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Original Article

Interpersonal Relations as a Determinant of Academic Staff Retention in Public Universities in Uganda

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Relationships, Lecturer-
Student Relationships.

The study aimed to determine how interpersonal relationships determine the retention of academic staff in Makerere and Kyambogo Universities. It was specifically guided by four specific objectives for instance to determine how lecturer – lecturer, lecturer – manager, lecturer – students and lecturer to non-teaching staff determine academic staff retention. The study is based on Comte’s positivist philosophy. Its respondents were 298 academic staff selected using a stratified random sampling technique. Data was collected using a self-administered questionnaire with items adopted from other instruments with reliabilities and validities greater than 0.7. Data were analyzed using SPSS and the hypotheses were tested with the use of simple linear regression analysis technique. The findings showed that lecturer-lecturer, lecturer-manager, and lecturer-non-teaching staff insignificantly determined academic staff retention (ASR) in Makerere and Kyambogo Universities. Finally, lecturer-to-student relationships significantly determined the retention of academic staff. Thus, it was concluded that certain interpersonal relationships (lecturer-lecturer, lecturer-manager, lecturer-non-teaching staff insignificantly determine retention of ASR in Makerere and Kyambogo Universities while lecturer-student relationships significantly determine ASR. Also, it was recommended that the two universities should design and implement policies that promote positive lecturer-to-student relationships.

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INTRODUCTION

Retaining academic staff is one of the critical areas/challenges for universities. Both developed and developing countries are severely affected by this dilemma. From the developed countries point of view, Miller (2013) and Albagami (2016) noted that around 20 percent of public university faculty members in the United States of America leave their positions annually. While in South Africa, over 5% - 18% of the academic staff leave universities annually (Garcia, 2015). Springer, Swain and Rodriguez (2016) noted that qualified lecturers leave disadvantaged universities at higher rates than their qualified counterparts.

Meanwhile, in Africa, literature on brain drain from the developing world tends to point to the industrialised world as beneficiaries (Tettly, 2009; Docquier and Rapoport, 2005). Specifically, Docquier and Rapoport (2005) provided a list of 30 countries in the world that lost their professionals in the recent past. Out of the total number of the countries analysed, nearly half (i.e. in the list given) were from Africa with the proportion for Somalia and Ghana standing at 58.6% and 42.9% respectively. However, all these studies had concentrated on other factors like rewards, appraisals, and staff development among others ignoring interpersonal relations of academic staff which were focused on in this current study.

In Uganda Kajubi (1990), Musisi and Muwanga (2003) showed that a total of 18 professors and 34 PhD holders left Makerere University between 1986 and 1989. Meanwhile, Nakabugo, Katunguka-Rwakishaya (2013), Nabawamuka (2011) and Kyaligonza (2009) trace the origins of academic staff turnover in the 1971 and later years of political upheavals in Uganda. However, these were not at all related to interpersonal relationships. Could it be these interpersonal relationships that could be contributing to low retention of academic staff in the current trends? The study was guided by the job embeddedness theory (JET) propounded by Mitchell, Holtom, Lee, Sablinski and Erez in 2001 (Young, Aliang & Shuck, 2013). JET states that for an employee to one's current job there must be links fits and sacrifices. Links are discernible connections between people and institutions. Based on the

theory, an employee would prefer to stay and work for an organization if there are appropriate social, psychological, financial and biographic links between the employee and the organization. The second aspect of the theory is the fits which call for employees' perceived comfort in the organization and work environment (Holmes, Burghurst & Chapman, 2013). Employees, thus would stay once they perceive the organization to be comfortable or conducive. The last aspect of JET is that of sacrifice. Lee, Birch and Mitchell (2013) refer to sacrifice as material and psychological benefits that an employee can lose at any time one chooses to leave the organization. In line with JET, academic staff in Makerere and Kyambogo Universities may be leaving their jobs due to a lack of links between social and psychological relationships. Second academic staff may be leaving their jobs due to a lack of fit between individual academic staff and work environment relationships between them and managers, fellow lecturers, non-teaching staff and students. Thirdly, academic staff in the two universities may be leaving due to failure to sacrifice in their relationships with others.

