



## **Effectiveness of the Staff Retention Strategies used by Government Colleges in Manicaland in Zimbabwe- the Lecturers' Viewpoint.**

<sup>1</sup>Chikwature Whatmore, <sup>2</sup>Mafa O. Prof

<sup>1</sup>Mutare Polytechnic, Zimbabwe E-mail: [whatmorec@gmail.com](mailto:whatmorec@gmail.com)

<sup>2</sup>Zimbabwe Open University E-mail: [mafao@zou.ac.zw](mailto:mafao@zou.ac.zw)

### **ABSTRACT**

*This research was on the effectiveness of the staff retention strategies used by government colleges in Manicaland in Zimbabwe from the lecturer and administration viewpoints. Twenty one purposively sampled respondents participated in this research. Case study research design was used and structured interview and observation were used as data gathering tools. The qualitative data gathered was presented using descriptive analysis using emerging themes. The study found that most of the college administrators do not attempt to find solutions to the problem of lack of corporate performance between lecturers and college administrators. Most lecturers were found to be dissatisfied what college administrator's offer towards corporate performance. It seems as if as long as the college administrators do not fight for the recognition of their hard work even as subordinates, lecturers will remain dissatisfied on what administrators offer towards corporate performance. The recommendations were that the colleges should adopt and implement a win - win management style approach since this method is for mutual benefit because it permits the employees to become part of the team, thereby making the employees to informed decisions and reduce their possibilities of leaving the organization for its competitors by increasing the retention rate of its mainly high expert staff. Also, both lecturers and college administrators need to embrace all the characteristics of corporate performance.*

**Key Words:** effectiveness, staff retention strategies, government colleges,

### **1.0 Introduction**

The importance of staff retention in organizations can by no means be over-emphasised. During the past 10-15 years, many sources have claimed that the human resource is the government's most important asset and that the management of this resource, to a large extent, contributes to the continuous competitive advantage of the public sector (Kathryn, 2015). Huselid (2018) credits Armstrong (1996) that he indicated that the concept of staff retention was first formulated by Fombrun et al (1984), stating that there are three core elements that are necessary for the general public sector to work effectively and that they include mission and strategy, organisation structure, and human resource management. Selden & Sowa (2015) gives credit to Jim Walker (1980) on his classic book on "Human Resource Planning" arguing that he was the primary to cause the difficulty of the consideration of corporate objectives within the development of and execution of Staff Retention plans. However, there's an avalanche of literature that agrees that Staff retention was formulated during the 1980's.

Angrave, et al (2016) identified that the changing industrial factors that leverages the general public sectors competitive were less critical compared to assets of the government, and human resources albeit it doesn't appear on the record. In agreement Arellano, DiLeonardo, & Felix. (2017) argue that the external environment remains ready to provide a competitive advantage, but it's to a lesser extent compared to the management of individuals, their productive and tactical culture and capabilities. This view agrees with the Resource-Based View (RBV). Craig (2015) on RBV noted that a government's resources and capabilities combat greater importance when the external environment is during a state of flux. This suggests that when the market undergoes significant change the government's current market position is a smaller amount relevant to future performance than if the market structure is stable. Staff Retention Strategies lines up with RBV as argued by Kaibel (2018) giving credit to Sharma, and Khandekar (2006) on the view that the human resources are now being considered as a serious source of competitive advantage in Staff Retention Strategies. In the judiciary field in which the quality of the product produced is measured in terms of the quality of verdict produced by the judges thus staff retention is critical in such mind games. Thus research institutions, such as in higher education institutions, primarily depend on the creativity of their employees. Therefore, they need not fall short in terms of the quality of the expected organisational workforce.

It is a truism that researcher's seldom question is to make staff retention a subject of thorough analysis. Even though the literature on staff retention strategies and their challenges does contain several critical texts, they have emphasized the rhetoric in this domain (Glazer 2019). Many of these contributions have been focusing on the very general and aggregated level. The field lacks analytical rigour and could benefit from larger empirical studies providing better knowledge to managers. In tertiary education then, whether the tertiary education teaching staff is always the most important

assets and whether the de facto constitute the competitive advantage through their guided behaviour is still an open question. If, however, this is the case, one could ask under which conditions and in which situations it is true? Besides, is this based on a more or less genuine buy-in from top management (or perhaps an argument based on the more subtle interest of high performance), an outcome of the human resource department winning the struggle to reinvent itself to get close to the lecturer and to add value to the business (Gerlach 2016), or a de facto real-life experience from middle managers in general? In this respect, there is a peculiar lack of line-managers arguing for the importance and necessity of human resource.

How human resources (departments) can contribute to competitive advantage in tertiary education institutions have been discussed thoroughly by different researchers since the mid-1980s (Johannes & Hahn 2016). In particular, during the 2000 error, it has been observed that staff retention can contribute to organizational success that is. delivery of efficient services and the facilitation of organizational change. This development is based on a growing demand (and concern for) the continuously improving organizational effectiveness and profitability (FTH Skills Council & MLA 2006). It would appear staff retention could provide solutions to some of the challenges being faced by government colleges and universities. However, in answering the how-question a multiplicity of approaches can emerge.

