

**FACTORS INFLUENCING LECTURERS' RETENTION IN A SOUTH AFRICAN
UNIVERSITY**

By

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**UNIVERSITY OF THE FREE STATE
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REPUBLIC OF SOUTH AFRICA**

December 2022

DECLARATION

I, Neo Mahoko hereby declare that this dissertation, **FACTORS INFLUENCING LECTURERS' RETENTION IN A SOUTH AFRICAN UNIVERSITY**, submitted in fulfilment of my master's degree (M.Ed.) qualification at the University of the Free State, is my independent work. All the references I have used have been indicated and acknowledged by means of complete references. I further declare that this work has not previously been submitted by me at another university or faculty for the purpose of obtaining a qualification.



2 December 2022

Neo Mahoko

Date

ETHICS STATEMENT



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

28-Jan-2022

Dear Miss Neo Mahoko

Application Approved

Research Project Title:

Factors influencing lecturers' retention in a South African University

Ethical Clearance number:

UFS-HSD2021/0707/21

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

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TO WHOM IT MAY CONCERN

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ABSTRACT

Most university first-year students do not get an opportunity to graduate in the presence of their first-year lecturers because their lecturers would have moved to another university. The identified challenge for this study is that universities cannot retain their lecturers. The question now is why are they are failing to retain their lecturers for longer. The research question was formulated from the research problem, i.e., what factors influence the lecturers' retention in a South African University? Subsequently, the aim of the study was formulated as the focus was on exploring factors influencing lecturers' retention in a South African University. The qualitative research approach was chosen for collecting and analysing the data. The University stakeholders are the population, and the sample consists of fourteen participants. That is six lecturers with more than three years of working experience, four Human Resource Management (HRM) staff and four Deans/Heads of Departments (HoDs). Sampling was done using three forms of selection: purposive, convenient and snowball. As a result, a rural campus in South Africa was selected as the research site. The above-mentioned participants were interviewed by means of semi-structured interviews as a method of collecting data. Thereafter, Braun and Clarke's six-step thematic analysis method was adopted for analysing the data with the use of the themes. Once the data was analysed and interpreted, the findings were as follows: universities are not providing a conducive work environment for teaching and learning. Additionally, as minor as it may seem, poor internet connection is a major challenge for lecturers. The excellence awards ceremony and incremental payments resulting from outstanding performance should be implemented as part of the reward systems. One of the recommendations for universities is to build housing units for lecturers on campus. Consequently, it will have a competitive advantage when the university can retain its lecturers by satisfying their needs. As a result, stakeholders such as HRM staff will focus on other matters than always filling the lecturers' vacancies, and students will have the first-year lecturers present at their graduation ceremony. In addition, there will be a rich pool of experienced supervisors to guide the post-graduate students from the beginning until the end.

Keywords: Retention; university lecturers; rural campus

DEDICATION

This dissertation is dedicated to Magauta Emily Mahoko and Paulinah Motlounq.

Ho Mokgotsi le Nkgono robalang ka kgotso.

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LIST OF FIGURES

Figure 1: Herzberg's two-factor theory: Motivators

Figure 2: Herzberg's two-factor theory: Hygiene factors

LIST OF TABLES

Table 1: Job title and pseudonym of participants

LIST OF ABBREVIATIONS AND ACRONYMS

CTR	Committee for Title Registration
CV	Curriculum Vitae
GHREC	General/Human Research Ethics Committee
HoDs	Head of Departments
HRM	Human Resource Management
NRF	National Research Foundation
PCS	Participatory Case Study
PhD	Doctor of Philosophy
RIMS	Research Information Management Systems
SADC	Southern African Development Community
SNA	Social Network Analysis
TA	Thematic Analysis
TP	Transformative Paradigm
UFS	University of the Free State
USA	United States of America

TABLE OF CONTENTS

DECLARATION.....	i
ETHICS STATEMENT.....	ii
LANGUAGE EDITING.....	iii
ABSTRACT.....	iv
KEYWORDS.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
LIST OF FIGURES.....	vii
LIST OF TABLES.....	viii
LIST OF ABBREVIATIONS AND ACRONYMS.....	ix
TABLE OF CONTENTS.....	x
CHAPTER ONE.....	1
BACKGROUND OF THE STUDY.....	1
1.1. Introduction.....	1
1.2. Research problem.....	2
1.3. Theoretical framework.....	3
1.4. Research question.....	4
1.5. Research sub-questions.....	5
1.6. Research aim.....	5
1.7. Research objectives.....	5
1.8. Research design and methodology.....	5
1.7.1 Research approach.....	5
1.7.1 Research paradigm.....	6
1.7.2 Research design.....	6
1.9. Data collection.....	6
1.8.1. Selection of participants.....	6
1.10. Data analysis.....	7
1.11. Value of the proposed study.....	7
1.12. Ethical considerations.....	8
1.13. Layout of chapters.....	8
CHAPTER TWO.....	9

THEORETICAL FRAMEWORK AND LITERATURE REVIEW.....	9
2.1.	
Introduction.....	9
2.2. Theoretical framework.....	9
2.2.1. Historical background of the study.....	9
2.2.2. The principles of the theory.....	11
2.2.3. The relevance of the theory to the study.....	14
2.3. Literature review.....	16
2.3.1. Factors affecting lecturers' retention.....	17
2.3.1.1. Less promotional opportunities.....	17
2.3.1.2. No recognition.....	18
2.3.1.3. Less responsibility.....	19
2.3.1.4. No meaningfulness at work.....	20
2.3.2. Institutional challenges towards retaining its lecturers.....	21
2.3.2.1. Salaries and benefits.....	21
2.3.2.2. Physical working conditions.....	22
2.3.2.3. Job security.....	23
2.3.2.4. Organisation policies and culture.....	24
2.3.3. Lecturers' challenges facing their retention.....	25
2.3.3.1. No stability.....	25
2.3.3.2. Loss of interest at work.....	25
2.3.3.3. Avoids taking long-term studies.....	26
2.3.3.4. No peace of mind.....	26
2.3.4. Availability/non-availability of reward systems in place in a university.....	27
2.3.4.1. Cash prize for publications.....	27
2.3.4.2. Excellence awards for lecturers.....	27
2.3.4.3. Grants for top researchers.....	28
2.3.4.4. Preferred lunch hours.....	28
2.3.5. Recommendations that serve as guidelines for universities to enhance lecturer retention policies.....	29
2.3.5.1. Flexible work arrangements.....	29
2.3.5.2. Promoting teamwork.....	29
2.3.5.3. Communication.....	29

2.3.5.4. Work-life balance	30
2.4. Summary of the chapter	32
CHAPTER THREE	33
RESEARCH DESIGN AND METHODOLOGY	33
3.1 Introduction	33
3.2 Research approach: Qualitative approach	34
3.3 Research paradigm: Transformative	36
3.4 Research design: Participatory case study	36
3.5 Data collection method: Semi-structured interviews	38
3.6 Population and sample group	39
3.6.1 Snowballing sampling method	39
3.6.2 Purposive sampling method	40
3.6.3 Convenient sampling method	40
3.7 Data analysis method: Thematic	41
3.8 Ethical considerations	44
3.8.1 Permissions granted	44
3.8.2 Informed consent form	45
3.8.3 Voluntary withdrawal	45
3.8.4 Avoidance of harm	45
3.8.5 Confidentiality, anonymity and pseudonyms	46
3.8.6 Voluntary participation	46
3.8.7 No deception on participants	46
3.9 Research trustworthiness	46
3.9.1 Credibility	47
3.9.2 Transferability	47
3.9.3	
Dependability	47
3.9.4	
Conformability	47
3.9.5 Transparency	48
3.10 Summary of the chapter	48
CHAPTER FOUR	50
DATA ANALYSIS AND INTERPRETATION	50
4.1 Introduction	50

4.2 Factors affecting lecturers' retention.....	51
4.2.1 Less promotional opportunities.....	51
4.2.2 No recognition.....	54
4.2.3 Less responsibility.....	56
4.2.4 No meaningfulness at work.....	58
4.2.5 Summary of factors affecting lecturers' retention.....	60
4.3 Institutional challenges towards retaining its lecturers.....	61
4.3.1 Salaries and benefits.....	61
4.3.2 Physical working conditions.....	63
4.3.3 Job security.....	65
4.3.4 Organisation policies and culture.....	65
4.3.5 Summary of institutional challenges.....	68
4.4 Lecturers' challenges facing their retention.....	68
4.4.1 No stability.....	68
4.4.2 Loss of interest at work.....	70
4.4.3 Avoids taking long-term studies.....	72
4.4.4 No peace of mind.....	74
4.4.5 Summary of lecturers' challenges.....	76
4.5 Availability/non-availability of reward systems in place in a university.....	76
4.5.1 Cash prize for publications.....	76
4.5.2 Excellence awards for lecturers.....	79
4.5.3 Grants for top researchers.....	80
4.5.4 Preferred lunch hours.....	81
4.5.5 Summary of reward systems.....	82
4.6 Recommendations that serve as guidelines for universities to enhance lecturer retention policies.....	82
4.6.1 Flexible work arrangements.....	82
4.6.2 Promoting teamwork.....	84
4.6.3 Communication.....	85
4.6.4 Work-life balance.....	86
4.6.5 Summary of recommendations.....	88
4.7 Summary of the chapter.....	88
CHAPTER FIVE.....	90
DISCUSSION OF FINDINGS, RECOMMENDATIONS AND	

CONCLUSION.....	90
5.1 Introduction.....	90
5.2 Discussion of findings.....	90
5.2.1 Factors affecting lecturers' retention.....	90
5.2.1.1 Less promotional opportunities.....	90
5.2.1.2 No recognition.....	91
5.2.1.3 Less responsibility.....	91
5.2.1.4 No meaningfulness at work.....	92
5.2.1.5 Summary of factors affecting lecturers' retention.....	92
5.2.2 Institutional challenges towards retaining its lecturers.....	92
5.2.2.1 Salaries and benefits.....	93
5.2.2.2 Physical working conditions.....	93
5.2.2.3 Job security.....	94
5.2.2.4 Organisation policies and culture.....	94
5.2.2.5 Summary of institutional challenges.....	94
5.2.3 Lecturers' challenges facing their retention.....	95
5.2.3.1 No stability.....	95
5.2.3.2 Loss of interest at work.....	95
5.2.3.3 Avoids taking long-term studies.....	95
5.2.3.4 No peace of mind.....	96
5.2.3.5 Summary of lecturers' challenges.....	96
5.2.4 Availability/non-availability of reward systems.....	96
5.2.4.1 Cash prize for publication.....	96
5.2.4.2 Excellence awards for lecturers.....	97
5.2.4.3 Grants for top researchers.....	97
5.2.4.4 Preferred lunch hours.....	98
5.2.4.5 Summary of reward systems.....	98
5.2.5 Recommendations that serve as guidelines for universities to enhance lecturer retention policies.....	98
5.2.5.1 Flexible work arrangements.....	98
5.2.5.2 Promoting teamwork.....	99
5.2.5.3 Communication.....	99
5.2.5.4 Work-life balance.....	100
5.2.5.5 Summary of recommendations.....	100

5.3 Summary of all chapters.....	100
5.3.1 Chapter 1: Background of the study.....	100
5.3.2 Chapter 2: Theoretical framework and literature review.....	101
5.3.3 Chapter 3: Research design and methodology.....	101
5.3.4 Chapter 4: Data analysis and interpretation.....	101
5.3.5 Chapter 5: Findings, conclusions and recommendations.....	102
5.4 Summary of the chapter.....	102
5.5 Conclusion of the study.....	103
5.6 Recommendations for retaining lecturers for a longer period.....	104
5.7 Limitations of the study.....	105
5.8 Recommendations for further studies.....	105
5.9 Contributions of the study.....	105
REFERENCES.....	107
APPENDIX 1.....	120
APPENDIX 2	121
APPENDIX 3.....	122
APPENDIX 4.....	123
APPENDIX 5.....	124

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1. Introduction

A higher institution of learning is an environment for lecturers to teach, students to learn and society to benefit from it in multiple ways. “The quality of the learning the students receive is dependent on the quality of the lecturers the university system employs” (Mihăilă-Lică, Fleischer and Palea, 2015, p.608). The students suffer when a university fails to retain the best and most experienced lecturers. Hence, when the university invests in its lecturers, all the university stakeholders will benefit. According to Mohammed, Suleyman and Taylan (2020), the university has less workforce when lecturers resign.

