 879, z = -1.358 and r = -0.1358 and therefore the null hypothesis could not be rejected because there was no significant difference between the two groups on poor communication at UB. On the appendix B, it was revealed that 80% of academic staff strongly agreed or agreed that communication was poor at UB whereas 65.7% of support staff strongly agreed or agreed with the statement. 6.7% of academic staff and

14.3% of support staff strongly disagreed or disagreed that communication is poor. There two groups share the same views that there is poor of communication in the university.

The decision making by management is biased; in table 2 there was insignificant difference between the mean rankings of the academic staff with 51.07 and 48.81 for support staff on the biasness on decision making by management at UB. As noted in table 3 as well, there was no significant difference between academic and support staff opinions on this factor and that was given by the significance value of 0.707 greater than 0.05, U = 973, z = -0.376 and r = -0.0376 and therefore the null hypothesis could not be rejected. The Appendix B results indicate that, 40% of academic and 47.1% of support staff strongly agree or agree that there is biasness in decision making. Thus, there was insignificant difference in opinions from the two groups about the statement.

There are poor relationships with workmates; The academic staff experienced marginally a greater poor workmates relationship than support staff, this was given by their mean rankings of 53.15 and 49.36 in table 2 respectively. In table 3, the significance value of p was 0.534 greater than 0.05, U = 973, z = -0.623 and r = -0.0623, the difference in opinions of the two groups was not significant with p>0.05, therefore the null hypothesis could not be rejected. Appendix B revealed that 33.3 % of academic and 34.3% support staff strongly agree or agree that relationships with workmates are poor. The proportions of both academic and support staff who disagree or strongly disagree were 46.7% and 34.3% respectively. Both academic staff and support disagreed that relationship with workmates was poor at UB.

There is lack of training; The mean rankings of academic and support staff was noted at 49.36 and 57.43 respectively as given in table 2 above. On the Mann-Whitney results in table

3 the significance value of p was 0.108 greater than 0.05, U = 842, z = -1.608, that indicated no significance difference in opinions of academic and support staff and therefore p>.05, the null hypothesis cannot be rejected. The appendix B indicated a significant difference in opinions, 33.4%% and 48.6% academic staff and support staff respectively strongly agreed or agreed that training was lacking at the University of Botswana. 46.7% of the academic staff and 27.1% of the support staff disagreed or strongly disagreed with the statement. Since the results in tables 2 and 3 showed insignificant difference, the conclusion was made that the two groups shared the same views that there was lack of training.

There is lack of delegation; As noted from table 2 below, academic staff experienced almost equal lack of delegation with support staff with mean rankings of 51.30 and 50.16 respectively, the difference between the two rankings was less than 2 and therefore insignificant. There was no significant difference between academic and support staff opinions on this factor and that was given by the significance p value of 0.852 greater than 0.05, U = 1026, z = -0.187 and r = -0.0187 and therefore the null hypothesis could not be rejected as revealed in table 3. The Appendix B results indicated that, 36.6% of academic staff and 41.5% of support staff strongly agreed or agreed that there was lack of delegation at the University of Botswana. The conclusion was that academic and support staff had the same opinions that there was lack of delegation at UB.

Performance appraisals are done fairly; Table 2 indicated that the academic staff had a mean ranking of 53.03 greater than 49.41 of support staff. The significance value of p was 0.555 greater than 0.05, U = 974, z = -0.591 and r = -0.0591, the difference in opinions between the two groups was not significant p> 0.05 and therefore the null hypothesis could not be rejected. On appendix B it was indicated that, 53.3% and 61.4% of academic staff and

support staff respectively strongly agreed or agreed that there were unfair performance appraisals at the University of Botswana. Both academic and support staff shared the same opinions that performance appraisals were done unfairly at UB.

Below are the **significant** results for staff opinions on factors influencing employee turnover at UB based on the null hypothesis that follow. **H0:** There is no significant difference between academic and support staff opinions on factors influencing staff turnover.

The salaries are very low; Table 2 reveals mean rankings for academic and support staff were 41.41 and 52.90 respectively showing a significant difference of more than 10. The significance value as given in table 3 was 0.043 less than 0.05, U = 766, z = -2.025 and r = 0.2025 and therefore the null hypothesis could be rejected. A conclusion can be made that there was significant difference in the opinions of academic and support staff on low salaries. As noted in Appendix B, the results indicate that, 93.1% of academic staff and 81.1% of support staff strongly agree or agree that there are low salaries offered in UB. The two groups' responses differed on the statement that salaries are low at UB with more academics agreeing at higher proportions leading to a difference of more than 10%

There is lack of employee promotions; As shown in table 2, academic staff had experienced greater lack of promotions with a mean ranking of 69.70 than support staff with 40.59, the difference between the two mean rankings was significant. The significance value of p is 0.000 less than the p value 0.05, the difference in opinions was significant U = 414, z =-4.868 and r = -0.4868 as noted in table 3 and therefore the null hypothesis could be rejected. In appendix B, 33.3% of academic staff and 79.4% of support staff strongly agree or agree that promotions are lacking at the University of Botswana. The two groups differed in opinions on lack of employee promotions at UB.

There are poor working conditions; The mean rankings in table 2 on this factor are 41.12 for academic staff and 53.86 for support staff. In table 3 the p value was 0.035 less than 0.05, U = 768.50, z = -2.104 and r = -0.2104, this results indicated that there was significant difference in opinions between the two groups and the null hypothesis could be rejected because the significance value is less than the p value. From the appendix B, it was revealed that 73.4% of academic staff and 47.8% support staff strongly agreed or agreed that working conditions at the University of Botswana are poor. In conclusion the results showed that the two groups had different opinions on poor working conditions.

There is work overloaded; As shown in table 2, support staff had experienced greater work overload with a mean ranking of 53.78 than academic staff with 39.80, the difference between the two mean rankings was significant. The significance value of p is 0.020 less than the p value 0.05, the difference in opinions was significant U = 729, z =-2.318 and r = -0.2318 as noted in table 3 and therefore the null hypothesis could be rejected. In appendix B it was noted that, 73.3% of academic staff indicated that they are overloaded with work as compared to 48.4% of support staff. The conclusion was made that the two groups had significant difference in opinions on work overload factor as noted from the difference in results.

Table 2: University of Botswana staff opinions on staff turnover factors – Mean ranking analysis

Ranks				
Staff Turnover Factors	**Staff Category**	**N**	**Mean Rank**	**Sum of Ranks**
There is lack of employment security	Academic staff	30	43.80	1314.00
	Support staff	68	52.01	3537.00
There is lack of staff recognition	Academic staff	30	45.55	1366.50
	Support staff	68	51.24	3484.50
There is no flexibility of working hours	Academic staff	29	57.93	1680.00
	Support staff	70	46.71	3270.00
There is poor supervision	Academic staff	30	43.38	1301.50
	Support staff	69	52.88	3648.50
There is lack of motivation	Academic staff	30	47.32	1419.50
	Support staff	70	51.86	3630.50
There is poor communication	Academic staff	30	44.80	1344.00
	Support staff	70	52.94	3706.00
The salaries are very low	Academic staff	29	41.41	1201.00
	Support staff	69	52.90	3650.00
There is lack of employee promotions	Academic staff	30	69.70	2091.00
	Support staff	68	40.59	2760.00
There are poor working conditions	Academic staff	30	41.12	1233.50
	Support staff	69	53.86	3716.50
The decision making by management is biased	Academic staff	30	51.07	1532.00
	Support staff	68	48.81	3319.00
There are poor relationships with workmates	Academic staff	30	53.15	1594.50
	Support staff	70	49.36	3455.50
There is lack of training	Academic staff	30	57.43	1723.00
	Support staff	70	47.53	3327.00
There is lack of delegation	Academic staff	30	51.30	1539.00
	Support staff	70	50.16	3511.00
We are overloaded with work	Academic staff	30	39.80	1194.00
	Support staff	68	53.78	3657.00
Perfomance appraisals are done unfairly	Academic staff	30	53.03	1591.00
	Support staff	70	49.41	3459.00

Table 3: University of Botswana staff opinions on staff turnover factors: Mann-Whitney