On average, it takes more than a year before an employee can produce his work independently. According to Hay-McBer (2016), having spent so much on the employee in terms of time, effort and money, it is a big loss to the organization if the employee decides to leave the job before working in the organization for at least five years. However, despite efforts by higher and tertiary education institutions to retain their employees, staff turnover has always been a major problem faced by these organisations.

In Texas, the Home and Community Based Workforce Advisory Council (HCBWAC) composed a letter of recommendation to fathom this developing situation to the Commissioner of Health and Human Services (HCBWAC, 2010). The conclusions drawn by the exploration of the HCBWAC is that inadequate salaries is the most significant factor affecting employee recruitment and retention and hence, their recommendations depend on this discovering (HCBWAC, 2010). Their first recommendation to increase employee retention was to implement rate-setting procedures that make progress toward wage equality among direct support employees. Their subsequent recommendation was to build the wages for direct help employees to ten dollars 60 minutes. The last recommendation was to design, create, and implement a health benefit buy-in project for uninsured direct support employees (HCBWAC, 2010). These three pay based recommendations could be applied extensively to build the degree of consistency of direct help employees the country over.

Another proposal of the HCBWAC which would be valuable to decrease the pace of turnover among direct help employees was to control a yearly or semi-annual overview to the immediate consideration staff to encourage the arranging of future retention endeavours (HCBWAC, 2010). An additional idea created by the HCBWAC was to create a standardized direct support worker training system that could be used voluntarily to train direct support employees across the state. Lastly, the HCBWAC suggested hiring one full-time worker to address and manage direct support worker issues and to work on implementing ideas to increase employee retention (HCBWAC, 2010).

Other research supports an idea of hiring a retention specialist. A study by Schawbel (2016) showed reduced turnover rates in facilities that had specially trained retention specialists who took a comprehensive approach to addressing the problem. This 2008 investigation tried the effects of preparing a retention strategy in nursing homes to manage office-related issues that lead to staff turnover (Schawbel 2016). In this study 15 different nursing homes selected a current staff member to be trained as a retention specialist. The duties performed by each of the various retention specialists was tracked to see how this intervention carried out its function. To evaluate the effectiveness of the retention specialists, all of the staff at these facilities were given questionnaires to fill out. Results from this investigation showed that this mediation took a year to produce full results. Results showed that DSW turnover rates in the preceding 6 months in treatment facilities decreased between baseline and the 12-month assessment by 10.54%, whereas the rate in control facilities only decreased by 2.64%. Thus, implementing retention specialists was effective in reducing the rate of employee turnover (Schawbel 2016).

Adi (2012) Asian research concentrate in Thailand entitled: Driving Performance And Retention To Employee Engagement: A Case Study In University Of Brawijaya, concocted dazzling disclosures. This investigation inferred that depiction of the level driving presentation and retention components and employee commitment factors. From enlightening wide picture employee commitment has an exceptionally elevated level; others, for example, fulfilment, ingestion, workplace inclusion, responsibility, trust have the significant level and pay given by medium level. The relapse investigation comes out with just four variables of driving execution and retention spoke to the employee commitment which are fulfilment, work association, responsibility and trust. There are some examination considers that bolstered this investigation result, for example, Mathimaran and Kumar (2017) upheld that fulfilment and responsibility is one of the components constructed the worker commitment. Additionally, Whittington and Mensah (2015) upheld trust become one of the components that constructed worker commitment. Kim, (2015) upheld work association as one of the components affecting and assembling worker commitment. Besides, Schawbel (2016) bolstered ingestion as one of the components that manufacture worker commitment.

In Australia, Mathimaran and Kumar (2017) in their investigation entitled; Employee Retention Strategies – An Empirical Research discovered that given the developing requirements for associations to hold its best employees even with rivalry, the discoveries of the examination propose that specific factors are significant in affecting the employees' choice to either leave or stay in an association. Such factors incorporate preparing and Development, acknowledgment/compensation for good execution, a serious pay bundle and professional stability. In any case, the significance of different factors ought not to be Under-evaluated while detailing a retention approach. It is just a far-reaching mix of inherent and extraneous inspirational factors that can improve retention and lessen the high pace of employee turnover in our different associations.

