

**TERMS OF SERVICE AND JOB RETENTION AMONG ACADEMIC STAFF IN
MAKERERE UNIVERSITY**

BY

TIBELIUS AMUTUHAIRE

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DECLARATION

I Tibelius Amutuhaire, hereby declare that this dissertation is original and has not been published and/ or submitted for any other award to any other academic institution before.

Signed _____

Tibelius Amutuhaire

Masters' candidate

APPROVAL

This dissertation has been submitted for examination with the approval of the following supervisors:

Signed _____ Date: _____

Dr. Maria Kaguhangire- Barifaijo

Supervisor

Signed _____ Date: _____

Dr. Fred Edward Bakkabulindi

Supervisor

DEDICATION

This dissertation is dedicated to my parents Mr. Valerian Kataraiha and Mrs. Peragia Kataraiha who have always contributed much towards my studies.

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ABSTRACT

Job retention is one of the challenges facing many employees and their employer organizations. This study examined the effect of terms of service on job retention for academic staff in Makerere University. Type of employment contract, remuneration and job security characterized terms of service while intentions of staying as a lecturer characterised job retention. Specifically, the study established the effect of; (i) type of employment contract, (ii) remuneration (iii) job security, respectively on job retention for academic staff. This was due to persistent low job retention reported among academic staff in the University. By quantitative cross sectional survey design, data were collected from 104 randomly selected academic staff using self administered questionnaires as the main data collection instruments complemented by interview guides. Data were analysed by Statistical Package for Social Scientists using frequency counts, summary statistics, independent samples t-test, Correlation Analysis and Fisher's ANOVA as appropriate.

The study revealed that: 1) intentions for lecturers to retain jobs are positively co- related with satisfaction with employment contract; 2) lecturers' intentions to retain jobs are positively co- related with remuneration; 3) intentions for lecturers to retain jobs are positively co- related with job security. It was concluded that: 1) Satisfaction with employment contract affects lecturers' intentions to retain jobs; 2) Lecturers' intentions to retain jobs depend on the remuneration obtained; 3) Lecturers' intentions to retain jobs depend on the satisfaction with job security. The recommendations made were: 1) The University should devise means of making employment contracts more satisfying; 2) the remuneration package should be made more attractive and lastly, 3) Makerere should make lecturers' jobs are very secure.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Retaining staff in their jobs is essential for any organization (Burke et al, 2002) since the most valuable asset in an organisation is its staff (Harting, 2010). When employees leave their jobs, it is often the first sign that something is going wrong. Harting (2010) explains 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).

The above notwithstanding, the employment situation in Makerere has shown considerable instability over many years as shown by high quit rates among academic staff. Most of the academic staff in Makerere University have been quitting their jobs to find better alternatives elsewhere (Ssessanga, 2005; Shicherman, 2005, Ndifuna, 1992; Musisi & Muwanga 2003). Kajubi (1990) shows that a total of 18 professors and 34 PhD holders left Makerere University between 1986 and 1989 reflecting a loss of 13 senior staff each year. This problem was attributed to poor terms of service for Makerere University lecturers (Shicherman, 2005; Musisi & Muwanga, 2003). Job retention is important for both the university in question and the concerned staff; it helps staff to accumulate work experience improve their earnings over time and reduces disruptions in their daily life (Quinn, 2005); for institutions, high job retention for staff leads to

institutional health and/or survival. Steady work demonstrates to the employer that the employee is capable of maintaining a work schedule and is reliable; therefore, retention leads to greater job opportunities and can result in job promotions (Quinn, 2005) which are very fundamental for employment growth of university academic staff.

In this study, the researcher examined key factors related to job retention among academic staff in Makerere University, so as to identify effective strategies for improving their labour market outcomes while enabling Makerere University to carry out teaching, research and community service in a better way. Using data from a survey, the study assessed the importance of various factors that facilitate or hinder job retention among academic staff in Makerere University. It also investigated factors that “force” lecturers to leave their jobs: are they moving to better jobs? And if so, what helps or prevents their move to better jobs? The major factors considered in the study were: type of employment contract, remuneration and job security.

The resource intensive nature of dealing with employee turnover causes time and effort to be spent advertising, selecting, recruiting and training replacements. It can also cause decline in morale and productivity (Burke et al, 2002). Undesirable voluntary turnover should be controlled, and organisations need to both understand the phenomenon and find ways to control it. With this in mind, the researcher carried out this study in Makerere University so as to find how the problem can be averted. The researcher now presents the background, problem statement, purpose, specific objectives, research questions, scope and significance of the study in this chapter.

1.1 Background

The background to the study was broken into four perspectives, namely; historical, theoretical, conceptual and contextual. Each of the four perspectives is further described as shown in the following sections;

1.1.1 Historical Perspective

Excellence of any higher education institution is a function of the people it is able to enlist and retain in its faculties. This notwithstanding, Makerere University has however had a problem of low job retention among its lecturers for several years (Musisi & Muwanga, 2003, Kajubi, 1990). This was attributed to the political and financial crises that paralysed every aspect of life in Uganda during the 1970s and early 1980s. These financial crises left Makerere University impoverished and almost bankrupt, being unable to fully service many of its expenses (Musisi & Muwanga 2003).

The problem highlighted above then translated into poor terms of service which decreased lecturers' potentials for job retention. Sekitoleko (1992) for example, studied about why lecturers deserted Makerere for Mbale University and found out that Makerere poorly remunerated its lecturers; an issue that prompted many of them to leave their jobs. Ndifuna (1992) investigated lecturer commitment in Makerere University, while Etoori (1989) evaluated staff development programme in Makerere University. Both researchers reported poor terms of service for academic staff in Makerere University; a fact that forced many of them to leave their teaching jobs hence their poor job retention. A case in point is that 164 lecturers were recruited in Makerere between 1979 and 1982 but 120

left the institution shortly (Shicherman, 2005); by 1972, there were 546 lecturers in Makerere but their number reduced to 353 by 1973 (Etoori, 1989).

While one would argue that those are old studies, recent studies have also found similar results; Onen & Maicibi (2003) for example assessed the applicability of Herzberg's two-factor theory on junior staff in Makerere University: as if to clarify the already named studies they reported that staff in Makerere University complained about unattractive terms of service. Their report is supported by the University's strategic plan 2000/1-2004/5 where it is stated that terms of service for employees in Makerere are non-competitive (Makerere, 2000) which has led to poor job retention. Clear knowledge of the prevalence of low job retention of staff in Makerere University is shown by these studies but none of them critically analyzed how terms of service and job retention for lecturers in Makerere relate; nor did any of them clarify on the terms of service that can improve job retention for lecturers. These are the knowledge gaps this study intended to cover.

1.1.2 Theoretical Perspective

The study was based on the Theory of Work Adjustment (Dawis, & Lofquist, 1991). This theory

Basing on this argument, this study proposed that job retention for academic staff in Makerere University is influenced by the terms of service that is in the terms of type of employment contract, remuneration and job security. This is because terms of service determine the nature of the work environment which affects the degree of job retention for employees. With this theory in mind, the researcher established the extent to which terms of service for lecturers in Makerere University affect their job retention as it is clarified in the next sections of this background.

1.1.3 Conceptual perspective

The dependent variable in the study was job retention. Job retention is where an employee stays with the same employer with different or same duties or terms of service (International Research Project on Job Retention and Return to work for Disabled Workers, 1998). The underpinning factors to job retention include job satisfaction, job commitment and engagement which help to create an effective workplace (O'Neill, 2003). In this study however, job retention refers to the maintenance of employment status by an academic staff for a considerable long period of time. Employees in an organisation are said to have a high job retention when all or most of the established post in that organisation are filled, when they have low or no intentions to turnover, have had a consistency in job status, have had a career development or when employees do keep their jobs for a considerable long period of time (Chew, 2004).

The independent variable in the study was terms of service and according to NT Working Women's Centre (2008), terms of service refer to what is provided to an employee in

return for work in terms of remuneration, job secur

1.1.4 Contextual perspective

The study was carried out in Makerere University where various past studies had reported low job retention among academic staff. Musisi & Muwanga, (2003) for example reported that poor terms of service that resulted from the 1970 economic crisis in Uganda led to low job retention among academic staff in Makerere University; a study by the National Council for Higher Education (2004) also revealed that the general staff to student ratio in Makerere University was 1:25 yet the ideal ratio is 1:15. The unacceptable ratio was due to poor job retention for academics. The University's Strategic Plan, 2000/01-2004/05 (Makerere University, 2000) also reported that Makerere had a weakness of poor job retention among academic staff (Makerere University, 2000). In the Government White Paper on Education Reform of 1989 (Republic of Uganda, 1992), the Government and the Education Policy Review Commission were both concerned about the exodus of staff (a case of low job retention) from higher education institutions especially Makerere University.

In addition to the above, in the University's Strategic Plan, 2000/01-2004/05 showed that out of 1796 established teaching posts in Makerere University, only 1052 were filled (Makerere, 2004/2005) giving a shortfall of 41%. Tettey (2006) explained that the general shortfall of 41% even concealed worse situations in some academic units; for instance the School of Public Health, the Medical School, East African School of Library and Information Science and the Institute of Psychology had deficits of 54%, 57%, 62% and 62% respectively in their staffing. Lack of academic staff in these units and Makerere in general was attributed to the poor job retention of the staff (Kajubi, 1990; Muwanga,

2003; Sicherman, 2005). Thus, it was the purpose of this study to establish the relationship between this state of affairs and the terms of service in Makerere University so as to devise solutions to such a problem.

1.2 Statement of the problem

Makerere University's vision is "to be a centre of excellence, providing world class teaching, research and services related to sustainable development of Uganda" (Onen & Maicib, 2003). Such a vision requires the University to have committed staff that should even be having high intentions of staying in their jobs. This is because job retention for academics in institutions is essential for institutional health, survival and in the achievement of conceived missions (Tettey, 2006). It is unfortunate however that a problem of low job retention among academic staff has persistently been reported to exist in Makerere University. In the White Paper on Education Reform of 1989 (Uganda Government, 1992) for example, the Government and the Education Policy Review Commission were concerned about exodus of senior staff from Makerere University and no wonder many (if not all) of the academic units are understaffed (National Council for Higher Education, 2004). This has given rise to a high percentage of unfilled teaching

research and community service. It was thus the purpose of this study to establish the means through which this situation could be averted.

1.3 Purpose

The purpose of this study was to establish the relationship between terms of service on job retention for academic staff in Makerere University.

1.4 Objectives

The specific objectives of the study were:

- (i) To establish the effect of type of employment contract on job retention of academics in Makerere University.
- (ii) To find out the effect of remuneration on job retention of academics in Makerere University.
- (iii) To determine the effect of job security on job retention of academics in Makerere University.

1.5 Research questions

This research sought to answer the following questions:

- (i) What effect does type of employment contract have on job retention among academics in Makerere University?
- (ii) What effect does remuneration have on job retention among academics in Makerere University?

1.8 Significance

This study will make a number of contributions to Makerere University policy makers, managers, present academic staff and the future ones. The study will help Makerere University's top management to understand turn over drivers that affect academic staff and hence respond accordingly so as to improve on institutional stability. It will point out the most influential terms of service for the teaching staff and their usefulness. Furthermore, the study hopes to provide a concrete context for discussions about what can be done to ensure the regeneration of academic staff capacity and, by extension, intellectual life that will enable this institution to discharge its mandates with the requisite levels of quality. Theoretically, the study will prompt more researches in the area having contributed to literature and methodology of such future studies. The study will make useful contributions to the conceptual and theoretical studies for other researchers; and provides insights for employment policy formulation processes for Makerere University. The study further replicates previous researches into the usefulness of attractive terms of service for Makerere teaching staff.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter presents the theoretical orientation of the study, the Conceptual Framework of the study together with literature related to the variables and objectives of the study. The review of related literature focuses mainly on the type of employment contract, remuneration and job security and their relationship with job retention.

