TACKLING THE CHALLENGES OF STAFF TURNOVER IN GOVERNMENT TERTIARY INSTITUTIONS OF MANICALAND, ZIMBABWE

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Abstract

Employee turnover, defined as the proportion of workforce replacements within a specific timeframe, holds a significant place in organizational behavior and economics. This study delves into the multi-faceted nature of turnover intention, investigating both its psychological and economic dimensions. The decision-making process individuals undergo when contemplating job retention or departure is at the core of turnover intention. The substantial impact of turnover on organizational dynamics, productivity, and financial implications necessitates thorough exploration.

Addressing this gap, our research emphasizes the ramifications of high turnover rates on employee motivation, job satisfaction, and overall organizational functioning. Insights drawn from various geographic contexts, including Western, Eastern, South Asian, and African nations, reveal the pervasive nature of turnover challenges. High turnover not only strains resources through recruitment efforts but also impedes the attainment of productivity goals.

While extensive literature employs diverse terms to describe turnover, such as cutback, exit, and release, our study introduces the concepts of intentional, avoidable, and functional turnover attributes. This exploration underscores the need for concerted efforts from management, practitioners, and academics to mitigate turnover's adverse effects. Through leveraging HR strategies, organizations can address institutional needs and achieve sustainable growth.

1.0   INTRODUCTION

When a proportion of the workforce is replaced by the organization from the average of the workforce in the specific time frame, it is called turnover intention (Chikwature and Oyedele 2016). In the organizational behaviour literature, the turnover intention has attracted the interest of researchers because of two reasons: psychological dimension and an economic dimension (. Similarly, the turnover intention is the mental decision

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that prevails when an individual decides whether to remain in the job or quit (Taylor, 2018). Similarly, Stack (2015) also supported the idea that turnover is the most interesting topic in the fields of psychology, sociology, economics and organizational behaviour. The turnover issue is an actual problem in organizations and a huge amount of money is spent toward hiring new employees (Maha 2015). According to Martha (2018), if lecturers have the option for another job or if they have interest to move to another job because they are not satisfied form job then lecturers make a decision to leave that job.

Turnover goal or turnover is a significant subject for study by the researchers and professionals in organisational behaviour and it is as yet a significant issue today. Memon et al. (2014) proposed that when there is a high turnover, the rest of the employees was encounter low inspiration, less satisfaction and different issues. Stack (2015) revealed that turnover expectation isn't just the issue in the western setting; it is also an issue in eastern and south Asian nations and also in Africa. Agbionu, et al (2015) announced that if the rate of turnover is high, the goals of high productivity and creation are hard to accomplish. Correspondingly, Martha (2018) detailed that because of the high turnover rate, administrators and the board invest more energy and cash on the advertisement and recruitment of new employees. In general, turnover is a reminder for the organisations, the executives, professionals, and academicians to concentrate on lessening the turnover goal. Maha (2015) characterized turnover as "development of employees around the fringe of organisation." Several different words have been utilized by researchers for turnover, for example, cutback, stop, release, exit and versatility (Onyeizuegbe & Orogbu 2015). Agbionu, et al (2015) detailed that turnover has three sorts of qualities: intentional, avoidability and usefulness.

There is an inborn significant glare on limiting employee turnover, yet moderately less examination on the impact that turnover has on the organisation's need (its proportions of progress, its institutional results). Cautious HR would call for building up a methodology to address an organisational need through the influence of the HR of the organisation (Maha 2015). As assets and contending needs are generally an issue, information is useful in supporting a cause, and the bigger the responsibility, the more the requirement for help. The third thing likewise depends on information, however, trails the case is built up for the projects to help the institutional needs that have been set up.

Thus, some portion of the thought to evaluating the potential relationship of any factor, for example, employee turnover, must be an appraisal of the organisational capacity to play out that employment, remembering having the accessible information beforehand. Organisations accumulate and record a lot of business-related information ("Bringing HR and Finance Together with Analytics," 2014), however little of it is utilized in the improvement of employee-based projects that identify with understudy based significant estimations (some of the time alluded to as institutional results). What's more, while measurements have been set up for administration viability (e.g., time to fill positions, number of instructional classes offered, and so on.) and general segment data (e.g., governmental policy regarding minorities in society, EEO, Bureau of Labor Statistics data, and so forth.), the measurements connecting the HR programs that help organisational estimations have been less normal. While plainly organisations need employees for employment, and advanced education is a human capital-escalated industry, HR employments that middle projects around enrolment, retention, and performance (Kaibel 2018) without setting up the reasonable connection for absolutely how these capacities sway the organisation might be spoiling a chance to add to the organisation's success and progress. Accordingly, organisations might be financing HR programs that might not have the best impact on institutional results or might be passing up on chances to help or create programs which could impact these institutional results. Identified with this is whether the information as of now exists with the end goal for HR to play out the undertakings of connecting to institutional objectives. This is a three-section issue:

1. The precision (Maha 2015; Chris Kaibel, 2018), culmination, and importance (Davenport and Harris, 2017) of the data contained in the present records which could illuminate a significant examination;
2. The essential access to the data; and
3. The capacities of the staff getting to the information to lead the investigation.

It's implied that if the records are not exact or complete, an interest in assets was required to play out the vital information "cleaning" and readiness preceding directing any information examination (Minbaeva, 2018). This

can appear as recognizing missing information and figuring out how to manage that missing information, just as creating fields from the information that are of interest. For instance, with respect to the matter of missing information, consider a circumstance where the foundation gathers intentional information on candidate ethnicity which may live in the recruited employee record, by means of a candidate following employment process. It is conceivable that the organisation can hover back to finish the quality data for an individual who doesn't finish the deliberate structure, yet expecting that the organisation didn't do this, there might be perceptions where there is no hope. There are various approaches to address missing information that may not be in any case retrievable, including exclusion and ascription.