Conceptually, interpersonal relationships are defined by Long, Ajagbe, Nor and Suleiman (2012) as the maintenance of a healthy working relationship between management and employees to contribute to and sustain productivity, motivation and a high morale work environment that enhances job satisfaction for employees to meet goals of the organization. In this study, interpersonal relationships involved lecturer-to-lecturer, lecturer-to-student, lecturer to nonteaching and lecturer-to-managers relationships. On the other hand, Janhua (2016) referred to retention as the ability to hold onto those employees that an organisation wants to keep for longer than their competitors whereas Nawaz, Jahanian and Tahreem (2012) defined retention as a practice of motivating employees to stay in business until the completion of an assignment. In this paper, retention of academic staff referred to their intent to stay on the job, their continued service delivery, their intent to remain, and their sense of belonging and stability in their current job.

Contextually, the study was conducted in Makerere and Kyambogo Universities where low retention of

academics was identified as low. Rwendeire Visitation Committee Report (2018) indicated that between 2015 and 2016, Makerere University lost over 69 academic staff. While Oyet and Alen (2015) noted that between 2010-2012, Kyambogo University lost over twenty-five top academic staff. Besides the Auditor General's Report (2015) showed that out of the 2,774 established academic staff positions for Makerere, only 1,333 or 48% were filled leaving a gap of 1,441 or 52% while for Kyambogo University out of 1,556 established posts 837 or 54% were filled leaving a gap of 46% posts. The question remains as to why these academic staff are continuously leaving. Currently, it appears like most of the studies carried out have not reached conclusive results on the how retention rates of academic staff. It is on this account that this proposed study was carried out to establish the extent to which interpersonal relationships relate to the retention of academic staff in Makerere and Kyambogo Universities.

Problem Statement

High retention of academic staff on their job in higher institutions of learning like Makerere and Kyambogo Universities is unequivocally critical for the realization of quality higher education (Tettey, 2006). As a result, several strategies like staff training and offering promotions have been put in place to enhance academic staff retention. Despite this, Kasozi (2009) has identified that academic staff retention in public universities in Uganda (Makerere and Kyambogo Universities) has remained low. Members of academic staff have continued to exhibit poor citizenship behaviour such as a lack of job ownership, poor sense of belonging, and being unstable on their job (Ddungu, 2013). Others have exhibited high intent to quit while others have continued to search for new jobs. Ddungu (2013) also reveals that in the year 2010 alone, over 50 senior academic staff left Makerere University for other universities and other organizations. In fact, Okello and Lamaro (2015) reiterated that between 2009 and 2013 Makerere also lost 26 top performing academic staff. These statistics were corroborated by what was reported in the Rwendeire Visitation Committee Report of 2017 which indicated that between 2015 and 2016, over 69 academic staff were

lost from Makerere University alone. The situation has not been any different at Kyambogo University. According to Oyet and Alen (2013), Kyambogo University also lost almost the same number of staff in the same period. These losses in terms of senior academic staff are leaving the responsibility of providing quality higher education in the hands of junior and inexperienced academic staff. If this scenario persists, the contribution of these universities to the realization of the National Vision 2040 will be curtailed and their reputation will most likely decline. This current study is therefore meant to establish the critical factors that determine the retention of academic staff in the two universities in order to propose how the universities can reduce the loss of their most valued employees.

Purpose of the study

To establish the extent to which interpersonal relationships determine the retention of academic staff in Makerere and Kyambogo Universities.