2.1 Theoretical review

This study used Dawis and Lofquist's (1991) Theory of Work Adjustment (TWA) as a way of conceptualizing intentions for lecturers to stay in their teaching jobs in Makerere University. According to TWA, individuals strive to achieve optimal balance between their personality characteristics and the environment's characteristics. In other words, individuals seek to match their personality (their abilities and needs) with the ability requirements and reinforcers of the work environment and that is why this theory is at times called Person-Environment Correspondence Theory and it conceptualizes the interaction between individuals and their work environments. According to the Theory of Work Adjustment, work environments require certain tasks to be performed while an employee should bring skills to perform those tasks. In exchange, the individual requires compensation for work performance and certain preferred conditions, such as a safe and comfortable place of work. The environment and the individual must continue to meet each other's requirements for that interaction (employment relationship) to be maintained.

Through the process of correspondence, individuals gain more satisfaction in their work places and become satisfactory workers. This combination of satisfaction and satisfactoriness leads to what is called correspondence (Dawis & Lofquist, 1991). Because intentions for job retention are relevant to both the workers' personality and to the requirements and reinforcers of their professions, TWA can illuminate some of the work related obstacles faced by lecturers in Makerere University and give an insight on how such obstacles have contributed to the decreased job retention among lecturers in this university.

The Theory of Work Adjustment is an alternative to Vroom's Expectancy Theory of motivation which the researcher felt could not suffice because of its emphasis on individuals' choice of a particular set of actions or behaviors believed to deliver the desired outcomes (Paper Masters, 2009) while disregarding effects of the interaction between the work environment and the employee. To study job retention one should regard it as an adaptation to on-the-job barriers and challenges (Roessler, 2002). Some have used the terms career adaptability (Cochran, 1990; Goodman, 1994) or career adaptation (Power & Hershenson, 2001) to describe this capacity. Roessler (2002) said that intentions to retain a job is a function of three constructs that is to say, match, maturity, and mastery. The match construct determines career adaptability and is related to proper fit between a person and a job, as described in the Minnesota Theory of Work Adjustment (Dawis, 1964). The maturity construct relates to meeting the developmental or expectable challenges that unfold with time on the job. The mastery concept pertains

to the day-to-day problems that occur in the workplace that thwart one's career motives and threaten job retention (Roessler, 2002).

Theory of Work Adjustment postulates that employees are satisfied by jobs that meet their needs leading to better performance. The more they are satisfied the better they perform and the higher the intentions of retaining the job (Roessler, 2002). The theory further emphasizes that job satisfaction is directly related to retention (or indirectly related to retention through intention to stay). Thus, individual lecturers' characteristics are indirectly related to job retention through intent to stay. In other words, lecturers with particular characteristics are best suited for academic jobs that have work demands that correspond with their individual characteristics and lack of correspondence results into job quits. Lecturers depend on the university work environment to reinforce their needs while the university depends on individual lecturer to meet the demands or requirements of the job. The greater the correspondence between the lecturer and the university work, the greater the job satisfaction, performance, and job retention. Lack of correspondence, on the other hand, results in two outcomes that threaten intentions to stay (job retention): Employees who cannot meet critical job demands are considered unsatisfactory by their employers who ultimately terminates them; or if employees are not participating in preferred activities or receiving desired reinforcers on the job, they become dissatisfied with their work and ultimately they will voluntarily leave the workplace.

Without correspondence, (good job-person match) lecturers cannot retain their jobs. Job-person match is therefore a necessary element of career adaptability and job retention.

Job quits (a primary symptom for low job retention) is a natural response to personal and social expectations related to job satisfaction, high earnings, job security and any other job expectations. Attainment of job satisfaction, high pay or any other benefit for many lecturers may contribute or satisfy internal achievement and self actualization. Achievement of such values can manifest, in part, in an individuals' commitment to their jobs (Dawis & Lofquist, 1991) and intentions to stay. According to TWA, humans strive for correspondence between their work personalities and work environments (Dawis & Lofquist, 1991). The work personality is made up of structures (the worker's abilities and values) and style (the worker's way of integrating abilities and values into the work place environment). Correspondence between the work personality and the work environment is achieved by mutual satisfaction of the individuals' requirements of the individual. Most problems faced by employees result from poor person-work environment match (Dawis & Lofquist, 1991).

As adapted in this study, the Theory of Work Adjustment holds that terms of service influence job retention of university academic staff. That employment contract, level of remuneration and minimum wage pay, job security and the general employment environment influence job satisfaction, job performance and job retention. In the application of the Theory of Work Adjustment to this study on terms of service and job retention, the variables will be identified as:

1. Terms of service refer to the different conditions offered, demanded or accepted by employees or employers when making a contract or an arrangement of employment.

2. Job retention is the maintenance of a stable or upward employment trajectory by an academic staff in Makerere University.

However in adopting the Work Adjustment Theory for this study, the researcher is not ignoring its shortcomings. The theory is quite extensive and complex and does not clarify on the predictable (expectable) on-the-job challenges that a person must meet over time in order to advance in a position nor is there an ~~un~~hailee

Independent Variable

Dependent variable

(Terms of service)

(Job retention)

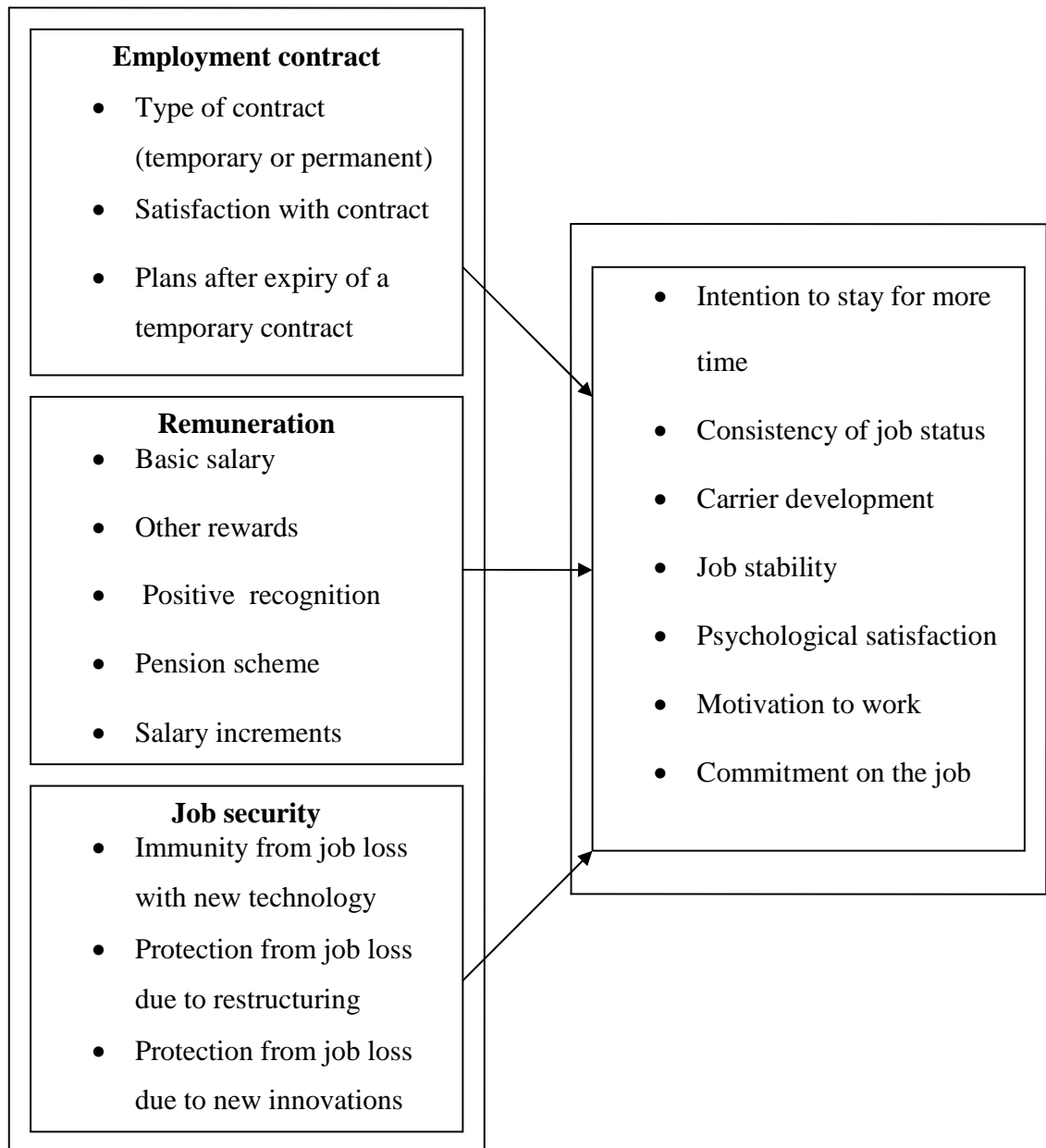


Fig 2.1: Conceptual framework relating terms of service to job retention

;adapted from Kamagara, (2005); Kanamwangi, (2005).

In the conceptual framework depicted in Figure 2.1, terms of service was hypothesized to influence job retention of Makerere University's academic staff. Terms of service was defined as employment contract, remuneration and job security while job retention was defined as the intention to retain a job in Makerere University, consistency of job status, carrier development and job stability. The framework postulates that the status of employment contract, remuneration and job security in a university directly affects lecturers' intentions to stay with their jobs for more years, be consistent with their job status, have a carrier development and be stable on the job.

2.3 Related Literature

This section presents views of different authors about the variables under study. This presentation is in line with the objectives under study.

2.3.1 Employment contract and job retention

Figure 2.1 (i.e. Conceptual Framework) identifies three factors of an employment contract which the researcher believed to have an influence on lecturers' intentions to retain their jobs. The three factors are type of employment contract, satisfaction with the employment contract and plans a lecturer had just in case a temporary contract expires. Let the discussion now turn to the relevance of each of those variables in this study:

2.3.1.1 Satisfaction with employment contract and job retention

Thesaurus (2001) defines satisfaction as the act of satisfying, or the state of being satisfied; gratification of desire; contentment in possession and enjoyment; repose of mind resulting from compliance with its desires or demands. According to the advanced learner's dictionary (2007) also satisfaction is defined as the good feeling one has after

achieving something or when something that was desired happens. These two definitions highlight that satisfaction is a feeling one gets after something has happened and applying this definition to the study at hand, we get a working definition of satisfaction with an employment contract which will be used throughout this study. Thus, satisfaction with an employment contract is the good feeling an employee gets when the contract meets his desires or demands.

Besides being physical documents, employment contracts help employees to develop their personal psychological contracts (Rousseau, 1995). Psychological contracts are individual beliefs shaped by the organisation regarding terms of exchange agreement between employees and their employers. Thus as employment modes differ, so does the nature of the psychological contracts among employees (Chew, 2004) and hence a difference in their intentions to retain jobs. With this in mind, it raises the question: does Makerere University apply “best treatment fit all” or differential treatment for the different types of employees basing on the nature of their employment contracts? How does this affect lecturers’ intentions to retain their jobs? It was in attempt to answer such questions that this study was undertaken.

Chew (2004) reports that employers have made employment relationships more contingent and flexible since the 1980s. This has led to continued cost pressures and need for fast market responses forcing employers to build work forces that are extremely flexible and cost effective (Houseman, 1997). A key result for this structural change has been decreased job retention and employment uncertainty (Abraham, 1999). Increasingly,

employees are being told that it is unrealistic to expect a guarantee of long term security (Allan and Seiko, 1997). Rather, contingent and market mediated employment such as temporary employments have replaced the traditional long term relationship (Cappeli, 1999). These propositions agree with the findings of Mamdan (2007) that Makerere has a large percentage of temporary staff among its academic staff. It was thus the intention of the researcher to establish the effect of use of different employment contract on lecturers' intentions to retain their jobs.