Rizki, Supriyati and Akbar (2020) argue that some challenges lecturers face leading to them leaving the university are associated with Human Resource Management (HRM). As Mohammed, Suleyman and Taylan (2020) said, workload, reward and recognition are some of the practices that play a vital role in HRM’s responsibility to retain lecturers. A sustained, conducive environment for lecturers will ensure that lecturers are retained and the university will gain a competitive advantage towards other universities (Yusoff, Khan, Mubeen and Azam, 2013). Promotion, a conducive work environment, and satisfactory remuneration will ensure that the university's goodwill is sustained.

Hee, Shi, Kowang, Fei and Ping (2020:286) confirm that “opportunity for promotion, salary, work environment, workload, relationship with staff, style of administration” are some contributing factors leading lecturers towards searching for a job elsewhere. Whenever the preceding factors become inadequate, academic staff are dissatisfied and seek alternative and better opportunities (Chipunza and Matsumunyane, 2018). In short, they resign from the university. On the one hand, the management is responsible, and on the other hand, the lecturers, in some instances, have different challenges, such as external and personal factors leading to their resignation. According to Nasir (2020), when lecturers do not balance work and their personal life well and all they do is work all the time, they tend to be fatigued and seek for greener pastures elsewhere. Moreover, “better offers from other institutions such as higher salary, compatible workload and better opportunity for career advancement might also contribute to this problem” (Bakar, Mohamad and Sharmeela-Banu, 2015, p.138). In simple terms, a lecturer’s bad time management skill leads to resignation and when a better offer comes along, the previous employer is therefore seen as negligent. As a result, “higher turnover of academics presents several challenges to higher education such as

additional costs for the induction and training of new staff, loss of research outputs and organisational productivity and reduced quality of teaching due to mid-semester replacements of lecturers” (Barkhuizen, Lesenyeho, and Schutte, 2020, p.177). Subsequently, the lecturers make or break a university’s goodwill.

Comparatively, the educational system in Tanzania is presently facing the same problem. It was reported that over ninety academic staff members in one institution moved to another university (Matimbwa and Ochumbo, 2019:4). Makerere University in Uganda is still faced with the challenge of staff retention, as the university cannot keep members of its academic staff for more extended periods (Bakkabulindi and Amutuhaire, 2020). Most universities in Zimbabwe have even turned into training centres for other higher institutions of learning (Mapolisa, 2014:). Hence, a recommendation that the Human Resources (HR) department must hold exit interviews for leaving lecturers and that will assist the Human Resource Department in being aware of the situation and handle it against future recurrence (Chivandire, 2019:2). Thus, the exit interviews will assist the university to get a better understanding of what strategies to keep in place in order to retain their hard-working lecturers.

For instance, in Turkey, lecturers move to universities that offer better opportunities (Aytac and Aydin, 2019). Even Finland is also known for its short-term contracts for researchers, which consequently leaves the research unit with no stability, and lecturers end up seeking greener pastures in other universities (Zafar and Kantola, 2019:75). Burkina Faso and Senegal (a few of the sub-Saharan countries) are also facing the problem of staff retention in their universities. Skilled labourers, such as lecturers, move from one university to another, leaving the other university with scarce resources (lecturers) for growth (Bredtmann, Flores, and Otten, 2019). Fapohunda (2015) confirmed that in Nigeria, most lecturers complain that they move to private universities because of the lack of career development programmes designed to motivate them in public universities. Staff retention problem also exists in South Africa, where some lecturers move because of the pressure to publish or perish, among other factors (Rensburg, Rothmann and Diedericks, 2018). Some lecturers migrate because of getting a promotional offer elsewhere. The foregoing suggests that retaining lecturers in universities in developing countries is a reality that several universities must deal with.

Research problem

A challenge faced by most universities is their inability to retain their lecturers (Manogharan, Thivaharan and Rahman, 2018). Eventually, they are left with positions to fill, and the students are left without a lecturer and a supervisor for a significant period before the positions are filled. Consequently, the extra workload is piled on the other lecturers until there is a replacement; though the help of *ad-hoc* lecturers is sought, but still inadequate because many of them may not have enough access to resources that will enable them to function as full-time lecturers. As mentioned by Kyaligonza and Kamagara (2017), most lecturers do not stop searching for greener pastures, as they believe they deserve better benefits than the current ones. It then becomes obvious to other colleagues, students and the public through the academic advertisement position that a lecturer has left the university.

Omodan and Tsoetsi (2018) opine that, as more lecturers move to other universities, it affects the lecturer-student existing relationships. Eventually, when the lecturer leaves a university, some students will battle with adjusting to the new lecturer's teaching style. Lecturers' poor choices seriously affect the student's motivation and academic achievement. Therefore, "lecturers need to behave accordingly with students to improve their learning interest" (Noor, 2020, p.16). That is, at least resign after the academic year ends. In addition, "dedication is related to being strongly involved in work combined with a sense of significance, enthusiasm, inspiration, challenge and pride" and "absorption refers to feelings of being engrossed in one's work, fully concentrated, happy and where time passes quickly and the person finds it difficult to detach himself or herself from the work" (Pieters, van Zyl, and Nel, 2020, p.3).

These employees who are dedicated continue to grind no matter what, but the challenge comes in when a lecturer has no passion for one's job, which leads to resignation. An institution's culture may play a big role in influencing an employee's commitment to an organisation. In addition, when lecturers leave a university, it does more harm than good for the university. An institution's culture may play a big role in influencing an employee. According to Terziev and Lyubcheva (2020, p.21), "... the conditions are different, and the funding is not very good and sufficient enough." Thus, it leads lecturers to resign and seek universities with sufficient research funding. Therefore, a university where lecturers do not stay longer suffers. Failure to retain lecturers is indeed a problem.

1.2. Theoretical framework

The Herzberg two-factor theory is adopted for this study. In 1959, Frederick Herzberg came up with the motivation-hygiene theory and he also indicated that human beings are not

robots, therefore they have intrinsic and extrinsic needs (Mehrad, 2020). For this study, the theory plays a significant role in providing solutions for factors influencing lecturers' retention in a university. According to McConville, Swanson and Zobisch (2017, p.2), "Herzberg's two-factor theory proposes that human beings have two basic sets of needs, intrinsic and extrinsic and different elements of the job serve to meet these two sets". In other words, Herzberg averred that if the factors influencing the lecturers' retention be provided, universities will be able to retain their lecturers. Through the Herzberg theory, there were suggested solutions for the research problem. On this occasion, if the failure to retain lecturers is left without being addressed, it will affect universities negatively. The research question remains: *What factors influence lecturers' retention in a South African university?* According to Ssali, Onen, and Musoke (2019), lecturers face the following challenges: poor sense of belonging, lack of job ownership, salary scale and administrative responsibility held, which could be categorised as demotivation factors that could affect the retention of workers at the workplace. For instance, "assessing job satisfaction of lecturers is a fundamental step for universities to improve quality and job satisfaction of lecturers as well as attract and retain lecturers" (Bui, 2019, p.19).

Frederick's theory emphasises that when employees' needs are met, they will cooperate, which involves the training and development of lecturers as a motivator (Anh, 2020). Universities with such demotivating factors lose their lecturers to other universities where they will enjoy better benefits. In this context, Frederick Herzberg believed that better benefits consisting of motivators such as recognition, achievement, work itself, the opportunity for advancement and responsibility lead to job enrichment and enhanced retention (Khalid, 2013). In some studies, it was discovered that when employees are attached to the organisation, one would not experience stress at the workplace. Stress is another factor contributing to the university's inability to retain employees (Putri and Setianan, 2019). As a result, the university must compile a retention policy and "the objective of retention policies should be to identify and retain committed employees for as long as it is mutually profitable to the institution and the lecturer" (Nasir, 2020, p.127). As a result, the theory is suitable for the study since the study aims to explore factors influencing lecturers' retention. Moreover, the theory is appropriate because it will guide the study in the right direction. Therefore, the theory is suitable for the study since its principles align with what the study aims to achieve.

1.3. Research question

What factors influence lecturers' retention in a South African university?

1.4. Research sub-questions

1. What are the institutional challenges towards retaining lecturers?
2. What are the internal and external challenges faced by lecturers which affect their retention?
3. Which reward systems are in place at this university?
4. What are your recommendations for the university to enhance lecturer retention practices?

1.5. Research aim

The study aims to explore factors influencing lecturers' retention in a South African university.

1.6. Research objectives

The study

1. Examined institutional challenges towards retaining its lecturers.
2. Investigated both internal and external challenges faced by lecturers, which affect their retention.
3. Investigated the availability and/or non-availability of reward systems in a university.
4. Explored recommendations that serve as guidelines for universities to enhance lecturer retention practices.

1.7. Research design and methodology

1.7.1 Research approach

The qualitative approach to research is chosen for this study. That is, the approach will guide the study from the beginning until the end. As stated by Mishra and Alok (2022, p.3), "qualitative research is concerned with qualitative phenomenon, i.e., relating to quality or variety". In other words, the qualitative approach is suitable for factors influencing lecturers' retention in a South African University. Hence, the approach influences the paradigm, design, data collection and analysis method for this study. In this case, the qualitative research approach is used because through the interviews; the approach assists in developing a better understanding of why lecturers are struggling to work for one university for a longer period (Dawadi, Shrestha and Giri, 2021). As a result, the qualitative research

approach is suitable for the study because it will guide the study towards developing guidelines for universities to enhance lecturer retention policies.

1.7.2 Research paradigm

The transformative paradigm (TP) is the research paradigm for the study. This paradigm is focused on attaining social justice (Mertens, 2010). In this case, TP serves as a lens by which reality is socially constructed. This study focuses on the factors influencing lecturers' retention in a South African university. Therefore, the predicament involved in retaining lecturers for the purpose of unhindered university productivity will be transformed. Romm (2014:139) is also of the idea that the adoption of this paradigm by the researcher to guide the study ensures that the results of the study transform the community where the research takes place.

1.7.3 Research design

The Participatory Case Study (PCS) is the chosen research design. Reis, Rodriguez, Macaulay and Bedos (2014, p.1605) defined PCS as a "systematic enquiry, with the collaboration of those affected by the issue being studied for the purpose of education and taking social action or effecting change" with a particular case study. The PCS influenced how the data was gathered within the selected case, the selected university. The case study was conducted at one university. Therefore, the PCS is relevant for this study because the stakeholders were involved in the process. This is because the participatory case study encourages the use of social reality and collaborative strength to address issues. In this study, the issue of lecturers' detention with the selected university was jointly addressed.

1.8 Data collection

Due to COVID-19 safety measures, the data was only gathered virtually, preferably via Blackboard collaborate or Zoom meetings. The semi-structured interviews were used for gathering data. Semi-structured interview "is perceived to have more potential than other types of interviews because it allows researchers to acquire in-depth information and evidence from interviewees while seriously considering the focus of the study" (Ruslin, Mashuri, Rasak, Alhabsyi and Syam, 2022, p.22). This method is suitable for the study because it is a data collection method for a qualitative research approach that addressed the staff retention cases ranging from research objectives 1 to 4.

1.8.1 Selection of participants

The study will comprise fourteen participants, i.e., six lecturers, four human resources management staff, and four university management (HoDs/Deans). The human resource employees were selected using the purposive sampling method because they are responsible for the recruitment and welfare of the lecturers and other staff members. In other words, there is a possibility that they have knowledge of the reason for the low lecturer turnover rate. According to Sedgwick (2013), university management, such as Deans, are suitable candidates for taking part in the research, in this occasion, as lecturers' supervisors, they have an idea of what challenges lecturers are experiencing. As people with first-hand experience, lecturers with at least three years of work experience can explain the problem better and are most likely to come up with solutions. Therefore, convenient sampling was used to select both management staff and lecturers with the designated experiences. Convenient sampling enables the researcher to get in touch with the participants with as little effort as possible, as they are available members of the targeted population (Omodan, 2020).