Test Statistics[a]	There is lack of employment security	There is lack of staff recognition	There is no flexibility of working hours	There is poor supervision	There is lack of motivation	There is poor communication	The salaries are very low	There is lack of employee promotions	There are poor working conditions	The decision making by management is biased	There are poor relationships with workmates	There is lack of training	There is lack of delegation	We are overloaded with work	Perfomance appraisals are done unfairly
Mann-Whitney U	849.000	901.500	785.000	836.500	954.500	879.000	766.000	414.000	768.500	973.000	970.500	842.000	1026.000	729.000	974.000
Wilcoxon W	1314.000	1366.500	3270.000	1301.500	1419.500	1344.000	1201.000	2760.000	1233.500	3319.000	3455.500	3327.000	3511.000	1194.000	3459.000
Z	-1.371	-.967	-1.815	-1.559	-.815	-1.358	-2.025	-4.868	-2.104	-.376	-.623	-1.608	-.187	-2.318	-.591
Asymp. Sig. (2-tailed)	.170	.334	.070	.119	.415	.174	.043	.000	.035	.707	.534	.108	.852	.020	.555
Exact Sig. (2-tailed)	.171	.340	.069	.122	.421	.178	.045	.000	.035	.722	.541	.109	.855	.020	.560
Exact Sig. (1-tailed)	.085	.172	.035	.062	.202	.090	.022	.000	.018	.364	.270	.054	.430	.010	.280
Point Probability	.001	.003	.000	.002	.000	.004	.004	.000	.002	.017	.001	.001	.002	.000	.003

a. Grouping Variable: Demographic: staff category

In Figure 4 below when staff members were asked if they are happy with their work environment, out of the 100 responses, a proportion of 52% of them indicated that they are happy with their work environment whereas 40% were not happy. There were 7% of the respondents who were not sure about satisfaction of their work environment whereas 1% did not answer this question.

Figure 4: Staff responses on satisfaction with their work environment
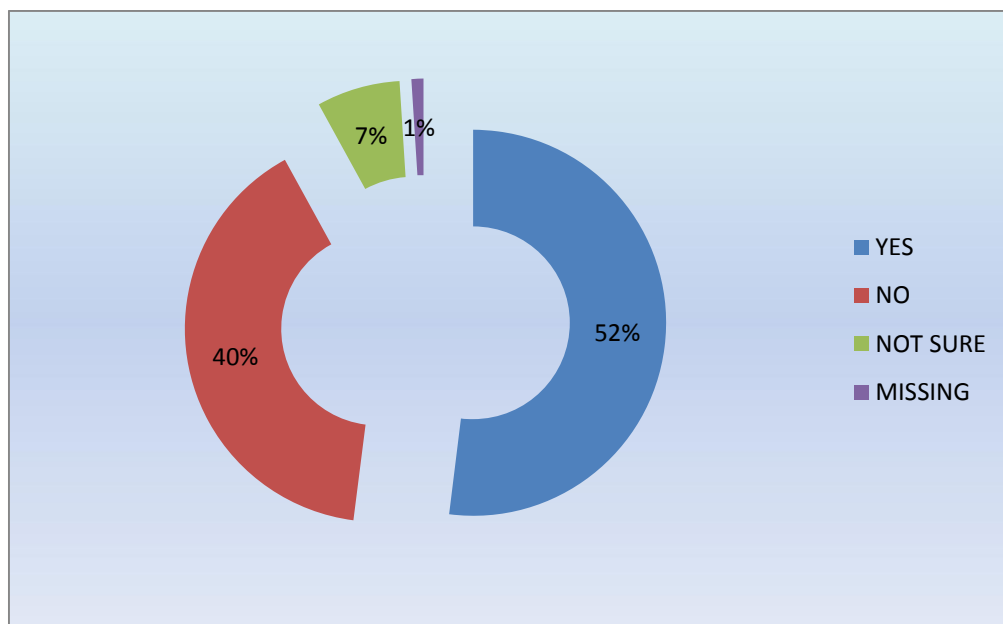
As indicated on the below bar graph in figure 5, the highest percentages of 76.7% and 71.4% of academic staff and support staff respectively were satisfied with their relationships with their supervisors at the University of Botswana. There were a few who were not satisfied with their relationships as noted from their responses, academic staff 16.7% and support staff 18.6%. The proportion the respondents from both categories that were not sure or neutral about their relationships with supervisors were 6.7% and 10% of academic and support staff respectively.

Figure 5: Respondents relationship with their immediate supervisors' satisfaction
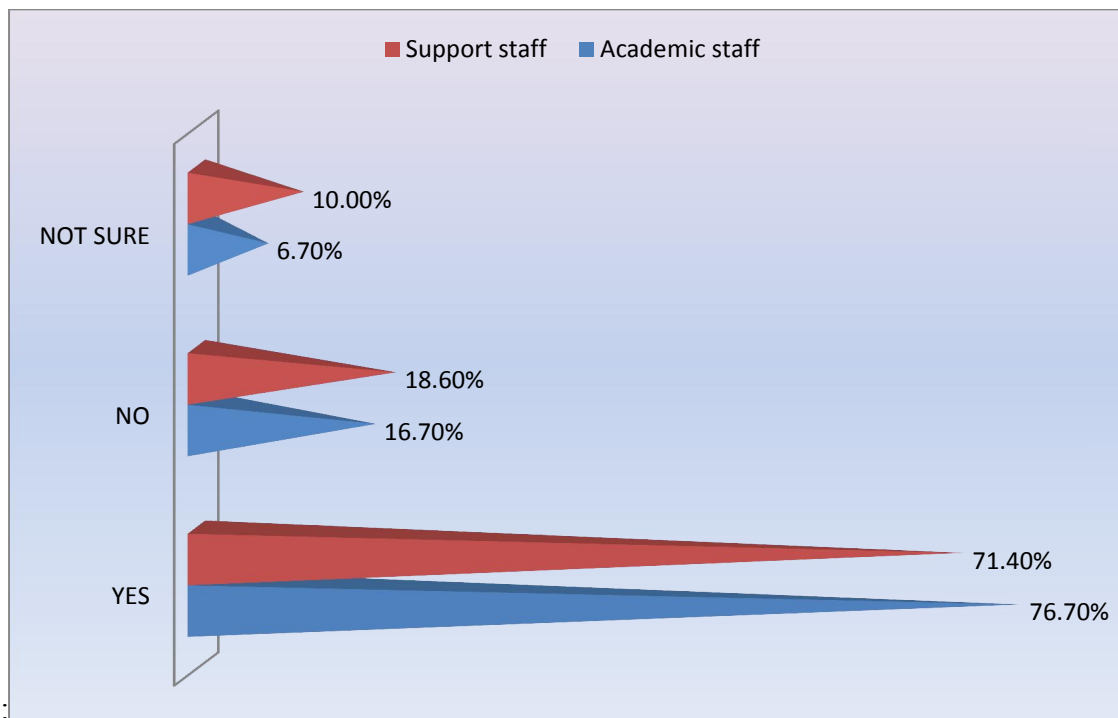
When asked whether they would consider leaving the University for better job opportunities, the respondents indicated their feelings as shown in figure 6 below. The proportion of 63% of academic staff and 64% of support staff indicated that they would consider leaving the University of Botswana for a better job opportunity elsewhere. The results on the bar graph below also indicates a proportion of 27% and 22% of academic and support staff respectively who would not consider leaving UB. For those respondents who are not sure of leaving the University, their proportions were academic staff 10% and support staff 14%.

Figure 6: Staff responses whether they consider leaving UB for a better job opportunity.

	YES	NO	NOT SURE
■ support staff	64%	22%	14%
■ academic staff	63%	27%	10%
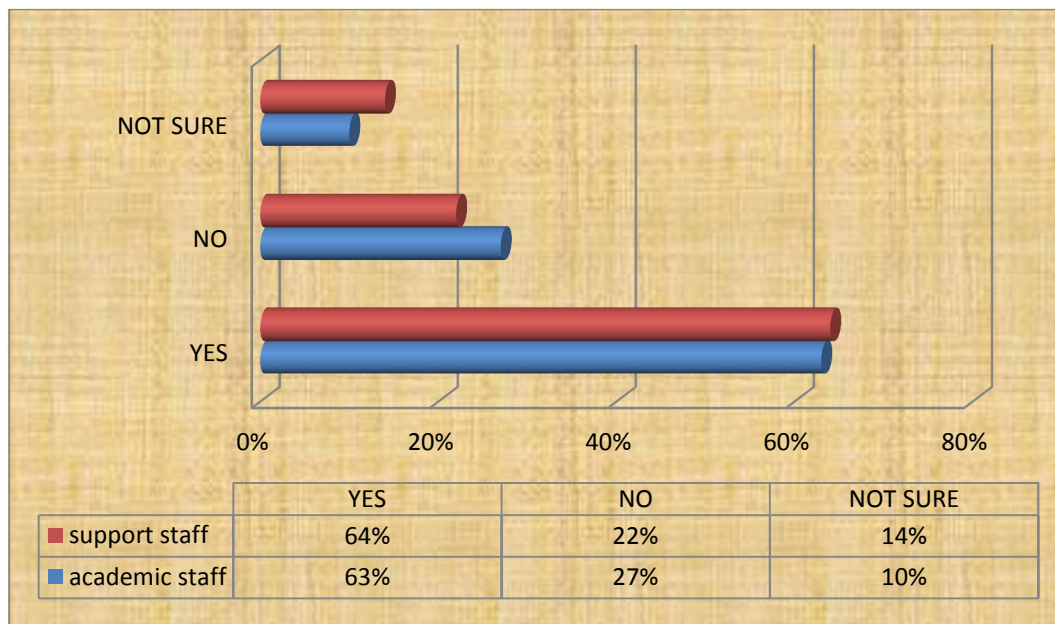
The following interpretations are for tables 4 and 5 (on page 63 and 64) below which show the mean ranking analysis and Mann-Whitney test results respectively. All the results were **significant** based on the University of Botswana employees' opinions on the effects of staff turnover and the interpretations are based on the null hypothesis below.