Taylor (2002) argues that a permanent contract makes a job attractive hence it would take a hard decision for an employee to leave a permanent job. Taylor goes on to say that flexible staffing arrangements such as the use of temporary contracts makes a work place look insecure and as result employees quit leading to poor job retention. Ssesanga et al (2005) investigated job satisfaction of university academics in Uganda and found out that tenure of employment (permanent or temporary) determines the level of job satisfaction and hence intentions to retain a job since workers who are not satisfied with their working environment definitely quit their jobs. These findings agree with theoretical assertions of Boyle (2000a and 2000b) that employment contracts help to strengthen partnerships between employees and employers though none of the studies so far mentioned shows how the different the different employment contracts affect lecturers' intentions to retain their jobs in Makerere as it was intended in this study.

2.3.1.2 Type of employment contract and job retention

According to the UK National Statistics Authority (2004), a contract of employment is a written agreement between the employer and employee which is enforceable by law while Wikipedia (2008) defines employment contract as an agreement entered into between an employer and an employee at the commencement of the period of employment stating the exact nature of their business relationship, specifically what compensation the employee will receive in exchange for specific work performed. The above definitions agree that a contract of employment is an agreement between an employer and the employee though they ignore the different types of employment contracts and their implications to job retention for lecturers which are considered important ingredients. According to the Business Dictionary.com (2008), an employment contract is regarded as an oral or written, express or implied, agreement specifying terms and conditions under which a person consents to perform certain duties as directed and controlled by an employer in return for an agreed upon wage or salary. Both the employee and the employer owe the duty of mutual confidence and trust, and to make only lawful and reasonable demands on each other and this can only be solved through the use of employment contracts which was considered important in this study due to its influence on job retention.

In view of the discrepancies in the above definitions, the definition of employment contract that was adopted for this study was derived from Business Dictionary (2008). An employment contract is a written agreement between an employer and an employee that details workplace duties and responsibilities of employees and the compensation the

employer provides in return. This definition was considered appropriate because it shows that employment contracts are an obligation for both employees and employers so as to specify the worker-employer arrangement, the authority of the employee, ownership of intellectual property, and dispute resolution mechanisms. Employment contracts typically lay out the length of employment relationship, wages, bonuses, vacations, medical leaves (including maternity/paternity), and other benefits and compensation that the worker receives for fulfilling work obligations to the employer. Several types of employment contracts may exist but for purposes of this study, only temporary and permanent employment contracts will be considered.

Several scholars have analyzed the relationship between employment contracts and job retention. Torrington and Hall (1995) for example theorized that a contract of employment governs the relationship between an employer and the employee; it can determine whether one of the parties involved is entitled to terminate the contract and on what grounds; making an employment contract a crucial instrument in the lives of employers and employees. Boyle (2000b) highlights the role of contracting as one of the main mechanisms through which partnership arrangements between organizations and employees are implemented. Torrington and Hall (1995) and Boyle (2000b) both seem to suggest that employment contracts have a binding effect to employers and employees. They however fail to address the possibility of sustainable employment for employees as brought about by the type of employment contract.

Taylor (2002) argues that permanent contracts are attractive to employees and such employees would most likely retain their jobs. It takes a very hard decision for an

employee to leave a permanent job. Flexible staffing arrangements such as use of temporary contracts on the other hand make a work place look insecure and as a result employees quit leading to poor job retention argued Taylor. This notwithstanding, employees on temporary employment contracts are much less likely to receive fringe benefits such as paid sick leave and pensions than those on permanent contracts (Houseman, 1997; Kaguhangire, 2006). Barya (1994) while studying about workers and the law in Uganda found out that workers on temporary contracts have a perception of inequitable treatment and are usually unsatisfied with their jobs. The large gap in benefits occurs because employers distinguish between permanent and temporary employees in determining benefits eligibility. This differential treatment is often interpreted as a mistreatment by employees on temporary contracts who later choose to quit their jobs (Houseman, 1997). In view of the issues raised above, the relationship between terms of service and job retention should be characterised by both relational and transactional arrangements where the relational arrangement will cater for a longer term relationship involving high levels of commitment and loyalty in return for long-term support and job security, while the transactional arrangements will focus on remuneration and short-term benefits.

According to the National Council for Higher Education Report on Higher Education (2004), there is a large number of part time academic staff in Ugandan higher education institutions (Makerere University inclusive). The report further asserts that over dependence on part time academic staff in institutions invariably compromises delivery of quality education. This confirmed the words of Mamdan (2007) who asserted that

reliance on temporary and part-time faculty led to a decline in the level of formal training of teaching staff in Makerere University which is in its self not supportive towards the achievement of the universities mission of providing quality teaching and research in addition to community service.

2.3.1.3 Plans after expiry of a temporary employment contract and job retention

According to the Advanced Learners' Dictionary (2007), to plan is to have the will and intention to carry out some action. Thus, in this study, plans after expiry of a temporary contract will be used to mean what a lecturer holding a temporary contract would wish to do if the contract becomes obsolete. The question which the researcher sought to answer with in this study was whether such plans indicate intentions to retain or lose a job? DiPrete et al (2006) assert that temporary employment contracts are a new form of social inequity though there has been a debate whether temporary employment contracts lead to an entrapment in unstable jobs or they offer an integrative function providing a bridge to the labour market (Gash, 2008; Booth et al. 2002). On the other hand, Mclean, Kidder & Gallagher (1998) posit that temporary contract employees rarely plan to work for their employers for long; they usually plan to work for a shorter time since temporary contracts are short lived by their very nature. As opposed to temporary contract employees, permanent contract employees expect a longer, more indefinite relationship with their employer organisations (Houseman, 1997). In temporary employment contracts therefore, the employer and employee meet each other's need for a moment but there are no long term commitments (Finegan, 2000) and this may be counterproductive to both parties. Employers should thus find means of reducing the possibility of any distasteful

outcomes. While these assertions may be true, none of them has tried to assess their validity in a university setting which makes this study very relevant.

Employers claim to use temporary employment contracts to screen workers for permanent employment though research has always established that employers seldom move their temporary contract employees into permanent ones (Houseman, 1997). Some past studies have tried to examine the relationship between intentions to retain jobs and temporary employment contracts but none of them examined the relationship between the plans had by temporary employment contract employees and their job retention. An example is that of Serrano (1998) who examined the role played by temporary employment contracts in explaining turnover and job reallocation in Spain; it was found out that worker turnover is higher for temporary work contracts. He however does not examine the effect future plans of employees on their intentions to retain their jobs.

Gebel (2008) assessed earlier consequences of temporary employment from British and Germany and concluded that career differentials between permanent and temporary employees are a result of the different workers characteristics such as future plans. While this may hold in the world of work, there is no clear indication that the effect of different worker characteristics also apply to university lecturers and more so in the context of Makerere University. Gebel (2008) further asserts that if workers work efficiently, their employment contracts with the current employer are prolonged but since temporary contract are always short lived, employees will always plan to leave when their contracts expire (Booth et al. 2002). It has been noted that on a large scale, temporary contract

employees are new entrants with low qualifications (Kaguhangire, 2006) which may hinder their mobility from an insecure segment of the labour market into a more stable and this increases the risk of job quits asserts Gebel (2008).

2.3.2 Remuneration and job retention

According to the UK Statistics Authority (2004) the term remuneration refers to earnings and pay (wages and salaries) provided directly by employers to employees in return for their supplied labour while Security Staffing (2008) defines remuneration as the aggregate gross annual emoluments payable to the worker pursuant to the engagement, including salary, payments, bonuses, housing allowance and profit related pay. These definitions both agree that remuneration is any payment for labour from the employer to the employee though they ignore non monetary forms of remuneration given to employees yet they are also important.

According to Business Dictionary.com (2009), remuneration is a reward of employment as pay, salary, or wage, including allowances, benefits (such as company car, medical plan, pension plan), bonuses, cash incentives, and monetary value of the non-cash incentives. All these are important forms of remuneration which are of particular interest to this study since they are believed to have an impact on job retention for employees. For purposes of this study, the definition of remuneration that was adopted was derived from Safeco Insurance Company of America (2008). Remuneration is the form of payment that includes wages, commissions, bonuses, overtime pay, pay for holidays, vacations and sickness, payment for piece work, value of meals and lodging and other

substitutes for money. This definition was preferred because it addresses both monetary and non-monetary forms of remuneration which are equally important.

Several scholars theorized about relationship between remuneration and job retention. According to the Reinforcement Theory (Aswathappa, 2005) the implications of remuneration is that high employee performance followed by a monetary reward will make future employee performance [and their consequent job retention] more likely. While the Equity Theory (Aswathappa, 2005) suggests that employees who perceives inequality in remuneration seek to restore equality by changing employers and jobs which has negative implications for job retention. Both propositions highlight the importance of remuneration to job retention for employees. They h

Government, 1992) that among other factors, poor salaries led to the exodus of the academic staff from Makerere University and other institutions of higher learning.

The above studies both support Reinforcement and Equity theories that inadequate remuneration is a threat to job retention for employees. They however fail to clarify why staff in Makerere university is poorly remunerated nor do they point out what type of remuneration (salaries, wages, commissions, bonuses, overtime pay, pay for holidays, vacations and sickness and so on) the institution needs to adopt so as to improve on job retention for the academic staff. Mamdan (2007) claims that lecturers especially those at junior level and temporary arrangements work under the most difficult conditions yet they receive the least remuneration. This agrees with the prepositions of Houseman (1997) that employers give unattractive remuneration to employees on temporary employment contracts compared to those on permanent ones. In addition, to the above, some lecturers in this university are never positively recognized for their work in the university. An example of this case was reported by Mamdan (2007) that some of the lecturers in Makerere have been teaching in the same university without being confirmed as lecturers. This works against the lecturers' motivation to do their teaching jobs.

According to Lofquist & Dawis (1991), employees bring their needs, aspirations and hopes to their jobs and they expect the work place environment where they can utilize their abilities and satisfy their many other basic needs. Thus, employees must receive remuneration which they can use to satisfy their personal needs in return for their work. If their needs are not met, employees will seek redress through job quits or getting supplementary jobs (Roessler, 2002). Remuneration can take both monetary and non

monetary forms of rewards (Giles, 2004). Giles further argues that while we all value money, employees will intuitively offset this benefit with the perceived costs to themselves - time taken, energy spent, personal risk or opportunities lost (e.g., time with family). This is especially relevant in contemporary society where work/life balance receives much scrutiny. Money alone is not a great motivational tool to motivate staff and ensure retention. Other motivational tools such as recognition, symbolic rewards or a simple thank you play a critical role in employee motivation and thus intentions for employees to stay. Establishing what motivates people is core to establishing a sound recognition or non- monetary reward programme. In other words, it is important to use both monetary and non monetary rewards so as to motivate employees to improve on their intentions to retain their jobs.

Intrinsically most employees have a desire to feel needed, valued and appreciated in their role. This type of reinforcement not only results in happier employees but also in a more productive workforce (Giles, 2004) hence improving on employee motivation and job retention. Thus, organisations should be dependable in terms of remuneration and other benefits lest the level of commitment among employees reduces yet employees who are not committed eventually quit as seen in Tetey (2006). This is because employee attitudes and behaviours such as performance and intentions to retain jobs reflect their personal perceptions and expectations, reciprocating the treatment they receive from the employer (Giles, 2004).

The above facts notwithstanding, there has been no study particularly carried out in Makerere University to establish how the remuneration situation and its relationship with lecturers' intentions to retain jobs. Those who attempted such as Tettey (2006) used Makerere University and other institutions as case studies on staff retention in African universities. Tettey (2006) reported that dissatisfaction with salaries is a key factor undermining commitment of academics to their institutions and careers, and consequently their decision or intent to leave but the study did not exactly show how the two variables relate particularly in Makerere University and hence the significance of this study.