Chivandire (2019) in his research "Determinants of Academic Staff Retention in Zimbabwean Institutions of Higher learning: A Case Study of Selected Institutions of Higher learning in Matabeleland Region" established that promotion and career advancement opportunities influence Zimbabwean institutions of Higher learning academic staff retention. As far as carrier development, the management in Zimbabwean institutions of Higher learning

ought to give staff exchange programs with the goal that their employees can gain from staff individuals from different institutions of Higher learning. Institutions of Higher learning can collaborate with different organisations in different facets of the economy. These partnerships can also boost staff morale through staff development, scholarships, grants and increased research. Chivandire (2019) also concluded that the amount of workload significantly affects academic staff retention, there is a need for institutions of Higher learning to reduce lecturers' workloads. Academic institutions need to balance intake numbers with available resources. Enrolments should only be increased when there is a commensurate increase in academic staff members. Considering the way that remuneration significantly influences academic staff retention, Chivandire (2019) suggested that there is a requirement for academic institutions to salary structures which reward employees in accordance to their performance. This boosts those employees who perform well in their work. Also, some academic departments experience higher turnover than others, hence the need to use a reward system which considers such difference in turnover. Academic institutions can likewise negotiate with banks to offer loans and vehicle credits to academic staff, at low-interest rates. These credits can be ensured by the institutions and subsequently, institutions will have an agreement that binds staff to their institutions. Mugaga (2016) posits that that training significantly affects academic staff retention; institutions of Higher learning should provide training and retraining opportunities for academic staff members. This won't just improve worker development needs but it likewise improve employee retention. It is imperative that employees should be given continuous professional development, so that they can gain appropriate skills. Chivandire (2019) also suggested that Institutions of Higher learning ought to also contact exit interviews with leaving employees. The information got through exit interviews can be used by institutions of Higher learning on how to find out the purposes behind the staff member leaving. This will also help with deciding if there are critical areas that should be attended to avoid high staff turnover.

All the researches cited above dealt with staff retention and organisational performance but did not deal with the problem of how corporate performance or teamwork between the teaching staff and management in colleges affects the staff member's choice to stay or leave the organisation. This study answers the question; How effective are the staff retention strategies used by government tertiary institutions in Manicaland in Zimbabwe?

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## 2.0 Materials and Methods

This study is qualitatively oriented and this has resulted in the adoption of the positivism research paradigm. This qualitative research followed a case. A case study research design gives a picture of the exact details of a situation, social setting or relationship (Greener & Martelli, 2019). Case study to be used in this study collected descriptive data for this study. The reasons for choosing this design are based on the idea that Case studies usually yield rich data that is collected in large amounts. The employment of a qualitative research methodology is based on the premise that there is no single truth to be discovered but there are various positions or suggestions and that each suggestion or opinion has some level of merit (Lincoln, Lynham & Guba 2017). The three tertiary education institutions (the study area) has a workforce population of about 1000 members excluding over 5 000 students. In this research stratified sampling method and purposive sampling methods are to be used. Lecturers and administrators have different views about staff turnover, staff retention and corporate performance. This means they make two strata. Within these strata, the researcher purposively sampled respondents who are deemed knowledgeable about the subject in question.

Respondents were purposively selected from the two strata that are, the administration and the lecturers in the three tertiary education institutions. It was critically important for samples from each stratum to be selected in a purposive manner so that the best-fit respondents are to be included. When there is homogeneity within strata and heterogeneity between strata, the estimates can be as exact as with the use of simple random sampling. Observation was used as it increases the quality of data that will be collected, understanding, explanations and assist in improving and innovation of relevant study questions. The structured interview used also was functional in obtaining information from key informants like the lecturing staff and the administration of the respective tertiary education institutions, interviews allowed the researcher to discover respondents' body language so as to get an apparent picture of the responses from body language associated with each response. Interview was administered to both lecturers and the administrators. Recordings to the interviews was conducted for the researcher to obtain direct quotations from the respondents.

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## 3.0 Results and Discussion

Altogether 15 lecturers participated in interviews as individuals. Each college was represented by 5 lecturers. The lecturers were purposively selected to accommodate only the lecturers who were senior enough to know about staff retention. The researcher tried to consider gender balance but in some instances it became difficult because there was a high population of female lecturers. The analysis revealed that 9 lecturers were female while 6 were male. The lecturers' ages ranged from 35 to 60 years while the lecturing experience ranged from 10 to 30 years. Of all the participating lecturers, all taught in their areas of specialisation. The analysis also revealed that all the participating lecturers had 'O' level. Of the 18 participating lecturers, 7 had a first degrees while 8 had Masters degrees. A range of students were taught by specialist lecturers; while the number of students per class ranged from 20 to 40. Basing on their maturity, work experience and academic qualifications, the lecturers appeared to be well versed with assessment problems in the Higher and Tertiary Education Institution

An analysis of the college management respondents reveals that of the participating 6 college management authorities, 3 were female while 3 were male. All the three college principals were mature with age ranging from 55 to 60. Furthermore, all the college principals who participated in this research attained further studies in their profession. All the 6 of them had masters' degrees one of the principals was PhD candidate. The college heads had a long experience as college lecturers which ranged from 20 years to 30 years. The principals serving period in those particular colleges in which they work ranged from 3 to 10 years. These principals were therefore likely to be conversant with assessment in the Higher and Tertiary Education Institution hence; their responses were likely to be relevant to this research.