1.9 Data analysis

Thematic Analysis (TA) was used to analyse the data generated from the interviews. Braun and Clarke (2006) six-step of doing TA was adopted for this study. As noted by Braun and Clarke, the steps for analysing data were Step 1: Know your data. This means you must read through the collected data, whether through interviews or discussions. Step 2: Creating codes. This is the process of allocating the data into different categories. Step 3: Hunting for themes. At this stage, the researcher is now aware of the codes of the collected data from step 2. Accordingly, this stage resulted in themes and sub-themes being identified. Step 4: Re-organise themes. Now that themes exist from step 3, the same themes were reorganised to determine whether there is an order. Step 5: Naming the themes. At this stage, themes are given names. At the end of this stage, there were written theme names for the collected data. Step 6: Write a report. After step 5, there is Step 6, which is all about analysing the data generated from the collected data. According to Braun, Clarke and Terry (2014), and Mahoko, Omodan and Tsoetsi (2019), TA helps to determine patterns in the responses of the participants to develop relevant themes; in this case, the themes are based on the objectives of the study. The TA method is considered suitable for the study because it responds to the four objectives in the themes and provides the study with the information analysed in themes and sub-themes from the data generated.

1.10 Value of the proposed study

The proposed study benefits all the stakeholders of the university. That is, the students, university management, society, department of higher education and training, universities and lecturers. Eventually, sustaining the competitive advantage of the universities when they manage to retain their lecturers for a longer period (Muma, Nzulwa, Ombui, Odhiambo, Wekesa, Omondi, Lumiti, Ochebo and Charles, 2019).

1.11 Ethical considerations

An ethical clearance application was made to the University of the Free State's ethics committee; after that, permission to research on the university's premises was requested (Maree, 206). The following considerations were made for the study participants: The participants were asked for their permission to participate. Next, a consent form was included for them to sign. The anonymity of the participants and the confidentiality of the information were adhered to. The participants were informed that they could withdraw from the study whenever they wished. Finally, the identity and personality of participants were not harmed in any way (De Vos et al., 2017).

1.12 Layout of chapters

Chapter 1: Background to the study

Chapter 2: Theoretical framework and literature reviews

Chapter 3: Research design and methodology

Chapter 4: Data analysis and interpretation

Chapter 5: Findings, conclusions and recommendations

In this chapter, the background of the study was discussed and the outline of the rest of the dissertation was outlined. Hence, in Chapter two, the theory adopted for the study will be discussed in detail together with literature review on factors influencing lecturers' retention in universities around the world.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

Chapter 2 consists of the theoretical framework and the literature review. The adopted theory is the Herzberg two-factor theory of motivation, which is suitable for this study and the reasons to support this statement are discussed below. Herzberg's theory consists of the motivators and hygiene factors that were explained further to better understand how the theory influences the study. That is the historical background, principles, how the theory informed the problem of the study and how the theory is suitable for the study.

The literature review dives deep into the problem of the study, which is the focus of the study. In this case, the major problems in universities are that lecturers do not work at one university for a longer period. Therefore, the factors that influence the lecturers' retention in a South African university were discussed along with the suggested solutions. Evidently, the literature review confirms that universities are experiencing a challenge with lecturers who get hired only to look further for greener pastures in a short time.

2.2 Theoretical framework

2.2.1. Historical background of the study

Lecturers play a vital role at a higher institution of learning. Hence, their satisfaction/dissatisfaction affects all the stakeholders with an interest in the university. Now, the question may come as follows: What factors could contribute towards the satisfaction/dissatisfaction of lecturers at work?

"Demographic factors such as age, gender, marital status and job tenure are important in determining the intention to quit. Older academic staff rarely resign their jobs. This is because senior lecturers do not have a wide range of options in searching for employment opportunities. Besides, the old academic staff are more loyal to the organisation because they expect a higher salary for a long period of service, as the longer paid leave and pension benefits are more attractive. The younger workers change jobs more often than the older workers do" (Mulenga, Charles, and Henry 2017, p.28).

This shows that lecturers are affected not only by the job itself but also by the external factors directly influencing the working environment. Eventually, the job dissatisfaction worsens to such an extent that a lecturer sees it fit to resign and join another university.

Before Frederick Herzberg introduced his theory, the father of scientific management Frederick Winslow Taylor already had his theory. Arena, Liong and Vourvachis (2018) believed that workers are exactly like machines at work and should be treated as such. His theory was widely used because, at that time, productivity was high, and then employees were tired of being treated like part of the equipment and wanted to be treated like human beings with needs, i.e., intrinsic and extrinsic needs.

Taylor's principles were simple: higher productivity levels were rewarded with a carrot, and lower productivity levels were punished by means of a stick. Therefore, his theory was summarised as the carrot and stick approach. This theory worked wonders in terms of productivity, but employees were unhappy because of their unmet needs. According to Tripathy and Sahoo (2020, p.205), "Frederick Herzberg and his associates developed the Motivation hygiene theory, commonly known as the two-factor theory, in the late 1950s and early 1960s. Herzberg and his associates conducted research based on the interview of 200 engineers and accountants who looked for different firms in the Pittsburgh area, USA (United States of America). The purpose of the research was to determine what variables are perceived to be desirable goals to achieve and, conversely, undesirable conditions to avoid. He asked them two questions: What are the factors that make you feel satisfied with your work and motivate you to perform better? What are the factors that make you feel dissatisfied with your work and do not motivate you to perform better?"

Frederick asked two simple questions, which led to the formation of the theory that is still applied to this day, i.e., some factors discourage, and others influence the level of performance towards one's job.

Frederick Herzberg saw an opportunity in the year 1959 and he jumped in after 50 years of the scientific management theory. His argument was based on his expertise as a behavioural scientist who studies, knows and understands human behaviour (Artaya, Kamisutara, Muchayan and Deviyanti, 2021). As a result, it was concluded that two types of factors influence an employee's job satisfaction, i.e., motivators and hygiene factors.

The productivity was quite impressive but, the employees' needs were not met, and as a result, they were unhappy. Hence, the problem of the study was developed, and Herzberg had to conduct research to figure out how to meet the needs of the employees. Sakiru, Ismail, Samah and Busayo (2017) believe that when Herzberg was analysing the data, he realised that employees have two types of needs, i.e., intrinsic and extrinsic needs. In other

words, employees (lecturers in this case) have needs just like any other human being. When both the intrinsic and extrinsic needs are met, productivity levels still improve, and then an organisation ends up with happy employees. This research then gave birth to the two-factor theory of motivation, which focuses on hygiene factors and motivators (Ozsoy, 2019)

2.2.2. The principles of the theory

In each job, some factors lead towards job satisfaction and other factors lead towards job dissatisfaction and these factors influence the extent to which employees improve their performance or not (Tripathy et al., 2020). At this point, Herzberg introduced motivators and hygiene factors as the two factors that the theory is based on. As mentioned by Thant and Chang (2021), Herzberg argued that employers can use motivators to motivate the employees and ensure that hygiene factors are always met. Consequently, he was confident that no matter which organisation you work for, if the motivators are available and the hygiene factors are met, productivity becomes high, and employees' needs are met.

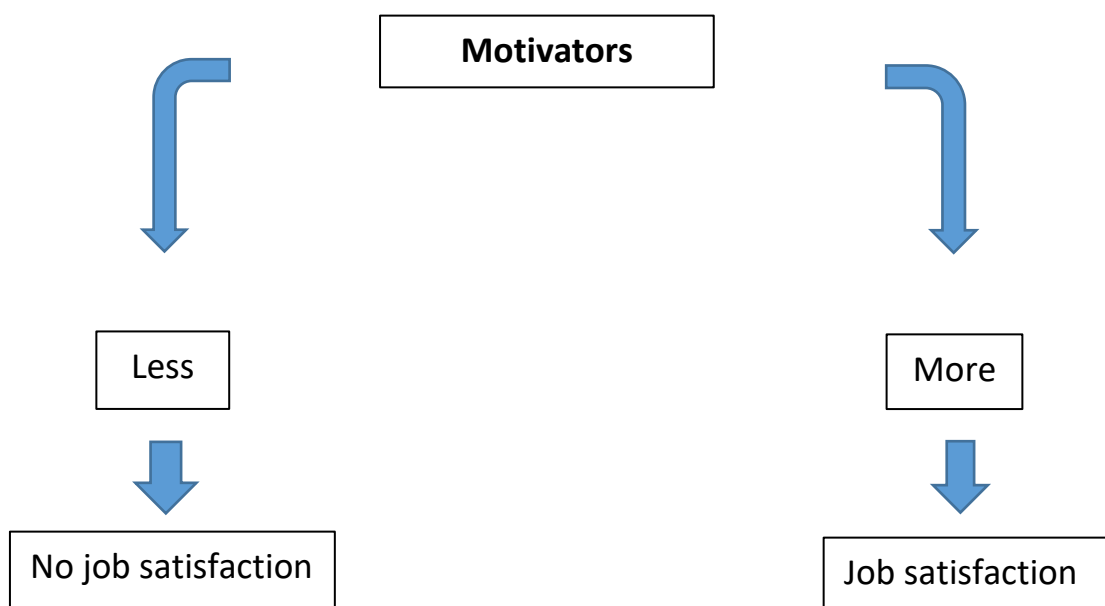


Figure 1: Herzberg's two-factor theory: Motivators

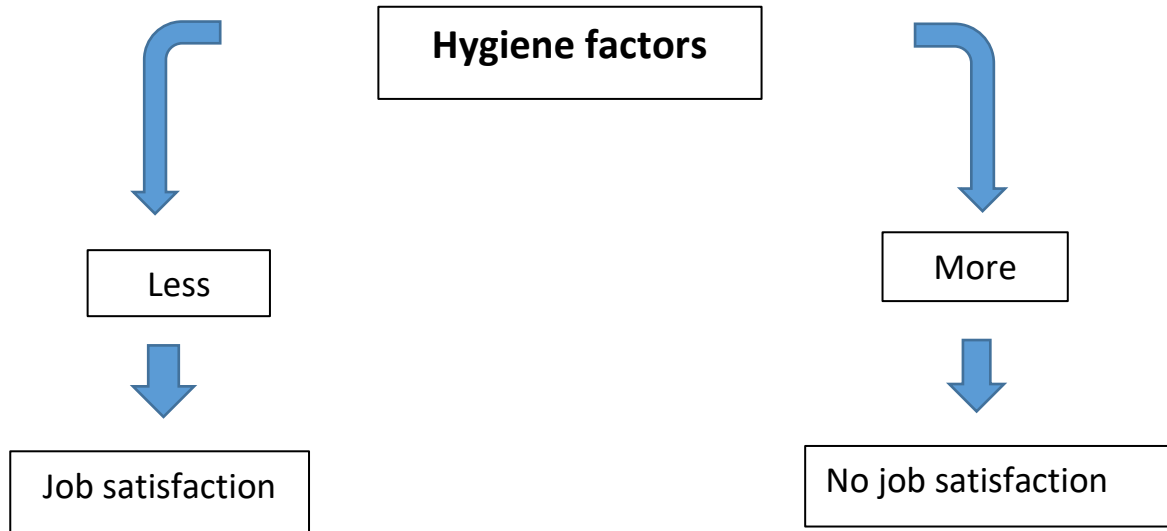


Figure 2: Herzberg's two-factor theory: Hygiene factors

According to Figure 1, Herzberg's theory consists of motivators and hygiene factors, which have a positive/negative impact on the employees' needs. To dive in further, the motivators consist of the factors that directly affect the job and the hygiene factors that surround everything to the work itself (Juariya and Saktian, 2018). Before explaining which items fall under motivators, there should be clarity on how motivators affect employees' needs. Frederick Herzberg is of the idea that more motivators lead towards job satisfaction and less to no job dissatisfaction. In simple terms, "... the presence of hygiene factors does not increase job satisfaction, but the lack of hygiene factors leads to job dissatisfaction. The absence of motivation factors leads to a decrease in job satisfaction, and the presence of motivation factors increases job satisfaction" (Ozsoy, 2019, p.12). Without beating around any bush, employees settle for a certain organisation/university because of the motivators which exceed those of other universities. Certainly, no lecturer is willing to settle for a university that does not take care of its employees well.

On the other hand, hygiene factors result in no job satisfaction, but lack of them leads to job dissatisfaction. The hygiene factors consist of the environment of an organisation. It is easy for the employer to neglect the hygiene factors because they are extrinsic to the work. As a result, when hygiene factors are present, a lecturer does not become dissatisfied with the job, but the moment they are unavailable, there is a void which leads to job dissatisfaction (Aquino, Le, and Jalagat, 2020). In other words, employers should also pay attention to hygiene factors as they play a major role in ensuring lecturers are not dissatisfied with their

job. Evidently, with the availability of both needs met, lecturers become happy to stay in one university for as long as they are an asset to the university.

