

To assess the relationship between motivation and retention of academic staff in selected public higher institutions of learning in Dar es-salaam

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ABSTRACT

The purpose of the study is: Examine the relationship between motivation (IVs) and retention (DV) of academic staff in selected public higher institutions of learning in Dar es-salaam. The study used cross-sectional survey and correlation research design adopting a quantitative and qualitative approach. Target population of 4257 where by a sample of 210 respondents was used. Stratified and Simple random sampling was used. Descriptive statistics and Pearson's correlation co-efficient were used. Findings of the study revealed that there was a strong positive relationship between motivation and retention of academic staff.

Key words: Retention, Motivation, Institution and Significant

INTRODUCTION

Retaining staff in their jobs is essential for any organization because the most valuable asset in an organization is its staff. When employees leave their jobs; it is often the first sign that something is going wrong. The researcher feel that poor job retention among employees is not just the associated cost of recruitment, but also training new starters and the additional burden on remaining staff while the new team members get up to speed which further strains daily activity.

It thus goes with little emphasis that undesirable employee turnover is costly and disruptive, drains resources and can cause inefficiency (Harting, 2010).

However, one of the biggest challenges many African Universities continue to face is the attraction and retention of top performers (Mihyo 2007). In Tanzania, just like in many African and East African countries like Uganda, retention of academic staff in institutions of higher learning in Tanzania is low as evidenced by the following studies: a study by Abeli (2010), which discovered that Sokoine University of Agriculture, had over the past 20 years lost over 90 senior staff to other Institutions while at the UDSM, over 50 senior staff are on leave without pay. Kiunsi (2008) in his study at the university of Dar es Salaam also found retention of staff low resulting from poor work conditions, low salary, lack of promotion and growth, and uninteresting work among others factors.

Excellence of any higher education institution is a function of the people it is able to enlist and retain in its faculties (Atuhaire, 2010). This is because every organization has three types of general resources that are physical, financial and human. The most critical one is no doubt the human resource of an organization because this resource can choose to accelerate the process of organizational development or can demolish the organizational progress. This proves that human resource is the York of organizational resources, and motivation the nucleus because it is a central and vital component which is key contributor in job satisfaction of employees (Rasheed, Aslam & Sarwar, 2010). Rasheed et al. (2010) further posit that, there is no doubt that efficiency suffers with demotivated personnel. And in response, most organizations invest in effectual strategies to get motivated workforce to compete in market with majority looking at a big salary as attractive to many employees. According to Rasheed et al (2010), Salary alone has proved not to be a vital motivator for everyone in an organization. In fact various factors motivate people differently depending upon the nature of the organization and the demographic nature of individual employees.

The African continent faces a huge challenge in terms of skilled human resource capacity, which has a debilitating effect on its ability to make strides in the areas of socio-economic and political development (World Bank, 2006). For example: Ghanaian universities and polytechnics have staff vacancy rates of 40% and 60% respectively (Tettey, 2006).

In Nigeria, two-thirds of its 36,134 academic staff positions remain unfilled (Tettey, 2006). Tettey (2006) points out that “by 2000 the University of Ghana's medical school had lost about half of its teaching staff.

In South Africa, The labour-market suffers from a dearth of skilled manpower and a Continuous brain drain suggesting that South African organizations are under pressure to retain available talent (Olorunjuwon, 2008).

In Malawi, a shortage of teachers in nursing colleges was one reason for these colleges' low student uptake in the early 2000s. While the University of Zimbabwe reportedly stopped admitting new pharmacy students because of a lack of lecturers, many of whom had left the country (Physicians for Human Rights, 2004).

According to Tettey (2006), the Task Force on Higher Education and Society discovered that tertiary education's contributions encompass a broad range of benefits that are manifested in public goods such as entrepreneurship; leadership; good governance; healthy communities; development and management of, and participation in democratic institutions among others. There is no question that higher education has a tremendous role to play in the attainment of all eight Millennium Development Goals (MDGs). Tertiary educational institutions are the key for 21st century-appropriate capacity building within countries. Without the necessary attention and resources devoted to making them viable contributors to human development, all the other MDGs will just be mirages (Nunn, 2005).