2.3.3 Job security and job retention

Meltz (1989) defines job security broadly as “an individual remains employed with in the same organization with no diminution of seniority, pay, pension rights, etc.” The Business Dictionary .com, (2009) similarly defines job security as the assurance employees have about the continuity of gainful employment for their work life. According to Wikipedia (2008) job security is defined as the probability that an individual will keep the job. These definitions show that job security entails that employees retain the employment statuses in the same organization as long as they still choose to work there. The definitions however fail to highlight the factors that bring about job security for employees in any given organization. According to Public Service Alliance of Canada BC (2008), job security is a provision in a collective agreement protecting a worker's job, as in the introduction of new methods or machines and thus should be agreed upon prior to the commencement of employment. Similarly,

other scholars like Njoya (2007) define job security as the workers' right to be treated with dignity and respect as reflected in notions of 'good faith' and 'mutual trust' and confidence which the employer should observe in the period when still with the employee. Such a definition brings in the aspect of treating employees basing on humanitarian perspective to protect employees from job loss though it does not clarify how job security for employees can be achieved. Considering the discrepancies in the above definitions, the definition of job security that was adopted for this study was from Herzberg (1968) who defined job security as the extent to which an organization provides stable employment for employees. This definition was considered worthwhile since it clearly shows that it is the role of the employer to create job security for employees. The employer must put in place provisions to show employees that their jobs are secure even in events of major organisational changes.

Several theories have been advanced to describe the relationship between job security and job retention; Nosse et al; (2004) for example suggests that absence of job security (and other dissatisfiers) can result in disenchantment with a job even if the satisfiers are present leading to low job retention. Ashford (1989) also theorized that job security determines attitudinal reactions from employees- such as reduced satisfaction, reduced commitment, and intentions to quit which are threats to job retention. These propositions suggest that job security is a prerequisite to job retention but fail to trace the causes leading to lack of job security yet it is the starting point for one intending to study such a relationship. Thus, the relationship between job security and job retention should be characterised by a positive relationship between the employee and the employer, basic

employer knowledge and sensitivity to the employee's needs, knowledge of employment rights frameworks and good workplace modification.

Kamagara (2005) investigated job related factors and employee's job satisfaction in Centenary Rural Development Bank using a sample of the bank's staff. Kamagara found out that job security is a source of employees' satisfaction which is later reflected in employees' potentials of job retention. Kagaari (2007) conducted a related study in Kyambogo University and concluded that without job security, employees feel less committed to the institutional objectives which results in low job retention. These studies both support the theories of Ashford (1989) and Nosse, et al (2004) that job security improves job retention for employees. They however fail to show how such a relationship could be in Makerere University setting and it was the aim of this study to establish such relationships. Kaguhangire (2006) while investigating equity employment relations and reward management systems in public universities in Uganda concluded that job security is crucial in that employees can only exhibit their fullest once they are assured of their jobs. While this is true, Kaguhangire never showed how employees' failure to exhibit their fullest on intention to retain jobs and this was done in this study.

In Makerere University job security is minimal. Mamdan (2007) in his book "Scholars in the Market Place" reported that some of the staff in Makerere University could teach for more than ten years while not being confirmed as the staff. This lack of confirmation of lecturers meant that such employees could lose their jobs easily most especially in an event of institutional restructuring, downsizing or technological advancement. All these

factors limit lecturers' intentions to retain jobs in Makerere University. Job security is essential not only for employees but also for employers. Its importance stems from the fact that it is critical for influencing work-related outcomes. For instance, job security is an important determinant of physical and psychological wellbeing of employees (Burke, 1991; Kuhnert and Palmer, 1991) for employee turnover (Arnold and Feldman, 1982); for employee retention (Bhuiyan and Islam, 1996); for job satisfaction (Burke, 1991; Lim, 1996); and for organizational commitment (Iverson, 1996). Despite these several attempts to relate job security and the work environment, none of them related job security in a university setting and more so in Makerere University. This study was thus carried out to cover up the knowledge gap that existed.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter presents the design, population, sample, research methods and instruments, quality of instruments, procedure and analysis of the data that were obtained in the study.

3.1 Design

The study mainly took a quantitative approach but also had aspects of the qualitative approach. The qualitative aspects of the study aimed at obtaining data expressed in non numerical terms (Amin, 2005) while the quantitative aspects aimed at measuring and analyzing variables with statistical procedures (Creswell, 2000 in Bakkabulindi, 2008). Besides the above, the quantitative approach to this study involved correlational, cross-sectional survey. It was correlational in that it was interested in relating each service term to job retention (Amin, 2005). The study was a survey in that it involved a large number of respondents (Barribeau et al, 2005), and was cross-sectional since it involved collection of data at once to reduce on time and costs involved (Van Wagner, 2008).

3.2 Population

In this study, the target population was all the 1200 teaching staff in Makerere University. However, due to time, cost and other constraints, the researcher believed that sampling was useful in the study so as to save on such resources. In this case, the researcher carried out the study on part of the target population, which was more accessible and this became the accessible population. These were 80 lecturers in the School of Education, 85

lecturers in the Faculty of Technology and 114 in the Faculty of Agriculture giving a total of 279 as the sampled population. These lecturers were considered to be representative of the University's academic staff in terms of experience, qualification and teaching ability.

3.3 Sample

In this case, what was important was; how large the sample of academic staff was and how the sample was selected.

3.3.1 Sample size

Of the accessible population of 279 lecturers, Krejcie & Morgan (1970)'s Table of Sample Size Determination, suggests minimum sample size of 159 members and that is what was considered in this study.

3.3.2 Sampling strategies

For purposes of representativeness of the sample, at least more than half of the members of the academic staff from each of the three chosen academic units in Makerere University were issued with questionnaires ensuring that at least a total of 159 respondents were obtained. Academic staff in the selected units was contacted for their responses disregarding factors like gender, age and qualification. The overall response rates were as shown in Table 3.1:

Table 3.1: Response rates per category of respondents

	Intended	Attained	Percentage attained
Academic staff			
School of Education	80	33	41.3
Faculty of Technology	114	13	11.4
Faculty of Agriculture	85	58	68.2
Total number of lecturers	159	104	65.4
Administrators	05	03	60
Overall	164	107	65.2

Table 3.1 reveals that in relative terms, lecturers from the Faculty of Agriculture were the most willing (over 68%) followed by those from the School of Education (over 41%) and then trailed by Faculty of Technology (over 11%). Respondents from the category of administrators were well represented with a response rate above average (60%) contributed the highest number of respondents. On the overall, the study achieved a response rate of over 65%.

3.4 Research Instruments

In this study the researcher used self administered questionnaires as the main tools for collecting data. The choice of this tool was guided by the nature of the data that was collected, the time that was available as well as the objectives of the study. One type of self administered questionnaires (SAQ) was used for soliciting respondents' (Lecturers)

views. SAQ's help to cover a large number of respondents in a short time and generate reliable data since respondents answer the questions without the interference from the researcher's presence. The SAQ started with a main title followed by an introductory letter. The SAQ had sections; Section A with questions to help classify respondents by category (e.g. age, gender, designation and so on). Section B was on the independent variable in the study, that is terms of service namely; employment contract, remuneration, job security. Section C was on the dependent variable; job retention. Most questions in the instrument were close-ended that is having options given so as to ease the administration task, make it easy for respondents to fill and save time, but most importantly, to keep the respondents on the subject and relevant objective. Interview guides were also used to conduct interviews among Top Administrators so as to improve the validity of the results obtained by use of SAQs. Like the SAQ, the interview guide started with a main title followed by an introductory letter. The interview guide had five questions with the first three asking about the independent variable (terms of service), the fourth concerned the dependent variable (job retention) and the last question was about the results that were obtained from this study using SAQs. (See Appendix A for the questionnaire).

3.5 Quality of research instruments

Validity and reliability of the research instruments was ensured as follows:

3.5.1 Validity

The researcher ensured content validity of the said research instruments by ensuring that questions or items in it conformed to the study's Conceptual Framework. Relevance, wording and clarity of the questions or items in the instrument were also evaluated by both the researcher and the supervisors. The instrument items were edited so that their validity coefficient to at least 0.70 or 70% was obtained. Items with validity co-efficient of at least 0.70 are accepted as valid in research (Kathuri et al, 1993 in Oso, et al 2008).

3.5.2 Reliability

The said instruments were tested for reliability. Reliability of the instrument on multi-item variable (terms of service and job retention) was tested via the Cronbach's Coefficient Alpha Method provided by SPSS (Foster, 1998 cited in Bakkabulindi, 2008). This method was chosen because it is widely applied in the educational field (Amin, 2005) and it was easy for determining a reliability coefficient since it required so much less time.

3.6 Procedure

An introductory letter was obtained from the Dean, School of Education for the researcher, to be shown to each approached respondent, requesting for their assistance. (See Appendix C for the introductory letter) Research assistants were selected from the different units from which the respondents had been selected to help in distribution and collection of questionnaires to and from respondents. The research assistants were students in the said faculties or school.

3.7 Analysis

Data analysis in this study referred to two main things; data processing/preparation (i.e. preparation of data for analysis) and actual data analysis;

3.7.1 Data processing

The collected data on (SAQs) were edited, categorized or coded and entered into a computer using the Statistical Package for Social Science (SPSS) for generation of summary frequency tables and graphics. During data editing, obvious errors were detected and where ever possible eliminated (e.g. non response: for instance questionnaires that were not filled up at least three quarters were dropped; SAQs with glaring inconsistencies e.g. respondents whose ages were inconsistent with rank were dropped; other errors checked for included carelessness, non-uniformities in recording answers, eligibilities, etc.). During data categorizing/ coding, the responses to each question in the completed SAQs were categorized and each category given an identification code. During data entry, data entry interface provided by SPSS was used. Then data summary/ presentation were carried out th

2438(l)0.441715(v)0.441424(d)-9.83821(a)4841715((-56237981)0.441715()e-1.63761(,)-372.243(i)0.441715(s)-1.63761((c)1

such as frequency counts, arithmetic means, standard deviations, relative frequencies (or percentages) from frequency tables and descriptive statistics; at bivariate level, job retention was correlated with respective terms of service using t-test, ANOVA and Pearson's methods as appropriate. Students' two-sample t-test was used to compare two population means for equality that is to say analyzing how a numerical dependent variable varied with a binary categorical independent variable (Amin, 2005). Fisher's ANOVA was used to analyze the variance between variables; that is to say analysis of how a numerical dependent variable varied with a categorical independent variable having many categories while Pearson's Co-relation analysis was used to analyze the co-relation between two numerical variables or continuous variables. Data from open ended questionnaire items was grouped under broad themes and converted into percentages which were then interpreted in relation to the data obtained through interviews.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This Chapter gives background of respondents; description of the dependent variable; and ends with the achievement of the respective objectives and testing of pertinent hypotheses.

4.1 Description of respondents' background

In this Section, distribution of respondents by category (i.e. gender, age, academic qualification, designation and number of years spent in service of Makerere) is reported.

Table 4.1: Distribution of respondents by sex

Sex	Number	Percentage
Males	62	59.6
Females	42	40.4
Total	104	100.0

According to Table 4.1, males dominated the sample by contributing almost 60 % of the respondents, suggesting their larger numbers among the Makerere University's academic staff.

Table 4.2 Distribution of respondents by age group

Age group	Number	Percent	Cumulative Percent
Less than 40	40	38.5	38.5
40 to 49 years	49	47.1	85.6
50 to 59 years	13	12.5	98.1
60 years and above	2	1.9	100.0
Total	104	100.0	—

Table 4.2 shows that the 40 to 49 years age bracket contributed over 47% of respondents, followed by the less than 40 years age bracket (about 39%). Few of the respondents were in the 60 years and above age bracket (about 2%). Cumulatively, over 98% of the respondents were below 60 years suggesting that majority of Lecturers in Makerere University are below the retirement age of 60 years. Probably, this is why many of the respondents rated themselves at the level of lecturer and below as shown in the Table 4.3:

According to Table 4.4, equal numbers of the respondents had qualifications of Masters and PhD with each category having over 40% while those with only Bachelors degree had over 19%. Cumulatively, most respondents (about 60%) had qualifications of at most Masters and below, which suggests that majority of Lecturers in Makerere University are yet to attain the recommended qualification (PhD) for teaching in universities.