“To achieve educational goals, lecturers can design and formulate curriculum, perform teaching – learning activities and also have interaction in academics studies, be part of academic and community service activities, preserve a high level of institutional standards and be active in teaching and learning strategies in the classroom with students” (Sakiru et al., 2017, p.128). In other words, lecturers are hired for teaching and learning, research and development and to also contribute as economically active citizens of the community they belong/reside into. Arguably, a university must meet both the intrinsic and extrinsic needs of the employees. In this case, these intrinsic and extrinsic needs can also be referred to as motivators and hygiene factors. Mulenga et al. (2017, p.28) are of the idea that “lecturers who were satisfied with their employment conditions or contracts had more intentions of retaining their job.” In other words, lecturers have personal reasons for resigning; in other words, the university alone is not the only reason behind lecturers who are constantly moving from one university to another.

The motivators and hygiene factors are regarded as the umbrella for all the examples discussed below. Salaries and benefits are regarded as hygiene factors, as they are extrinsic to the work. It is also clear that when a lecturer is unhappy with salaries and benefits, they seek greener pastures elsewhere. The organisation's status and policies act as hygiene factors and the reasons are as follows; no lecturers continue to work where there is a lot of red tape for work to be done (Mayya, Martis and Mayya, 2020, p.2756). For instance, some universities depend on the main university campus to approve certain procedures, and the constant seeking of permission exhausts the lecturers.

Mulenga et al. (2017, p.28) believe that job security also plays a major role in determining whether a lecturer stays longer or not. Moreover, the working environment and the relations with colleagues and the management also play a major role in meeting a lecturer's extrinsic needs. In other words, any lecturer would want to work at a university with a conducive environment for working and socialising at some point. Consequently, the type of employees one has in a conducive environment for working is important. Lecturers interact with colleagues and must supervise other employees, and there is pressure for the other colleagues to be good team players.

Factors that are extrinsic to the work itself play a role in contributing to the job dissatisfaction of an employee. In addition, the hygiene factors alone cannot sustain job satisfaction, whereby the motivators come into play, and it should be noted that they differ from the hygiene factors (Ozsoy, 2019). Previously, it was mentioned that when motivators are available, they lead to no job satisfaction, but when they are not available, that is when job dissatisfaction comes in. Recognition and achievements at work contribute as motivators because they directly affect the job. Eventually supported that “lecturers as professionals have high autonomy in carrying out their duties.” (Yosua and Panggabean, 2021, p.63); indirectly, autonomy is a way of being recognised and an achievement for the lecturers. No lecturer is willing to workday and night without rewards for a job well done. When there is room for a lecturer to develop, there is a chance for growth, which is music to the lecturers’ ears and necessary to form part of the job package (Moloantoa and Dorasamy, 2017). Growth at the organisation then leads to more responsibility. The sequence taken by these factors eventually leads to a job being meaningful. Any lecturer would want to continue at a workplace where one finds a meaningful job. The chances of lecturers leaving the university become low due to their work being part of a bigger goal, i.e., an organisational goal.

2.2.3. The relevance of the theory to the study

Herzberg’s two-factor theory of motivation is vital to this study since the focus is mainly on the level of job satisfaction of university lecturers. As mentioned by Sakiru, Ismail, Samah and Busayo (2017, p.12), indeed, lecturers have the responsibility “to accomplish instructive objectives, lecturers can outline and plan educational programs, perform instructive – learning exercises furthermore have cooperation in scholastics studies, are a part of academic and community service activities, preserve a high level of institutional standards and be active in strategies teaching-learning with students in the classroom.” In simple terms, lecturers have a lot on their plate, and with such duties, motivation plays a big role in determining whether the job gets done or not.

Previously, it was mentioned that Frederick Herzberg is of the idea that employees have needs that should be met for them to have a conducive work environment (Ha, Jung-Choi and Kim, 2019). In short, employees have two types of needs, i.e., motivators which have a direct influence on the job itself, and the hygiene factors which involves everything(environment) at work excluding the work (Kang, 2018). Therefore, with the help of Herzberg’s two-factor of motivation, the challenges faced by both the university and lecturers were provided with solutions using the theory as the blueprint. In other words, the

unmet needs do not go away on their own, i.e., time will have to be dedicated to understanding them, so else to ensure that they are eventually met.

Masum, Azad and Beh (2015) opine that most universities are facing the failure to retain lecturers for as long as their stay benefits the university. Indeed, failure is a challenge to the universities since job dissatisfaction leads to other challenges, such as no motivation for one to perform to the best of their inability (Otache and Inekwe, 2021). Universities think that failure to retain lecturers is a problem worth looking into because when the failure occurs, universities spend on costly vacancies to replace lecturers (Engelse, 2021) constantly. Hence, universities look at the challenge and see an opportunity for further research, so there are solutions to keep lecturers for a longer period. As a result, less money will be spent on costly vacancies, more long-term studies, research grants, work-life balance will be put into practice etc.

Therefore, Herzberg's two-factor theory of motivation is needed for the study to have long-lasting solutions to the challenge of failing to retain lecturers. Stakeholders play different roles in every organisation, such as the one the HR plays towards providing solutions by conducting exit interviews to better understand why lecturers are constantly leaving a university (Dube and Ngulube, 2013). Frederick Herzberg's theory stands for the unmet needs that employees have, with a strong belief that a met need no longer poses a challenge for both an employee(lecturer) and the organisation (university) (Holston-Okae, and Mushi 2018). The theory does transform the lives of the lecturers because nothing will ever be the same again, such as finding a job in working for an organisation whereby the home is not far from work (Thant et al., 2021).

As mentioned by Nasir, Jaya, Kabiba and Junaidin (2020, p.121), "organisations are suffering from the inability to retain lecturers because of the increased competitive advantage within the pool of universities". In simple terms, when one university fails to meet lecturers' needs, another university is ready to satisfy those needs. If there were no greener pastures, they would not be hopping from one university to another. The need to choose Herzberg's two-factor theory of motivation is motivated by the transformative effect it has on the lecturers. Eventually, students and the university benefit in different ways when the lives of the lecturers are transformed by Herzberg's theory of motivation.

After some research on Herzberg's two-factor theory, it is safe to say the theory is suitable for this study. Through the motivators being available and no lack of hygiene factors

supported by examples such as salaries and recognition at work, there was new information added towards lecturer retention in a South African university. It was mentioned previously that lecturers, like other employees, have intrinsic and extrinsic needs. As a result, it is appropriate and proper that Frederick Herzberg's two-factor theory was used to guide the direction of the study. Eventually, with this theory, universities will play their part and be off the hook when lecturers state reasons why they are resigning. Consequently, the aims of the study, i.e., to explore factors influencing lecturers' retention in a South African university, was achieved.

2.3 Literature review

According to Nasir, Jaya, Kabiba and Junaidin (2020, p.121), "retention is an endeavour engaged by an organisation to create an organisation to create an environment that appoints employees for the long term."

Therefore, lecturers' retention is when a university is successful in keeping its lecturers, who normally hop from one university to another for greener pastures. Retaining lecturers for a longer period will result in long-term studies being accomplished, and the university will consist of a pool of experienced lecturers who are fit enough to guide junior lecturers. As a result, "academic staff retention refers to the process or the ability of an institution to employ not only qualified academic staff, but also retain competent staff through the establishment of a quality work-life, motivated staff climate, the best place to work, and an employer of choice, depending upon dedicated formulation and execution of best practices in human resource and talent management." (Amegatsey, Odoom, Arpoh-Baah and Okyere, 2018, p.112).

The aftereffects of the inability to retain lecturers force the university to constantly hire new lecturers to fill in the gap. Evidently, the lack of retaining lecturers is a challenge, which forms part of the problem of the study. However, not only the university suffers, but the students also suffer. Especially the post-graduate students who have formed a strong bond with the supervisor suffer the most. In this case, the university is not entirely responsible for the intrinsic and extrinsic needs of the lecturer. Obviously, lecturers are also responsible for their needs. In addition, "in order to increase job satisfaction, needs of faculty members should be met" (Ahmady, Torkamannejad, Hosseini, Javidan and Dehghan, 2020, p.696).

The focus of the literature review was based on what the other authors have stated about factors affecting lecturers' retention in other universities. It is only fair that other authors

contribute to this study before participants take part because a gap in the research books can only be closed once it has been identified. The problem statement of the study has been stated. The literature review confirms that a problem exists and solving it can only lead to better results and eventually solve this challenge of the failure to retain lecturers for a longer period in a university. Objectives of the study were addressed. Failure to retain lecturers is not only a South African challenge, but other countries do suffer from the same challenge.

The objectives of the study were addressed as follows:

2.3.1 Factors affecting lecturers' retention

2.3.1.1 Less promotional opportunities

“Inadequate opportunities for advancement of academics at the National University of Lesotho impacts the university achieving the objectives of the university’s Strategic Plan” (Moloantoa et al., 2017:198). In other words, employees find joy at their workplace if they are developing and eventually growing. Growth in the workplace is an indication of development, which can be reached with the use of different tools. Therefore, all employees would like to be promoted in an organisation at one point or another. It is true that once other employees do not see a promotion in a year or two, they give up and work in the same position for longer periods without growth taking place.

However, other workers do not give up that easily; they fight for what they want and work hard until they get it (Nasir et al., 2020, p.123), i.e., “being appreciated and respected surely increases their passion and loyalty”. Certainly, if it happens that a particular employee does not get promoted in that one organisation, one will resign and go to a company with more promotional opportunities. Hence, organisations are left with vacancies to always fill because the previous employees have gone to greener pastures. On the other hand, a promotion shows that an employee is for growth and views a lecturer's goals as aligned with that of a university.

Clearly, getting promoted is the best thing that could happen to hard-working lecturers. The results of such a promotion reflect on the other lecturers who decide to work even harder to get the opportunity to be promoted just like their previous colleagues. Therefore, when hard-working employees get promoted, it does not only benefit the promoted employee, but the other employees now work hard for them to be next on the promotion line (Thant et al., 2021). This chain of working hard to get a promotion only leads to positive results for the university. Clearly, providing more promotional opportunities is the best idea for all the

stakeholders involved. As a result of more promotional opportunities for hard-working lecturers, other lecturers may find a reason to stay in a university with the hope that their hard work earns them a promotion.

2.3.1.2 No recognition

People might ask lecturers, why would you plan to leave the university when they are paying you so well? The answer to the question is money is not the only reason why I work for my university, but the non-monetary incentives also play a vital role in why I would work for this university. Yes, money plays a major role in why most people work, but it attracts them, and all the other non-monetary incentives keep the employees in a certain university. As mentioned by Mulenga et al. (2017:22), that is where the intrinsic and the extrinsic needs come in. It depends on whether an employee finds satisfaction at work because of the salary or other benefits. Thus, if one favours the non-monetary benefits, no recognition at work becomes a big challenge.

Some lecturers spend more time on campus than they do with their families, and no lecturer wants to be separated from family for that long and not be recognised for it. Of course, not all lecturers are recognised but the hard-working ones are considered more than the others. Recognition at work means that the lecturer is working hard and deserves a pat on the shoulder for one to keep going (Moloantoa et al., 2017) Just imagine celebrating five seconds into a new year without fireworks and being a student and not getting a qualification to show what exactly what you were up to for the past four years of an undergraduate degree – it will not be that exciting. The same goes for hard-working lecturers without some recognition.

Being featured in the university magazine or on the cover page of the welcome page brings joy to employees. It is only fair that when a lecturer has done well, they get recognised for the job well done. Otherwise, there is no need to go the extra mile. This is the part where the carrot and stick approach comes in, but not in a negative way. The scientific management techniques should only be used for the extra-mile part or rather as a foundation for Herzberg's two-factor theory (Liu, Liang, Wang and Xue, 2021). In this way, there will be an improvement in the lecturer's job satisfaction as a result of recognition.

Some may ask, what is expected of the employer to show that they recognise their employees? The answer is that an annual award ceremony would be a starting point to recognise lecturers in a university for their job well done. Basically, every lecturer works

harder in order to be part of the awards. Unlike a salary, you can hang your certificate on the office wall and look at it every day as a motivation to work even harder for more and more recognition. Who would not want to hang their award on the office wall? Even though I had no idea when it all started as a student, all I saw when walking into lecturers' offices were certificates on the office walls (Ahmady et al., 2020). Clearly, there is a reason why they hang them on the wall where they can see them every day at work.