H0: There is no significant difference between academic and support staff opinions on the effects of staff turnover in UB.

Employee turnover is costly to the university; The results in table 4 below, indicated that support staff had a mean ranking of 53.61 whereas academic was 43.23 on the view that employee turnover is costly to the University. Table 5 revealed that there was no significant difference between academic and support staff on this turnover effect and that was given by the significance value of 0.067 greater than 0.05, U = 832, z = -1.829 and r = -0.1829 and therefore the null hypothesis could not be rejected. From the appendix C, it reveals that 96.7% of academic staff and 77.1% of support staff strongly agree or agree that employee

turnover is costly to the University. In conclusion the results show that the two groups shared the same views on employee turnover being costly to the university.

There are high replacement costs for departed colleagues; As noted from table 4 below, there was a mean ranking of 44.20 for academic staff and 52.52 for support staff. In table 5 the significance value of p was 0.159 greater than 0.05, U = 861, z = -1.410 and r = -0.1410, the conclusion was that there was no significant difference between the opinions of academic staff and support staff as p>0.05 and therefore the null hypothesis could not be rejected. In the appendix C, it was indicated that 83.3% of academic staff and 72.4% of support staff strongly agree or agree that replacement costs for departed colleagues are high. Also low proportions of 3.3% of academic staff and 5.7% of support staff disagreed or strongly disagreed with the statement. From the results, a conclusion was made that the two groups shared common views that the departed colleagues lead to high replacement costs.

Customer service is impacted negatively when staff resigns; In table 4 below there was insignificant difference between the mean rankings of the academic staff with 45.97 and 52.44 for support staff based on the statement above. As noted in table 5 as well, there was no significant difference between academic and support staff opinions on this factor and that was given by the significance value of 0.264 greater than 0.05, U = 914, z = -1.117 and r = -0.1117 and therefore the null hypothesis could not be rejected since p > .05. The appendix C showed that 90% of academic staff and 75.7% of support staff strongly agreed or agreed with the statement. The percentages for academic and support staff that disagreed or strongly disagreed with the statement were low at 3.3% and 4.3% respectively. There was an agreement in opinions between the two groups of staff that there was negative customer service when staff resigns.

Employee turnover increases work overtime expenses; Table 4 indicated that the academic staff had a mean ranking of 48.93 less than 50.46 of support staff. The significance value of p as given in table 5 was 0.800 greater than 0.05, U = 1003, z = -0.253 and r = -0.0253, the difference in opinions between the two groups was not significant since p > 0.05 and therefore the null hypothesis could not be rejected. Also noted from appendix C is that 66.7% of academic staff and 69.4% of support staff strongly agreed or agreed that employee turnover increased work overtime. 6.7% of academic staff and 17.3% of support staff disagreed or strongly agreed with the statement. The two groups of staff agree that employee turnover increases work overtime expenses in the University of Botswana.

There is loss of production when employees quit; The results in table 4 below indicated that academic staff had a mean ranking of 44.75 whereas support staff was 52.28 based loss of production when employees quit. Table 5 showed that there was no significant difference between academic and support staff on this turnover effect and that was given by the significance value of 0.182 greater than 0.05 (p> .05), U = 877.50, z = -1.334 and r = -0.1334 and therefore the null hypothesis could not be rejected. Appendix C revealed that 93.3% of academic staff and 89.8% of support staff strongly agreed or agreed that there was loss of production when employees quit. Only 3.3% of academic staff and 2.9% of support staff disagreed and strongly disagreed with the statement. Both academic staff and support shared the same opinions that the university lost production when employees quit the job.

Succession plan is affected when employees quit; The findings in table 4 showed a mean ranking of 45.35 for academic staff and 52.71 for support staff, there was insignificant mean difference. In table 5 the significance value of p was 0.220 greater than 0.05, U = 895.50, z =

-1.226 and r = -0.1226, the conclusion was that there was no significant difference between the opinions of academic staff and support staff as p>0.05 and therefore the null hypothesis could not be rejected. The appendix C indicated that 83.3% of academic staff and 68.6% of support staff strongly agreed or agreed with the statement. There were 10% of academic staff and 11.4% of support staff that disagreed or strongly disagreed that succession plan is affected when employees quit. The two groups of staff were in agreement that succession plan is affected when employees resign from work.

Table 4: Staff opinions on the effects of staff turnover – Mean ranking analysis

Ranks				
Effects of employee turnover	**Staff category**	**N**	Mean Rank	Sum of Ranks
Employee turnover is costly to the university	Academic staff	30	43.23	1297.00
	Support staff	70	53.61	3753.00
There are high replacement costs for departed colleagues	Academic staff	30	44.20	1326.00
	Support staff	69	52.52	3624.00
Customer services is impacted negatively when staff resigns	Academic staff	30	45.97	1379.00
	Support staff	70	52.44	3671.00
Employee turnover increases over time expenses	Academic staff	30	48.93	1468.00
	Support staff	69	50.46	3482.00
There is loss of production when employees quit	Academic staff	30	44.75	1342.50
	Support staff	69	52.28	3607.50
Succession plan is affected when employees quit	Academic staff	30	45.35	1360.50
	Support staff	70	52.71	3689.50

Table 5: Staff opinions on the effects of staff turnover – Mann-Whitney test results

Test Statistics[a]						
	Employee turnover is costly to the university	There are high replacement costs for departed colleagues	Customer services is impacted negatively when staff resigns	Employee turnover increases over time expenses	There is loss of production when employees quit	Succession plan is affected when employees quit
Mann-Whitney U	832.000	861.000	914.000	1003.000	877.500	895.500
Wilcoxon W	1297.000	1326.000	1379.000	1468.000	1342.500	1360.500
Z	-1.829	-1.410	-1.117	-.253	-1.334	-1.226
Asymp. Sig. (2-tailed)	.067	.159	.264	.800	.182	.220
Exact Sig. (2-tailed)	.068	.160	.266	.800	.196	.224
Exact Sig. (1-tailed)	.034	.082	.133	.402	.099	.112
Point Probability	.001	.003	.001	.002	.004	.002

a. Grouping Variable: Staff category

From the responses on whether employee turnover is high at UB, it was noted that 90% of the respondents indicated that there is high employee turnover whereas only 4% indicated that employee turnover is not high at the University of Botswana. Below are the reasons why so many respondents believe that there is high employee turnover at UB.

According to figure 7 below, 47.1% of both academic and support staff stated that employee turnover in the University of Botswana is caused by low salaries. This is then followed by 24.8% of respondents who stated poor work conditions, 17.0% represent those respondents who stated low employee motivation, 7.8% of respondents stated that there is no employee recognition and lastly 3.3% of the respondents stated that there is low job security at the University of Botswana.