Study objectives

The study was guided by the following objectives;

- To establish the extent to which lecturer-manager relationships determine the retention of academic staff in Makerere and Kyambogo Universities.
- To find out the extent to which lecturer-lecturer relationships determine the retention of academic staff in Makerere and Kyambogo Universities.
- To establish the extent to which lecturer-student relationships determine the retention of academic staff in Makerere and Kyambogo Universities.
- To find out whether lecturer-non-teaching staff relationships determine the retention of academic staff in Makerere and Kyambogo Universities.

Study hypotheses

The following hypotheses guided the study;

- Lecturer-manager relationships significantly determine the retention of academic staff in Makerere and Kyambogo Universities.
- Lecturer-lecturer relationships significantly determine retention of academic staff in Makerere and Kyambogo Universities.
- Lecturer-student relationships significantly determine retention of academic staff in Makerere and Kyambogo Universities.
- Lecturer-non-teaching staff relationships significantly determine academic staff retention at Makerere and Kyambogo Universities.

Related literature

Lecturer–lecturer relationships and academic staff retention.

Bigirimana, Subanda and Masengu (2016) established that academic staff turnover at African University in Zimbabwe was highly influenced by a lack of collegiality among academic staff. However, this study was a descriptive analysis as opposed to the current study which was highly correlational. In addition, Cosgrave, Malatzky and Gillespie (2019) studied the social determinants of rural health workforce retention in a systematic review of literature that was thematically analyzed and revealed that social connection and place integration significantly determined the retention of health workers. Alternatively, this review was not basically on lecturers' relationships and too was not quantitatively analysed as the proposed study was on academic staff in Makerere and Kyambogo Universities.

More still, Sharma, Kumar and Chaturvedi (2017) studied factors leading to attrition and retention of academic staff at higher educational institutes in Uttar Pradesh and with the use of a survey and quantitative data analysis technique chi-square established that interpersonal relationships in the educational institutes studied had a highly positive significant effect on attrition and retention of academic staff. Interpersonal relationships go beyond the usual lack of cooperation and collegiality among colleagues. Hostile behaviour from colleagues automatically leads to turnover

intentions. Through having positive interactions at work and having a supportive work environment their stay on the job is enhanced and the reverse is true. Korantwi-Barimah (2017) studied factors influencing the retention of academic staff at Ghanaian Technical University and revealed that collegiality is significantly related to academic staff retention. The participants of the study showed that they enjoyed how their managers respected and valued their services.

Kop (2019) studied the effect of interpersonal relationships on employee retention in private hospitals in the South Rift Region of Kenta. Using KMO and Bartlett's test results revealed that employees' interaction services, opportunities for fun, work schedules, cordial relationships, communication equipment, working in teams and networking services influence retention of employees in private hospitals in the South Rift region in Kenya. However, this current study used Pearson's correlation coefficient and multiple linear regression.

Lecturer–student relationships and retention

Chepcheng, Mbugrua and Kariuki (2006) studied university student lecturer – student relationships and established that a healthy relationship between students and lecturers is highly essential in enhancing students' persistence and lecturers' retention in the university. Through positive lecturer to students' relationships in the form of students doing assignments within the recommended time, and attending regularly, lecturers end up enjoying their job and enhancing possibilities to keep on the job. Besides it was not indicated whether this reviewed study benefited from simple linear regression as this current study did.

Lecturer – Managers Relationships and Academic Staff Retention

Akala (2012) studied factors influencing employee retention among the non-teaching staff at the University of Nairobi, Kenya with the use of qualitative and quantitative analysis techniques established that the retention of university non-teaching staff was achieved through humane treatment by supervisors. However, this study was mainly on non-teaching staff in the university while

the current proposed study is basically on teaching staff. Whereas Halter, Boiko, Pelone, Bemghon, Harris, Gale, Gourlay and Drannan (2017) studied determinants and consequences of adult nursing staff turnover in a systematic review of papers established that managerial supervisory relationships between top management and subordinate staff were highly responsible for predicting employee retention possibilities on the job. Lack of manager support to subordinates greatly contributed to turnover intentions. Walker (2017) studied retention strategies for reducing voluntary turnover in a higher education institution and established that the relationship between academic staff with management was highly responsible for the low retention rates of academic staff. Unfair treatment of academic staff by their heads was pointed out as impacting high turnover rates.