Another suggested solution by Baig, Rehman, Naz and Jamil (2020, p.10) is the lecturer of the month or semester. Recognising lecturers in this manner improves their self-esteem and that is a pat on the shoulder for the lecturer to keep moving. The employee of the semester can also be on the university newsletter as well as being part of the cover page of the magazine for the semester. The process of selecting the lecturer of the semester may be done separately by the deans, lecturers and students; this way, no further questions will be asked because there will be transparency in the selection. The lecturer of the semester walks the talk on campus and most stakeholders do not forget their faces because it was on the website for the whole semester.

Lecturers are researchers by profession and within their circle, some lecturers produce outstanding results when it comes to their studies (Hung and Linh, 2021). The university should not keep quiet about such lecturers as they add to the knowledge bag and add on to the competitive advantage of the university by putting it on the map. They have worked hard for the recognition, and they deserve it. If universities can recognise the lecturers for their hard work, this makes a difference in the number of lecturers who leave a university.

2.3.1.3 Less responsibility

Just like children at home, when they are just potatoes on the couch watching television all day long, they do not feel needed because they are not productive. But, when the parents ask for assistance with moderation, that speaks volumes to them; it means they are playing a role in the family. The same goes for lecturers at the university. When the supervisor only restricts lecturers to teaching only, then it implies that they do not trust the lecturers enough to give them enough responsibilities (Yosua et al., 2021:62). Hence, when one or two lecturers are the only ones who are trusted with certain responsibilities, other lecturers feel useless because the managers do not find them useful. On the other hand, enough responsibilities do not mean overloading lecturers with work. The responsibilities should be enough and divided equally for the lecturers on the same level.

Lecturers talk to their colleagues and one way or another, if the management trusts a certain employee more than the other, eventually the other employees know, and they would want to find out what is so different about the other lecturers. Consequently, the unfair discrimination leads to other lecturers looking for other universities where they will not be least favoured. Thus, that has a negative impact on the university.

Each university must ensure that there is no favouritism in the workplace. Because all junior lecturers should be treated the same, the same goes for senior lecturers. The first place to start with enough responsibilities is for the management to practice fair treatment of lecturers of the same position. When this is the case, automatically, responsibilities are equally shared amongst the lecturers and no questions will be asked as to why that certain lecturer receives better treatment than the other (Tai, 2019). Eventually, the management will have to bear this in their mind. Enough responsibilities for lecturers means that they will still have time to take part in projects and take up studies to conduct research, adding to the already existing knowledge. As a result, enough responsibility indirectly places the university on the map and the lecturers still have time to produce results, findings and recommendations for problems and questions.

2.3.1.4 No meaningfulness of work

Most people assume that everything we do in this world is meaningless, which is not true and if that were the case, we would not have so many legends who come into this world and leave it in a different, better space. In other words, nothing is meaningless because everything we do in this world has a meaning behind it all. Literally, a lecturer is a normal human being and as such he/she thinks like other normal human beings, and they have the potential to make a difference (Svendby, 2020). Every lecturer would like to make a difference to the university they work for because everyone wants to be remembered for something good they did. As it has been mentioned, lecturers are normal human beings; therefore, they also want to have meaning within their job. The minute a lecturer does not find any meaning in their job, there is a problem, but if the opposite happens, all is well.

Lecturers are part of a bigger picture/plan: the university and the society in which the university is situated. As a result, when the lecturer finds out that their work does not take part in the bigger picture – it is meaningless (Le, Aquino, Truc, Si and My, 2021). Just like building a sandcastle, yes, there could be joy in building the castle – but long term, there are no benefits of building a sandcastle. This brings us to this point – every job is important and plays a vital role in the bigger picture. When employees such as the lecturers do not find

their job as part of a bigger goal, they leave the university and go to the one next door (St Germain, 2020, p.40). Who wants to be in a place where their work is meaningless? No one is the answer. Sharing the organisational goals with the lecturers and explaining how their job description leads towards the organisational goal bring meaning to the lecturers' job. Consequently, this leads to lecturers contributing more to their different jobs so that the organisational goal can be achieved.

Lecturers should be given meaningful work, and communication channels should be open to discuss how the job description contributes towards an organisational goal and how it improves a university's competitive advantage. According to Amegatsey et al. (2018, p.116), "lecturers are not effectively involved in staff development decisions," which means involving the lecturers in these types of discussions can only lead to positive results.

2.3.2 Institutional challenges towards retaining its lecturers

2.3.2.1 Salaries and benefits

Lecturers have challenges which lead them to go and seek greener pastures in other universities where the pay is well. It does not end there because all universities have challenges towards retaining their lecturers (Masum, Azad and Beh, 2015, p.11). University challenges such as salaries and benefits contribute towards lecturers leaving a university. It only makes sense that if university A pays more and university B pays less, most lecturers would want to be a lecturer at university A because of an attractive salary. Low salaries and benefits are a problem when it comes to retaining lecturers. If a university does not match almost the average of other salaries, then lectures move on to the other university.

Clearly, a salary which does not match the inflation rate is not useful and a lot cannot be done with it, especially if you have commitments. Therefore, universities should match the inflation rate or pay the average of what other universities pay their lecturers. That is the only available solution to deal with the challenge of unsatisfactory salaries and benefits. Without a doubt, when lecturers are remunerated accordingly, then the universities may not have to fill in the vacancies for the lecturers who decided to leave the university (Mulenga et al., 2017:22). In addition, the carrot without the stick approach works wonders when it comes to the salaries of the lecturers, i.e., employees will only work hard if they know that there is an attractive salary waiting for them at the end of their work, especially when they know their salary, they work hard knowing what awaits them after working hard. Universities

should not take salaries lightly because they play a major role in determining whether the university will go to another university.

2.3.2.2 Physical working conditions

The working environment at work is everything except for the work itself. The physical surroundings, the office space, the library, the lecture halls, the computer lab and other facilities. Just like Herzberg has mentioned, hygiene factors refer to how clean your physical environment is for work to take place (Tai, Singh and Hieu, 2021). Work itself is indeed important, but for instance, a computer lab should not be in a well-lit room and there should be carpet on the floor and when that is not the case, then the environment's hygiene has been compromised.

In this 21st century, force a lecturer to work without a computer or, even worse, without an internet connection and they will not be able to function to the best of their ability. In simple terms, when this is the case, the environment is not conducive for the lecturers to perform their duties (Amegatsey et al., 2018). Subsequently, it becomes a problem for the employee, students and the university since the lecturer cannot perform at their full capacity. That is an example of the poor physical working environment. When the lecture hall ceiling leaks right close to the computer, where the lecturer must stand most of the time during class, it poses a challenge for the lecturer to start and finish the lecture comfortably. In other words, yes, the lecture will take place, but the lecturer will not be as comfortable as one will be in a lecture hall without a leaking roof.

In this case, the state of the bathrooms does play a major role in determining whether a university is a conducive environment for all lectures to work. As I have mentioned previously, workers spend most of their time at work rather than at home. So, it is only fair that the environment at work is already as close as possible to that at home (Aquino et al., 2021, p.175). In other words, lecturers should feel at home even when they are at work. Therefore, when they feel comfortable at work, they will not rush home once because the university will feel like their second home.

To add more, the state of the lecturers' chairs in the office should be like that of a typist because they will be working on their computer most of the time. As a result, they should not have any physical pain from their arms to their back because of a chair which is not fit enough to be that of a typist. Moreover, if the lecturers' campus is in a cold area, there should be means to make the office space warm enough for them to enjoy their stay at the

university. Hence, there are a lot of factors which affect the physical working environment and if one of them affects the lecturers negatively, they will leave the university and look for one with better physical working conditions (Nasir et al., 2020).

2.3.2.3 Job security

“Job security refers to employees’ guarantee of staying with the organisation for a long period of time” (Aquino et al., 2020, p.1175). Growth is necessary for one’s career path, but it is only fair when that occurs over a long period of time. Nevertheless, lecturers are always looking for a better university to work for. When it comes to the workplace, stability and security are essential for employees to constantly focus on productivity instead of whether one will still be employed by the university next year or not (St Germain, 2020). The above-mentioned refers to job security which plays a major role in determining the lecturers’ job satisfaction at the current university.

Some lecturers are not employed permanently by the university they work for, which makes it difficult for their personal plans. Some lecturers must renew their contracts annually, which is very stressful because when that happens, there is no guarantee that the lecturer will still be hired at the same university. Apart from the contracts, how do you buy property as a lecturer or a car or even take your children to the university if you are not sure whether you will be employed or unemployed the following year? Lecturers with annual contracts are always on the fence, without direction (Ahmad and Jameel, 2018). In this situation, how do you use the salary to pay a home loan if there is a high chance that it will be repossessed next January? You can only hope that the contract is renewed in the following year.

In addition, working on a contract may make you work harder because you do not want the university to cancel the contract. But, once the university gets hold of a more experienced lecturer than you, then it is game over for you. This is why some lecturers look for employment in a university that provides them with a permanent job. In this case, the lecturer can buy that primary property, a car and even pay for a child's tuition fees without fear. When there is no fear of losing the job anytime soon, the lecturer will be at peace (Ahmad et al., 2018, p.38).

Universities should at least provide a 5-year contract versus a year contract. Some lecturers are not as competent as others, but it is only fair that the university plays its part and develops and trains the lecturer. Even the most experienced and favoured lecturer today was once a student and new to the university. But with the support of the mentors and the

management's patience, they managed to work harder until they were recognised for their hard work. As mentioned by Ahmad et al. (2018), when there is job security, performance improves. For instance, probation of five or even three years is better than a one year contract. Then, after the probation period, lectures should be permanent if the university is satisfied with their progress. It is a great strategy because when a lecture knows that management is watching every move they take, they will put more effort into getting a permanent job.

2.3.2.4 Organisation policies and culture

Every organisation has its own culture on how to do everything that needs to be done. In this case, lecturers are dealing with the university culture and policies that stay the same no matter who joins the campus and they will not change now that a lecturer has joined the campus. Organisational policies may be about what protocol to observe while conducting a job in a workplace (Bui, 2019). As all homes have house rules, so does the university as well. The policies are there for order and the culture is there to distinguish them from other universities. It may not be written down, but it does exist all the time and all employees, including the lecturers, are aware of the culture.

An example of a university with a good organisational culture involves punctual employees who benefit the organisation in a positive way so that all meetings can begin on time. And also, all projects will be turned in on time, without any delay. In other words, when the government wants a university to conduct a certain study which is crucial to the development of the country, it will be handed to university A because the results will be received on time. A university which promotes volunteering is good because when lecturers are out in the community, they do well and work as a team on and outside the campus. The spirit of teamwork lives on, and they continue to know the team workers better. Eventually, when lectures work together, they will end up trusting each other as team players who know each other well (Rizki, Supriyati and Akbar, 2020).

Through this career journey at the workplace, employees will encounter challenges, which sometimes will happen during teamwork. Sometimes these challenges only require an employee to have the ability to adapt to change at a fast pace (Wong and Chiu, 2019). When employees are comfortable with change, they can work to the best of their abilities, and as a result, some colleagues will write a thank you note for other colleagues. All the mentioned examples are indications of a good organisational culture. Hence, when an organisation has a good culture, lecturers would not want to leave their workplace.

The same goes for the organisational policies, but unlike the organisational culture, they are written down. Most of the time, a lecturer at work cannot plan and implement a plan alone, but managers are always involved. Hence, Gunawan (2020, p.211) believes that “better management effectiveness improves lecturer engagement and work culture.” In this case, sometimes the Dean is unavailable or worse, the dean must request permission from administrators for the project to be implemented. Sometimes, the organisational policies are a challenge more than helpful. For an organisation to function well, the organisational policies must not be rigid. For example, a lecturer does not need approval from the Dean to give students an informal test. When lecturers are employed in a workplace with a not-so-rigid organisational policy and a good organisational culture, it becomes easy for them not to seek employment elsewhere.

2.3.3 Lecturers’ challenge facing their retention

2.2.3.1. No stability

A lecturer knows when they are about to leave a university; in this case, one comes across some challenges in the process. For instance, the lecturer in question has only a year contract at the university and is only left with three months before the end of the contract. Honestly, no one would like to know when their contract will end, especially when one has responsibilities. As a result of a few months towards the termination of a contract, the lecturer starts to panic because he/she does not know where the next job is going to come from (Newman, Cooper, Holland, Miao and Teicher, 2019). This simply means that the lecturer will be under much stress trying to apply for as many vacancies as possible, with the hope that they secure a job.