Figure 7: Employee views why staff turnover is high at UB
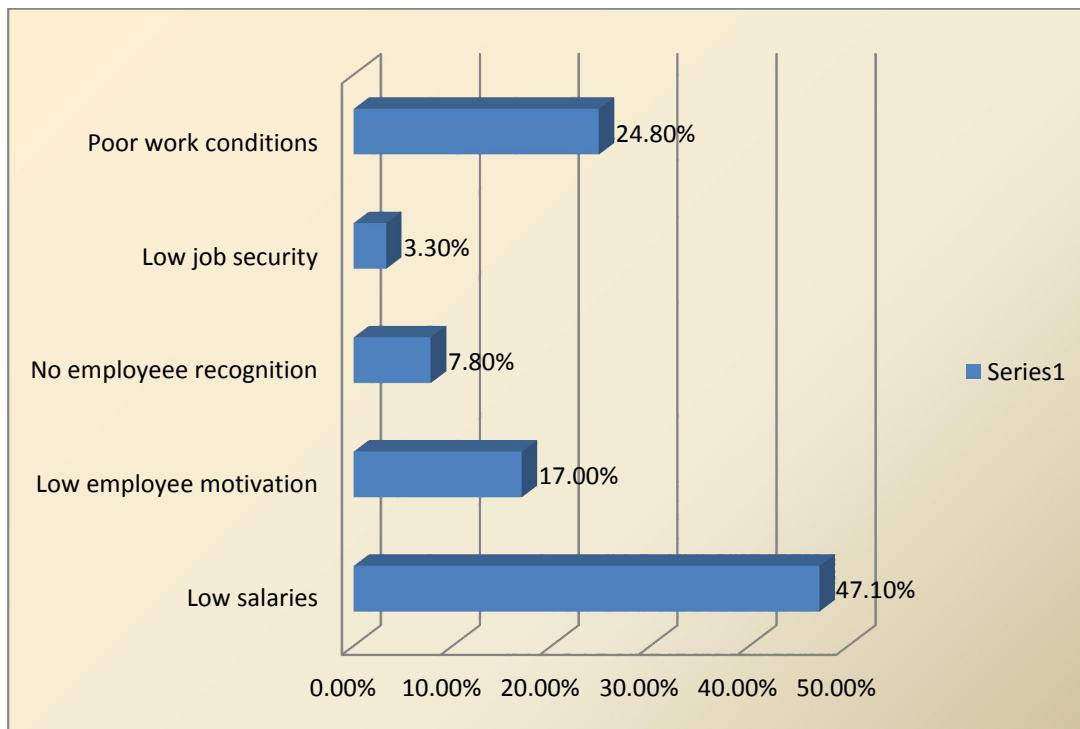
On the figure 8 below, there are a number of factors that need to be improved in the University in order to retain employees. The highest proportion of 43.9% of both academic and support staff stated that there is need to improve salaries and other benefits to match global standards. 32.2% stated that there is need to improve work conditions, 10.6% talked about treating employees fairly, with respect and dignity while 7.2% of respondents said there is need to improve training and motivation of employees. The lowest percentage was 6.1% of those respondents who stated that there is need to improve on issues of job security.

Figure 8: Employees opinions to reduce staff turnover
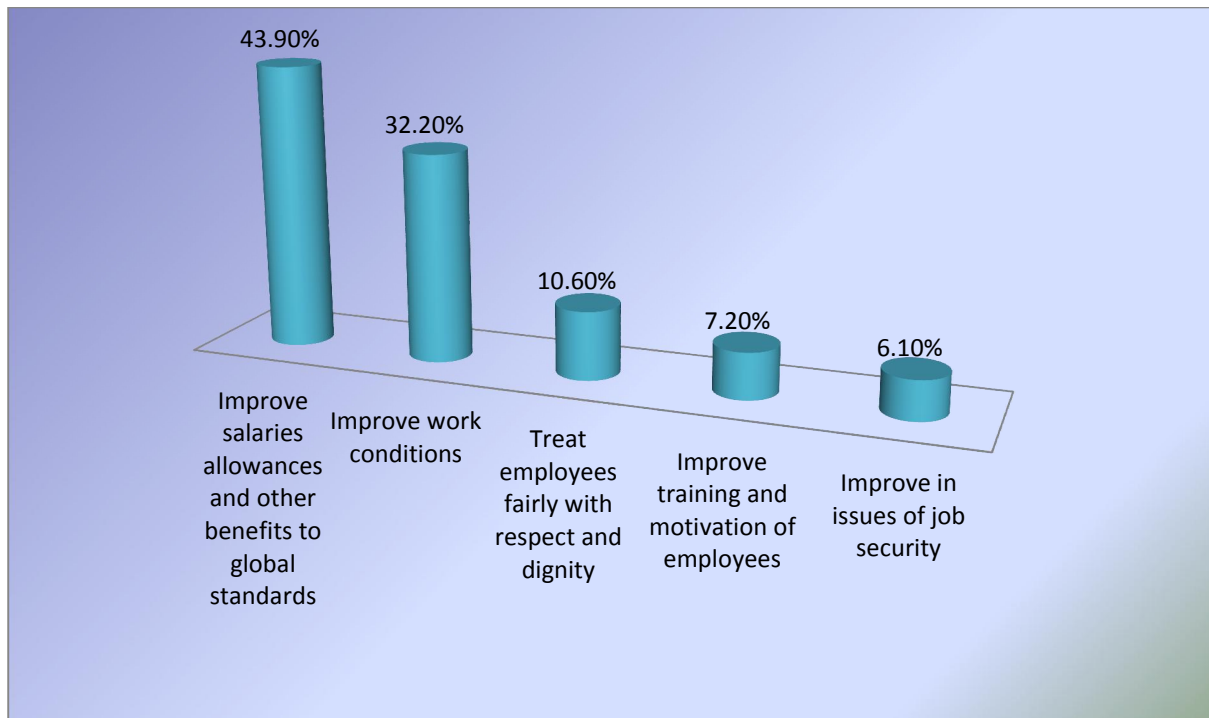
When asked whether staff turnover issues have an impact on service delivery, many respondents responded positively to the question. Out of 100 responses, 97% of the respondents indicated that staff turnover issues have an impact on service delivery in the University of Botswana, whereas 2% disagreed with the statement. Only one respondent was indifferent on this question. Below is a figure which indicates how staff turnover affects service delivery in the University of Botswana.

As shown on the figure 9 below, a highest proportion of 32.7% indicated the impact of staff turnover on service delivery, as customer service, quality as well as student learning were being affected. The next proportion was 27.7% of the respondents who stated that skills and expertise are lost when employees quit their jobs. There is also 18.2% of the respondents who stated that recruitment period is too long thus affecting service delivery while 14.5% talked

about work overload causing poor results and finally 6.9% of the respondents stated that adjustment and training of new staff is costly and time consuming.

Figure 9: Impact of staff turnover on service delivery
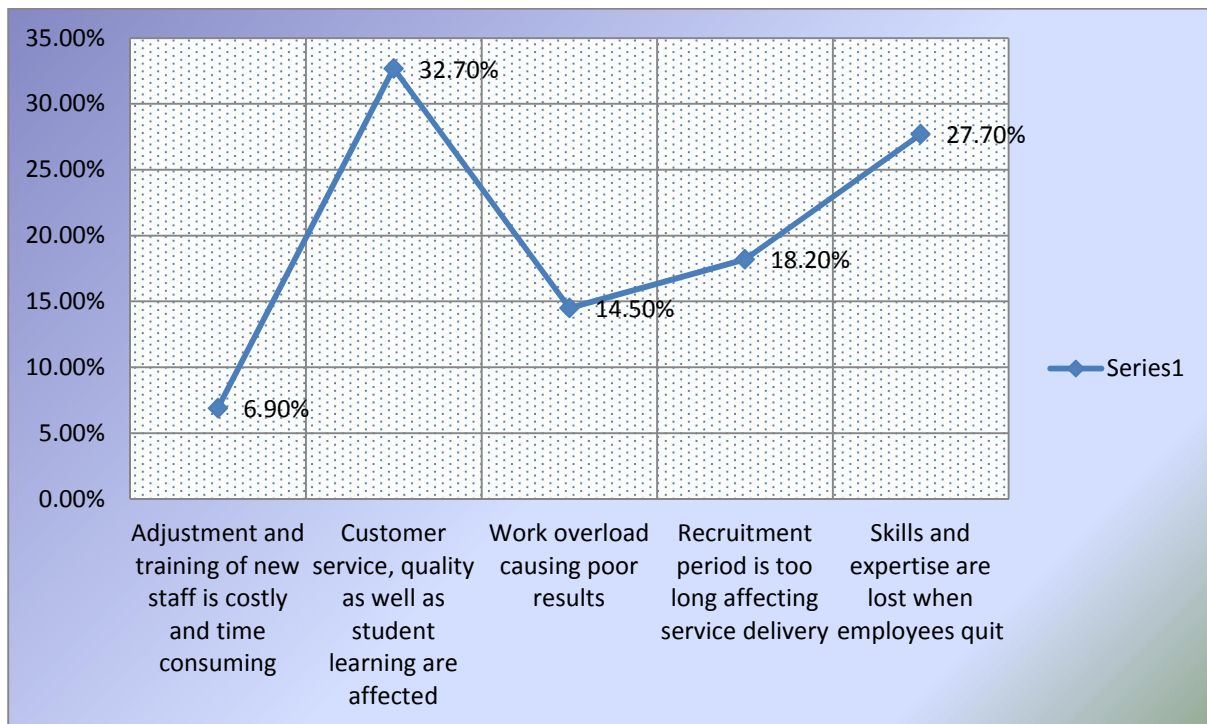
Figure 10 indicates the results of some recommendations to the University of Botswana management made by some respondents. The figure reveals that 33% of respondents recommended that there is a need for a salaries review and introduction of allowances, 29% stated improvement on work conditions, 28% of respondents recommended that the UB management should motivate staff through recognition, training, promotions and performance based incentives in order to retain them. The lowest proportion was 10% of those who recommended that the UB management should revise policies, rules and regulations affecting employee welfare.