### Effectiveness of the Staff Retention Strategies used by Government Tertiary Institutions

Most interviewed respondents came up with their understanding of employee retention strategies and indicated that employee retention strategies are prime in keeping workers at tertiary institutions in Manicaland. On the understanding of staff retention in the education sector, one female respondent in his late 50s and has been an administrator for over 10 years said,

*Employee retention involve giving people the tools and equipment to get the job done. When people feel they have what they need to perform, job satisfaction increases dramatically. Employee retention strategies start with you and your tertiary institutions administrators' attitudes. We give our staff members tea, sugar and milk periodically that they don't lecture while hungry*

This is in line with Schawbel (2016) who advocates that institutions should not see employees merely as cogs in a wheel, or as valuable resources that make the institutions go, nor should the institution expect high performance but mediocrity from neglected employees. On the same subject another interviewed respondents who was a female lecturer almost retiring had this to say:

*The practices of our accounting officer with his entire entourage is practically malicious and corrupt. The accounting officer claim to promote unity and corporate performance but what she practices is a blatant opposite of what she preaches. She indicates to the right but turns left. She doesn't want anyone who opposes his views, you will definitely be targeted as a total enemy worse if you are educated and promising. I can tell you there have been imposed interviews for the entire college leadership positions done to flash out from administration those who were critical to the administrative system of that time and truly they were flashed out and I was one of the casualties but as you can see I am a mere lecturer.*

This is what Marcia (2016) found when he commented that the relationship between leadership and turnover intention has a negative co-relationship. Their results have generally shown that leadership is a key factor in reducing or mitigating turnover intentions. Zhou (2015) also examined the relationship between leadership behaviours, satisfaction with the leader, and voluntary turnover intentions and they found a direct negative relationship between leadership behaviours and voluntary turnover intentions

Another particular practice raised during interviews was Information taken as another key area in employee retention strategies. The more information you give people about what they are doing, what the institution is about and why you do things the way you do, the more valuable the lecturers become to the institutions. Closely linked to information, as brought up in the interviews were employee relationship strategies, which many of the respondents showed that they favour employee relationship strategies as the most important way. Employee relationship strategies have to do with how you treat your employees and how they treat each other. Developing effective employee relationship strategies begins with three basic steps: Give your lecturers and supervisors plenty of relationship training, Ask employees why they work for you and once you have the information about why people work for you, ask: "What can we do to make things even better around here?" it needs to be recognised that people work for their supervisor, not institutions or companies. Their pay slips may say "institution so and so", but their primary work relationship is with their supervisor. If the supervisors have the knowledge, training and sensitivity to work effectively with employees on an individual level, they will probably get the bonding they need to retain employees.

One interviewed married male respondent who was with the institution for 26 years had this to say:

*At our college we get free lunch for all the lecturers and its time to mingle and even talk with administration outside the professional circles thus we are really kept as a team and here to say the least we live for each other, we don't live for the principal but we live for one another. The principal is truly a team member and listens to personal and individual concerns with an open ear. This is our institution and we have build a name for it. I have been here for over 20 years and I look towards retirement and never transfer*

This is in line with Witteveen & Attewell (2017) as they argue that most of the people associate themselves with the nature and place of their work. The nature of job and the organization where the employee works form dominant parts of a person's identity and status in society. Thus the treatment one is given by the institution where he or she works has a serious effect on how that worker identifies him or herself with the same institution

Another practise that came up was employee growth strategies which a significant number of respondents indicated that in-house curriculum for skills training and development is important. Employee growth strategies deal with personal and professional growth. Good employees want to develop new knowledge and skills in order to improve their value in the marketplace and enhance their own self-esteem. When the institution administrators offer these kinds of learning opportunities, it sets the employer apart from other employers and shows that he/she truly cares about the employees.

One interviewed male lecturer respondent who was at the college for 15years and in the administration hierarchy had this to say:

*Tertiary institutions should organise and structure employee training so that it makes sense for tertiary institutions in Manicaland, Manicaland and the individuals who work for you. Take time to explore your employees' different needs and the best way to meet those needs. There are many ways to help your people with personal growth that not only make a difference in their lives, but bond them more closely to the organisation.*

According to this revelation, it's one thing to provide training that helps employees to do a better job because Manicaland tertiary institutions benefit from it. It's another thing altogether to offer education on how employees can improve their lives. They don't expect that. It shows that the employer cares about them as people, not just as workers who can make money for him/his. Training employees reinforces their sense of value (Stack 2015). Through training, employers help employees achieve goals and ensure they have a solid understanding of their job requirements (Vitória-ES 2015).

On measures institutions put in place to deal with staff concerns, some few but significant respondents came up with the practice of employee compensation and indicated that it is keeping them at tertiary institutions in Manicaland. Effective employee compensation strategies stem from one fundamental principle: money alone will not retain most employees. In the old days, companies essentially paid people for their time. Today, more and more companies pay for performance – in every position, not just sales. To retain employees, the institution compensation plan needs to incorporate this trend. When people exceed expectations, give them a bonus. It helps to lay the plan out ahead of time so that employees understand your expectations and know what they have to do to get the bonus. But make sure you base it on predefined profit goals, so that the employer don't pay out if the Manicaland tertiary institutions doesn't achieve their goals. According to observed data however it was noted that this strategy has been abused and acted as the worst demotivator to the employees especially in the instances where the supervisor is rated lowly by the tertiary institutions administrators and comes back with subjective rating to his/his subordinates thereby creating friction amongst department members. Also young and ambitious members are subjected to low rating that they don't get the work compensation they deserve and possibly the due recognition for professional upgrade, but remain in the lower and subordinate levels of the professional ladder.