Hence, a job without security leads to instability at work together at the employee's home. A lot of things come into play; that is, the lecturer not only thinks about the next job, but they also must think about how to get a new place and the logistics of moving. In addition, if one already has a wife and children, they also must think about the good schools that the children must go to as a result of moving. Or even worse, the lecturer must move alone into a new home, leaving the wife and the children behind because of the greener pastures.

2.3.3.2 Loss of interest at work

On this occasion, the discussion is about a lecturer who is left with three months before his contract ends. Now that he is busy applying to multiple universities, he is also stressed out at home because he does not know if his wife and children will relocate with him, but he still

goes to work. Eventually, he will have a loss of interest in his current job. Definitely, when an employee loses interest in the workplace, productivity declines, which negatively impacts the university. According to Mayya et al. (2020), lecturers should have the freedom to choose their area of specialisation and in the term that determines their duration with the university. In this case, failure to retain lecturers does not only affect the university once the lecturer has left but even in preparation for leaving, the university is still affected. As a result, the only solution is to ensure that lecturers' intrinsic and extrinsic needs are always catered for.

2.3.3.3 Avoids taking long-term studies

As Amegatsey et al. (2018:109) have mentioned, the opposite of failure to retain lecturers affects all the stakeholders. When the university fails to retain the lecturer, it starts the moment the lecturer realises that the job no longer brings satisfaction until the lecturer decides to move to another university. Back to the lecturer, who is only left with three months before the end of his contract, he does not take part in the long-term studies/research that almost any other lecturer participates in. Long-term research improves the competitive advantage of the university and when fewer and fewer lecturers take part, it becomes a problem. That is how failure to retain lectures affects the university, and it should be avoided at all costs.

2.3.3.4 No peace of mind

The lecturer with a contract for a year expiring in three months is used as an example. As a result of all the struggle throughout the year, stress builds up and eventually, there is no peace of mind because maybe everything is not going according to place (Nasir et al., 2020). Hence, these types of employees might turn to substance abuse as a way out of the stressful life but that is not a solution. In this case, the lecturers do not find work interesting and are doing as little as possible just for the next day to come and go as well. In simple terms, the lecturer's mind is forever thinking about the next step, and he does not rest or even have time to do so.

2.3.4 Availability/non-availability of reward systems in place in a university

2.3.4.1 Cash prize for publications

The use of the carrot or stick approach worked in the days of Frederick Taylor and the same behaviour can still assist in encouraging good practices. For instance, it helps the image and rankings of the university when lecturers produce publications for the university.

Therefore, publications are proof enough that it is not only teaching and learning that is taking place but also research that takes place for the stakeholders to develop. According to Mbewe, Hambulo, Mumba, Kasonde-Ngandu and Mwanza-Kabaghe (2019), in some universities, it is either you publish or perish as they have a major understanding of what publications are capable of.

In this case, some lecturers compare the prizes given in some other universities and would rather be in a university where the prize matches the inflation. According to Sandy and Shen (2019), other universities provide incentives for publications. So, lecturers in universities where the publication prizes are not enough even become discouraged from publishing any work because, according to them, it makes no difference. Hence, a university's non-availability of reward systems pushes lecturers to look for greener pastures elsewhere.

As Hosen, Chong and Lau (2021) said, some universities have a strategy to combat the non-availability reward system for the universities, in this case, to encourage publications. Those lecturers with the same qualifications but with different publications should not be supervised by a lecturer with lesser publications than them. In other words, non-monetary benefits can also be used to reward hard-working lecturers. Some authors argue that you may find a lecturer with more experience supervising a lecturer with less working experience but with more publications and they suggest that it is not fair to the hard-working lecturer.

2.3.4.2 Excellence awards for lecturers

Lecturers always leave a university if there is no job satisfaction, and it is a global problem (Mulenga et al. 2017:25). One of the reasons that make a lecturer look for greener pastures is no awards at the workplace. In other words, without awards, it means that as lecturers, they all perform at the same level, which is not true. The absence of awards at work leads to lecturers being demotivated to even outperform their colleagues because they are not recognised, and nobody knows about their work. In this case, lecturers do the bare minimum just to get the work done.

However, the introduction of the excellence awards ceremony each year works as a motivation; that is a goal they are all working towards. In this case, when a reward has been set, every lecturer performs to the best of their ability just so one can be the receiver of the promised award (Warnes, 2021, p.170). In a way, the awards promote constructive competition amongst colleagues. For instance, for the current year, the lecturers would want to see who will collect the most awards at the ceremony. This strategy is almost like the

employee of the month strategy that is being used in other organisations to encourage positive competition, and most of the time, the employee of the month is placed in the full view of the stakeholders. Universities can use this technique and keep hard-working lecturers.

2.3.4.3. Grants for top researchers

One of the major challenges that university lecturers face is that they struggle to secure funds for their studies. They end up losing interest in projects because even if they have a good research problem, without funds, in most cases, nothing can be done. Paudel, Giri and Dhakal (2020, p.450) opine that because of the low productivity, grants providers find it difficult to provide research grants to take place.

For other lecturers, they need a team to start and finish their project, and that, as mentioned before, may require resources. On this occasion, it is only fair that the lecturer is assisted financially because a publication is not only a personal gain, but the university also benefits. Therefore, grants for hard-working researchers should be provided in order to attract hard-working lecturers from other universities (Hu, 2018). In addition, once the university has a pool of hard-working researchers, it should try to keep them for as long as it is beneficial to the university.

2.3.4.4 Preferred lunch hours

A university is not like a primary school, whereby everyone on the premises of the school should eat at the same time. However, at the university, stakeholders can have different lunch hours and there will still be order only if it is known by other stakeholders (Yasmin, 2020, p.13). Every employee would like to customise their workplace as much as possible, and if that does not violate another colleague's right, then there is no reason why lecturers should not eat lunch at a preferred hour. When the lecturers have a preferred lunch hour, it gives them a sense of ownership, i.e., they suggested lunch hour was taken into consideration. In essence, just like any other employee, whenever your supervisor takes your suggestions into consideration and applies them where possible, the lecturer walks tall because one contributed to a suggestion.

2.3.5 Recommendations that serve as guidelines for universities to enhance lecturer retention policies

2.3.5.1 Flexible work arrangements

Lecturers have two options for a workplace, one is at work, and another is at home. As some lecturers do prefer to stay at home, parents who also earn a salary would not want to work from the university premises most of the time. Of course, this strategy depends on the type of work that one performs; that is, maybe the lecturer is only required to be on campus three times a week for face-to-face classes and then the rest can be spent working from home. The choice between working from home/university premises depends on the lecturer.

Even Mayya et al. (2020, p.2762) suggested that “lecturers should have flexible working hours.” These flexible work arrangements are more likely to involve home, and reduce commuting hours and those hours can be spent with family or preparing and planning for the workday ahead. Some lecturers are even more comfortable presenting classes online than face-to-to. Thus, the choice between working from home at the university also accommodates differently-abled people who are more comfortable at home than outside their comfort zone.

2.3.5.2 Promoting teamwork

Lecturers are individuals who come from different backgrounds and individually, they have something to offer the organisation, and when teams are formed, major projects can be started and finished. Not only the contributions but also lesser time can be spent if a team is involved. Just like teamwork works for university students when it comes to improving performance, the same applies to lecturers. As mentioned by Thant et al. (2021), when teamwork is being promoted, then lecturers have the spirit of one and a sense of belonging, and what is to follow afterwards will be great results for both the team and the university. Eventuall, they will be more willing to stay for a longer period (Moloantoa et al., 2017).

2.3.5.3 Communication

In any organisation, communication is a major pillar for organisations to prosper, especially communication amongst the different hierarchies, as they must work together in order to achieve the business goals (Alfayad et al., 2017, p.150). When employees from different levels do not communicate, challenges arise, leading to bigger problems. Moreover, by communication, it does not involve orders only from the top management, but it involves two-way communication, whereby entry-level employees also play a role in the decision-making of some challenges, especially the ones they are facing. Clear communication from top to bottom and the other way around makes lecturers feel important and contribute towards a bigger goal. Tai (2019) is of the idea that when that happens, lecturers become

happy to stay in such a university because they take part in decision-making, and what they suggest is taken into consideration and problems can be solved faster.

2.3.5.4 Work-life balance

Lecturers have other parts of life that do not involve work like any other employee. They knock off and go to a place called home and become a parent, a partner and other roles they lead in their lives outside work. It is of vital importance that employees find a balance between their work and life because when there is no balance, other areas of their lives suffer. They should also rest as much as they work because most people operate according to this triangle of work, play, and sleep, and if one area does not get sufficient time, they suffer. Therefore, an organisation should set working hours per 24 hours, which allows the lecturer to still have time for other areas of their life, such as family life (Thant et al., 2021, p.164). For instance, that includes attending to emails; in other words, for the university to have happy lecturers, work should be left at work, and it should not go beyond knock-off time.

Most lecturers complain that even after working hours, the employer expects them to attend to emails and perform other duties. As a result, “Interventions of work demand into personal life (e.g., working during the weekend) resulting in heightened stress and emotional exhaustion among the employees” (Nasir et al., 2020, p.125). If universities can stick to working hours only for lecturers to perform their duties, then lecturers might stop looking for universities which offer a better work-life balance.

Reviewing other authors' work opened another window of opportunity for more knowledge and another different lens for factors influencing lecturers' retention in a South African university. In simple terms, lecturers do not have it easy as most people assume; just like any other employee in any organisation – they are faced with challenges daily. In this case, when a lecturer does not get any form of satisfaction from their workplace, whether intrinsic or extrinsic, they tend to resign and join another university with better incentives to cater for their own needs, which makes the opposite true (Amegatsey et al., 2018). Evidently, other authors agree that the inability to retain exceptional lecturers leads to more problems. Problems include extra funds which should be allocated towards seeking a replacement for the vacant post (St Germain, 2020).

Other challenges that institutions also face are shortage of lecturers and, as a result, post-graduate students will not have enough supervisors to assist with their research. As these challenges start, they roll over and have a snowball effect as one problem leads to another.

Previously it was mentioned that there would be a shortage of supervisors and that challenge led towards other lecturers having to take on the extra workload of supervising students of the lecturer who left the university (Mulenga, Charles, and Henry 2017). As a result, the university sometimes may be in a hurry to replace the lecturer, as other duties such as teaching might be taken over by another lecturer and this might lead to employing a part-time lecturer with no experience at teaching in a university.

These factors that influence lecturers' retention in a South African university not only affect the university as an institution but also the lecturers themselves, colleagues, HR and the students. The lecturer's colleagues must be accustomed to a new lecturer in a short time while they are still grieving the loss of the lecturer who left the university. Colleagues work together and take up research projects as a team and there is more workload once the other lecturer decides to leave the university (Meng and Wang, 2018). On the other hand, students also suffer the consequences of lecturers who do not stay longer to see their first-year students until the final year. Instead, these students may be forced to build a relationship with the new lecturer.

Attachment theory does confirm that the lack of attachment does cause some challenges (Negri, 2018). If the lecturer and students work well together, they form a bond and once the lecturer leaves the university, students take time to bond with the new lecturer. Another challenge that worsens matters is that lecturers or the university do not inform students on time that their lecturer will leave the university soon. This way, both the lecturer and the students can say their goodbyes and make peace with the fact that the umbilical cord will have to be cut.

Therefore, the gathered literature is enough to support the problem statement of this student and it confirms that, indeed, failure to retain lecturers is a problem for the university and other stakeholders. As a result, there is a gap in the research world which this study serves to close by coming up with recommendations on how the universities and other stakeholders work together to retain lecturers for as long as it is beneficial for all the stakeholders.

2.4 Summary of the chapter

To summarise, the literature review was discussed in this chapter to have a clear understanding of other authors' findings in terms of factors influencing lecturers' retention in other universities and looked at the suggested solutions for the factors influencing lecturers'

retention. As a result, as a researcher, it becomes exciting to go out into the field to gather information when one is equipped with such rich information.

In addition, Herzberg's two-factor theory was also discussed in detail to get a better understanding of how it is suitable for this study, and it is true that motivators and hygiene factors play a major role in determining whether a lecturer works at one university for a longer period. The study's objectives were also addressed at a great length to get a suitable solution for the factors influencing lecturers' retention in universities all over the world.