Figure 10: Employees recommendations on staff turnover
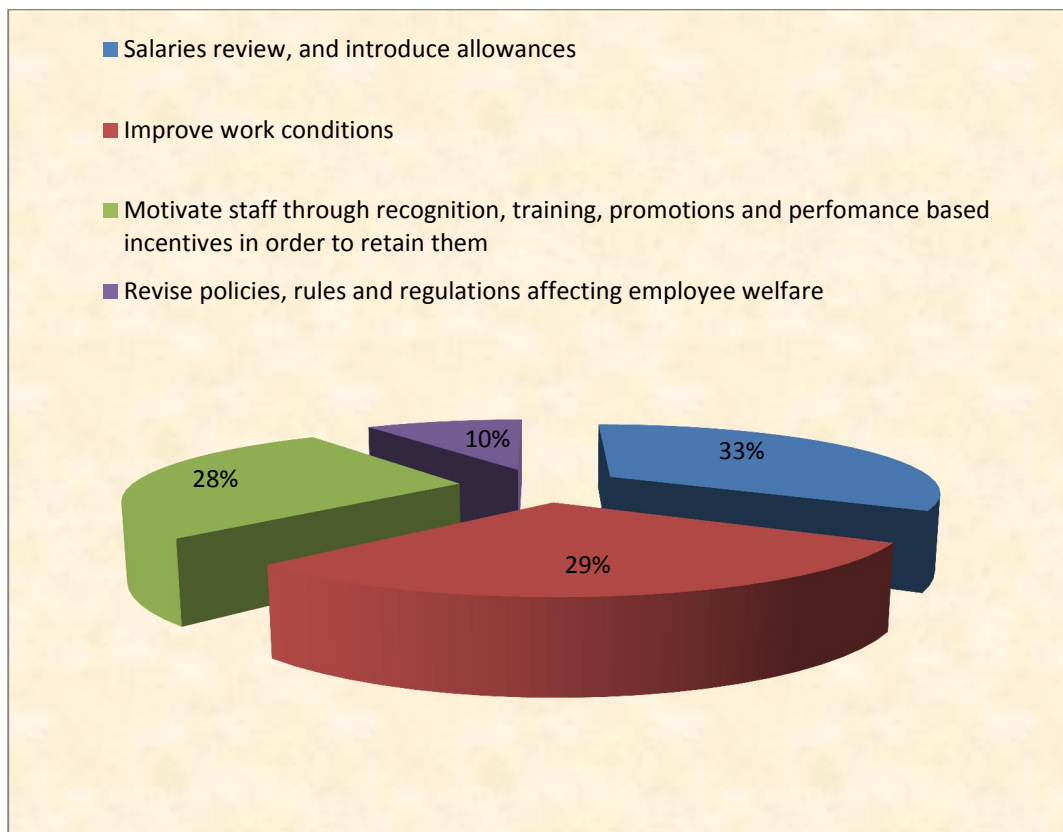
4.3 Conclusion

Chapter 4 was mainly focused on finding the actual factors that lead to employee turnover and their effects in the University of Botswana. The analysis presented in tables 2,3, 4 and 5 was done using non-parametric tests (Mann-Whitney) to establish the difference in opinions on different factors influencing staff turnover and the effects of the turnover between the two independent groups being academic and support staff. Figures 4 to 6 sought to find out if the UB employees are satisfied with their work environment whereas figures 7 to 9 was concerned with impact of the turnover and how it could be reduced. The last figure 10 was on recommendations made by the respondents on how employee turnover can be remedied. It should be noted that figures 7 to 10 were the actual staff facts.

CHAPTER 5

5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings of the study. It provides a conclusion on the hypothesis and on whether the objectives have been achieved. The conclusions address the key research questions of the study and lastly, this chapter provides the recommendations that emanated from the study.

5.2 Summary of research findings

The research project was carried out by sourcing primary data, collected from 100 UB employees made up of 45% males and 55% females who represented the whole University employees. Among these respondents were 30 academic staff most of whom were aged between 40 to 60 years and above while 70 were support staff members most of them ranged between ages 30 to 59years. On academic qualification most academic staff (90%) held PhD while only 10% were Masters holders. Most of support staff members were first degree holders, followed by masters and diploma holders respectively while there was a small proportion of certificate and professional holders. In conclusion, UB is well equipped with the right personnel with qualifications that are relevant and appropriate for better service delivery, which may lead to better results and a good image portrayed globally.

The factors influencing employee turnover at the University of Botswana were identified or revealed from the processed data and the different hypothesis tested. Firstly, the researcher discusses the four hypothesis statements test results before moving on to the rest of the conclusions.

H1(0): There is no significant difference between academic and support staff opinions on the factors influencing employee turnover at the University of Botswana failed to be rejected. In table 3, some p values were greater than 0.05 and the researcher noted that these results had no significant difference on some factors influencing staff turnover and therefore the above hypothesis could not be rejected. The following factors were raised by both academic and support staff: lack of employment security, the two groups shared the same views that their employment was secure with 56.6% and 67.6% of academic and support staff both disagreeing with the statement. On lack of staff recognition, the two groups' opinions agreed with the statement that their input to the university as staff members was not recognized. The employees also believed that hours of work were flexible as the two groups' views were not significant. Poor supervision as well produced similar views revealing that academic and support staff believed it was lacking with the p value of 0.119 greater than .05. There were high proportions of academic staff with 90% and 92.5% of support staff who agreed that there was lack of motivation in UB. From these high percentages, it could be noted as one of the most turnover causes at the university.

Also noted in table 3, poor communication resulted in no significant difference noted with p value higher than .05 and proportions of 80% academic and 65.7% who agreed with the statement. The p value was high at 0.707 greater than .05 on decision making by the management being biased, the two groups of staff shared the same opinion that it was a staff turnover influencing factor. It was also noted that there was poor workmates relationship as given by the p value of 0.534 showing insignificant difference in opinion. The two groups agreed with the statement with proportions of 33.3% academic staff and 34.3% of support staff. There was also no significant difference in opinions on lack of training with a p value of 0.108 greater than .05. As for delegation, the two groups experienced almost the same mean

rankings and that meant the difference in opinions about delegation was very small, hence the p value was high at 0.852. Lastly on the non-significant factors, the employees in UB believed that the performance appraisals were done fairly as there was no difference in opinions of the two groups as noted from Appendix B 53.3% academic and 61.4% of support staff agreed with the statement.

The H1 (0) above was accepted by the majority variables whereas only four rejected it because the p values were less than .05 as discussed below. As indicated in table 3, there are four factors influencing staff turnover that gave a significant result. These resulted from the fact the academic and support staff opinions on those factors differed. On salaries being very low, the p value was 0.043 less than .05. Although the proportions were high for both academic and support staff in appendix B at 93.1% for academic staff and 81.1% for support staff there was significant difference. On lack of promotions, the two groups had different opinions; this was noted from table 2 with 69.70 mean ranking for academic versus 40.59 for support staff. Academic staff believed there are promotions whereas support staff believed that promotions are lacking in UB as supported by the appendix B results.

The p value for poor working conditions was 0.035 less than .05 and that indicated a significant difference in opinions between the two groups. In appendix B 73.4% of academic staff and 47.8% of support staff agreed with statement, but the difference in opinions was very high. Finally on the significant results in appendix B, academic staff experienced a greater work overload with a proportion of 73.3% as opposed to 48.4% of support staff. The difference in proportions was high and the p value was 0.020 less than .05, this meant that academic staff was overloaded with work more than support staff, leading to academic staff resignations. It should be noted however that salaries showed the significant p value and

mean ranking, but the appendix revealed high proportions of both groups agreeing to the variable which means we should not rely too much on either of them before undertaking further research.

H2 (0): The University of Botswana employees are not satisfied with their work environment is rejected. The analysis in figures 4, 5 and 6 answers the above hypothesis. Out of 100 responses, most of the university employees indicated that they are satisfied with their work environment with a proportion of 52% being satisfied and 40% of those who were unsatisfied as given in figure 4. With the highest proportion being satisfied, the researcher concluded that UB employees are satisfied in their work environment. The work environment includes things like, offices, classrooms, lights, air-conditioning etcetera. Still on satisfaction, the researcher continued to ask the respondents if their relationship with their supervisor's was satisfactory. There were high proportions of 76.7% academic staff and 71.4% of support staff who indicated that they are satisfied with their workmates relationships.