Albagami (2016) in a study about determinants of turnover initiation among faculty members in Saudi Public universities revealed that there was no significant impact between interpersonal relationships of faculty members and their overall turnover intention. Even if relationships are sour or good employees' intention to leave would remain the same. This study established whether a similar situation existed among academic staff at Makerere and Kyambogo Universities. Alternatively, Adil and Awais (2016) studied the effects of leader-member exchange, interpersonal relationships individual feelings of energy and creative work involvement towards turnover intention using a structural equation modelling revealed that LMX (leader-member exchange), creative work involvement and interpersonal relationships insignificantly impact on turnover intentions. In the same vein; Lai, Lu, Lin and Lee (2019) studied workplace relationships and turnover with the use of polynomial regression and revealed that the leader-member exchange relationship is insignificantly related to turnover intention. This study applied polynomial regression while this current study applied simple regression analysis.

Dalimunthe et al.; (2017) studied the effect of interpersonal relationship role ambiguity on job satisfaction and its impact towards employee intention to leave an event organizer services

provider. In Medan, results from correlation analysis revealed that interpersonal relationships had a positive significant relationship with employee turnover intentions. Meanwhile, Prateeba (2017) studied interpersonal relationships as a determinant of faculty retention and established that there was a positive significant association between faculty management, faculty fellow colleagues' relationship and their retention on the job. Through a cordial relationship, it is easier to help one another on a number of issues which leads to higher chances of retaining on the job.

Lecturer-non-teaching staff relationship and academic staff retention

Santos (2020) investigated the relationship between teachers and school professionals' staff retention and managerial styles using qualitative data from the semi-structured interview guide results revealed the relationship between technical staff and academic staff determines their retention possibilities. This implied that with a positive relationship with support staff work would be smoothly done leading to high chances of keeping on the job longer. Besides, this study was done in a different environment from that of Ugandan Universities.

METHODOLOGY

The study mainly followed the positivist research paradigm with limited qualitative approaches. It employed a descriptive, cross-sectional survey design. The study respondents were 298 academic staff drawn from Makerere and Kyambogo universities using a stratified random sampling technique. Data were selected using an adapted self-administered questionnaire with Likert-scaled items. Items in the Self-Administered Questionnaire were adopted from instruments with reliabilities and validities above 0.7. Data were analysed using descriptive statistics means and standard deviations while the study hypotheses were analysed using Simple and Multiple Linear Regression methods.

FINDINGS

Descriptive Results

Descriptive statistics on academic staff retention, lecturer-lecturer, lecturer-students, lecturer-manager

and lecturer-non-teaching staff relationships are offered

Table 1: Descriptive Statistics on Academic Staff Retention

Questionnaire item		
	\bar{x}	SD
I am planning on working for another university within a period of three years.	2.60	1.27
Within this university, my work gives me satisfaction.	3.57	1.07
If I wanted to do another job or function, I would look first at all possibilities within this university.	3.42	1.12
I see a future for myself within this university	3.42	1.20
If I could start over again, I would choose to work for another university	3.07	1.09
If I received an attractive job offer from another university, I would take the job offer.	3.805	1.16
The work I am doing is important to me.	3.85	0.98
I love working for this university	3.76	1.04
I know of my colleagues who wanted to leave this university in the past six months	2.93	1.19
I would not advise anyone to join this university people leave it very fast	2.27	1.16
I have to admit, but if I had a place to go, I would not hesitate to leave this university	2.96	1.25
It does not matter if I am working for this university or another as long as I have work.	3.36	1.24

Table 1: Descriptive results indicated the highest mean value = 3.84 which was close to code 4 = Agree which generally all the means were indicating a fairly positive response on retention of staff. The standard deviations ranged between 0-1 which was a low standard deviation suggesting similar responses from one respondent to another.