The chapter indicated why Herzberg's two-factor theory is suitable for the study and how other authors identified the challenges lecturers faced and the solutions. The next chapter unfolds the research design and methodology of the study. The research paradigm, design, participants and the method of collecting and analysing data will be discussed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

A journey of a thousand miles begins with one step at a time, which is exactly what happened in this study. First, the whole study was introduced; second, the theoretical framework and the literature review were discussed, and now the focus is on the research design and methodology. Chapter 3 explains the whole process of which criteria were used to select the part of the research, collecting the data and how data was analysed.

The qualitative research method was chosen for this study; therefore, from the beginning until the end, all the research approaches determined the suitable way to collect and analyse the data. In this case, the research will transform the lives of the lecturers and other stakeholders, which is why the transformative paradigm was used for the study. The transformative paradigm complements Herzberg's two-factor theory, which is the study's theoretical framework. As a result, the whole study aims to transform the lives of the researcher for the better.

A participatory case study was chosen as the study's research design, which involves the participants and considers them as co-researchers. The reason behind that is that they are the experts in the research because they have first-hand experience with the research problem at hand. With that said, the interview is the perfect fit for collecting data from the experts because it provides the rich data required to recommend relevant solutions to the research study.

One of the vital elements of the research is the study participants. In total, there were fourteen participants in the study. Before they can even be discussed, the study population must be discussed first. The participants were chosen from a pool of university stakeholders, as the study is on the journey to explore the factors influencing the lecturers' retention in a South African university. Therefore, the participants consist of lecturers, human resource management staff and the heads of departments/deans of the different faculties of the university.

The following sampling methods were used respectively; snowball, purposive and convenience sampling methods (Obilor 2023:4). Once the participants had taken part in the

interviews and the data was collected, the data was analysed with the use of the thematic analysis method. In this case, the Braun and Clarke six-step (Jankowski, Braun and Clarke 2017) method was used to better understand the collected data from the participants. In this case, the created themes contribute a lot towards discussing the findings. The ethical considerations were discussed, including the permissions granted for the study to be approved. Lastly, there was a discussion about the four aspects that determine the study's trustworthiness.

3.2 Research approach: Qualitative approach

A qualitative research approach is chosen to become a blueprint for the research from the beginning until the end. In this case, it “examines phenomena using an in-depth, holistic approach and a fluid research design that produces rich, telling narratives” (Rutberg and Bouikidis, 2018, p.210). In other words, the qualitative approach towards research was used to determine the factors influencing lecturers' retention in a South African university and to investigate the solutions for the challenge at hand. In addition, the research design (PCS) works hand and glove with the research approach to provide rich data for the study. As mentioned by Castleberry and Nolen (2018), compiling a qualitative study consists of gathering data, analysing and interpreting the data and writing a final report based on the findings of the study. Therefore, a blueprint does exist within a qualitative research approach.

Haven and Van Grootel (2019, p.232) believe that “qualitative research aims to answer the “how,” “why,” and” “what “ questions of a phenomenon”. For instance, in this study, the research approach assists in answering the following questions: 1) How is the lecturers' retention rate in a South African university? 2) Why is a South African university failing to retain its lecturers for a longer period? And 3) What factors influence lecturers' retention in a South African university? Hence, when all the mentioned questions have answers, it is safe to say that the research approach produced the desired outcome altogether.

A qualitative approach is also chosen as the research population because non-numerical data cannot be studied using a quantitative approach (Busetto, Wick and Gumbinger, 2020, p.1). As a result, qualitative research is suitable for this study because the approach aims to answer the how, why and what questions of the research problem at hand. The approach even goes further to benefit the study by providing an opportunity for the participants to share their experiences, and by doing so, there is a deeper understanding of the research

problem (Anderson, 2019,; Carminati, 2018). In this case, the researcher ends up with a deeper understanding of the research problem itself as to why the challenge exists in the first. In addition, how can the challenge be dealt with in order to mitigate the factors influencing lecturers' retention in a South African university?

Seeking a deeper understanding of the participants' experiences requires the use of the qualitative approach (Souza, Wall, Thuler, Lowen and Peres, 2018). In this manner, the principal researcher is learning from the experts of the phenomena and that is the best way to learn. Collecting the data from the experts themselves is unlike reading an article which is a secondary source that might also be based on a secondary source. On the other hand, collecting the data from the participants with first-hand experience with the phenomena is the best source for a study, as the source is primary. In other words, there were no omissions at all.

The use of the qualitative approach has many benefits for the researcher and the study itself. For one, it provides the participants with a principal researcher who is willing to lend an ear and listen to all their worries and grievances, and that on its own is a move towards solving their challenges (Braun, Clarke, Boulton, Davey, and McEvoy, 2021, p.654). On top of that, the same grievances and challenges of the participants were not only noted but the data was analysed and interpreted according to the collected data. Thereafter, the findings are written up and the recommendations are written for respective stakeholders. Lastly, the written work will be published and be available in a journal and the recommendations will be applied and used as a foundation for future research. Therefore, the participants' challenges are considered in the manner explained above.

According to Parameswaran, Ozawa-Kirk and Latendresse (2020), "coding is an integral part of qualitative research for many scholars that use interview or focus group data." As a result, the previous statement is proof enough that the thematic analysis method is chosen well for the study, together with the interviews. In other words, when participants share their experiences concerning the research problem, coding (thematic analysis method) becomes vital once the data has been collected. It plays a big role since creating themes once coding has been done becomes simple. Therefore, when coding leads to themes, the data is then grouped into meaningful themes. There should be a link between the research approach, paradigm, and design and how data is collected and analysed for a smooth study with no hiccups.

3.3 Research paradigm: Transformative

For the purpose of this study, the transformative paradigm was adopted for the study. Kivunja and Kuyini (2017:35) agree that the transformative paradigm (TP) “situates its research in social justice issues and seeks to address the political, social and economic issues, which lead to social oppression, conflict, struggle, and power structures at whatever levels these might occur. Because it seeks to change the politics to confront social oppression and improve the justice in the situation”. The definition above is proof enough that TP is suitable for this study, as the lives of the researcher were transformed after considering the recommendations.

The transformative paradigm is suitable because it goes together with the research approach and design (see 3.2 and 1.7.1, respectively). The method of collecting data, which is the semi-structured interviews, is also relevant to the chosen paradigm. Hence, with the transformative paradigm, interviews are amongst the best in collecting data from university stakeholders.

Therefore, transformation for the study population took some time before it took place because real change is not an overnight project, but a lot has to be considered, as well as the previous researchers' work, before the recommendation can be put into practice (Pahl-Wostl, 2020, p.406). Hence, transformation takes time to show the results of applying the recommendations. As a result, TP can only be used by researchers whose target is social justice (García-Carrión, Villardón-Gallego, Martínez-de-la-Hidalga and Marauri, 2020, p.999). What better way to transform the lives of the researcher than to do so in interviews, in which the vital stakeholders play a part in contributing towards making the lecturers' career lives better than before the study?

All the above proves that TP is suitable for the study, as it assists in getting the answers for the research question and achieve the research aim and objectives. As a result, it complements the study's theoretical framework, i.e., Herzberg's theory of motivation. Since both the transformative paradigm and Herzberg's theory of motivation aim to transform the lives of the researched. In other words, the study was not only done for publication but their lives were transformed as a result of the research.

3.4 Research design: Participatory case study

The participatory case study (PCS) is the research design chosen for the study. Before defining PCS, it is important to mention that “case studies may be combined with participatory approaches where academics conduct joint research with non-academic stakeholders, to foster translation of findings results into practice” (Hudon, Chouinard, Bisson, Danish, Karam, Girard, Bossé and Lambert, 2021, p.540). In this way, the principal researcher brings in the academic expertise one brings to the study, and the other university stakeholders provide their knowledge, opinions, view, experience etc., about the problem of the study. On this occasion, the researcher, lecturers, HoDs/Deans and HRM staff members (who happen to be non-academic staff members) were interviewed about their stories and experiences of lecturers who did not stay long in one university.

Since all the participants who participated in the study are experts on the problem and were involved throughout the study, they contributed towards the research problem and suggested solutions. In other words, with the input of the experts, the challenge of lecturers’ retention will eventually be dealt with. In this situation, all the affected participants gain knowledge from the different minds engaged in the study (No and Hsueh, 2020).

These participants, i.e., lecturers, Deans/HoDs and HRM staff, participated in the interviews as research partners, experts and co-researchers (Duarte, Brendel, Degbelo and Kray, 2018). In other words, even though the questions were already compiled when the co-researchers came up with the extra questions to ask other participants, in this way, they are also taking part as research partners. Combined, the stakeholders have a rich pool of data which is beneficial to the study and for that reason, they should be given credit and called partners in the research journey.

According to Reilly (2010), PCS is based on the principles such that participants as experts have the solutions to their challenges. In this case, the lecturers will assist other lecturers in sticking around one university for a longer period. It is oriented around change, the researcher and participants have a co-equal status, and it empowers the researche and participants with knowledge.

A participatory study places more value on the participants as they are the centre piece and without them, there would be a study, but with no data to be collected or even analysed (Nekoto et al., 2020). In other words, without the participants, there would be no study. In addition, a PCS also assists with bringing together great minds and constructive

disagreement, which leads towards a deeper understanding of the study (Osterholt, Rubiano and Nicol, 2007, p.299).

On the same note, the participants participated in a study to construct knowledge as they discussed the problem at hand. Since the different stakeholders took part in this study, they learnt from other participants how the research problem could be resolved. Therefore, PCS is suitable for this study as a research design.

3.5 Data collection method: Semi-structured interviews

“The interview is roughly defined as an interaction between two people on a particular occasion, where one acts as an interviewer and another as an interviewee. Thus, the interview is defined as an interview, and interchange of views between two persons conversing about a theme or a topic of mutual interest” (Ruslin, Mashuri, Rasak, Alhabsyi and Syam, 2022:22). In other words, this is a platform for the participants, in this case, i.e., 14 participants individually took part in this study. Hence, it is done so because of the great team they are, that is, six lecturers, four Deans/HoDs and four HRM staff, different minds who provided the factors influencing lecturers’ retention in a South African university together with the solutions to solve the problem at hand.

The interviews have a huge advantage, providing a conducive environment for all the different participants to find a space to voice their opinions about the study problem at hand. The space whereby the discussion takes place in a respectful manner and the participants are protected from any harm that may come their way.

Basically, the interviews were used to find more information, stories about the factors influencing lecturers’ retention in a South African university and the suggested strategies to mitigate this challenge at hand (Cui, White, McCallum, 2022). Therefore, the interview gets the desirable results, and those results contribute towards a pooled knowledge that previous authors of the research have shared in the past. As mentioned by Evans and Lewis (2018), one advantage of interviews is that they allow the researcher to get an in-depth understanding of the participants’ experiences. Hence, that is the beauty of collecting data with the use of interviews.

Ruslin, Mashuri, Rasak, Alhabsyi and Syam (2022) indicated that semi-structured interviews’ other advantage is that they are organised in their nature, unlike unstructured ones. In other words, they allow the participant to voice out their experience and stories and,

the researcher can still pull the participant back on track with the prepared questions. Hence interviews were suitable for this study.

3.6 Population and sample group:

According to Naseri (2021), population is a pool of potential people facing the problem from which all the actual participants were chosen. In this case, the university shareholders are the population for this study, and the actual participants were chosen from the population. Then, the sample (actual participants) is a certain portion of the population (Hennink and Kaiser, 2021). For this occasion, the sample size is fourteen participants who are the stakeholders of a university that were chosen to take part in this study. As a result, they are part of the sample because they have first-hand experience with the problem of the study; in other words, they are well equipped to provide the factors influencing lecturers' retention in a South African university.

The sample size of fourteen participants has been divided into three parts, i.e., six lecturers, four HRM staff and four Deans/HoDs and snowball, purposive and convenience sampling methods were used respectively in choosing the participants as they are different stakeholders, and serve different purposes.

3.6.1 Snowball sampling method

In this study, lecturers are selected using snowballing method/technique. "The snowball sampling technique (snowball) method is a sampling method in which the sample is obtained through a rolling and chain process (multilevel) from one individual to another" in other words, the snowball begins with one participant and grows to multiple other participants (Pannyiwi, Agustang, Kasnawi, Pada, Yani and Syam, 2020, p.575) (Supiandi, Mahanal, Zubaidah, Julung and Ege, 2019) (Subekti, Mahreda and Lilimantik, 2020). This method is commonly used for the huge advantage it provides, that no matter what there is always a referral from the previous participants. Thus, the first referral led to many more referrals and eventually, the data was collected from the relevant lecturers.