On what measures have been put in place to deal with staff complaints and how effective the measures are, one of the female interviewed respondents who have been at the station for 21 years and now an administrator had this to say:

*Keep in mind that employee grievance handling constitutes only one piece of the puzzle. If all the other pieces – the environmental, relationship, retention and growth strategies – don't fit together into one interlocking whole, you won't be able to pay people enough to work for you. In today's market, employees have control. They say: "You're lucky to have me working for you." If you don't believe that and treat them accordingly, they will quickly find another employer who will.*

This proves how important employee grievance handling is in staff retention. Pay-for-performance plans come in a variety of shapes and sizes, but they all involve two basic activities: defining the job and checking performance against expectations. This notion affirms what was got by Snelgar, Renard and Venter (2013) when they investigated the impact of reward categories on the organisation's ability to attract, motivate and retain employees among a sample of 250 participants. They found that base pay was the most important reward when attracting and retaining employees. Veisich & Veisi (2014) found that employees will leave the organisation if they are offered better salaries elsewhere. If an institution is not offering some type of incentive or pay-for-performance plan, it is putting its organisation at a terrible disadvantage.

From the observations made by the researcher at College A, lecturers always had tea and lunch together in an orderly manner but certain college administrators never had the opportunity to join others. Both lecturers and college administrators worked together on selection of student representative bodies in mutual respect but the college administrators went on to influence the selection of the competitors on their own without the input of the lecturers.

All lecturers and administrators at College B had tea together at break time. The college administrators also worked together with lecturers to ensure that colleges were thoroughly cleaned by students before college closure. The buildings were well maintained but their recreational facilities lacked face uplift. At College C, lecturers and some administrative personnel always had tea together with lecturers whilst they socialized. They also worked together in planning to host a meeting which was to be held at their college, with the administrators' delegating duties and some of the lecturers volunteering. Their offices were though small but served with requisite communication and ICT gadgets. This creates solidarity and a sense of belonging between the lecturers and college administrators.

During one of the tea breaks, the researcher observed one executive who brought cakes and scones for free for all the teaching staff to enjoy at break time. At College B, one administrator seemed to be very unfriendly with his subordinates. This came as no surprise at all since he had been very hostile to the researcher before when he was approached for an interview. Two of the administrators at College C were very sociable. Lecturers felt very free to talk, laugh and joke with them in a respectful manner. College administrators should show that they are also human beings. If they can criticize lecturers for judging them unfairly, then they must also socialize. If they are anti-socialists it will not be an easy task for the lecturers to work as a team with them.

Furthermore, the researcher observed that the college administrators at College A consulted lecturers during meetings and briefings on matters of their choice. On other matters, they would already have laid down decisions and this would trigger disgruntlements among the lecturers. The administrators at College B would bring laid down suggestions but give floor to rest of the lecturing staff to finalize. Administrators at College C consulted lecturers on the way forward pertaining to some issues. The above information shows that there is consultation of some sort from lecturers, even if in some cases it might not be always. Consulting lecturers for formality's sake at times results in their passive resistance.

According to lecturers interview responses on the effectiveness of the staff retention strategies the reactions were mixed and varied. Every employee is motivated by different things, and retention strategies thus need to be tailored down to the individual level. Thus the effectiveness of the staff retention strategy depends solely on individual perceptions and attitudes. According to those who indicated that the staff retention strategies used at tertiary institutions in Manicaland are very effective is very negligible number of the total respondents. Those who indicated that they are effective were also very few and negligible. This to a larger extent shows that the staff retention strategies being used were not working out according to the research findings. Those who remained neutral on the same issue of staff retention were very few of the respondents. A sizable number also of the respondents also indicated that the staff retention strategies used at tertiary institutions in Manicaland are ineffective. Most of the respondents indicated that the staff retention strategies used by tertiary institutions in Manicaland are very ineffective. The results reveal beyond reasonable doubt that the staff retention strategies used at tertiary institutions in Manicaland are generally ineffective. This is in sync with Minbaeva (2018) who contends that employees leave organizations for many reasons; oftentimes these reasons are unknown to their employers. Employers need to listen to employees' needs and implement

retention strategies to make employees feel valued and engaged in order to keep them. These retention methods can have a significant and positive impact on an organization's turnover rate. Here we'll take a look at some of these strategies as respondents gave them.