It is encouraging that the World Bank has come to the realization, albeit late, that the neglect of higher education spells doom not only for other levels in the educational structure, but for meaningful human development. In all societies, developed and developing, any compromise of the higher education system is positively correlated with the level of other dimensions of human development (Ndulu, 2004). The Vice-President of the Human Development Network of the World Bank acknowledges: “Good quality tertiary education is an important avenue towards nurturing the teachers needed for universal primary education, the experienced doctors, nurses and community workers needed for better water and health facilities, the accountants, economists, and journalists required for better private business and better governance. But in order for higher education to develop the above capacities, it must ensure that its own capacity is well-developed” (Rizen, 2002).

In order for higher education to develop the above capacities, it must ensure that its own capacity is well-developed. Bowen and Schuster (1986) correctly point out that “the excellence of higher education is a function of the people it is able to enlist and retain on its faculties.” This fact, combined with the benefits, discussed below, which can be gained from very good tertiary institutions makes it imperative that African universities are well staffed in order to generate the quality needed for socio-economic and political development. Clearly, unless something is done to enhance the ability of these institutions to attract and to retain the requisite levels of academic staff, the situation can only get worse. Unsatisfactory working conditions of academics will only continue to push them towards the attractive lifestyles that they can enjoy in other countries or establishments outside of higher education.

1. Theoretical Perspective

In this study, the research is grounded on six theories most of which show what would motivate an employee so as to increase the employees’ intention to stay at the work place. Among them are: The Needs Hierarchy Theory Of Maslow, Alderfer’s Erg Theory of Motivation, The

Expectancy Theory of Motivation, Herzberg's Two-Factor Theory of Motivation and The Equity Theory. The Needs Hierarchy Theory Of Maslow, Alderfer's Erg Theory of Motivation, The Expectancy Theory of Motivation and Herzberg's Two-Factor Theory of Motivation were used by the researcher as a basis for the independent variable (motivation) while The Equity Theory was used to explains the employees' intentions to stay (retention).

Data Analysis

1.1 Relationship between Motivation and retention of academic staff

This objective sought to examine the relationship between motivation (IVs) and retention (DV). It was achieved by correlating responses from objective one with responses from objective two for by all respondents.

Table 1.1: Shows the Zero Order Correlation between motivation and retention

Variables		A	B	C	D	E	F	G	H
MONETARY	A	1							
WORK ENVIRONMENT	B	.390**	1						
JOB SECURITY	C	.719**	.349**	1					
RECOGNITION	D	.619**	.656**	.609**	1				
CAREER DEVLOPMENT	E	.484**	.109	.439**	.339**	1			
PROMOTION	F	.711**	.056	.562**	.363**	.642**	1		

OPPORTUNITY									
MOTIVATION	G	.908**	.441**	.837**	.756**	.686**	.786**	1	
RETENTION	H	.755**	.330**	.818**	.610**	.482**	.643**	.821*	1
	Sig.	.000	.000	.000	.000	.000	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

The results from the above table 1.1 indicates that there is a positive correlation between motivation and retention (r-value=**0.821**, **sig.value = 0.000**). The results also indicate that Monetary incentives, Work Environment, job security, Recognition, Career Development and Promotion Opportunities are all positively and significantly correlated with academic staff retention in selected institutions of higher learning, with job security having the strongest relationship (r-value = 0.818, P-value 0.000), followed by monetary incentives (r-value = 0.755, **sig.value = 0.000**), followed by promotion opportunity (r-value = 0.643, P-value 0.000), followed by recognition (r-value = 0.610, **sig.value = 0.000**), followed by career development (r-value = 0.482, **sig.value = 0.000**) while work environment was found to have the weakest relationship with (r-value = 0.330, **sig.value = 0.000**). This implies motivation of academic staff in MNMA, ISW and CBE strongly influences the intentions to stay (their retention) of academic staffs.

In order to determine how much of retention is affected or can be predicted by motivation, regression analysis was performed. The output from the analysis can be seen in the tables below.

Table 1.2: Shows Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755 ^a	.570	.568	.28141
2	.756 ^b	.572	.567	.28161
3	.853 ^c	.727	.723	.22545
4	.856 ^d	.734	.728	.22319
5	.859 ^e	.738	.732	.22186
6	.864 ^f	.747	.739	.21863

Conclusion

The objective of this study was to establish the relationship between motivation (IVs) and retention (DV) of academic staff in selected public higher institutions of learning in Dar es-salaam. The results indicates that there is a positive correlation between motivation and retention

Monetary incentives, Work Environment, job security, Recognition, Career Development and Promotion Opportunities are all positively and significantly influences with academic staff retention in selected institutions of higher learning, with job security having the strongest influence

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