Regarding the issue of developing fields from the data that are of interest, the type of data which is collected in many operational HR databases is primarily demographic or transactional, which could pose a question of whether the correct data have been collected in order to do the analysis that is needed. Using the case of our project, as an illustration, I have not seen an ERP which identifies turnover rate by interaction or even turnover rate at all. The database records the date that an employee terminates (as a transaction) and can record the type of transaction (voluntary or involuntary, and within each group, various subgroups like layoff, discharge, resignation, retirement, etc.), but from there, the practitioner was required to derive the statistics that may be necessary for further review. In the event that one wished to analyse the effect of turnover of women staff who live inside five kilometers of grounds on a place of deployment, one requires information control as this measurement is resultant yet not promptly accessible as a particular field in the database. There are probably going to be fields for sexual orientation, ethnicity, employment arrangement (as well as position), date of the end, and even place of residence, yet the probability of one field that was cover the specific variable that is women staff living inside five kilometers radius of employment area in a given year is thin.

Adi (2012) in his Asian research study in Thailand entitled: Driving Performance And Retention To Employee Engagement: A Case Study In University Of Brawijaya, came up with stunning revelations. This study concluded that the description of the level driving performance and retention factors and employee engagement factors. From the descriptive wide picture, employee engagement has a very high level; others such as satisfaction, absorption, job involvement, commitment, trust have high level and compensation given by medium level. The regression analysis comes out with only four factors of driving performance and retention represented to the employee engagement which are satisfaction, job involvement, commitment and trust. Some research studies supported this study result, such as Schawbel, (2016) supported that satisfaction and commitment is one the factors built the employee engagement. Also, Christina Paris (2015) supported trust become one of the factors that built employee engagement. Chantathai, Tesaputa & Somparach (2015) supported job involvement as one of the factors influencing and building employee engagement. Moreover, Glazer (2019) supported absorption as one of the factors that build employee engagement.

In Australia , Mathimaran & Kumar (2017) in their study entitled; Employee Retention Strategies – An Empirical Research found out that given the growing needs for organizations to retain its best employees in the face of competition, the findings of the study suggest that certain variables are crucial in influencing the employees' decision to either leave or remain in an organization. Such variables include training and Development, recognition/reward for good performance, a competitive salary package and job security. Nonetheless, the importance of other variables should not be Underestimated when formulating a retention policy. It is only a comprehensive blend of intrinsic and extrinsic motivational variables that can enhance retention and reduce the high rate of employee turnover in our various organizations.

In Kenya , Gicho (2015) carried out a study on The Effect Of Employee Retention Strategies On Employee Performance: The Case Of Eagle Africa Insurance Brokers Limited. The study concludes that the employment arrangement in the organization did not enable employees to employment for the required number of hours and that compressed employment weeks can improve the quality of employee's lives.

The study also concludes that the organization offered fair rewards to its employees and the salary paid to the employees did not motivate them to employment for the organization and it did not influence their performance. Incentives were used to encourage team spirit among employees and the organization created performance measuring methods that included every employee in the company. The study concludes that employees were not

offered a good bonus pay in addition to their salary. Many studies (Gombakomba et al 2018; Chikwature and Oyedele 2016; Takawira, et al. 2014) show that institutions use cash bonuses to reward their employees' performance during the year under appraisal and the unspoken expectation is that these bonuses was a factor in motivating employees' performance and thus the organization may benefit from offering its employees such rewards.

In Zimbabwe, Mapolisa (2015) in his study entitled, Coadjuvant Staff Retention Strategies in Selected Public And Private Universities in Zimbabwe: Retained Lecturer's Perspective, concluded that the offering of tuition waiver, relatively good medical aid package and a reasonable funeral cover by all the studied universities is a standard practice in the realm of coadjuvant staff retention practice. Second, all the studied universities were undermining the professional growth and exposure by denying them opportunities for going on studies and sabbatical leave. Third, universities' failure to provide lecturers with written down staff retention strategies meant that coadjuvant staff-written strategies would be a rarity in the absence of straightforward written documents. Three similar conclusions drawn from the study of public and private universities from the point of view of the Retained Lecturer are presented under this section. First, public universities appeared to offer more promotional, academic and career growth opportunities to their lecturers than was the case with private universities because the former offered more staff development and study leave than the latter. Second, all the studied universities were undermining the professional growth and exposure by denying them opportunities for going on contact and sabbatical leave. Third, provision of office accommodation and other resources impacted on coadjuvant staff retention strategies as it was case-specific.

A lot of staff retention research has been done in various fields like in engineering , Health and even in Higher education with observation pointing remuneration, housing support, transport support, career advancement, continuing education support, and others as the major motivating factors. Amongst those researches carried out in Zimbabwe in Higher Education Institutions (Trip 2015, Chikwature and Oyedele 2016, Glazer 2019), most were concentrated to the university staff retention strategies. It should be borne in mind that in Zimbabwe the operations of universities and colleges are totally different and as such this calls for distinct research concerns that consider such diversity. Those who looked at staff retention in colleges did not look at the effects of staff retention on corporate performance of an organisation, particularly on how teamwork between lecturers and administrators impact on individual staff members choice whether to stay or leave the institution particularly the college. Also, amongst those who carried out researches of staff retention in Zimbabwe, none of them has done staff retention of lecturers at college level particularly in Manicaland in Zimbabwe more so in this hyper inflationary environment in which Zimbabwe is currently in.

2.0 Materials and Methods

This study was carried out through a case study research design guided by the qualitative research techniques. The researcher's target population was 470 lecturers from the three tertiary institutions because lecturers are the possible victims of higher education uneasiness, are crucial in their perceptive influence on the day to day higher education institutions credibility. They hence have vital information on staff retention in their respective institutions and thus were able to contribute meaningfully towards the research topic. The aforementioned people were part of the population from which samples was taken for analysis of staff retention strategies in government tertiary institutions in Manicaland in Zimbabwe.

Purposive sampling was employed as part of non-probability sampling in which the researcher deliberately chose relevant information considering that the selected people should have related characteristics relevant and significant to the study. Thus 15 respondents were selected from each of the three institutions. The researcher held 3 focus group discussions in each tertiary institution and the group comprised of five different participants at any given point. This made the researcher to have 45 Focus Group Participants in this research. As supported by Neog & Barua, (2015).the use of purposive sampling acts as a representative compartment of the whole population, created to provide a precise and required data that the researcher passionately looked for. In such a situation the research was not be concerned with generalizing issues using large population but there was the elimination of some sources of bias from a sizeable population of the tertiary education fraternity.