One senior lecturer male respondent interviewed from college B said:

*I am here for all the past 15 years due to pseudo expectations and speculative contentment. I prospect that things shall improve soon and we may work up tomorrow better workers. Also you need to know that I am 47 years and it's not prime time anymore to take some adventures as some of them may force me to be away from family for the remaining part of my professional life. Also never forget that the principal advertised 38 posts internally and only 21 lecturers out of 127 applied, this was even noted by those who came to conduct the interviews after having noted that the worthy lecturers did not respond to the advertisement. This left an egg in the face of the accounting officer and its unfortunately a shame to the institution.*

With such findings from a senior employee, living on speculative tendencies, it confirms the general perception that of most the workers at tertiary institutions in Manicaland are not happy of the staff retention strategies as many have rated them very ineffective.

Another female principal lecturer respondent in his early 50s from college B had this to say:

*It is known by all that one staff member who was an HOD was briefly promoted to be a dean of students but unfortunately because she was straight and progressing and did not want corruption which characterised the management, she was systematically vomited through the abolition of the position to keep his off from administration matters. There is also another young lecturer who is a doctor who is highly targeted by the administration that he leaves the institution, particularly the accounting officer due to his forward looking and clear views. She even went on to connive with the young doctor lecturer's HOD and strictly instructed her to find a charge against the innocent lecturer at all cost that she keeps her position of being an HOD. This is well known by every staff member as the lecturer was engaging his lawyers after a dubious charge was fomented against him. This came to light after the HOD feared to be dragged to court due to the charge raised, was afraid of being fired and lose his retirement benefits as she is left with less than ten 5years to retire. So was pleading with a close friend the lecturer that she is sorry for the miscalculations she made culminating into misjudgement of fermented misconduct. This was done obviously to let the lecturer leave the institution*

With this type of bitterness in a senior staff members it shows a lot in as far as the institution's corporate failure to keep its lecturers happy in the organisation, which definitely becomes a fertile breeding ground for a staff turnover. This is in line with what Chikwature & Oyedele (2016) who argued that repulsive treatment and deliberate administrative victimisation remain the major demotivating drivers for a lecturer. Thus, the more the lecturer feels he or she is not liked by the system which he or she serves then one is most likely never to sacrifice to do his or his work as the need to over work to please the administration that has proven beyond doubt that it doesn't like that lecturer overpowers the sacrifice. One may even become a rebel and an inert critic of the administration and all its dealings in and outside the institution. Also, it has come without surprise that at college B most lecturers interviewed also said that they have subscribed to legal institutions as their work security is undoubtedly under threat and under siege.

On challenges faced if a staff wanted to achieve his or his career goals while working in this institution, the respondents gave wide range of responses. There are several challenges that are involved when an organization is to strictly retain its staff. The environment may not necessarily be friendly enough to the employee and the worst thing is if this happens and the Manicaland tertiary institutions administrators or the supervisor is not quick to notice it and take a corrective measure. As indicated by most of the interviewed respondents in all the three tertiary institutions that they are heavily affected by the type of the environment in which they work. The conductivity of the environment hinges on the culture of the institution and the history of the institution of tertiary education institutions in Manicaland. A sizeable group of the interviewed respondents from all the three institutions also indicated that they have the lack of recognition as the main challenge at the institution. One's individual effort if not recognized can cause a serious challenge in as far as job satisfaction is concerned. And it is important to note that the more an employee is satisfied at work the more that employee becomes an asset to the same institution and in the event of the opposite being the order of the day then it means the same employee will be demotivated and may be riotous and even be in temperamental outbursts in meetings or where he/she is not expected to. Thus, some of what the system may label as deviance is a result of not being able to be recognized when other presumed less competent are being recognized. Not being rewarded fairly for work performed. Rewards may be financial or non-financial and if neither come by, then it means the employee is relegated to the backyard of identifying himself or himself with the institution.

One female respondent from college C in his mid 50s who is a PhD holder interviewed revealed that:

*The Manicaland tertiary institutions administrators should take the pulse of its people on a regular basis. From time to time, the Manicaland tertiary institutions administrators should bring in an outside third party to get a more objective view of how your people really feel. Find out if they really know the vision, mission and values. At the same time, give employees plenty of information about how the Manicaland tertiary institutions are performing and where it is going. When people buy into your clearly stated corporate values and have the information they need to get the job done, they tend to stick around.*

This is normally true when the system has not been running in a more transparent way and when employees are seen as machines and not human beings who constitute to the social wellbeing of the institution. Employees leave organizations for many reasons; oftentimes these reasons are unknown to their employers. Employers need to listen to employees' needs and implement retention strategies to make employees feel valued and engaged in order to keep them. These retention methods can have a significant and positive impact on an organization's turnover rate.