Table 4.5: Distribution of respondents by number of years spent in service of Makerere University

Category	Number	Percent	Cumulative Percent
Up to 5 years	43	41.3	41.3
5 to 10 years	42	40.4	81.7
10 years and above	19	18.3	100.0
Total	104	100.0	—

According to Table 4.5, many of the respondents (over 41%) had served Makerere University for up to five years while over 40% of the respondents had served Makerere for up to 10 years and over 18% of the contacted respondents had served for over 10 years. Cumulatively, majority (about 82%) of the respondents had served Makerere University for up to 10 years, suggesting that the majority of the Makerere University have not been in service of Makerere University for long which also explains why many of them rated themselves at the level of lecturer and below (Table 4.2). This seems to suggest prevalence of low job retention among the staff.

4.2 Description of the dependent variable: Job retention

Job retention the dependent variable in the study was conceptualized using seven questions six of which were quantitative and one qualitative question asking lecturers about their intentions to stay with their teaching job in Makerere University. Using the six quantitative questions, lecturers were asked to rate themselves in terms of their intentions to retain their jobs in Makerere University, with responses based on a Likert scale ranging from one which represented very low intention of job retention, two represented low intention of job retention, three represented indecision, four represented high intention of job retention and five represented very high intentions of job retention.

I am motivated to work for more years in this University	SD	18 (17.3)	54 (51.9)	2.66	1.163
	D	36 (34.6)			
	NS	16 (15.4)	16 (15.4)		
	A	31(29.8)	34 (32.7)		
	SA	3 (2.9)			
I am very much committed to my job in Makerere University	SD	9 (8.7)	32 (30.8)	3.17	1.161
	D	23 (22.1)			
	NS	25 (24.0)	25 (24.0)		
	A	35 (33.7)	47 (45.2)		
	SA	12 (11.5)			
I never think that my Job status in Makerere can be unstable	SD	10 (9.6)	38 (36.5)	2.75	0.900
	D	28 (26.9)			
	NS	44 (42.3)	44 (42.3)		
	A	22 (21.2)	22 (21.2)		
	SA	0 (0)			

SD = Strongly disagree, D= Disagree, NS= Not sure, A=Agree, SA = Strongly agree

Table 4.6 shows how lecturers rated themselves on intentions to retain their jobs. It was revealed that four out of the six items that were used to measure lecturers' intentions to retain jobs had higher cumulative percents lying on the side that represents low intentions to retain jobs than those that indicated high intentions to retain jobs. An example is that

cumulatively, about 52% of respondents were not motivated to work for more years while cumulatively, about 33% were motivated to work for more years. This suggested lecturers had low intentions to retain their jobs. It was on only one indicator (i.e. job commitment) that the cumulative percent shows higher lecturers' intentions to retain jobs since over 42% of the respondents were cumulatively happy with their job commitment with about 30% being uncommitted suggesting that many of them would retain jobs basing on this indicator.

The above results are in agreement with those shown by the means though not very clearly. Respondents' mean intentions to retain jobs showed indecision with mean values lying close to but less than three. This suggested that lecturers' intentions to retain jobs were low which also agrees with results from cumulative frequencies. Variation among respondents' views regarding intentions to retain jobs was low (as shown by the deviations) suggesting that many respondents had similar views about intentions to retain jobs. To get an overall view of how lecturers rated themselves in terms of intentions to retain jobs all items in Table 4.6 were aggregated into one average index (i.e. Jret which is an acronym for job retention). Table 4.7 gives descriptive statistics there from:

Table 4.7: Descriptive statistics on respondents self rating of intentions to retain

jobs

Statistic	Value	
Mean	2.30	
95% Confidence interval	Upper	3.06
	Lower	2.74
Median	2.83	
Standard deviation	0.82	
Range	3.17	
Skewness	0.27	

According to Table 4.7, respondents intentions to retain their jobs were low (mean = 2.30, median = 2.83) with opinions ranging from 2.74 to 3.06 at the 95 percent confidence level. Secondly, there was similarity in respondents' opinions regarding their intentions to retain their jobs (small deviation = 0.82) suggesting that respondents' views regarding their intentions to retain their jobs do not differ so much from one respondent to another. The difference in opinion as regards low and high intentions to retain jobs was at 3.17 and is supported by the aforementioned standard deviation. Also from Table 4.7, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skew = 0.27) that is to say their opinions were centrally located. To confirm that there was normal distribution of respondents' views as regards intentions to stay in the job, a frequency histogram and curve were generated and they appeared as shown in Figure 4.1:

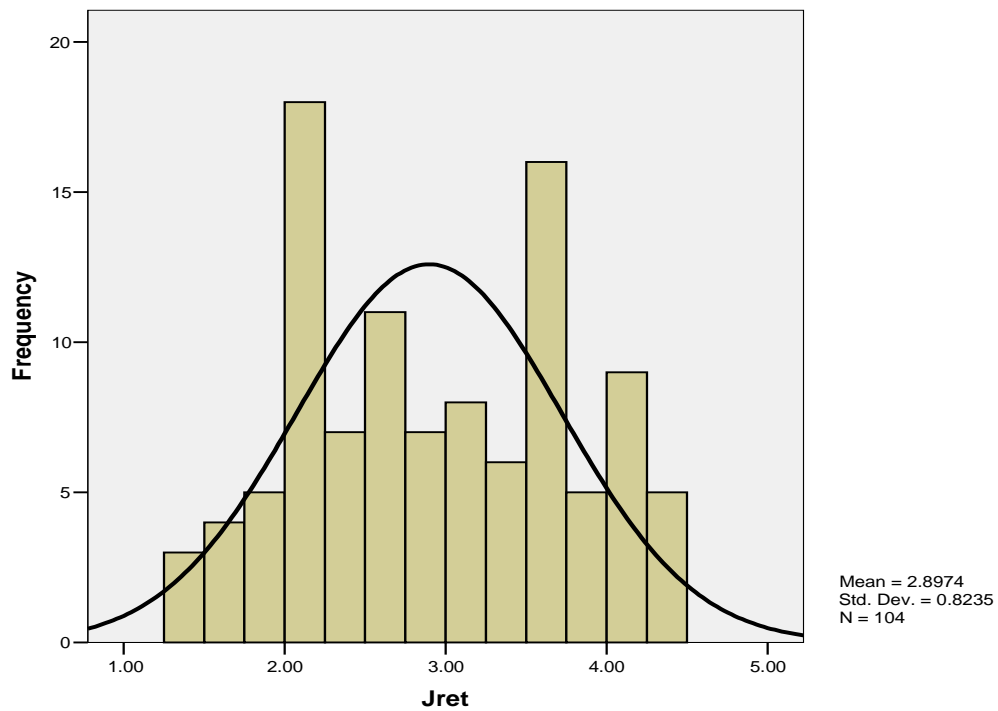


Fig 4.1: Histogram showing normal distribution of lecturers' intentions to retain their jobs

Figure 4.1 shows respondents views were centrally located though this does not really conform to all respondents' views from as regards their intentions to retain jobs as revealed by the qualitative question as shown in Table 4.8:

Table 4.8: Distribution of respondents views on intentions to retain jobs from the qualitative question

Respondents' opinion about job retention	Number	Percent
I will retain my job	23	24.0
Not sure	15	15.6
I will quit this job soon	58	60.4
Total	96	100.0

Table 4.8 shows that 96 respondents answered the qualitative question and over 60% of them indicated that they were not willing to retain their jobs. Below are some of the respondents' negative views that were obtained qualitatively: "If a better opportunity strikes, I can even leave tomorrow."; "I have no big plans of staying in this university"; "I will only stay if conditions are improved"; "I will be out of this university sometime soon"; "I will only stay if I don't ever get a well paying job elsewhere"; "I do not intend to stay here since not everything is going well with my job"; "I can only stay as long as I don't get a better alternative, otherwise I can leave the moment an opportunity strikes"; "I am happy with my teaching job but I do not intend to stay here all my work life because of the financial problems"; "I will only stay as long as there is no better opportunity"; "In case there is a better opportunity elsewhere, what about Makerere!!" and so on. Such views showing that respondents were not willing to retain their jobs notwithstanding, there were others who indicated intentions of retaining jobs as shown in Table 4.8. Such views include: "I will stay in Makerere for more years"; "I will stay in this university till the time of my retirement"; "I would love staying"; "I intend to stay for career growth

despite very poor pay”; “If conditions allow, I can stay here permanently”; “Presently, the conditions are not that bad to send me away”. The above results are confirmed by the views from one of policy makers who said that “intentions for lecturers to retain their jobs in Makerere University are generally very low; many of them would love to get job opportunities elsewhere now that there are several upcoming universities in Uganda”. Such views clearly show that intentions to retain jobs among lecturers in Makerere are very low.

4.3 Preliminary analysis: variation of the dependent variable (job retention) with background variables

In this Section, the researcher established how job retention for academic staff varied with sex, age, highest level of academic qualification, designation and number of years spent in service.

4.3.1 Variation of job retention with sex of academic staff

The researcher classified respondents according to their sex. Table 4.9 shows t- test results on variation of job retention between male and female academic staff in Makerere University:

Table 4.9: Independent samples t - test results on respondents self rating of

intentions to retain jobs with sex

Respondents' sex	Number	Mean	Standard deviation	t	Sig. (2-tailed)
Male	62	2.82	0.87	-1.252	0.214
Female	42	3.02	0.75		
Total	104	2.90	0.82		

According to Table 4.9, means suggest that job retention for academic staff differed slightly with the sex of the respondent with males having lower intentions (mean = 2.82) than the females who had slightly high (mean = 3.02) intentions to stay. However, t-value of -1.252 had a significance (p) value of 0.214 which is greater than the rejection level $\alpha = 0.05$. This implies that there is no significant difference in the mean intentions to stay with the jobs between male and female academic staff at the five percent level of significance.

4.3.2 Variation of job retention with age of academic staff

The researcher grouped respondents into age groups of less than forty years of age, forty to forty nine years, fifty to fifty nine years and sixty and above years of age. Table 4.10 shows ANOVA results for the variation intentions of retaining jobs between the different age groups:

Table 4.10: ANOVA results showing how intentions to stay with the job varied

according to respondents' age

Age of respondent	Number	Mean	Standard deviation	F	Sig.(2-tailed)
Less than 40 years	40	2.90	0.84	1.781	0.156
40 to 49 years	49	3.02	0.84		
50 to 59 years	13	2.49	0.65		
60 years and above	2	3.42	0.12		
Total	104	2.90	0.82		

Table 4.10 suggests that mean intentions to retain jobs differ basing on respondents' ages. Lecturers in the age bracket of sixty years and above had the highest intentions to retain jobs (mean = 3.42) which could be explained by increased commitment with increase in age. Those in the forty to forty nine age bracket then followed (mean = 3.0) and were trailed by those in the fifty to fifty nine years age bracket (mean = 2.4) suggesting their low intentions to retain jobs. However, the F value was 1.781 and its sig. value was 0.156 at the 95% confidence level. This value is greater than the rejection level of 0.05 meaning that there is no difference in lecturers' intentions to retain jobs with age at the five percent level of significance.

4.3.3 Variation of intentions to retain jobs with qualification of academic staff

The researcher investigated how intentions to retain jobs varied with academic qualifications of lecturers in Makerere University. The qualifications that were considered were only Bachelors degree, Masters and PhD qualifications (Table 4.4).

4.3.4 Variation of job retention with designation of academic staff

In this Section, the researcher shows how respondents' intentions to retain jobs varied with their designation or rank. The designations that were considered are assistant lecturer and below, lecturer, senior lecturer and above. ANOVA results for the variation of job retention with designations are shown in Table 4.12:

Table 4.12: ANOVA results for the variation of respondents' intentions to retain

intentions to retain jobs with respondents' designation at the five percent level of significance.