The other advantage of the sampling method is that it allows the researcher to apply his knowledge on who should be interviewed considering the research problem and the objectives. This is actually supported by Rivera (2018) who argued that the sampling method is expedient and lucrative as compared to other methods that can be used as research methods. In the said case, the researcher is a resident of Manicaland province and Mutare urban in particular and, as such, Higher Education Institutions was chosen because of their proximity to the researcher as the researcher is a lecturer in one of the tertiary educational institutions studied.

A focus group discussion was used as a data gathering tool. According to Masaded (2012) quoted in Chabaya (2015), a focus group is a group of interacting individuals having some common interests or characteristics, brought together by a moderator who uses the group and its interview as a way to gain information about a specific or focused issue. This means that group interviews can be used when limited resources prevent more than a small number of interviews to be undertaken. Focus group discussions were chosen as people naturally interact in focus group discussions and that helps to increase the pace of the data collection, and also allowed the researcher to interact with respondents and that gives room for clarification, follow up questions and probing. This is also allowed the researcher to gain information from non-verbal responses to supplement or even contradict verbal responses.

3.0 Results and Discussion

Colleges Included In the Research Study

This section gives data that were captured during the site visits to each of the three colleges. The Higher and Tertiary Education Institutions were purposively sampled on the basis of their educational service provision and proximity to the researcher. The data were obtained interviews, focus group discussion and observation as research instruments.

- **College A**

The college was built before independence as a Catholic Formation Centre; where the Roman Catholic priests and sisters were trained. It was given to government and only changed to a Primary teacher training institution in the late 1980s under the ZINTEC programme. It is located in the low density suburb of Bordervale, Mutare. It is a government institution meant to cater for students who want to train as primary and pre primary teachers. The college offers places for day scholars and resident students. It had an enrolment of about 2200 students (including those on attachment in various companies) and 60 lecturers. 35 of the lecturers were female while 25 were male. The average number of students per class was 40. There were 22 classrooms. The college had a library and has common staffroom decentralized to departments.

Most of the time the researcher visited the college, there was electricity but the internet was always the problem. There was a functional generator in the institution that powered the administration block, classrooms, hostels and the library. The old college buildings and their unique layout is purely indicative of college's initial establishment cause. The facilities that are crucial for assessment procedures were available were getting the attention they deserve.

- **College B**

The college was built after independence in 1986 and is located in the low density suburb of Palmerstone, Mutare. It is a government institution meant to cater for students who want to train in entrepreneurial skills and serve the production industry. The college offers places for day scholars and resident students. It had an enrolment of about 4000 students (including those on attachment in various companies) and 127 lecturers. 70 of the lecturers were female while 57 were male. The average number of students per class was 20. There were 40 classrooms. The college had a big library and has no common staffroom.

Most of the time the researcher visited the college, there was electricity but the internet was always the problem. The vice principal also reported that there was inconstant supply of electricity and they hardly had electricity power reliably for a week. There was a functional generator in the institution that powered the administration block and the library. The modern characteristics of the college buildings show that in some facilities, that are crucial for assessment procedures were available but not getting the attention they ought to have.

- **College C**

The college was built before independence and is located in the high density suburb of Sakubva, Mutare. It is a government institution meant to cater for students who want to train to be secondary school teachers. The college offers places for day scholars and resident students. It had an enrolment of about 2000 students (including those on teaching practice) and 60 lecturers. 23 of the lecturers were female while 20 were male. The average number of students per class was 40. There were 21 classrooms of which 3 of these were lecture theatres. The college had a big library and a spacious staffroom.

Most of the time the researcher visited the college, there was electricity. Electricity enables lecturers process assessment papers using ICT technology such as computers, projectors and photocopiers. The principal also reported that power cuts were unusual and they hardly had electricity power cuts even though there are functional generators in the institution, just in case of an eventuality. The characteristics of the college show that in some facilities, such as computers, printers, photocopiers that are crucial for assessment procedures were available.

The increase in the number of females could be attributed to the government's policy on Women Advancement. Furthermore, most women would want to join their husbands in town as evidenced by the population of women lecturers in town. All the lecturers in the study were of mature age ranging from 35 to 60 years of age. All the participating college college principals attained further studies in their field of profession. Two of them had a Masters Degree in Education while one of them is awaiting PhD completion. The college college principals were well experienced in their leadership positions as their experience ranged from 10 to 20 years. Their service as staff members in those particular colleges in which they head spanned from 5 to 10 years which was quite long. This indicated that the college principals had long experience in education.

College lecturers' focus group responses

Altogether, 45 lecturers participated in the focus group interviews conducted during the empirical study. Each focus group session had 5 participants per session making the focus group respondents be 15 per one focus group session. The researcher had 3 focus group sessions per college. The focus group participating lecturers were purposively selected to cater for the various levels, experience and specialisation. There was also a deliberate attempt to maintain gender balance, though in some cases it was difficult due to the gender characteristics of the population. The lecturers' age ranges were between 35 to 60 years. Their teaching experience ranged from 10 to 30 years. Of all the 45 participating lecturers, 30 had honours degrees and 15 had a Masters in Education while 4 (of those with Masters) of the lecturers were also pursuing PhD studies.

The focus group discussions held in the three institutions of Higher learning on turnover intentions faced by the institutions in fostering staff retention. The focus group responses were varied, intricate and at times intriguing as shown below.

The majority of the lecturers in the 3 colleges in the focus group discussions said they were not motivated to engage in corporate performance with college administrators .

A male Respondent from college B, who was in his early 50s, R12 gave the following reason;

As lecturers, we feel we are not part of the group because most suggestions from the lecturing staff are not taken aboard.

From female respondent in late 40s from college C, R10

When we engage in corporate performance with college administrators , it is not because we feel motivated to do so. No sir! We was just complying as a form of ministerial expectations. Also, we do our work for the love of it. The despot administrators thwart our efforts to engage in corporate performance!

The other participant also cited unfairness on benefits between them and college administrators as a common hindrance.

Another male Respondent almost retired and a former administrator from college A, R26, also expressed that

Lecturers do more work and yet the administrators award themselves hefty allowances whilst lecturers get little or none. Above all, our children are send back home by these administrators for non-payment of fees. And you think we can feel motivated together work such selfish and greedy people!