Table 2: Descriptive Statistics on Lecturer to Lecturer Relationships (LLRSHIP)

Questionnaire item		
	\bar{x}	SD
I consult fellow lecturers on new teaching pedagogies	3.84	1.15
I supervise students with fellow lecturers	3.79	1.10
When I am sick, other lecturers are ready to fill the gap	3.75	1.17
I consult fellow lecturers on how to assist weak students	3.85	0.89
I am part and parcel of lecturer associations	3.73	1.13
I consult fellow lecturers on the subject matter offered to students.	3.59	0.96
I always discuss issues with fellow lecturers before meetings	3.86	3.12

Table 2: Results on lecturer-to-lecture relationships indicated that the highest mean value was 3.86 on the item I always discuss issues with fellow lecturers before meetings. The lowest mean value was 3.59 I am part and parcel of lecturers associations. These means depicted they agreed that lecturer-to-lecture relationships were positive.

Table 3: Descriptive Statistics on Lecturer–Manager Relationships LMRSHIP

Questionnaire item	\bar{x}	SD
I share jokes with my immediate unit head	3.08	1.37
My immediate head attends to my problems	3.48	1.14
I accept extra tasks assigned by my head of department	3.89	0.96
My head of department feels comfortable with my further studies	3.79	1.01
My head of department pays my allowances on time	3.52	1.13
My head of department is ever ready to listen to me.	3.87	0.84
My head of department gives me time to attend to other personal issues	3.58	0.93
I communicate properly with my head of department	3.99	0.85
My head of department allows me to express my views in meetings	3.86	1.09

Table 3: Means values in Table 3 revealed that most of the mean values were close to 4, which is the highest mean was 3.99 and the lowest mean value 3.08. These means indicated lecturer to manager relationships were effective on the job.

Table 4: Descriptive Statistics on Lecturer-to-Student Relationships (LSRSHIP)

Questionnaire item	\bar{x}	SD
As an instructor, I am concerned with the needs of students	4.18	0.94
It is not difficult for me to feel connected to students.	3.82	0.99
I feel comfortable sharing my thoughts with students	3.72	1.15
I find it relatively easy to get close to my students	3.56	1.21
I am very comfortable feeling connected to my class.	3.78	1.10
I usually discuss academic concerns with students	4.11	0.79
I could tell my students problems related to academic work	3.84	1.06
If I had a problem in my class I knew I could talk to them	3.53	1.09

Table 4: Descriptive statistics showed that all means were almost close to code 4 = Agree on the scale that was used. For instance, the highest mean was 4.11 and the lowest mean was 3.53 on the item “If I had a problem in my class, know I could talk to them” The mean values indicated that lecturer-to-student relationships were positive.

Table 5: Descriptive Statistics on Lecturer to Non-Teaching Relationships (LNTSRSHIP)

Questionnaire item	\bar{x}	SD
I sit with non-lecturers to programme activities of the college or department	3.18	1.25
I acknowledge the views of non-teaching staff	3.74	1.04
I assist non-lecturers when faced with serious problems	3.83	0.96
I see non-teaching staff as colleagues	4.08	0.86
I always assist non-teaching staff to get what they want to perform their duties	3.86	1.02

Table 5: Descriptive results in Table 5 indicated that the mean values were almost equal to code 4. With the highest mean value of 4.08 and the lowest mean value of 3.18. This implied that there were positive lecturers on non-teaching staff relationships.

The first hypothesis of the study was that lecturer-to-lecturer relationships significantly determine the retention of academic staff at Makerere and Kyambogo Universities.

Table 6: Model Summary on Lecturer-to-Lecturer Relationships and Retention of Academic Staff

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.021 ^a	.000	-.003	.40919

a. Predictors: (Constant), LLRSHIP

The model summary table revealed adjusted r square = -0.003 which implied that lecturer-to-lecture relationships explained only 0.3 percent of the change in academic staff retention. The remaining 97.7% is accounted for by other factors not considered in the study.