In figure 6, the results of whether employees considered leaving the University for better job opportunities elsewhere are given. The majority of academic staff, making 64% and support staff with 63% indicated they would leave for some better job opportunities elsewhere. In conclusion the overall results revealed that although the employees were satisfied with work environment and with relationships with immediate supervisors that would not stop them from resigning from UB if they get better job opportunities elsewhere and therefore the null hypothesis above is rejected because employees are satisfied with their work environment. According to Mobley (1977), quoted by Kuria, Alice and Wanderi (2012:313) stated that, for

a resignation to occur, the individual employee is basically attracted by better opportunities elsewhere thus seeking to secure a new employment.

H3 (0): There is no significant difference between academic and support staff opinions on the effects of employee turnover at the University of Botswana failed to be rejected.
The results in Table 5 revealed that there is no significant difference between academic and support staff opinions with p values greater than 0.05 for all the variables. The p value for employee turnover is costly to the university was 0.067, which was greater than .05. This was also supported by the appendix B results where the proportions of academic and support staff who agreed with the statement were 96.7% and 77.1% respectively.   On high replacement costs for departed staff, the p value was 0.159 which was greater than .05; the proportions were also high for those who stated that the replacement costs were high at 83.3% of academic staff and 72.4% of support staff. Customer service is impacted negatively when staff resigns. There was no significant difference in the opinions of the two groups and their proportions of those who agreed in the appendix were 90% academic staff and 75.7% of support staff. Wallace and Gaylor (2012), state that organizational costs of employee turnover include severance pay, training expenses, operational disruption, the creation of multiple internal job movements, and the assessment of the negative perception of employee turnover associated with existing employees.

In table 4, some respondents mentioned that employee turnover increases work overtime with the mean rankings for academic staff of 48.53 and 50.46 for support staff. The difference in opinions between the two groups' mean was insignificant and their proportions in appendix C was noted at 66.7% of academic staff and 69.4% of support staff of those who agreed with the statement. As noted from table 5 results there is loss of production when employees quit

as there was no significant difference between opinions of academic and support staff with a p value of 0.182 greater than .05. Appendix C revealed that 93.3% of academic staff and 89.8% of support staff agreed with the statement. When asked whether succession plan is affected when employees quit, the two groups' opinions showed insignificant difference with p value of 0.220 greater than .05 and proportions in appendix C were 83.3% of academic and 68.6% of support staff agreed with the statement.

Morrell, Loan-Clarke and Wilkinson (2004:335) mentioned that, it often involves tangible costs in the following: recruitment, selection, induction, training, transfer, relocation, learning costs, product and/or service quality, management time, cost of being short-staffed, costs of agency workers/temporary staff. In conclusion, it was noted from the appendix C results that the university of Botswana employees agreed with all the six effects of staff turnover with high proportions on the effects of employee turnover to UB being costly to the university, loss of production, customer service impacted negatively, high replacement costs for departed staff, succession plan being affected and lastly increased work overtime.

H4 (0): Employee turnover has no impact on service delivery. Out of 100 respondents, 90% indicated that there is high employee turnover at UB. Figure 7 showed the reasons for high employee turnover at the university being that salaries are very low as indicated by 47.1% of the respondents. This was followed by poor work conditions with 24.8%, low employee motivation, employee recognition and lastly low job security with 3.3%. The main cause of employee turnover as given by respondents' views was low salaries at UB. When asked what could be done to reduce staff turnover, 43.9% of the respondents mentioned improvement of salaries, allowances and other benefits to match global standards, 32.2% mentioned improvement on work conditions, while some mentioned treating employees fairly

with respect and dignity, the need to improve training and motivation of employees and lastly to improve issues of job security. High percentages were noted for both salary and work conditions improvements, because they are related.

When asked whether employee turnover had an impact on service delivery, 97% of the respondents indicated that staff turnover issues have an impact on service delivery in the University of Botswana. Their views were given in Figure 9 where a proportion of 32.7% indicated that customer service, quality as well as student learning were being affected. 27.7% of the respondents stated that skills and expertise are lost when employees quit their jobs. 18.2% stated that recruitment period is too long affecting service delivery while 14.5% mentioned work overload, causing poor results and finally 6.9% stated that adjustment and training of new staff is costly and time consuming. In conclusion, the null hypothesis could be rejected because the main reason for turnover is low salaries that could be reduced by improvement on salaries, allowances and other benefits to match global standards. Also turnover had an impact on service delivery since customer service, quality, as well as student learning were being affected.

5.3 Recommendations

Recommendations to reduce employee turnover at the University of Botswana: In Figure 10, the respondents mentioned that there should be salary review and introduction of some allowances such as car allowance, housing allowance and scarcity allowance for all staff cadres. They also mentioned that the work conditions should be improved in order to retain staff in the university. As noted in the discussions above, lack of motivation is the major cause of turnover with the highest proportions of the sample mentioning it, followed by low salaries. Some respondents stated that employees should be motivated through training,

promotions and performance based incentives in order to retain them. Lastly, some employees recommended that the university should revise its policies, rules and regulations affecting employee welfare. Therefore organisations invest large amounts of resources in employee retention programs in an effort to avoid the turnover costs, (Wallace and Gaylor, 2012). It is therefore concluded that the University of Botswana should invest significant amounts of money on retention programs in an effort to avoid high costs such as on recruiting, loosing expertise, training, development of new staff and etcetera as a result of employee turnover. Below are some recommendations to UB management as mentioned by some respondents:

"University of Botswana should work towards gaining its competitive edge".

"Introduce car and housing allowances as well as scarce skill allowances in deserving fields".

"Improve conditions of work and implement a proper attraction and retention policy"

"UB should match salaries or even exceed salaries of our competititors"

The researcher recommends that employees should be motivated. There should be better communication and better supervision. Staff recognition should be in place since it seems to be one of the most turnover causing factors and most importantly, review the pay structure and introduction of allowances and benefits to match the global market.

Motivation and recognition can be in the form of temporary allowances for lower ranks, scarce skill allowances should be paid to all who deserve it at the same proportion for all employees, introduction of retreats and tours locally and outside the country as refresher activities. It is only a comprehensive blend of intrinsic and extrinsic motivational variables that can enhance retention and reduce the high rate of employee turnover in our various organizations, (Samuel and Chipunza, 2009: 415).

It is recommended that, in order to avoid the effects of employee turnover as stated above, UB should come up with some strategies of retaining its employees such as introduction of monthly, quarterly or annual awards given to highly performing staff, reducing the number of students per lecturer, motivate staff through personal development, improve work conditions but above all increase salaries.

The work environment for employees should be satisfactory. That is, the infrastructure such as classrooms, air conditions, lights, computer labs, computers, offices, and etcetera should always be in good order for employees to be comfortable at work and thus encourage the retention of staff.

The other recommendation is that the University of Botswana should consider revising its policies, rules and regulations. The conditions of service used dates as far back as November 2002, which is more than ten years ago and very old and overdue for amendment. Preferably, the conditions of employment should be reviewed every five years to keep them up-to-date.

Finally, every organisation strives to be at the top and not the bottom. The University of Botswana's management should work to achieve the top ranking among or above its competitors since it is the first national academic institution supported by the government of Botswana. It should portray the best reputation and image through delivering the best results and that can only be achieved when employees are motivated and happy.

5.4 Limitations of the study

The study was limited to the employees of the University of Botswana (i.e. employees who are currently in the employment of the institution). Most of the limitations encountered by the researcher were to do with money or tight budgets and time constraints. The researcher was a self-sponsored student and therefore, the financial constraint was a major issue. During the

time of data collection and reporting, the researcher had to meet all the research costs such as hiring a Research Assistant, printing of questionnaires, data collection, typing, dissertation printing and binding from own pocket which made the research very difficult.

Time was another limiting factor. Allocation of research supervisor was delayed leading to a prolonged research period and lack of time to do my school work. The questionnaires were to be administered during working hours and it was not easy to get questionnaires back on time completed by the research participants due to their busy schedules. The study relied on human responses which the researcher had no control of but only hoped that responses provided would be accurate. Given these time constraints and busy work schedules for the research study participants, a sample size of 100 units was used in this study. The study was not executed as anticipated because of the limitations experienced and mentioned above. Notwithstanding the above constraints, the excellent methodology adopted in the study was still able to provide reliable data.