Another female respondent in his early 50s from college B, R14 was of the opinion that

Lecturers cannot support a system which they are not fully informed on or which involuntarily excludes them. We, as lecturers, are uncertain of what the administrators think of us.

A male respondent R20, who is in his 50s also highlighted that

There is no conducive working atmosphere for team working with the administrators . Lecturers are blamed for everything that goes wrong in the college. If there is student unrest, administrators label lecturers for inciting them. As a result we are reluctant to be involved in corporate performance.

From the above given responses it is true that "When college climates become cold and lecturers perceive principals as suspicious and negative, a reformation has to occur before lecturers are wasing to modify instruction." Edgerson et al (2006:3) it is of paramount importance for college administrators to try their best to avoid creating a cold climate for lecturers. Trust is therefore needed for both parties to collaborate as clearly stated by Robbins et al (2009) that corporate performance is characterized by high mutual trust.

Lecturers blamed college administrators for lack of corporate performance. Common reasons for the blame on administrators included they do not engage lecturers, they do not respond to lecturers' problems and they override committees' assigned tasks.

One male respondent from college B, who was an administrator second in command, blamed the college head because, "He is the member in charge. The one who owns the piper sets the tune. So if there is lack of corporate performance, it is because of the college head."

Another female respondents 56 years from the same college also echoed this sentiment.

The college head is the weak link who is very selfish and allows his subordinates in the administration to rot with him and fail to keep standards.

Another male participant from college A, R2 also nailed the responsibility of lack of corporate performance between lecturers and college administrators on the college head because according to him "… He uses military style- iron grip and hardly considers what subordinates say resulting in the lecturers just watching as things go bad in the college."

Male respondent from college C in his 60s R16 said both lecturers and college administrators should shoulder the blame for lack of corporate performance because

They both sometimes do not participate when corporate performance is needed. Some administrators impose on lecturers whilst lecturers can also be stubborn.

These findings show that both lecturers and college administrators have a role to play towards the establishment of corporate performance. Equally important is the fact that the college administrators are the key players in the establishment of corporate performance. This is in sync with Craig, (2015) who is in view that administrators set the tone, the tenor and the climate for how the college operates as a team or not as a team. Teamwork was only be established when these administrators work hand in hand with lecturers because they do not know everything. That is why Clark & Wiesenfeld (2017) advised that college administrators must assemble a team and assign tasks that play to members strength.

Most of the participants highlighted lack of trust, respect and transparency, ingratitude, gossips, full of 'I know', fear of the unknown, centralization of decisions and differences in personalities as owing to lack of corporate performance between lecturers and college administrators .

According to a female respondents R5 from college A,

Status quo has hindered corporate performance between lecturers and college administrators . Those who are promoted to be in the college administration do not want to be associated with other lecturers and vice versa.

Another male participant in his mid 50s, R13 from college B also noted with concern that

Jealous between the two groups also constitutes to lack of corporate performance. Other administrators cannot accept the academic gap between them and some of their subordinates. They feel threatened by lecturers with higher academic qualifications than them. The moment that these lecturers make valuable contributions 'zvinonzi avakuda kuonererwa.'(it is said that he is showing off)

The above statement implies that when lecturers with higher academic qualifications make some contributions, the college administrators say that they want to show off.

Other common hindrances that the lecturers from all the three institutions outlined were poor leadership qualities, double standards by both lecturers and administrators , autocracy, laziness, shortage of resources and sabotage by lecturers.

Effects of Turnover in Government Tertiary Institutions in Manicaland in Zimbabwe

Turnover deeply relates with the productivity of an organization. Employee turnover can hamper the overall productivity of an employer and is often a symptom of other difficulties. Productivity is the measures of an agency to obtain its focused production with the means of workforce, authority's strategies, machineries, equipments and assets (Adekitan & Salau 2018). Authorities need to have plans to growth their productivity. Various terms have an effect on productivity including incentive scheme, line balancing, scheduling.

Production of a manufacturing organisation is affected because of staff turnover. This problem is one of the main elements for tertiary education institutions in Manicaland. Low percentage of turnover may additionally cause sizeable extent of production loss. Turnover directly affects the production and productivity in an institution. It calls for the need to replace the member after he or she would have left which is costly economically and time consuming to the organisation. Many bureaucratic formalities have to be followed to replace a person. During that time production at work is affected to a great extent.

There are also different difficulties caused by the need to replace the as one interviewed male respondent who was a lecturer at college B for over 15 years said,

> *The newly replaced worker may not be efficient like the previous one. The newer one takes time to be accustomed to the new system, with the co-worker, to be accustomed with the new environment and so on*

Another female interviewed respondent in her mid 50s from college A had this to say,

> *During the time of substitute the co-employee faces problems because of the vacancy. After the alternative the co-worker should spend time from their challenge to assist the new employee.*

This is in line with the notion by Krey, (2017) believes' that the susceptible leaving staff allows to create an extra harmonious environment in the organisation. Traditionally the government tertiary institutions are known for their less expensive training, studies and community outreach.

In this group discussion responses from most respondents from the three focus group dicsusions concurred that some organizational authority blame the turnover tendency of the employee that impacts their productivity. One male focus group member from college B had this to say,

> *Suppose, a worker may also get assurance from another organization for joining and the joining date may be after one month later, then the employee gives up awareness from working. At the time productivity of the institution falls down.*

Another female focus group member R6 from college A had this to say:

> *Newly appointed worker may not be trained well for the new role and needed time consuming training to calm down with the brand new job place.*

Yet another male focus group member R4 from college C in sync with college A responses had this to say;

> *There can be cultural variations among new employees with the previous one which slows down his / her job overall performance. Demographic role also affects workers performance and characteristics.*

All the causes mentioned above contribute extremely to the damage of productivity of any corporations or institutions. Care therefore ought to be taken to reduce turnover cost as minimum as possible. This is in line with Mugaga, (2016) assertion that it is projected that sixty eight million dollars is spent due to turnover within the place of business. These findings are in line with the Herzberg's Two Factor theory which suggests ways to deal with questions about work conditions and environment variables that are considered important to the school (Adeniji, Salau, Awe & Oludayo 2018). The Herzberg's Two Factor theory can be analysed by using three variables; structural, psychological, and environmental. This idea suggests that among structural

expectancies there are following; collegial verbal exchange, equitable rewards, paintings autonomy, process security and a role inside the decision making.