Table 7: ANOVA Results on interpersonal relationships and academic staff retention

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.022	1	.022	.133	.716 ^b
	Residual	49.561	296	.167		
	Total	49.583	297			

a. Dependent Variable: asr2

b. Predictors: (Constant), LLRSHIP

The ANOVA table shows that the F value = 0.133, Sig = 0.716 greater than 0.05 which shows that the research hypothesis that lecturer-to-lecturer relationships significantly determine retention of academic staff in Makerere and Kyambogo Universities is rejected in favour of the null hypothesis that interpersonal relationships insignificantly determine retention of academic staff in Makerere and Kyambogo Universities.

Table 8: Coefficients Table on Lecturer-to-Lecturer Relationships and Academic Staff Retention

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.205	.124		25.804	.000
LLRSHIP	.012	.033	.021	.364	.716

a. Dependent Variable: asr2

The co-efficient table shows the Beta Value = 0.021 and a corresponding significance p value = 0.716 greater than 0.05 which implies that lecturer to lecturer relationships insignificantly determine retention of academic staff in Makerere and Kyambogo Universities.

Hypothesis Two. The second hypothesis of the study was that lecturer-to-manager relationships significantly determine the retention of academic staff at Makerere and Kyambogo Universities.

Table 9: Model Summary on Lecturer-Manager Relationships and Academic Staff Retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.019 ^a	.000	-.003	.40921

a. Predictors: (Constant), LMRSHIP

The model summary Table 9 shows the adjusted R² = -0.003 which implies that lecturer-to-manager relationships explain only 0.3% of the change in academic staff retention. This implied that the remaining 99.7% is accounted for by other factors not considered in the current study.

Table 10: ANOVA on Lecturer-to-Manager Relationship and Academic Staff Retention

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.018	1	.018	.109	.741 ^b
	Residual	49.565	296	.167		
	Total	49.583	297			

a. Dependent Variable: asr2

b. Predictors: (Constant), LMRSHIP

The ANOVA table shows the F Value = 0.109 with a significance P value = 0.741. This suggested that lecturer-to-manager relationships insignificantly predicted academic staff retention at Makerere and Kyambogo Universities.

Table 11: Coefficients of Lecturer-to-Manager Relationship and Academic Staff Retention

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.204	.140		22.844	.000
	LMRSHIP	.012	.038	.019	.330	.741

a. Dependent Variable: asr2

The co-efficient table shows the Beta /co-efficient value = 0.019 and a significance p value = 0.741 greater than 0.05 this suggested an insignificant relationship between lecturer-to-manager relationships and academic staff retention in Makerere and Kyambogo Universities. Hypothesis Three. Lecturer-student relationships significantly determine the retention of academic staff in Makerere and Kyambogo Universities.

Table 12: Model Summary on Lecturer-to-Student Relationship and Academic Staff Retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.126 ^a	.016	.013	.40600

a. Predictors: (Constant), LSRSHIP

The model summary Table 12 on lecturer-to-student relationship and academic staff retention shows the adjusted $r^2 = 0.13$ which implies that lecturer-to-student relationships explained only 1.3% of the change in academic staff retention. This finding meant that the remaining 98.7% is accounted for by other factors not considered in the study.

Table 13: ANOVA on Lecturer-to-Student Relationships and Academic Staff Retention

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.793	1	.793	4.810	.029 ^b
	Residual	48.790	296	.165		
	Total	49.583	297			

a. Dependent Variable: asr2

b. Predictors: (Constant), LSRSHIP

The ANOVA Table 8 shows the value = 4.810 and a corresponding significance p value = 0.029 which is less than 0.05 implying that there was a significant relationship between lecturer-to-student relationship and academic staff retention in Makerere and Kyambogo Universities.