4.3.5 Variation of job retention with number of years spent in service by an academic staff

In this Section, the researcher presents how lecturers' intentions to retain jobs varied with number of years they have spent in service of Makerere University. The researcher grouped respondents into groups of one to five years, five to ten years and ten years of service and above (Table 4.5). Table 4.13 gives ANOVA results for the variation of job retention between the different years spent in service by an academic staff:

Table 4.13: ANOVA results for the variation of respondents' intentions to retain the job with number of years spent in service

Age of respondent	Number	Mean	Standard deviation	F	Sig.(2-tailed)
1 to 5 years	43	2.81	0.84	1.92	0.15
5 to10 years	42	2.84	0.84		
10 years and above	19	3.23	0.70		
Total	104	2.90	0.82		

Table 4.13 suggests that respondents who had spent ten years and above had the highest intentions to retain jobs (mean = 3.23) while those with five years of service and below had the lowest intentions (mean = 2.81). In Table 4.13 also, F = 1.92 and its sig value was

0.152. The sig value is greater than the rejection level $\alpha = 0.05$ meaning that intentions for lecturers to retain jobs did not differ significantly with number of years spent in service at the five percent level of significance.

4.4 Verification of hypotheses

This Section gives verification of the three study hypotheses. What will be looked at is effect of type of employment contract, remuneration and job security on lecturers' intentions to retain their jobs. Each of these is presented in the next sub sections.

4.4.1 Hypothesis one

Hypothesis one stated that “type of employment contract is correlated with job retention among academics in Makerere University”. The researcher asked respondents to rate themselves as regards satisfaction with their employment contracts, the type of employment contracts they held in Makerere University and on the plans they would have after expiry of the contracts they held (in case they were temporary contract employees).

4.4.1.1 Satisfaction with employment contract and job retention

Satisfaction with employment contract was conceptualized using three questions that were all quantitative and about how an employment contract met lecturers needs. Respondents' self rating was based on Likert scale ranging from one which represented very low satisfaction with the employment contract, two represented low satisfaction, three represented indecision, four represented high satisfaction contract and five represented very high satisfaction. Table 4.14 gives descriptive statistics there from:

Table 4.14: Descriptive statistics on respondents self rating of satisfaction with employment contract

Indicator of satisfaction	Category	Number (Percent)	(Cumulative percent)	Mean	Std. deviation
I am happy with my terms of service in Makerere University	SD	9 (8.7)	43 (41.4)	3.01	1.14
	D	34 (32.7)			
	NS	13 (12.5)	13 (12.5)		
	A	43 (41.3)	48 (46.1)		
	SA	5 (4.8)			
Makerere puts a lot of emphasis on the quality of contract terms provided to me	SD	12 (11.5)	48 (56.1)	2.76	1.09
	D	36 (34.6)			
	NS	26 (25.0)	26 (25.0)		
	A	25 (24.0)	30 (28.8)		
	SA	5 (4.8)			
The contract terms were spelt out clearly to me at the time of employment	SD	5 (4.8)	22 (21.1)	3.50	1.06
	D	17 (16.3)			
	NS	16 (15.4)	16 (15.4)		
	A	53 (51.0)	66 (63.5)		
	SA	13 (12.5)			

SD = Strongly disagree, D= Disagree, NS= Not sure, A=Agree, SA = Strongly agree

Table 4.14 shows how lecturers rated themselves on satisfaction with their employment contracts. It was revealed that two out of the three items that were used to measure lecturers' satisfaction with employment contract had higher cumulative percents lying on the side that represents satisfaction with employment contract than those that indicated low satisfaction. An example is that cumulatively, over 63% of the respondents were satisfied with the way the contract terms were spelt out at the time of employment with about 21% being unsatisfied with the way the terms of service were spelt. This suggested majority of lecturers were satisfied with their employment contracts. It was on only one indicator (the emphasis put on the contract terms) that the cumulative percent shows low satisfaction with employment contract since over 56% of the respondents were cumulatively unsatisfied with the emphasis Makerere puts on their contract terms.

The above results somehow agree with those shown by the means. Respondents' mean satisfaction with employment contract showed indecision with mean values lying close to but greater than three. This suggested that lecturers' satisfaction with their employment contracts was high hence agreeing with results from cumulative frequencies. To get an overall picture of how lecturers rated themselves on satisfaction with employment contract, all items in Table 4.14 were aggregated into one average index (i.e. Satisf-an acronym for job retention). The descriptive statistics therefrom are shown in Table 4.15:

Table 4.15: Descriptive statistics on respondents' self-rating of satisfaction with type of employment contract

Statistic		Value
Mean		3.09
95% Confidence Interval	Upper	3.27
	Lower	2.91
Median		3.17
Standard deviation		0.909
Range		4.00
Skewness		-0.067

Table 4.15 gives an overall mean of 3.09 which shows that respondents were undecided as regards satisfaction with their employment contracts and their opinions ranged from 2.91 to 3.27 at the 95 percent confidence interval and this also suggested indecision about satisfaction with their employment contracts. A standard deviation of 0.90 suggested almost no difference in respondents' opinions regarding satisfaction with employment contracts. Respondents' views were almost centrally located (skew = -0.067) suggesting respondents were not sure about their satisfaction with the employment contracts. To confirm the above, a histogram was generated and it is shown in Figure 4.2:

that the university had the willingness to improve on their remuneration but not the means. To test further whether satisfaction with remuneration (Remu) affects intentions to retain jobs (Jret), the two indices were graphically correlated as shown in Figure 4.5:

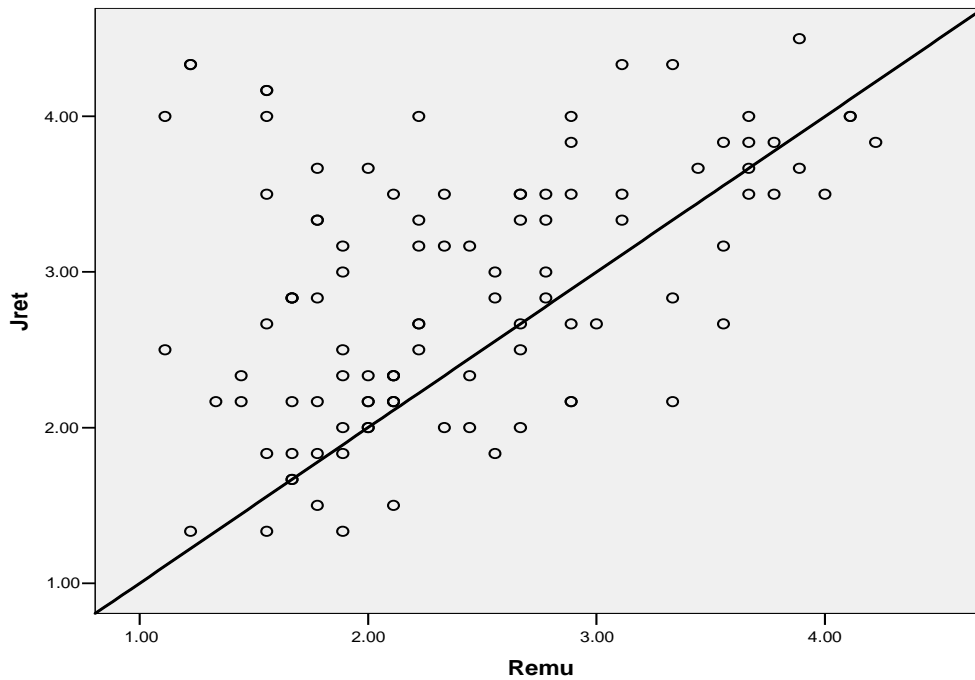


Fig 4.5: Scatter/ dot graph testing the relationship between lecturers' satisfaction with remuneration and their intentions to stay in their

The scatter/ dot graph suggests that there is a positive correlation between satisfaction with remuneration and intentions to retain jobs. To confirm this, the two indices (Jret and Remu) were correlated using Pearson's Linear Correlation index which was computed as shown in Table 4.23:

Table 4.23: Pearson's Co-relation Coefficient between intentions to retain jobs and remuneration for academic staff

		Intentions to retain jobs (Jret)	Lecturers' remuneration (Remu)
Intentions to retain jobs	Pearson correlation	1	0.425**
	Sig (2-tailed)		0.000
	N	104	104
Lecturers' remuneration	Pearson correlation	0.425**	1
	Sig (2-tailed)	0.000	
	N	104	104

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

Table 4.23 shows Pearson's Correlation Coefficient for lecturers' intentions to retain jobs (Jret) and their remuneration (Remu) was $r = 0.425$ and positive, having a significance value ($p = 0.000$) which is less than 0.01. This suggests a high positive correlation between lecturers' intentions to retain jobs and remuneration and it is supported by Fig 4.4 with a highly linear co-relation. Thus lecturers' intentions to retain their jobs are positively co-related with remuneration at the 1% level of significance.

Table 4.24: Descriptive statistics on respondents self rating of job retention with job

Security

Indicator of job security	Category	Number (Percent)	Number (Cumulative Percent)	Mean	Std. Deviation
I have high chances of keeping my job in Makerere University	SD	10 (9.6)	21 (20.2)	3.36	1.06
	D	11 (10.6)			
	NS	20 (19.2)	20 (19.2)		
	A	58 (55.8)	63 (60.6)		
	SA	5 (4.8)			
I have never thought of being dismissed from my job in Makerere University	SD	10 (9.6)	31 (29.8)	3.20	1.14
	D	21 (20.2)			
	NS	18 (17.3)	18 (17.3)		
	A	48 (46.2)	55 (52.9)		
	SA	7 (6.7)			
My job is very secure in Makerere University	SD	10 (9.6)	(25.0)	3.12	1.07
	D	16 (15.4)			
	NS	38 (36.5)	38 (36.5)		
	A	32 (30.8)	40 (38.5)		
	SA	8 (7.7)			

Technological advancement in Makerere University can not affect my job retention.	SD	7 (6.7)	27 (25.9)	3.28	1.11
	D	20 (19.2)			
	NS	26 (25.0)	26 (25.0)		
	A	39 (37.5)	51 (49.0)		
	SA	12 (11.5)			
I am happy about my employment growth in this University	SD	12 (11.5)	48 (46.1)	2.71	1.03
	D	36 (34.6)			
	NS	28 (26.9)	28 (26.9)		
	A	26 (25.0)	28 (26.9)		
	SA	2 (1.9)			
My job security cannot be affected by institutional restructuring in Makerere University.	SD	13 (12.5)	35 (33.7)	2.89	1.10
	D	22 (21.2)			
	NS	39 (37.5)	39 (37.5)		
	A	23 (22.1)	30 (28.8)		
	SA	7 (6.7)			

SD = Strongly disagree, D= Disagree, NS= Not sure, A=Agree, SA = Strongly agree

Table 4.24 shows lecturers' self rating on satisfaction with job security. Cumulative percentages on four out of six items that were used to measure lecturers' satisfaction showed higher cumulative percentages lying on the side that shows satisfaction. An example is that cumulatively, over 60% of the respondents were satisfied with the number of chances they had in keeping their jobs. This suggested majority of lecturers were satisfied with their job security. It was on only two indicators of job security

(employment growth and events of institutional restructuring) that the cumulative percents showed low satisfaction with job security (i.e. over 46% and over 33% respectively). These results agree with those shown by the means. Respondents' mean satisfaction with job security on most items lay close to but greater than three suggesting that lecturers' satisfaction with their job security was high hence agreeing with results from cumulative frequencies. To get an overall view of how lecturers rated themselves on satisfaction with job security, all the items in Table 4.24 were aggregated in one average index (i.e. J.sec which is an acronym for satisfaction with remuneration). Table 4.25 gives descriptive statistics there from:

Table 4.25: Descriptive statistics on respondents self rating of job retention with job security

Statistic	Value
Mean	3.10
95% Confidence Interval Upper	3.25
Lower	2.94
Median	3.33
Standard deviation	0.79
Range	3.67
Skewness	-0.54