However, despite the above challenges, the researcher applied the principles of time and resource management to ensure effective utilisation of these scarce resources. This technique enabled the researcher to complete the research project within time and budget, although the examination process was not concluded on time.

5.5 Implications of the study to both theory and practice

The findings of this study have further enhanced our knowledge and understanding of the concept of employee turnover, its causes and effects. On the theoretical level, the findings affirmed the postulations of Mobley (1977) and Min (2007) that mentioned causes of employee turnover to include: pay scale, job security, reward, advancement, and job

involvement. The study found that the major causes of employee turnover at the University of Botswana were: low salaries, lack of motivation, poor working conditions, and poor job security. These factors are in tandem with those of Mobley (1977) and Min (2007) listed above. Furthermore, the study found that employee turnover at UB had the following effects on the institution: high HR replacement cost, negative impact on service delivery, and low productivity. Again, these factors fall under the core effects identified in literature as consequences of employee turnover. In relation to practice, the findings provided better insights on why employees behave the way they do and what motivates them to leave an organisation. However, since theory informs practice, the former will always influence outcome of the latter.

5.6 Directions for future research

In light of the scope of this study, it is recommended that future research be conducted involving other UB campuses at Maun and Francistown to establish holistic picture of employee turnover at the University. Furthermore, it is recommended that future research be conducted covering other institutions of higher learning in Botswana to determine the rate of turnover among university employees especially the academic staff who are the core drivers of learning, teaching and research in those institutions.

5.7 Conclusions

It is a fact that employee turnover is neither good nor bad for an organisation; it is normally perceived as good when an organisation loses poor performers, misfits or has a chance to bring in new or fresh ideas. The organisation has to put in place some strategies to retain its talented employees rather than losing them to competitors. Of recent, the University of

Botswana has been losing some employees to its competitors at a high rate, especially the academic staff. Therefore the university must put some strategies in place so as to retain its employees for better results and good reputation in the global market. In addition, retaining staff would mean a reduction of some costs that the university incurred as a result of the turnover. (Samuel and Chipunza, (2009:415) state that given the growing needs for organisations to retain their best employees in the face of competition, the findings of the study suggest that certain variables are crucial in influencing employee's decision to either leave or remain in an organisation. Such variables include training and development, recognition/reward for good performance, a competitive salary package and job security. Nonetheless, the importance of other variables should not be under-estimated when formulating a retention policy.

The causes of employee turnover at UB: The factors that significantly influenced employee turnover in the banking sector in India were work environment, job stress, compensation (salary), employee relationship with management and career growth, Shukla and Sinha (2013). Abii et al (2013) found that employee compensation and workplace relationships are factors that influence turnover. Table 3 indicates the eleven factors that contribute to staff turnover at UB with insignificant results for both academic staff and support staff and those are, lack of employment security, lack of staff recognition, no flexibility in working hours, poor supervision, lack of motivation, poor communication, lack of recognition, decision making being biased, poor workmates relationships, lack of training, lack of delegation and unfair performance appraisals. Dess et al (2001) stated that poor personnel policies, poor recruitment policies, poor supervisory practices, poor grievances procedures, lack of motivation and poor communication strategies are contributory factors to a high employee turnover.

In Figure 7, almost 50% of the respondents mentioned that salaries are low at the University of Botswana followed by poor work conditions. Hissom (2009:6) indicated that employee turnover causes were inappropriate salary scales, unsatisfactory performance appraisals, low pay, unequal or substandard wage structures, decline in work ethics, lack of benefits, lack of opportunity for advancement or growth, lack of projects or assignments that do not require their full potential and a bad match between the employees' skills and the job. From the findings, there is a high percentage citing lack of motivation from both academic and support, poor supervision, poor communication, low pay, unsatisfactory performance appraisals, lack of benefits as mentioned by Dess et al (2001) and Hissom (2009) above. The researcher concluded that these factors influence employee turnover not in UB alone even in other organisations studied by these researchers.

The impact of employee turnover on service delivery to the University of Botswana stakeholders: From the findings in figure 9, it is noted that, most of the respondents mentioned that customer service, quality as well as student learning are affected when employees resign. It is then followed by those who say skills and expertise are lost when staff quit, some say recruitment period is too long affecting service delivery, and others believe that there is work overload causing poor results and finally few respondents mentioned that adjustment and training of new staff is costly and time consuming. Below are some responses from UB employees when they mentioned the impact of turnover on service delivery:

"Unsatisfied employees result in lack of commitment"

"The university takes almost a year to replace a person who has left, therefore impacting negatively to co-workers and the customers"

"UB will continue to train for other organizations and fail to establish loyalty and productivity".

"This will eventually have a negative impact on the rankings of the institution, because the university is losing highly qualified and experienced staff".

"UB is faced with shortage of staff hence the ratio of staff to client does not merge well"

Each time an employee leaves the firm, we presume that productivity drops due to the learning curve involved in understanding the job and the organization. Furthermore, Samuel and Chimpunza (2009) stated that, it is imperative for management to reduce, to the minimum, the frequency at which employees, particularly those that are crucial to its operations leave.

From the results, the researcher noted that employee turnover has a lot of impact on service delivery in UB because those employees left behind are overwhelmed with work overload, employees become de-motivated, the knowledge and expertise of resigning staff is lost when they leave, recruiting and training of new staff also takes time for them to adjust, etcetera and all these have a negative impact on service delivery to University stakeholders. For example, when a class has a high number of students because some lecturers have resigned, the lecturer in charge may not be able to manage and cope well with the large number of students, and students as well may decide to avoid classes and thus leading to poor service delivery as well as unsatisfactory results.

Zeffane (1994) states that the extent to which commitment to the organisation will affect turnover is moderated by the availability of alternatives or opportunities in other organisations that the member perceives to have. The levels of commitment by the remaining staff may decrease due to staff turnover. Employees left behind may start "dragging their legs" causing loss of production leading to poor service delivery, lower ranking and thus bad reputation of the University worldwide.

The effects of employee turnover at the University of Botswana: Dess et al. (2001) stated that voluntary turnover incurs significant cost, both in terms of direct costs such as replacement, recruitment and selection, temporary staff, management time, also perhaps more significantly in terms of indirect costs such as morale, pressure on remaining staff, costs of learning, product/service quality, organisational memory and the loss of social capital. As indicated in appendix C, there are six effects in order of their proportions namely, employee turnover becomes costly to the university due to staff leaving employment, customer service is impacted negatively when staff resigns, there is loss of production when employees quit, there are high replacement costs for departed staff, succession plan is affected negatively when employees quit and employee turnover increases work overtime expenses.

The impact of employee turnover was usually assessed by focusing on its effects on an organisation's performance and the evaluation of costs associated with employee turnover such as; advertising fees, recruiter fees, management's time for decision making, human resources recruiting times, selection, training, overtime expenses from others needed to pick up slack, productivity cost and lower sales, decreased employee morale and disgruntled customers (Wallace and Gaylor, 2012). The conclusion made was that there are costs incurred when employees quit their jobs as revealed by the study and from other scholars as shown by above. To replace existing employees is costly to organisations and destructive to service delivery. It is very important for management to reduce to the minimum the rate at which employees leave, particularly those that are fundamental to its operations in the case of UB lecturers.

<center>**Appendix A**</center>

<center>**Questionnaire**</center>

My name is Gabarate Rachiel Mandevu a final year MBA student at the University of Botswana. I am conducting a research on the Causes and effects of Employee Turnover at the University of Botswana. You are kindly requested to participate in the research. The information collected will not be for public consumption and your identity is not required and will not be revealed. Please place a tick against the appropriate answer.

Section A: Demographic Information

1. Gender

☐ Male

☐ Female

2. Age in years

☐ 18-29

☐ 30-39

☐ 40-49

☐ 50-59

☐ 60 years and above

3. Educational Qualifications

☐ Certificate

☐ Diploma

☐ Bachelors Degree

☐ Masters degree

☐ PHD

☐

Professional qualifications

☐ Other (please specify): _____

4. Which category do you fall?

☐ Academic staff

☐ Support staff

5. Length of service

☐ 0-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ 21 years and above

6. Are you a citizenship of Botswana?

☐ Citizen

☐ Non-citizen

Section B: Causes and effects of Employee turnover.

7. Do you agree or disagree with the following statements concerning UB? Please tick (√) appropriate box for each factor as per the key given below;

KEY: SA= strongly agree   A= agree   N= neutral

        D=disagree   SD=strongly disagree

FACTORS	SA	A	N	D	SD
There is lack of employment security					
There is lack of staff recognition					
There is no flexibility of working hours					
There is poor supervision					
There is lack of motivation					
There is poor communication					
The salaries are very low					
There is lack of employee promotions					
There are poor working conditions					
The decision making by management is biased					
There are poor relationships with workmates					
There is lack of training					
There is lack of delegation					
We are overloaded with work					
Performance appraisals are done unfairly					

8. Are you happy with the working environment e.g. proper lighting, furniture, air conditioning and other health and safety provisions?