Table 9: Coefficients Results on Lecturer-to-Student Relationships and Academic Staff Retention

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.546	.137		25.845	.000
LSRSHIP	-.078	.035	-.126	-2.193	.029

a. Dependent Variable: asr2

The ANOVA Table shows that the co-efficient value = 0.126 and significance p value = 0.029 less than 0.05 which meant that there was a significant relationship between lecturer-to-student relationships and academic staff retention in Makerere and Kyambogo Universities.

Hypothesis Four. The fourth hypothesis was that lecturer-to-non-teaching staff relationships significantly determine the retention of academic staff at Makerere and Kyambogo Universities.

Table 14: Model Summary on Lecturer-non-Teaching Staff Relationships

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.108 ^a	.012	.008	.40687

a. Predictors: (Constant), LNTSRSHIP

Table 14 shows the adjusted r² 0.008 which indicated that lecturer to non-teaching staff relationships explained only 0.8% of the change in academic staff retention in Makerere and Kyambogo

Universities. This finding meant that the remaining 99.2% is accounted for by other factors not considered in the current study.

Table 15: ANOVA Results on Lecturer-to-Non-Teaching Staff Relationships and Academic Staff Retention

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.582	1	.582	3.516	.062 ^b
Residual	49.001	296	.166		
Total	49.583	297			

a. Dependent Variable: asr2

b. Predictors: (Constant), LNTSRSHIP

The ANOVA results in Table 15 indicate the F Value = 3.516 and the significance value = 0.062. Since the significance value is greater than 0.05. It implied that

lecturer-to-non-teaching staff relationships insignificantly predicted academic staff retention in Makerere and Kyambogo universities.

Table 16: Coefficients Results on Lecturer-to-Non-Teaching Staff Relationships and Academic Staff Retention

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.026	.122		24.858	.000
LNTSRSHIP	.060	.032	.108	1.875	.062

a. Dependent Variable: asr2

The co-efficient table shows the Beta /co-efficient value = 0.108 and a significance p value = 0.062 greater than 0.05 this suggested an insignificant relationship between lecturer-to-manager relationships and academic staff retention in Makerere and Kyambogo Universities.

DISCUSSION AND RECOMMENDATIONS

The findings of the study showed that lecturer-lecturer relationships, lecturer to administrators, lecturer to non-teaching staff relationships insignificantly determined the retention of academic staff in Makerere and Kyambogo Universities while lecturer-student relationships significantly determined the retention of academic staff in the two universities. These insignificant findings were directly supported by Albagami (2016) who established that there was an insignificant impact between the interpersonal relationships of faculty members and their turnover intentions. The findings that lecturer-to-manager relations insignificantly impacted academic staff retention were in direct agreement with Lai, Lu, Lin and Lee (2019), Adil and Awais (2016) who established that interpersonal relationships insignificantly impacted staff turnover intentions. However, the findings which showed insignificant predictions between lecturer-lecturer, lecturer-manager, lecturer and non-teaching staff differed from Sharmar, Kumar and Chaturved (2017), Bigirimana, Subanda and Masengu (2016), Akala (2012), Halter, Boiko, Pelone, Bemghton, Harris, Gale, Gourlay and Drannan (2017) who all established that the aforementioned determinants significantly predicted academic staff retention.

The finding that lecturer-to-student relationships are significantly related to academic staff retention in Makerere and Kyambogo Universities resonated with that of Chepcheng, Mbugrua and Kariuki (2006) who revealed a positive relationship where students do work, attend lectures regularly and make lecturers enjoy their job enhancing their possibilities to keep on the job longer.

CONCLUSIONS

From this discussion, it concluded that lecturer-lecturer, lecturer-manager, and lecturer-non-teaching staff insignificantly determine the retention of academic staff in Makerere and Kyambogo

Universities while lecturer-student relationships significantly predict. Thus, it is recommended that to enhance the retention of academic staff in Makerere and Kyambogo Universities policies recommending positive lecturer-to-student interpersonal relationships should be revised to ensure that the two relate professionally, especially in fulfilling their academic responsibilities.

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