Another FGD participant in her early 50s had this to say;"the consequences of the turnover problem range from one business employer to the next" This has also been in line with Joshi & Deepak (2019) who noted that the impact of turnover varies from one organisation to another depending on the occasions of each individual organization. In addition, Hanaysha & Maji (2018) concluded in their research on 110 places of work of a contract employment organisation that the turnover may have terrible outcomes on corporation performance of an organisation. In fact, there are many other studies that confirm this poor relationship among the turnover problem and the performance of the organizations (Budget Office of the Federation 2020). Another FGD male respondent in his 60s from college A had this to say: In the same context, government institutions experience a more impact of staff turnover with reference to sourcing a replacement to the turnover worker. This is in sync with Joshi & Deepak (2019), who defined that the legal and political limitations on the governmental organizations make it hard for them to get a replacements employees for those who turnover. One of the worst political limitations on the government institutions is the compulsory representation need of all sections of community institutions. According to Krey, (2017), the central idea in the concept of representative forms is that having a bureaucracy that "appears like" the public it serves complements its responsiveness to the general public's needs. In addition, the authors point out that this political constraint on government tertiary institutions makes the turnover problem even harder for them. These political constraints related to legal restrictions along with the affirmative motion policy (Civil Rights Act of 1964).

According to another female interviewed administrator respondent of college B,

> " ...these legal guidelines have been issued to address discrimination and lets in minorities to get more employment opportunities. Therefore, whilst the government tertiary institution faces turnover challenges with employees from these different disciplines, the remaining staff was subjected to do duty for regulation and political pressure"

The worst effect related to turnover at the organisation's overall performance is the cost. The cost on this context, include expenses paid through organizations through the recruitment and training of the turnover worker, and the recruitment and training of the new employee who would have come in for the employee who would have gone. As Krey, (2017), stated that the better turnover rate was boom the value related to hiring and training new employees so that you can reflect negatively on the organisation's overall performance. In addition to those political restrictions, the government institutions face other restrictions regarding the competition for obtaining the distinct employees. According to the Public Service Commission (1989), In the public sector with its rigid pay scales, this problem of staff turnover might be more pronounced

At times there can be some benefits of the turnover challenges. The turnover can help the groups to cast off non-effective personnel. In addition, Joshi & Deepak (2019), stated that the turnover has main blessings for the organisation, which functions as a motivational sign to others remaining within the organisation and stimulate them to perform better and provide a source of modest ideas for innovation and reform. Nevertheless, Krey, (2017) stated that turnover-prone personnel are selectively eliminated and leave a more homogeneously stable worker population.

On the Institutional Costs of High Staff Turnover in Higher educational institution one FGD participant from college B, in her late 50s had this to say;

> Higher and Tertiary Education Institutions have allowed the phenomenon of high turnover amongst directors and faculty to turn out to be a cultural norm inside commercial employer exercise. Mainly institutions are shrinking economy because of decreasing or budgetary cuts. As departments continue to cut down in size the institutional operations become comprised.

This is in sync with assertion by Joshi & Deepak (2019) who argue that staffing shortages have caused work needs to growth throughout the disciplines ensuing in either burnout or negative worker retention. In order for institutions to counter the move toward disorganization they need to better manage their environment. The same

notion is in congruence with a study conducted by Joshi & Deepak (2019) they recommend that there has also been a historic tension between institutional priorities and scholarly exercise. The frustrations for educational institutions have been inside the areas of terrible communications, because of the large institutional length/setting; challenges of the numerous student body, multiple cultural and language variations and the large expectations for public provider. Also, identified in this research was how the college experienced staff frustrations, with time constrains and heavy workloads may decrease levels of staff commitment.

Another FGD female administrator participant from college C in her early 60s saw Higher and Tertiary Education Institutions as a resource for producing skilful workforces and have to be kept as staff intact as possible as she says:

> *It is inside this environment in which we teach our young to turn out to be knowledgeable, efficient and capable professionals. Our colleges are coaching our young, concepts and realistic frameworks for competitive business employer. However, those ideals are regularly now not being placed into exercise within the same environment where training is being held. There are some administrators that strike that express vintage expression, "Do as I say and now not as I do" which means that they are absolving themselves from having to apply the principals of good practice. It is expected that an employee was change jobs in instances of a profession lifetime*

This undoubtedly means in Higher and Tertiary Education institutions the turnover rates had been disruptive and steeply-costly. To this notion, Budget Office of the Federation (2020) projected that sixty eight million dollars is spent due to turnover within the place of business.

In support of the interview findings were the Focus group discussions held. In a focus group in college A, one male lecturer in his 50s had this to say;

> *Some of the hidden charges are the reduction of productivity, skill drain, and bad morale for the remaining personnel. Additional expenses also can be found inside the time and efforts taken to search and train new employees.*

Budget Office of the Federation (2020) sums it up as he said that the silent thief that robs your bottom line is known as turnover. The affects of turnover within Higher and Tertiary Education Institutions' are experienced in multiple areas inside industry. There is more than one element that is influencing the challenges of turnover within Higher education and Training.

At college C a male respondent in his late 50s and is an administrator retorts that:

> *Turnover and its effects cut across all races, genders, disciplines and institutional types. The significance of this problem is its disruption to the work place, its effect on worker retention, and productivity.*

This view is in line and in complement with Takawira et al., (2014) who claims that the local importance of this problem is how turnover physically, mentally and emotionally affects the worker. The implications for assertion are substantial as the response knowledge furnished strengthens inner operations and employee retention inside Higher and Tertiary Education Institutions.