Respondents' views about their job security were average (mean 3.10) with opinions ranging from 2.94 to 3.25 at the 95 percent

not sure about how secure their jobs are. A standard deviation of 0.79 shows that respondents' views about their job security were almost similar. The difference in opinion as regards low and high job security was at 3.67 which is supported by the fore mentioned standard deviation. Table 4.25 shows that there was a small negative skew (Skew -0.54), suggesting that respondents' opinions were slightly heaped on the right as shown in Figure 4.6:

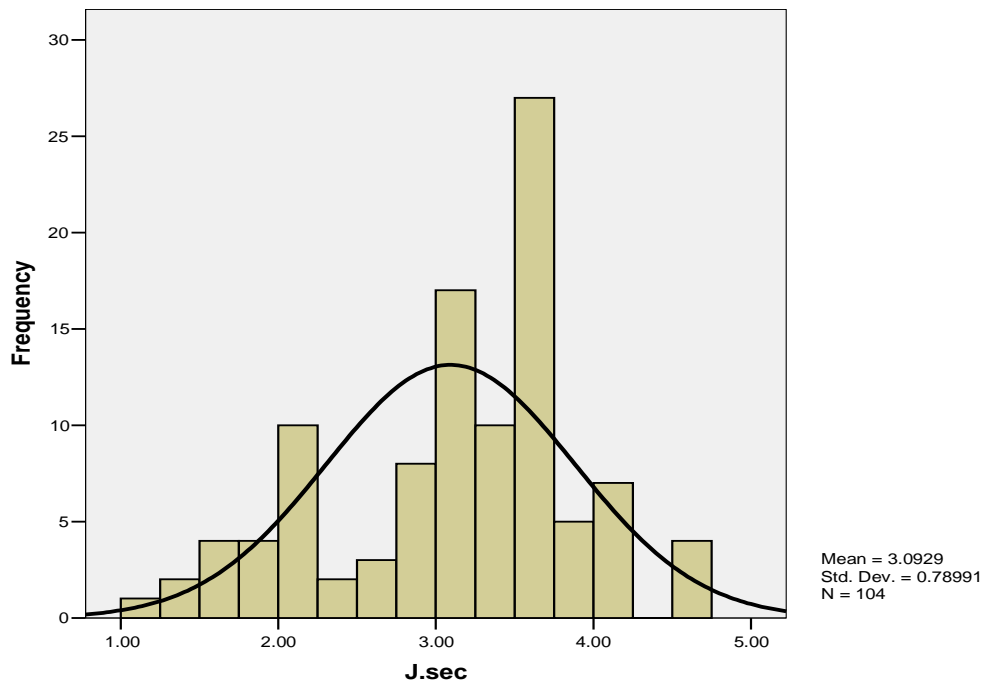


Figure 4.6: Histogram showing normal distribution of lecturers' satisfaction with Job security

The Figure 4.6 shows that respondents' views were slightly heaped on the right suggesting a slight satisfaction with their job security. Thus, lecturers who were not satisfied with their job security were slightly less than those who were happy with it.

Using respondents' views from the qualitative question also, respondents also reported that they were satisfied with their job security in Makerere University as shown in Table 4.26:

Table 4.26: Distribution of lecturers' views regarding satisfaction with job security

basing on the qualitative question

Respondents' opinion about job retention	Number	Percent
I am satisfied with the security of my job	58	59.8
I am not sure about my job security	11	11.3
I am not satisfied the security my job	28	28.9
Total	97	100.0

Table 4.26 shows that majority of the respondents' views (over 59%) showed satisfaction with job security. Some of such views are quoted below: "I have no problem with my job security"; "Keeping other factors constant, job security exist in Makerere University"; "I am happy about the job security"; "I have no complaints about job security"; "At least I can be sure of keeping my job so long as I want to"; "I think my job secure given the qualifications that I possess"; "Job security in Makerere is high basing on the current circumstances". From the Table 4.26, we still note that there were those who were not satisfied with their job security (about 29%) and the researcher presents some of their comments about their job security as follows: "Many things that make me feel insecure happen in Makerere"; "I at times feel that the future of my job is unpredictable"; "I will need to first complete my PhD to be sure of this job"; "My job can only be secure if I get

the required qualification”; “I at times feel not very secure”; “Only time will tell”; “My job is not very secure”. To test further whether satisfaction with job security (J.sec) affects intentions to retain jobs, (Jret), the two

**Table 4.27: Pearson’s co-relation coefficient between job retention and job security
for academic staff**

		Intentions to stay (Jret)	Satisfaction with Job security (J.sec)
Job retention	Pearson correlation	1	0.526**
	Sig (2-tailed)		0.000
	N	104	104
Intentions to stay	Pearson correlation	0.526**	1
	Sig (2-tailed)	0.000	
	N	104	104

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

Table 4.27 shows that Pearson’s Correlation Coefficient for lecturers’ intentions to retain jobs (Jret) and lecturers’ job security (J.sec) was $r = 0.526$ and positive. It had a significance value ($p = 0.000$) which is less than 0.01. This suggests a positive linear correlation and is supported by Fig 4.7 which has a highly linear co-relation. Thus intentions for lecturers to stay with their jobs are positively co- related with job security at the 1% level of significance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

In this Chapter the researcher presents discussion of the results of the study, the conclusions drawn from the results and the recommendations based on these results.

5.1 DISCUSSION

In this section the researcher discusses results that were obtained in the study. The main research instruments were a self administered questionnaire and an interview guide. The questionnaire was of one type and mainly quantitative though having qualitative questions. These instruments generated valuable information and opinions from respondents from which the findings that are discussed here in were based. The discussion will follow hypothesis by hypothesis.

5.1.1 Hypothesis One

Hypothesis one was that; type of employment contract is correlated to job retention among academics in Makerere University. This hypothesis was broken down into sub-hypotheses corresponding to the variables; satisfaction with employment contract, type of employment contract and plans after expiry of a temporary contract.

5.1.1.1 Satisfaction with employment contract and job retention

What was studied was the relationship between lecturers' satisfaction with employment contract and their intentions to retain jobs. Pearson Product Moment Correlation Index

was used to determine the significance of the relationship. The study found out that there was a positive significant correlation between type of employment contract and lecturers' intentions to retain their jobs in Makerere University. This implies that lecturers who were satisfied with their employment contracts had more intentions of retaining their jobs. This is because as satisfaction with the employment contract increases, intentions to retain the job also increase. These findings have been supported by the findings of Chew (2004) who worked on the influence of human resource practices in Australian organisations; he found out that as employment modes differ, the nature of the psychological contracts among employees also differs and hence a difference in their intentions to retain jobs. Thus, there must first be satisfaction with the employment contract if a sustainable employment relationship between lecturers and their employer universities is to exist as stated in the theoretical assertions of Boyle (2000a &b) that contracting brings about sustainable employment relationships between employers and employees.

Alongside the findings of Chew (2004), Ssesanga et al (2005) while investigating job satisfaction of university academics in Uganda found out that nature of employment contract determines employees' job satisfaction which later influences their intentions to retain jobs which is true basing on the results from this study. This is because employment contracts strengthen partnerships between employees and employers (Gillian, 1999). Thus, when an employee is satisfied with the employment contract; high chances are that such an employee will retain the job for more years. Chew (2004) theorizes that the change into flexible and contingent relationships has led to employment

uncertainty and decreased job retention and according to this researcher, this change has been due to decreased satisfaction with such contractual arrangements.

Basing on the above, it is implied that contingent employment relationships such as temporary employment contracts result into decreased satisfaction among employees and hence reduced job retention. This is also supported by Taylor (2002) who theorized that a permanent contract makes a job attractive and it would take a hard decision for such an employee to leave the job. This is a testimony that satisfaction with employment contract really affects intentions to retain the job. From this discussion therefore, the researcher upholds that satisfaction with employment contract affects lecturers' intentions to retain their jobs in Makerere University.

5.1.1.2 Type of employment contract and job retention

It was hypothesized that type of employment contract affects lecturers' intentions to retain their jobs. The study found out that there was no significant difference in intentions to retain the job between permanent and temporary contract lecturers in Makerere University. This implied that the type of employment contract a lecturer holds had no effect on intentions to retain the job. These results contradict the ideas of Taylor (2002) who argued that a permanent contract makes a job attractive thus making it hard for the employee to decide to leave a permanent job. Taylor goes on to say that flexible staffing such as use of temporary contracts makes a work place insecure resulting into poor job retention among employees which is contrary to what

there is no differential treatment between employees on temporary and permanent employment contracts in Makerere University. This suggests that all contract types are equally satisfying to their holders hence no difference in their intentions to retain their jobs. Secondary, like it was revealed by one of the interviewees, there is a high job market for lecturers due to many private universities that have come up in Uganda. Thus, whether on permanent or temporary employment contract, a lecturer can quit a job so long as there are possibilities of getting an alternative job.

The above results notwithstanding, the qualitative part of the study revealed that lecturers who were on temporary contracts were not satisfied with their employment contracts and were most likely not willing to retain their jobs. This is in agreement with findings of past researchers such as Barya (1-1.63761(n41.63761(n)1.96262(i)06.564266)-9.83821(h)1.96262()-441715(t

quantitative section; respondents however failed to do the same in the qualitative section. Thus, in terms of theory, the study leads the researcher to conclude that whether there is a difference in contract arrangement for employees (such as temporary or permanent), lecturers will always retain their jobs at the same rate. Contextually, the study concludes that perhaps there is no significant relationship in intentions to retain a job with lecturer's type of employment contract in Makerere University. However, there should always be contractual arrangements between lecturers and the university (employer) (Gillian, 1999) so as to strengthen partnerships between them.

5.1.1.3 Plans after expiry of employment contract and job retention

The study hypothesized that the plans a lecturer on temporary employment contract has after expiry of a temporary contract affect intentions to retain jobs. The study found out that there is no significant difference in lecturers' intentions to retain jobs with the plans they had in case their temporary employment contract expired with many respondents expressing a desire to change to permanent contracts. This finding does not rhyme with the findings of Serrano (1998) who examined the role played by temporary employment contracts in explaining turnover and job reallocation in Spain; Serrano found out that worker turnover is higher for temporary contract employees which contradict the findings of this study. In addition to the above are the theoretical assertions of Booth et al (2002). Booth and others say that temporary contracts are an important component of labour market flexibility; temporary workers can be laid off without incurring statutory redundancy payments or restrictions imposed by employment rights legislation. This is not the case with the expectations from the academic staff in Makerere University since

most of them expected to move to permanent employment positions. This revelation could be explained by the fact that most of the respondents in this study had qualifications of at most Masters and below (Table 4.2) meaning that they still needed to attain the required qualification for teaching in a university (PhD). Thus, like it was found out through interviews, such respondents would need to retain their jobs through continuous renewal of their temporary contracts and may be get to permanent employment arrangements.

In this study, it was also found out that a larger percentage of the respondents on temporary employment contracts reported that they would sign new temporary employment contracts or that they expected to become permanently employed which indicated chances for job retention. These findings are supported by the findings of Houseman (1997) in a study on temporary, part-time and contract employment in the United States who also found out that employers use temporary employment contracts to screen workers for permanent employment. In addition to the above, the findings challenge prepositions from Mclean, Kidder & Gallagher (1998), Finegan (2000) who posit that temporary contract employees rarely plan to work for their employers for long; that they usually plan to work for a shorter time. As from this study, more lecturers who were in temporary employment contracts had plans of either signing new contracts or becoming permanently employed and thus having high chances of staying with their jobs. The findings from this study have led the researcher to conclude that, theoretically, the plans an employee has just in case a temporary employment contract expires do not affect intentions to retain the job. Contextually, the researcher concluded that intentions for

lecturers on temporary contracts to retain their jobs are not affected by the plans they have; just in case the temporary contracts they hold expire. Whether they are bad or good plans in relation to intention to retain jobs, lecturers in Makerere University can quit/retain their jobs at the same rate.