On how tasks and targets assigned to a member be achievable within allocated the resources and time, many respondents from the three colleges had different opinions on challenges which the institutions have in their quest to retain their staff particularly lecturers. Most of the interviewed respondents

on lack of retention to get the job done the respondents claimed that lack of retention services and facilities to get the job done is a serious let down. As researcher found some of the departments from colleges A, B and C did not have any functional printer and a photocopier which are quite critical in day to day running of their business. Thus the departments rely on begging from other better equipped departments for any printing services where they may have to endure the shame of begging to do organizational work. Bond paper which has always remained a perennial scarce commodity according to inside sources yet it only cost USD4-00 per rim but remains a diamond throughout the year that at college B one department failed to let their students write end of term tests due to unavailability of a functional photocopying Machine. Thus under such circumstances where a field has to be ploughed one has very strong draught power but without the plough then the field will remain not ploughed. And it only frustrates the one with the draught power if the owner of the field insists that his field should be ploughed when the resources are not in place. Thus retention from the authorities for work to be done remains important in staff retention and remains a challenge.

According to the observation data the divisions or departments at tertiary education institutions in Manicaland are not equally provided with social services some departments seem to be getting more attention than others. Another concern raised by the respondents was on lack of opportunity for advancement with few respondents indicating that this is very important as inadequate opportunities for training & development is a challenge to be fully considered. If this is not within the reach of the institution then it becomes inescapable to the employee to be demotivated. Advancement doesn't necessarily mean promotion. More often, it means personal and professional growth. People want to be better tomorrow than they are today. Personal growth constitutes a very strong driver in today's workforce, particularly with the younger generation. People coming out of college often identify training as the primary criterion for choosing their first tertiary institutions to be deployed

On how one can achieve personal goals while working in this organisation the responses were varied but linked to employee compensation and security. On inadequate employee compensation some few respondents interviewed from the three colleges indicated that they go along with the notion that in tertiary education institutions in Manicaland employee compensation is a challenge. People want fair compensation, but – contrary to most college administrators' beliefs – money rarely comes first when deciding whether to stay or go. A certain percentage of people will always chase more income, but the majority of workers look at non-monetary reasons first. Many administrators still cling to the outdated notion that people "go for the gold", that salary dictates all their employment decisions. But for the most part, people want opportunities to grow and learn, to advance in their careers and to work on challenging and interesting projects. They want to be recognised and appreciated for their efforts. They want to feel a part of something that adds value to their community.

One male respondent in his mid 50s from college B and a lecturer interviewed said:

*I have been here for the past 17 years not because of the monetary gains I get from the institution but my being here has opened some opportunities for me and those opportunities cannot work out if I leave. I have improved my professional qualifications, improved my family lifestyle, and I am running a vibrant poultry project. So it's not all about money but security that keeps me here.*

This certifies the notion that some employees at tertiary education institutions in Manicaland are not just after money but security. All of the respondents who indicated the importance of this notion are above 45 years. The job marketplace is an example of an environmental variable that could have an effect on employee commitment. If the labour marketplace has few possibilities the worker may also live longer unwillingly because of their financial commitments. The expectancy concept identifies 5 work structural variables; autonomy, verbal exchange openness, distributive justice, role warfare and workload. In line with the same notion Chikwature & Oyedele (2018) are in view that the psychological variables recognized were; employment pleasure and organizational commitment. The process marketplace is an instance of an environmental variable which could have an impact on employee dedication. These identified areas are significant for management to consider because they are also areas for potential intervention.

Some of the challenges also got through observation and interviews were:

Not having the opportunity for a flexible work schedule, the inability to work a flexible work schedule including reduced hours, telecommuting, 5 ten-hour days per week and job-sharing. Some of the concerns that were raised by the three colleges were:

- Ineffective leadership. The inability of leaders to develop and communicate the college vision and effectively developing employees to maximize their potential.
- Lack of trust in senior management. Lack of confidence in the Senior Management to do what is right for the employees.
- Inadequate emphasis on corporate performance. The lack of effort exerted by employees and leaders to foster a corporate performance type environment.

### ***Discussions and Interpretation***

According to Pitsoe (2014) lecturers and college administrators work in isolation, try to accomplish tasks alone hence the responsibility for implementing new ideas falls on individuals. These sentiments were in line with the current study where it was found that there was lack of corporate performance between lecturers and college administrators in Manicaland province even though both parties are quite aware that it is important in colleges as organizations. This was a clear indication that there are factors that affect corporate performance between lecturers and college administrators.

The study also revealed that lecturers mostly blamed the college administrators for lack of corporate performance between them. The major reasons that were cited by the majority of the lecturers were selfish motives by the college administrators, poor communication and status quo. Also, it was interesting

to note that some of the lecturers personally realized that they contributed to lack of corporate performance by blame shifting, gossiping, lack of commitment and being jealous of their superiors.

It also became apparent from this research that lecturers feel demotivated to engage in corporate performance with administrators. From the findings, the key to lecturers' motivation seems to be the college administrators.

According to this study both lecturers and college administrators contribute to lack of corporate performance. The main reason for this persistent attitude seems to be counter-action by parties concerned. As long as lecturers continue to reiterate all the bad things they feel their college administrators are doing to them, and vice versa, no college will be headed towards team working in the district.