Another visibly emotional FGD participant, male respondent in his early 60s and a senior lecturer at college B when asked about effects of turnover on the institution had this to say;

> *There is an outright need to note that the vice principal of this institution resigned due to frustration from the accounting officer yet he was the one respectable and running the institution. This is almost a year after he resigned and we have never held any meeting to air our concerns even though the former VP has been since replaced by 3 lieutenants; the college is slowly sliding down the cliff. Over 60% of the staff have either left, tendered transfer intention letters or awaiting feigned misconduct hearings by authorities. With almost 30% of staff members having pending court cases against the accounting officer, if remains an indicative signal*

on the effects of this on other remaining lecturers and the ambassadorial roles of those who have turned over for the institution

It was interesting to note discover that the institution in question had over 300 staff members and the bulky of the workforce are so demotivated that they no longer enjoy coming to work at the same station but the scarcity of openings out there is keeping them in the institution and obviously not performing maximally. This is in line with Takawira et al. (2014) who argued that the phenomenon of turnover inside Higher and Tertiary Education Institutions has an effect on the human capital inside institutions. Also suffering from the turnover is the interruption of productivity within the institution.

Another FGD participant female who was an administrator for college B in her late 50s confirmed the notion of discontent that leads to deciding to staff to leave the institution as she says;

If the presence of the principal signifies harassment, acrimony, dehumanisation and stripping you of your worthy as is the case then it's unfortunate only insane staff can stay. Consequently, the accounting officer always claims her staff is sabotaging her efforts but does not introspect on the reasons for that. It has become too apparent that if one gets a top position through connection things will definitely fail to connect when you are up there as is the case now.

This assertion is in sync with Takawira et al., (2014) who show that the belief of a person's 'job fit' can be a widespread contributor to task embeddedness. The 'job fit' refers to the worker's perceived compatibility with the institution. This study found that a high job fit correlated to a better retention charge of a worker. The impact on worker embeddedness was their perceived cost in opposition to leaving the institution. This is labelled on the organizational 'sacrifice'. Takawira et al (2014) is also in view that if a worker perceives the value of leaving to be too brilliant a result the decision may be to remain with the institution.

Another senior male administrator from college C in his early 60s had this to say;

Dedication is in which pride in ones work is displayed displaying an experience of significance and passion. A worker's work engagement can be related to the character attitude, intensions and behavior. This helps the perception of work engagement as negatively related to turnover intensions. This suggests that if a worker isn't always connected mentally or with the aid of tasks they're more likely to depart their employment and this is a septic cancer wound of the educational institutions.

The assertions are in line with research findings from Harter et al.(2002) which surveyed 7939 business gadgets and 36 institutions, which observed a large relationship between paintings engagement and commercial employer results which includes customer satisfaction, loyalty, profitability and turnover (Takawira, et al. 2014). This is also in sync with a research study conducted by Joshi & Deepak (2019) analysed a number of the specific challenges faculty experience highlighting some of the contributing elements.

This research continues to support Joshi & Deepak (2019) who argued that while those structural expectations are fulfilled the college organizational commitments were discovered to be higher. The employee's perception of both their work and environment are linked to their psychological expectation. In addition Chikwature & Oyedele (2018) in congruence highlighted that, man or woman monetary pressures and the job marketplace and how it's far perceived might also have an effect on member's commitment and decision to stay or leave the employment station.

Using the expectancy theory model this study reviewed the variables influencing employee's reason to stay. The four identified variables have been; autonomy, conversation openness, role conflict and distributive justice. These variables had been determined to have a substantial affect on workplace dedication. This study also noted that it common for the employee to assume academic freedom, shared governance and non hierarchical leadership inside practice. According to this research, autonomy was found to offer a sense of comfort and professional latitude for the employees who contributed to high levels of commitment. The variable communication openness was found to have an excessive importance on participation, ownership and collegiality. This connection contributes to an affective disposition closer to the institution. The researcher

noted that leadership forgets assessing the extent to which employees are connected with the help of communication to guarantee that no employees are by chance being left out. Role conflict was found to be unfavorable for job satisfaction and organizational dedication which influences employee's rationale to stay. This can however be averted through offering the employee clean expectations and goals. The variable distributive justice and its perception was found to be distinctly great and linked to employee's organizational commitment. In this way Higher and Tertiary Education institutions ought to establish policies which outline and inform organizational employees about potential opportunities and reward systems. This research finding for the environmental variables had been that they are connected to the employment market. Joshi & Deepak (2019) suggests that even though the employees have been happy with their institution they may still leave if they perceive the job market is strong. Also, the psychological variables, job satisfaction and organizational commitment had been observed to be intervening variables which have a significant impact on choice to say or leave the institution.

From the above findings, it is quite clear that if college administrators wish to establish corporate performance with lecturers, they cannot do away with trustworthiness, consultation, respect, justice, sincerity, commitment, communication, transparency, equity, staff development, varied leadership styles and flexibility among other attributes. Also, lecturers need to be respectful, committed, and confident, work hard, and stop being frightened by the unknown and spreading harmful gossip. If both lecturers and college administrators work towards curbing the above mentioned hindrances, then corporate performance is guaranteed between them.

When asked whether lecturers and college administrators were interested in corporate performance, focus group respondents at College A who felt that lecturers were interested whilst administrators were not, gave the following explanations:

Respondents R8;

Lecturers want to work together with the administrators to reduce indiscipline in the college and hence achieve organizational goals. The administrators are not result oriented hence they do not even care about taking part in maintaining discipline.They believe lecturers must work whilst they do nothing and do as they wish in the college.

Respondent R4 said;

The college head is interested but the administrative personnel are not because they feel threatened and do not want the head to appreciate and recognize effective and potential leaders within the lecturers.

Respondent R9 thinks that

College administrators feel that the positive developments of corporate performance challenge their weaknesses.

Participant R1 was of the opinion that college administrators have always discussed issues in bad faith hence lecturers feel cheated and used. The participant further stated that corporate performance consolidates the power that the administrators think they have so they become uninterested.

Focus group respondents at the same college who think both lecturers and college administrators were interested echoed the following sentiments.

Respondent R2 said

Open forums have been initiated at times but the problems come in embracing different opinions.

At College B, the respondents had varied perceptions on whether they thought lecturers and college administrators were interested in corporate performance. Participant R18 said that lecturers are interested so that they do not feel out-casted whilst administrators were not because they want power and authority vested in them.