5.1.2 Hypothesis Two

The results indicated a very high positive correlation between satisfaction with the remuneration and job retention for academic staff in Makerere University. This implied that lecturers who were satisfied with their employment contracts were capable of retaining their jobs compared to those who are unsatisfied. These findings have been supported by the findings of Kanamwangi (2005) who investigated factors that affect employee retention in Makerere University and those of the Education Policy of Review Commission of 1989 in Uganda. Both studies found out that among other factors, poor salaries affect intentions of academic staff to retain their jobs. Alongside these findings, the theoretical prepositions of the Reinforcement Theory (Aswathappa, 2005) which state that the implication of remuneration is that high employee performance followed by monetary rewards makes future employee performance and job retention more likely support the findings from this study. Thus, lecturers in Makerere University who are satisfied with their remuneration are capable of retaining their jobs while those that are not satisfied will quit. This is in accordance with the Equity Theory (Aswathappa, 2005) which suggests that employees who perceive inequality in remuneration seek to restore equality by changing employers and jobs which reduces their intentions of job retention.

Mamdan (2007) also reported that lecturers in Makerere University especially those at junior level work under the most difficult conditions but they receive the least remuneration. In addition, to the above, Mamdan asserts that some lecturers in this university are never positively recognized for their work in the university; he cited an example that some of the lecturers in Makerere taught in the same university for several years without being confirmed as lecturers which works against their motivation to do their teaching jobs and later on retain them. Thus, if Makerere is to improve intentions of job retention among its employees, such factors need proper attention.

While all respondents were equally dissatisfied with their remuneration in accordance with the results from this study, Houseman (1997) opposes these results. Houseman purports that employers give unattractive remuneration to employees on temporary employment contracts compared to those on permanent ones suggesting that those in permanent positions would comparatively be more satisfied than those in temporary positions. Probably the explanation behind this finding is that the remuneration is too low such that it dissatisfies most lecturers disregarding the nature of their contract terms. The study further revealed that respondents were not satisfied with their remuneration especially the experienced academic staff. Many of them (senior staff) commented that their remuneration did not match with their experiences and qualifications such that given a better opportunity; they would find quitting Makerere University the best option. Thus, the study leads the researcher to conclude theoretically, that remuneration really affects lecturers' intentions to retain jobs and if universities need to improve lecturers' intentions to retain jobs, remuneration should be the starting point. Contextually, the researcher

concludes that lecturers in Makerere University are not satisfied with their current

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reduced satisfaction, reduced commitment, and intentions to quit which all lead to reduced job retention. These propositions suggest that job security is a prerequisite to job retention and it is what this study also found out. As seen from this study, Job security is a source of employees' satisfaction which is later reflected in employees' potentials of job retention. Without job security, employees feel less committed to the institutional objectives which results in low job retention. Thus, if an institution like Makerere University is to improve intentions of retaining the job among its employees, job security is a priority area of action.

Kamagara (2005) also asserted that if employees' needs such as job security, work conditions collegial relationships or any other needs that are fundamental to people's existence are not addressed, employees will put their main focus on things that can benefit them rather than those of the job such as performance and retention. Thus, job security has an influence on job retention through job satisfaction. Lack of job security force employees to separate with their organizations which clarifies the positive linear correlation that was shown between intentions to stay and job security. Given the results of this study on job security which had a strong positive correlation with lecturers job retention, and given the findings of other scholars on the related subject, it is evident that job security and job retention have a strong connotation and should never be neglected in the need to achieve improved job retention for lecturers in a university setting. The study concludes that theoretically, job security affects lecturers' intentions to retain their jobs and contextually lecturers in Makerere University have a satisfactory level of job security.

5.2 Conclusions

The following are the conclusions as per the respective hypotheses;

Hypothesis One

Satisfaction with the employment contract affects lecturers' intentions to stay in their job in Makerere University; lecturers' type of employment contract was important for their intentions to stay in Makerere University though they were not significant determinants of intentions to retain jobs; the plans one had just in case a temporary contract expired were important determinants of intentions to stay but had no significant influence on the intentions for lecturers to retain their jobs.

Hypothesis Two

Lecturers' intentions to retain their jobs depend on the remuneration they receive from Makerere University.

Hypothesis Three

Lecturers' intentions to retain jobs depend on the satisfaction they have from their job security.

5.3 Recommendations

From the findings and conclusions, the following recommendations are suggested hypothesis by hypothesis:

Hypothesis one

Resulting from the findings on the first hypothesis in the study, the researcher recommends that if intentions for lecturers to stay in Makerere University are to be improved and hence improve on their job retention,

5.4 Recommendations for further research

The researcher wishes to crown this study by highlighting areas that would deserve critical analysis in future;

1. Apart from the terms of service in Makerere University, the human resource development practices in Makerere and their influence on lecturers' intentions to stay should also be looked into.
2. This study looked at low lecturers' intentions to stay in Makerere University which is a public university; further research can be carried out in private universities.
3. There is a need to investigate whether the problem of lecturers' low intentions to retain jobs as related to terms of service apply to national, regional universities.
4. Further research can be carried out to find out whether the staff that quits Makerere joins other universities or other employment sectors.

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APPENDIX A

**SELF ADMINISTERED QUESTIONNAIRE FOR LECTURERS ON TERMS OF
SERVICE AND JOB RETENTION AMONG ACADEMIC STAFF IN
MAKEREREUNIVERSITY**

East African Institute of Higher Education
Studies & Development,
School of Education,
Makerere University

May 15, 2009

Dear Prof./Dr./Mr./ Mrs. /Miss

I am conducting a survey about terms of service and job retention among academic staff in Makerere University. As a member of the academic staff, you are conversant with the terms of service provided to the academic staff in Makerere University. You have thus been selected to participate in this research by answering the attached questionnaire. Please complete the questionnaire by providing the most appropriate answer in your own opinion by circling or writing in the space provided. Your responses will be kept confidential and the questionnaire is anonymous. Please endeavour to fill the questionnaire within two weeks and return it to Thank you.

Yours faithfully,

Tibelius Amutuhair

Student researcher

Section A: BACKGROUND VARIABLES

To help us to classify your responses, please supply the following facts by circling the right option as appropriate.

A1. Your sex: 1. Male 2. Female

A2. Your age:

- 1. Less than 40years 3. 50-59 years
- 2. 40-49 years 4. 60 years and above

A3. Your highest academic qualification:

- 1. Bachelors 2. Masters 3. PhD

A4. Your designation:

- 1. Assistant Lecturer 2. Lecturer 3. Senior lecturer and above

A5. The number of years you have spent as an academic staff of Makerere University.

- 1. 1- 5 years
- 2. 5-10 years
- 3. 10 years and above.

	3. I don't know					
	4. I expect to become a permanent employee of Makerere University.					
B1.6 Please give your views about the nature of your employment contract in Makerere University						
.....						
B2. Remuneration						
In this section, please give your opinion about your monthly salary, allowances or any fringe benefits that you receive from Makerere University						
B2.1	I get positive recognition from the University when I produce quality work	1	2	3	4	5
B2.2	This University gives me a good benefits package	1	2	3	4	5
B2.3	Makerere University gives me good opportunities for promotion.	1	2	3	4	5
B2.4	My experience matches with the remuneration package that I get from my job in this University	1	2	3	4	5
B2.5	My qualification matches with the remuneration package that I get from my job in this University	1	2	3	4	5
B2.6	My monthly salary from Makerere University is enough for my basic needs	1	2	3	4	5
B2.7	With the current remuneration package for my job I cannot quit Makerere.	1	2	3	4	5
B2.8	The rewards that I get from this University in addition to my salary satisfy me.	1	2	3	4	5

B2.9	I am sure of getting pension from this University when I retire.	1	2	3	4	5
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B2.10 What is your opinion about the remuneration you receive from Makerere University

.....

.....

B3. Job security

In this section, please help the researcher to know the level of your job security by giving your opinions about the given statements.

B3.1	I have high chances of keeping my job in Makerere University	1	2	3	4	5
------	--	---	---	---	---	---

B3.2	I have never thought of being dismissed from my job in Makerere University	1	2	3	4	5
------	--	---	---	---	---	---

B3.3	My job is very secure in this Makerere University	1	2	3	4	5
------	---	---	---	---	---	---

B3.4	Technological advancement in Makerere University can not affect my job retention.	1	2	3	4	5
------	---	---	---	---	---	---

B3.5	I am happy about my employment growth in this University	1	2	3	4	5
------	--	---	---	---	---	---

B3.6	My job security cannot be affected by institutional restructuring in Makerere University.	1	2	3	4	5
------	---	---	---	---	---	---

B3.7 What is your opinion about your job security in Makerere

.....

.....

Section C DEPENDENT VARIABLE: JOB RETENTION

In this section, the researcher intends to know the likelihood with which you will retain your teaching job at Makerere University. Provide your opinion by writing in the space provided or circling the option that corresponds to your opinion.

Use the following keys to the given options: 1=Strongly disagree, 2= Disagree, 3= Not sure, 4=Agree, 5= Strongly agree

C1	I have intentions of staying as a lecturer in this University	1	2	3	4	5
C2	I am satisfied with the career development I get from my job in Makerere University	1	2	3	4	5
C3	My teaching job in Makerere University is psychologically satisfying to me	1	2	3	4	5
C4	I am motivated to work for many more years in this University	1	2	3	4	5
C5	I am very much committed to my job in Makerere University	1	2	3	4	5
C6	I never think that my job status in Makerere can be unstable	1	2	3	4	5
C7 Comment on your intentions to stay in your job in this university						
.....						
.....						

Thank you for your precious time. Now kindly pass the questionnaire to.....

APPENDIX B

**INTERVIEW GUIDE FOR TOP ADMINISTRATORS ON TERMS OF SERVICE
AND JOB RETENTION AMONG ACADEMIC STAFF IN MAKERERE
UNIVERSITY**

East African Institute of Higher Education
Studies & Development,
School of Education,
Makerere University
August 7, 2009

Dear Prof./Dr./Mr./ Mrs. /Miss

I am conducting a survey about terms of service and job retention among academic staff
in Makerere University. As a member of the top management, mfsmfermense sind

1. (a) Comment on lecturers' satisfaction with their employment contracts.
(b) How does Makerere University differently treat lecturers on temporary contracts compared to those on permanent contract?
2. (a) Comment on the quality of remuneration for lecturers in Makerere University.
(b) In your own opinion does the current remuneration for lecturers in Makerere satisfying to them?
3. How would you rate the level of job security for lecturers in Makerere University?
4. Comment on lecturers' intentions to retain their jobs in Makerere University.
5. The study results of this study showed that lecturers' intentions to retain their jobs do not significantly differ between those on permanent and temporary employment contracts. What would be the explanation behind these results?

APPENDIX C: COPY OF THE INTRODUCTORY LETTER

 <p>MAKERERE UNIVERSITY Tel: +256-414-540733 Cables: "MAKUNIKA"</p> <p>DEAN'S OFFICE SCHOOL OF EDUCATION</p>	<p>MAKERERE UNIVERSITY P.O. Box 7062 Kampala E-mail: deaneduc@mak.ac.ug</p>
<p>009,</p>	<p>Date <u>15.05.2009</u></p>
<p>CONCERN</p> <p><u>IN REPLY TO AMOUNT OF</u></p>	<p>TO WHOM IT MAY CONCERN</p> <p><u>✓ Mr. M. M. M. M.</u></p>
<p>...y Planning)/M.A. (Ed. Mgt.)/ ...ent who is collecting data for</p>	<p>...s our PH.D, M.A. (Educational Policy ...M.Sc.)HRM)/M. Ed. (ICT) Degree stu</p>
<p><u>OF SERVICE AND JOB</u> <u>OF STAFF IN</u> <u>SCHOOL OF EDUCATION</u></p>	<p>his/her Dissertation titled: <u>TERMS</u> <u>RETENTION FOR ACADEMIC</u> <u>MAKERERE UNIVERSITY</u></p>
<p>...render assistance to him/her in ...er Dissertation</p>	<p>We shall be grateful if you could collecting the necessary data for his/</p>
<p>...ance.</p>	<p>Thank you in advance for your assistance.</p> <p> Assoc. Prof. C.M. Ssebbunga Dean, School of Education</p>
<p></p>	