Furthermore, the findings revealed that both lecturers and college administrators need to be aware of what hinders corporate performance between them in their colleges so that they can try to adjust. This adjustment on is part of cultivating team spirit within a college.

The study also showed that lack of corporate performance between lecturers and college administrators brings a lot of challenges in the college. These challenges do not only affect the two concerned parties but they also spill to the students. Apart from this, the researcher also revealed that lack of corporate performance creates tension between lecturers and college administrators. This implies that human relations are strained in the whole college as a result of lack of corporate performance between the two groups.

From this research, the researcher discovered that it is very possible to establish corporate performance between lecturers and college administrators regardless of their varying personalities and opinions. Even Coleman and (Gerlach, 2016) maintains that colleges and universities can be more effective if people understand team dynamics, how they can contribute to their full potential to their team and understand their leadership culture within which teams operate.

The findings also revealed that lecturers are interested in corporate performance but they think college administrators are not because they think this would bridge the gap of superiority with lecturers. That is why Glazer (2019) observed that there is an increased potential for relationships that threaten to disable colleges from carrying out their core business effectively. This shows that some administrators want the difference between subordinates and superior to be very evident in their colleges. This attitude has turned out to hamper corporate performance because at times, it has resulted in unfairness.

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#### 4.0 Conclusions

- It was also evident from this study that most of the college administrators do not attempt to find solutions to the problem of lack of corporate performance between lecturers and college administrators.
- Most lecturers were found to be dissatisfied what college administrator's offer towards corporate performance. It seems as if as long as the college administrators do not fight for the recognition of their hard work even as subordinates, lecturers will remain dissatisfied on what administrators offer towards corporate performance.
- It was also evident that both lecturers and college administrators possess some characteristics of corporate performance like shared ideas, openness, goal-oriented, and two-way communication.
- The researcher also revealed that college administrators have yielded positive results in their colleges when they engage in corporate performance with lecturers. This is in retention of Gerlach, (2016) who noted that the quality of products offered by an organization improves when superiors and subordinates are given an incentive to make improvements and solve problems together.
- The college administrators also laid some of the blame for impediments of corporate performance on lecturers apart from other forces that they have no control of like educational policies.
- The college administrator realized that they had an important role to play in establishing corporate performance with lecturers through transparency, consultations, building trust, providing resources for lecturers and good communication among others.
- The researchers also observed that not all lecturers participated during meetings. Some do not contribute as a way of sabotage to administrators. Therefore corporate performance becomes non-existent in such cases. In contrast, the researcher also noticed that college administrators sometimes consulted lecturers for formality's sake when they had already made decisions on some issues and promise to "look further into the issues." This is a move that can also demotivate lecturers from engaging in corporate performance with the administrators. As a result, at times when consulted for ideas the lecturers can practice passive resistance because they will be aware that they would have been consulted just for formality's sake.
- The findings also revealed that there were some stubborn lecturers who do not follow administrators' orders. Lecturers inhibit corporate performance with college administrators when they do not comply with their orders. Because administrators are their superiors, lecturers need to do as they are told.
- Since punctuality by both lecturers and college administrators sets a good example for students, it is also an important aspect to consider in the establishment of corporate performance. The researcher found out that quite a large number of the lecturers came to work late but most of the administrators were punctual. This lateness also contributes to one of the challenges of lack of corporate performance-indiscipline among



the students. This is because if a few lecturers are in the college with a large number of students, they cannot control them alone. Apart from that, these students are very observant. They also develop tendency of coming to college late just like their lecturers. This then means a drop in their pass rate because important learning time is lost.

- The study also showed that communication existed between the college administrators and lecturers through briefings, meetings and circular. This needs to be commended as communication according to Mathimaran & Kumar (2017) views teamwork as the stepping stone for the establishment of corporate performance between lecturers and college administrators.

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## 5.0 Recommendations

- The management should use reward systems approaches like education, to encourage staff and retain them within their organization.
- The colleges should adopt and implement a win - win management style approach since this method is for mutual benefit because it permits the employees to become part of the team, thereby making the employees to informed decisions and reduce their possibilities of leaving the organization for its competitors by increasing the retention rate of its mainly high expert staff.
- The fact still remains that if corporate performance is to be established in the district, both lecturers and college administrators need to embrace all the characteristics of corporate performance.
- The lecturers should engage in joint work with administrators things went on very well in the colleges.
- Sharing meals together cultivates a spirit of oneness between the lecturers and college administrators as they relaxed whilst socializing together and should be a usual phenomena.
- Many work factors should be considered once one wants to develop a retention plan. The leader should investigate these factors and choose those that are the most feasible and applicable to the organisation.
- Colleges should promote Growth opportunities within the organization is healthy for the workers and the administration staff, as this helps them to become more competent and skilful at their place of work through increased productivity and improved organizational performance and also to push for employee growth and sustainable competitive advantage that will increase retention rate of the staff within the organization.
- The organization should pay close attention to basic management practices, like job satisfaction and organisational commitment. Gather feedback of this knowledge and prepare to form changes supported by the findings.

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