Of the two respondents who think only lecturers are interested, R27 said that lecturers are the ones who usually air out the need for corporate performance at their college. Participant 20 said

The administrators are just like puppets who can hardly make decisions in the absence of the college head.

In response to whether college administrators find solutions to factors inhibiting corporate performance between lecturers and college administrators respondent R27 said

The administrators are the root factors inhibiting corporate performance. They think having conflicts with lecturers means one is a good administrator.

Participant R14 expressed the following feelings towards the question;

Administrators window dress both in their spoken words and on paper when addressing formation of committees but when they are with lecturers they need one on one.

In retention of this view, respondents R19 said

The college administrators put lecturers in committees but they prefer individualism, or splits and chaos within the committees as they rule by divide and rule principle.

From the responses of all the participants in the three different colleges, it can be deduced that both lecturers and college administrators are aware and interested in corporate performance but their selfish needs tend to override this interest. No wonder why Igbinoba, Salau, Falola, et al (2019) highlighted that the centrality of certain individuals can, however act as a hindrance to corporate performance.

When asked if satisfied with what college administrators offer towards corporate performance with lecturers, respondent R3 said

The college administrators look down upon lecturers especially when it comes to financial motivation. There is a wide gap in terms of incentivizing lecturers and college administrators .

From participant R10's view,

There is a lot of tongue in-check type of attitude in which the administrators do not seem to know the value of lecturers and so they offer very little by way of encouraging work.

Respondent R5 was of the opinion that

Both groups remain insincere because what they say is not practiced as per the agreements. Usually, administrators provide anything towards corporate performance after being arm twisted.

According to participants R15

The college has a great potential to become one of the best colleges in academic performance but the administrators are not doing much to improve corporate performance because they fear that may translate into improved benefits for lecturers. This is what they do not subscribe to.

This means that one thing that the administrators do not like for certain is anything that benefits lecturers.

Participants R28 expressed that

As long as the administrators get something that the lecturers are not getting, then corporate performance is a dream in this college. Involving everybody means involving everybody in everything"

The respondent implied that involving everyone means involving everybody in both monetary benefits and work.

Other participants agreed that divisions between lecturers and college administrators always manifest because of wait-and-see attitude in lecturers as well as injustice by administrators .

According to Respondents R22

If a lecturer contributes better than the administrators in meetings you remain the target of persecution as you would be deemed the motive is to overturn the administration hence too dangerous to retain."

This means if lecturers make a better contribution than administrators they are considered as getting out of hand-rebels.

At College C most respondents said they were not satisfied because the administrators were dictatorial. Another respondent said she was also dissatisfied because there was still tension between the two parties. Two of the participants said they were satisfied because the administrators always update them with their plans.

Common impediments that the college administrators raised that contribute towards corporate performance are mistrust between the two, education policies which are not user friendly, unavailability of incentives to appreciate lecturers, egocentrism, democracy and varied levels of education.

As respondent R31 blankly pointed out

Lack of communication between lecturers and college administrators as well as limited or no staff development hinders corporate performance.

The overall responses show that once trust lack between lecturers and administrators , corporate performance is barred. It is of particular interest that even though lecturers have raised concern on the lack of democracy as a barrier to the establishment of corporate performance, one of the administrators sees it as a possible hindrance.

Observation results

The observation results were actually intriguing and fascinating at the same time. Most of the observed variables were mainly varied from one college institution to the next. On lecturer attendants and punctuality at college A the college lecturers were very time conscious and almost all lecturers came to the station well before the time expected. At college B lecturers came in at random periods, physically showing signs of stress as the researcher noted at least 4 lecturers getting through the gate as lone figures but were actually audibly soliloquising. There lecturers had come in the college after the starting business time had already past. Of importance to note was that some lecturers were coming into college while others were already going out and never to be seen back at the college the same day. This college appeared to be biggest in terms of number of staff members and also student enrolment. At college C most of the lecturers got to work on time and they got to their businesses thereof. Very few of the lecturers could be seen loitering around

Observations made at College A reflect that the same lecturers participated throughout the meetings. At College B, all the lecturers seem to participate whilst at College C a few lecturers were not actively involved during these meetings. This suggests that those lecturers that usually do not participate may be engaging in passive resistance because surely they cannot have nothing to contribute all the time. That is why at times other administrators do not consult lecturers and make some decisions on their own.

Compliance lecturers on college administrators' orders were also observed to be varying in the three colleges. At College A, most of the lecturers followed orders although some did not comply for example indicating student daily attendance, ensuring cleanliness in their classrooms and reporting students who did not submit their assignments on time. Some lecturers at College B also failed to meet deadlines laid down by the administrators as submitting marks at the end of the term. The administrators at College C had to constantly give reminders to some lecturers on orders they had to follow. Those lecturers who do not follow administrators' orders contribute to creating a rift with the administrators. This maybe because when administrators make a follow up, tension is brewed and relationships between the parties concerned become sour. In such cases, corporate performance stands little or no chance to be created.

Observations made seemed to indicate that most of the college administrators   at College A were usually punctual except one who was always late during the time that the participants were under observation. Also, not all lecturers were punctual at the college. Quite a number of them would come to work after assembly. At College B, all the administrators were punctual although some lecturers came to work late. This was the same scenario at College C. This results in lack of corporate performance between lecturers and college administrators because only a few staff members try to put things in place when their colleagues are not yet at work.

From the researcher's observations resources were readily available in College A. The researcher was lucky enough to witness the delivery of examination materials for end of year exams during his observation. At College B, the researcher observed that only the college availed resources that they could afford. Unavailability of some resources at College C was observed that is was not because they were beyond the reach of the college but the administrators had not just made an effort to buy them, for example chalks, brooms and strings to tie exam scripts.

On orderliness in the institution at College A order was the order of the day lecturers and students followed pathways when moving around the campus and could see some students helping their lecturers carrying learning materials and equipment to the demonstration venues. At college B students and some lecturers could be seen taking shortest routes to where they were and where they want to go. Litter was also dropped to the ground and left for the grounds personnel to pick. Lecturers could be seen navigating their way though students standing on the pavements with learning aids unnoticed by the students who would continue to do their errands. At college C, as soon as business hours start there was deathly silence except from the lecturers delivering lectures. The lecturers and students respected each other mutually; they both respected the presence of the paper

bins in the compound and made use of them. The researcher could even see some students picking up litter and dropping it in the bin as they proceed to their learning venues. The colleges A and C had similar orderly consciousness possibly this is due to the curriculum used by the two higher and tertiary institutions that has Psychology, Philosophy and Sociology components which are very important in building "ubuntu" in moderate humans.