☐   Yes

☐   No

☐   Not sure

9. Is your relationship with your immediate supervisor satisfactory to you?

☐ Yes

☐ No

☐ Not sure

10. Do you consider leaving UB for a better job opportunity?

☐ Yes

☐ No

☐ Not sure

Section C: Effects of Employee Turnover

11. Do you agree or disagree with the below effects of employee turnover at UB? Please tick

(√) the appropriate box for each factor as per the key given in Section A above;

EFFECTS	SA	A	N	D	SD
Employee turnover is costly to the university					
There are high replacement costs for departed colleagues					
Customer service is impacted negatively when staff resign					
Employee turnover increases over time expenses					
There is loss of production when employees quit					
Succession plan is affected when employees quit					

12. In your view, is the employee turnover rate high at UB? If so, Why?

13. What could be improved at the University of Botswana to reduce employee turnover?

14. Do you think Staff turnover issues have an impact on service delivery at UB? If so, how?

15. Could you please make any other recommendations to UB Management concerning employee turnover?

THE END

THANK YOU.

Appendix B: Respondents' opinion on factors about employee turnover at UB

Factors influencing Staff turnover at UB		Academic staff		Support staff	
		Count	%	Count	%
There is lack of employment security	Strongly agree	8	26.7	7	10.3
	Agree	3	10	6	8.8
	Neutral	2	6.7	9	13.2
	Disagree	10	33.3	26	38.2
	Strongly disagree	7	23.3	20	29.4
There is lack of staff recognition	Strongly agree	16	53.3	27	39.7
	Agree	6	20	19	27.9
	Neutral	4	13.3	13	19.1
	Disagree	3	10	8	11.8
	Strongly disagree	1	3.3	1	1.5
There is no flexibility of working hours	Strongly agree	3	10.3	17	24.3
	Agree	6	20.7	14	20
	Neutral	5	17.2	11	15.7
	Disagree	8	27.6	22	31.4
	Strongly disagree	7	24.1	6	8.6
There is poor supervision	Strongly agree	9	30	12	17.4
	Agree	7	23.3	17	24.6
	Neutral	8	26.7	17	24.6
	Disagree	6	20	21	30.4
	Strongly disagree	0	0	2	2.9
There is lack of motivation	Strongly agree	19	63.3	37	52.9
	Agree	8	26.7	28	40

	Neutral	3	10	0	0
	Disagree	0	0	5	7.1
	Strongly disagree	0	0	0	0
	Strongly agree	10	33.3	18	25.7
	Agree	14	46.7	28	40
	Neutral	4	13.3	14	20
	Disagree	2	6.7	9	12.9
There is poor communication	Strongly disagree	0	0	1	1.4
	Strongly agree	20	69	33	47.8
	Agree	7	24.1	23	33.3
	Neutral	1	3.4	6	8.7
	Disagree	1	3.4	7	10.1
The salaries are very low	Strongly disagree	0	0	0	0
	Strongly agree	4	13.3	30	44.1
	Agree	6	20	24	35.3
	Neutral	4	13.3	12	17.6
	Disagree	14	46.7	2	2.9
There is lack of employee promotions	Strongly disagree	2	6.7	0	0
	Strongly agree	11	36.7	18	26.1
	Agree	11	36.7	15	21.7
	Neutral	6	20	23	33.3
	Disagree	2	6.7	10	14.5
There are poor working conditions	Strongly disagree	0	0	3	4.3
	Strongly agree	7	23.3	18	26.5
	Agree	5	16.7	14	20.6
The decision making by management is biased	Neutral	12	40	22	32.4
	Disagree	6	20	13	19.1

	Strongly disagree	0	0	1	1.5
There are poor relationships with workmates	Strongly agree	6	20	9	12.9
	Agree	4	13.3	15	21.4
	Neutral	6	20	23	32.9
	Disagree	13	43.3	22	31.4
	Strongly disagree	1	3.3	1	1.4
There is lack of training	Strongly agree	5	16.7	16	22.9
	Agree	5	16.7	18	25.7
	Neutral	6	20	17	24.3
	Disagree	12	40	15	21.4
	Strongly disagree	2	6.7	4	5.7
There is lack of delegation	Strongly agree	4	13.3	9	12.9
	Agree	7	23.3	20	28.6
	Neutral	9	30	16	22.9
	Disagree	8	26.7	23	32.9
	Strongly disagree	2	6.7	2	2.9
We are overloaded with work	Strongly agree	9	30	13	19.1
	Agree	13	43.3	20	29.4
	Neutral	5	16.7	16	23.5
	Disagree	3	10	13	19.1
	Strongly disagree	0	0	6	8.8
Performance appraisals are done unfairly	Strongly agree	8	26.7	23	32.9
	Agree	8	26.7	20	28.6
	Neutral	8	26.7	12	17.1
	Disagree	4	13.3	11	15.7
	Strongly disagree	2	6.7	4	5.7

Appendix C: Staff opinions on the effect of staff turnover

The effects of employee turnover at UB		Academic staff		Support staff	
		Count	Column %	Count	Column %
Employee turnover is costly to the university	Strongly agree	20	66.7	36	51.4
	Agree	9	30	18	25.7
	Neutral	0	0	11	15.7
	Disagree	1	3.3	4	5.7
	Strongly disagree	0	0	1	1.4
There are high replacement costs for departed colleagues	Strongly agree	15	50	25	36.2
	Agree	10	33.3	25	36.2
	Neutral	4	13.3	15	21.7
	Disagree	0	0	3	4.3
	Strongly disagree	1	3.3	1	1.4
Customer services is impacted negatively when staff resigns	Strongly agree	17	56.7	34	48.6
	Agree	10	33.3	19	27.1
	Neutral	2	6.7	14	20
	Disagree	0	0	3	4.3
	Strongly disagree	1	3.3	0	0
Employee turnover increases over time expenses	Strongly agree	8	26.7	24	34.8
	Agree	12	40	17	24.6

	Neutral	8	26.7	16	23.2
	Disagree	2	6.7	11	15.9
	Strongly disagree	0	0	1	1.4
There is loss of production when employees quit	Strongly agree	18	60	31	44.9
	Agree	10	33.3	31	44.9
	Neutral	1	3.3	5	7.2
	Disagree	0	0	2	2.9
	Strongly disagree	1	3.3	0	0
Succession plan is affected when employees quit	Strongly agree	13	43.3	24	34.3
	Agree	12	40	24	34.3
	Neutral	2	6.7	14	20
	Disagree	2	6.7	5	7.1
	Strongly disagree	1	3.3	3	4.3

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June 11, 2014.

Letter of Introduction

For Student   : Gabarate Rachiel Mandevu
Identity No.   : 9603994
Title of the Project : An investigation into causes and effects of Employee
Turnover: A case of the University in Botswana.

The purpose of this letter is to introduce to you, a final year student in the Master of Business Administration (MBA Management) program who wants to carry out Research at the University of Botswana, and to ask for your assistance.

As part of their assessment, students in the MBA program are required to produce a Research Dissertation Report, which is part of the requirements of this post-graduate degree. The resulting reports are used strictly for academic purposes. It will therefore be highly appreciated if you could help Gabarate with the data or information that she will be requesting as part of the study.

Thanking you in anticipation.

Yours truly,

Tlhomole, A.
Research Supervisor
Lecturer in the Department of Management,
Faculty of Business.

P O BOX 70022
GABORONE

APPROVED — *Mmapedi*
10/02/2015

09 February 2015   .

The Acting Director
University of Botswana
Department of Human Resources
Private Bag 0022
GABORONE

*please, liaise with
colleagues in the HR
department for
assistance!*

Dear Sir

MBA DISSERTATION INFORMATION

This letter serves as a request to your respective office for me to have an access to some information ~~about~~ from your department for my MBA Dissertation. I am a student In the University of Botswana (UB) and am doing a research on UB employee turnover. My study covers a period of 4 years, that is, I will need information about turnover from year 2011 to 2014. Information needed is on; how many employees resigned from UB since 2011 January to 2014 December, access to exit forms that employees fill in when they leave for me to get some reasons and any other that may be necessary to strengthen my research. The information needed is essential for me to complete my study in May 2015 as dissertation forms part of it.

As an employee of UB, I hope my request will be considered for me to complete my studies. Attached are all relevant documents concerning my research.

Yours sincerely

Gabarate R. Mandevu
Student #: 9603994

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