On state and quality of furniture, College A had fairly old furniture that needed attention through repairing or total replacement. At college B the furniture was good and constantly looked after. The researcher noted that the college had a maintenance team that is vibrant and very active. The researcher could see the desks and chairs that are destined for repairs pilled in the repair shade. At college C almost half of the furniture was in good shape and was well maintained but the other half definitely needed uplift as some student chairs did not have back rests. The researcher noted that the variance in the furniture quality is mainly because of the fact that the two colleges with furniture that need attention are teacher training institutions and as such they have no personnel that are specific for maintenance while the other college has such a department that is even backed by students on training as repair of the furniture is skills based and not an academic prerogative.

About the nature of the buildings particularly the classrooms, College A had small congested classrooms that need to be improved through repainting. The classrooms were however smart and equipped with working overhead projectors that were working well. At college B the classrooms were quite modest and the students per class were moderately few. The classrooms were all equipped with the state of the art overhead projectors but it is important to note that over half of these overhead projectors were no longer working and were not getting any requisite attention. Classrooms were not always clean as students could drop papers and plastics on the floor without anyone conscious to pick them to the bin. At college C the classrooms were moderate and were occupied by students that fit in the classrooms well. The rooms were well maintained and the luminosity was very good. Students could be seen putting litter in the bins in the classroom to maintain it clean.

On the quality of conduct of students when meeting lecturers at college A, the students could be seen greeting the lecturers and even clearing passage for the lecturer to pass freely. If the lecturer is carrying a heavy load, volunteer students could be seen assisting the lecturer to carry the load. At college B, lecturers were seen navigating their way through student congested pathways and corridors/passages. Rarely did this researcher witnessed conscious students helping their lecturer to carry a load even if the students are going in the same direction or getting to the same classroom. Most of the students did not even bother to great the lecturers as they meet. At college C, the lecturers were treated with great respect. Students can give way to a passing lecturer in pathways well in advance. If the lecturer has a load to carry students quickly jostle to help their lecturer even if it means the student has to change the direction of where he or she is going it was done so as to help their lecturer till the lecturer reaches his or her destination.

On the issue of office space and their technology services, at college A, the offices were congested at least three lecturers in the office and the offices were having at least 2 desktop computers that are well connected to the internet that is fast and efficient. The offices were also well connected to other offices by telephonic communiqué. Those with their laptops could be seen using efficient WIFI from their offices. At college B, the offices were congested with one office being occupied at least 3 lecturers though it should have been occupied by one lecturer or at most 2 lecturers. The offices have telephone extension lines that have not been working for the past 10 years and have not been attended to. The internet connectivity is very slow and inconsistent; web pages can rarely open for over 1 hour before the network collapses. At college C, the offices were not congested with small offices occupied by lone lecturers with one desktop computer and well connected to the internet. The WIFI connectivity was everywhere on the business compound. All offices were well served with telephone extension lines and have come to learn that the institution gives data bundles to their lecturers to conduct virtual lectures for the students.

On quality and quantity of recreational facilities in the institution that contributes to work life and social life balance, the observations made were quite fascinating. College A has football pitch well maintained volleyball pitch, netball pitch, swimming pool, tennis court and basketball pitch. These pitches are made specific for their purposes. At College B, there are 3 football pitches all of them not maintained with overgrown grass and shrubs

already growing onto the pitches. There were no netball, volleyball, tennis or basketball pitches in the college. Instead if the college wants to play those games when they do not have the required pitches, the college uses the car park area as pitches for various sporting games as a contingency plan. The college has neither swimming pool nor a gym of any nature. Basically the institution has no recreational facility that is functional. At college C, they have a soccer pitch that is well maintained, a functional gymnasium that doubles as a basketball court, maintained netball pitch and a neglected tennis court. The college does not have a swimming pool also. Resident lecturers and students could be seen engaging in recreational activities in the early morning hours and late afternoon in the gymnasium and onto the tennis and soccer pitches.

At college A, the work and social life balance is maintained and the relationship amongst lecturers appear cordial and reciprocal. At college B, the work and social life balance is severely strained and its pathetic the administration does not take notice of it. At college C, the work and social life is well balanced there is deep concern for each other's welfare.

4.0 Conclusions

➤ The major findings have shown that employees' retention could be a serious issue at Government Tertiary Institutions in Manicaland, Zimbabwe with various factors that influence employees' turnover as follows; low salaries was cited being one of the main factors from the respondents from all thematic teams which have issues to do with the staff turnover within the higher and tertiary education.

➤ Bad relationship between the administration and the lecturer fuelled the staff turnover at Government Tertiary Institutions in Manicaland, Zimbabwe because of these issue employees feels insecure in terms of Job security.

➤ Factors mentioned for retaining staff in tertiary education institutions weren't taken care of or not well understood by the management of the institution. Because Human beings are complicated and challenging to fully understand, these complexities may make or break an organisation.

➤ Retaining staff can facilitate internal growth of an organisation in the long run and can conjointly raise their reputation. However, the toughest task faced by Tertiary Education Institutions in Manicaland these days is retaining and satisfying these human resources.

5.0 recommendations

➤ It is vital to have in mind that retention plans and indeed programs need Tertiary Education Institutions overhaul, comprehensive, thoughtful method to be effective. This is because most staff retention plans are expensive and vary across organizations and also they need substantial effort to make them work.

➤ The relationship between the lecturers and administrators should be improved so as to get the best from the two groups to contribute towards organisational goals.

➤ To enlighten the matter regarding staff leaving, actions have to be taken as these programs compete for talent to keep the main valuable individuals within the organisation, it's becoming common to give staff retention bonuses in most educational institutions.

➤ Retention cannot be accomplished strictly through cash only, as positive effects of such pay are mainly temporary and transitory thus other strategies should be included.

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