First, the sample was defined, and then, the data was collected from the sample. Kirchherr and Charles (2018) mentioned that there are two elements to the snowballing sampling method for the data to be collected, as mentioned above. Therefore, the six participants (lecturers) used a snowball sampling method i.e. to refer the researcher to another lecturer who has moved from one university to another. Because lecturers who moved from one university to another university, might be difficult to find, that is why von der Fehr, Sølberg

and Bruun (2018, p.38) said, “snowball sampling is a social network analysis (SNA) methodology most often used to study hidden populations ...participants who were otherwise hidden to the researchers”. In other words, it was simple to get a referral using the snowball sampling method to get hold of the lecturers who have experienced moving from one university to another.

3.6.2 Purposive sampling method

Next, a purposive study was used for choosing the Deans/HoDs of any department at the university, and they are specifically chosen because they are the direct supervisors of the lecturers who are the focus of the study. The purposive sampling method is chosen for its benefits to the study, but a definition should be stated first. According to Webber-Ritchey, Aquino, Ponder, Lattner, Soco, Spurlark and Simonovich (2021, p.237), “Purposive sampling entails recruiting research participants who would be beneficial for the study.” As supervisors of lecturers, Deans/HoDs are suitable candidates for this study, as almost all lecturers’ grievances are reported to them. They might even have great suggestions on what the university should do to keep lecturers for a longer period.

Even Andrade (2021:p.87) believes that “a purposive sample is the one whose characteristics are defined for a purpose that is relevant to the study.” In this case, the Deans/HoDs are relevant to the study as they have a close relationship with the lecturers. Their relationship with the lecturers is one like a mother and child relationship. The Deans/HoDs supervise the lecturers and the lecturers also go to the supervisor for advice and guidance. That is, lecturers also communicate their challenges to the supervisor; that is how they get to know their challenges and can also stake which strategies work best. As a result, they were the best participants to take part in the study of factors influencing lecturers’ retention in a South African university.

“The reason for purposive sampling is the better matching of the sample to the aims and objectives of the research, thus improving the rigour of the study and trustworthiness of data and results” (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters, and Walker, 2020:653). In other words, with the use of the purposive sampling method to find certain participants, the study becomes trustworthy because the data source is primary and not secondary. Therefore, purposive sampling was relevant for the study because it provided participants with rich data for the research.

3.6.3 Convenient sampling method

Then, the convenient sampling method was used to seek the HRM staff to participate in the study. “Convenient sampling was also used for the purpose of this study in order to obtain those units or people most conveniently available. In essence, this sampling method allows researchers to use a sample that is convenient to obtain besides involving only those that agree to participate” (Naseri, 2021, p.76). The HRM play a big role in any organisation because, at the point of entry, they are the ones to communicate with the employee on the first few days and the last ones to bid farewell to the same employee. Therefore, they tend to have a different view than the Deans/HoDs and collecting data from two different employees who happen to be in contact produced rich data for the study. Hence a convenient sampling method is suitable for the easily available HRM staff.

3.7 Data analysis method: Thematic

Thematic analysis (TA) is one of the most used data analysis methods in the world of research and authors have come up with definitions of what TA is. Peel (2020, p.3) is of the idea that “the main components of this systematic inquiry framework include the interconnected practices for identifying the issue; collecting the data; preparing and engaging with the data; analysing the data thematically; interpreting the data analysis; and composing the research findings and generalisations that are ethical”. Peel (2020, p.3) defines TA as “a flexible and useful resource tool, which can potentially provide a rich and detailed, yet complex account of data”. Therefore, TA is one of the methods that can be used to analyse data and provide desirable results.

Braun and Clarke (2006, p.5) state that the TA was born again in 2006 when Braun and Clarke decided to work together on a paper and they explained the partnership better by saying, “Our 2006 paper stemmed from dual frustrations: at the ‘sloppy mishmash’ of theories, methods and techniques we saw described at conferences and in published research; and at there being lots of research (from ourselves included) that claimed to ‘do TA’, but that did not transparently describe the processes engaged in to produce the themes reported” (Braun and Clarke, 2019, p.591). Eventually, other researchers used the improved TA method, which consists of six steps.

According to Braun, Clarke and Weate (2016:p.5), TA can “provide analyses of people’s experiences in relation to an issue” and that makes TA the best method for analysing the factors influencing lecturers’ retention in a South African university. In addition, “it is used commonly because of the wide variety of research questions and topics that can be addressed with this method of data analysis” (Castleberry and Nolen, 2018, p.80). In other

words, TA is not customised for certain research questions and not for others, but it does not discriminate, and it is useful wherever necessary. In this case, it is a suitable data analysis method for this study and is not attached to a specific theoretical framework.

Chen, Liu, Yan, Hu and Shi (2021, p.914) opine that “the purpose of thematic analysis is to decompose the text into smaller units of content and handle these units through descriptive analysis”. For this reason, data is converted into manageable themes and analysing them becomes simple. Eventually, it served the exact purpose it was supposed to serve because, at the end of the research, findings and recommendations were discussed based on the analysed themes generated with the use of the TA method.

Other authors such as Maguire and Delahunt (2017) and (Scharp and Sanders, 2019). Braun and Clarke (2021, p.39) also mentioned that “thematic analysis is the process of identifying patterns or themes within qualitative data” and that it is “flexible enough to be used with any framework” (Lawless and Chen, 2019, p.93; Clarke and Braun, 2018, p.107). Therefore, the research approach for this study is qualitative, and with the method of collecting data (FGD) with the use of interviews, their conversation was coded and fit into themes so that their experiences can be interpreted and analysed as themes. As a result, there was a better understanding of the participants’ experiences and suggested solutions to come up with recommendations for future researchers.

Braun and Clarke’s TA consist of six steps/phases to analyse data, answer the research question, and achieve the research aim and objectives. The steps are as follows: “Phase 1: familiarising yourself with your data, phase 2: generating initial codes, phase 3: searching for themes, phase 4: reviewing themes, phase 5: defining and naming themes and phase 6: producing the report” (Braun and Clarke, 2006: p.16). Each phase therefore, explained further how the data was analysed.

Phase 1: Familiarising yourself with your data

During this phase, reading plays a crucial role as the researcher needs to understand the entire research. This leads the researcher to become an expert on the research problem, question, aim and objectives of the study. Then, the collected data is next so that the researcher is familiar with it. The process entails reading the transcribed data word for word, as raw as it is, to get a better understanding of the participants’ experiences. It is even advised by Krishna () that grouping the data as you read makes coding easy when you get

to phase 2. Therefore, once you are familiar with the generated data, then move to phase 2.

Phase 2: Generating initial codes

The groups formed in phase 1 while the researcher was familiarising themselves with the data are then transformed into codes. "Preliminary codes and their corresponding text extracts were compiled together to form meaningful groups" (Rosenrot and Lewis, 2020, p.125). In other words, coding is the beginning of the journey of forming meaningful themes for the study and plays a major role in analysing the data at hand. Therefore, these codes provide guidance for the themes to come.

Phase 3: Searching for themes

At this point, the created codes are a broader picture, and they must be fitted into certain themes to narrow down the codes into themes. The process of searching for codes can start first with "writing themes and their defining properties" because fitting codes into undefined themes will cause more confusion (Campbell, Orr, Durepos, Nguyen, Li, Whitmore, Gehrke, Graham and Jack, 2021, p.3). Defined properties of themes provided a way forward for the codes to serve a better purpose. Eventually, the process moved to phase 4.

Phase 4: Reviewing themes

The same themes with defined properties in Phase 3 were used for Phase 4, so the themes are reviewed and refined at this point. Moreover, "during this phase, it was evident that some candidate themes are not really themes, while others might collapse into each other" (Braun and Clarke, 2006:20). The process is done to ensure that there are no unnecessary themes that are included as part of the data analysis process. Then, when Phase 4 is done, it is time to move to Phase 5.

Phase 5: Defining and naming themes

During Phase 5, the definition and naming of themes are meant for the purpose of data analysis. It "means determining the essence of each theme and organising them into a coherent and consistent account" (Xu and Zammit, 2020, p.7). In other words, these are the final themes that the study has. They were used to answer the research question and achieve the aim and objectives that provided the answers for the study. In this casewriting the findings based on finalised themes became simple. Next is the last phase of analysing data, and that is Phase 6.

Phase 6: Producing the report

Once the themes have been finalised, Phase 6 can be done, i.e., producing the report. Before producing the report, the data within the finalised themes were analysed and the researcher concluded the questions answered during the analysis process. Then, “usually the endpoint of research is some kind of report, often a journal article or dissertation” (Maguire and Delahunt, 2017, p.313). In other words, there should be some evidence of some sort that research did take place. Hence, the reporting part is for evidence purposes, publication and future reference for the other researchers.

3.8 Ethical considerations

No research took place without the ethics part of the research being taken into consideration; in other words, it is of utmost importance for ethics to be always taken into consideration (Ma, Chen, Lan and Ren, 2018). In addition, “ethical considerations are not only limited to the philosophy discipline but also highly relevant in the health care and social science related discipline,” as a result, they are not meant just for a certain type of researchers but for all (Mirbabaie, Hofeditz, Frick and Stieglitz, 2021:p.1). All the researchers should consider the ethics part of their research because it ethically guides the study from the beginning until the end.

According to Satizábal, Le Billon, Belhabib, Saavedra-Díaz, Figueroa, Noriega and Bennett (2021:p.1161), there are eight inter-related ethical considerations for research, namely: “(i) pay attention to context and form of involvement, (ii) cultivate reciprocal relationships and collaborations, (iii) evaluate and minimize risks, (iv) integrate storytelling and careful listening, (v) challenge reductionism, (vi) represent people, places, and practices carefully, (vii) follow communication literature”. However, for this study’s purpose, the focus will be on the permissions granted and the following considerations: informed consent form, voluntary withdrawal, avoidance of harm, confidentiality and anonymity, pseudo names, voluntary participation and no deception of the participants.

3.8.1 Permissions granted

For this study to kick start, the following permissions were required. Firstly, there was an application to apply for the registration of the title: “Factors influencing lecturers’ retention in a South African university” with the CTR (Committee for Title Registration) committee and the research proposal was approved, and the title was accepted by the committee. Secondly, the GHREC (General/Human Research Ethics Committee) ethics committee

issued an application form in order to acquire the ethical clearance certificate. During that process, a UFS (University of the Free State) Gatekeeper's permission was required, and the RIMS (Research Information Management Systems) teams were contacted, and they provided the permission. Finally, the ethical clearance certificate was granted with the Ethical clearance number UFS-HSD2021/0707/21. Once the ethical clearance certificate has been granted, that is the go-ahead for the data to be collected by the principal researcher. Without the ethical clearance certificate, no data can be collected.

3.8.2 Informed consent form

For the purpose of this research, the participants were first informed about the aim and objectives of the research to get a better understanding of the study. Then they were given a consent form to sign before participating in the FGD. So, they were informed about the study before they took part in it. Even Arifin (2018:p.30) argues that "The process of obtaining consent consists of the following: consent should be given freely (voluntary), subjects should understand what is being asked of them, and involved persons must be competent to consent. This means to participate in a research study; participants need to be adequately informed about the research, comprehend the information and have the power of freedom of choice to decide whether to participate or decline". In other words, in terms of the informed consent form, everything went well.

3.8.3 Voluntary withdrawal

Once the consent forms were signed after the potential participants were informed about the aim and objectives of the study, then they were also informed that they were free to withdraw from the study at any time (Moradi, Mahdizadeh, Šarić, Kim, Harati, Shahsavarani, Greber and Moore, 2019). This simply means that even when they are uncomfortable with their quotes being involved as part of the published work, they can withdraw from the study at any time (Hasking, Lewis, Robinson, Heath and Wilson, 2019). In other words, the decision to participate in a study should entirely be theirs and not coerced in any way. Hence, participants should not be forced to continue participating until the end, even when they feel uncomfortable.

3.8.4 Avoidance of harm

Harm in any form towards the participants should be avoided in any possible way for the simple reason that the participants are not objects but real human beings. For this reason, "research ethics requires that the risk of harm introduced by research participation must be balanced against the anticipated social benefits" (Ma, Chen, Lan and Ren, 2018, p.406). As

a result, there should be a balance between the two and not the principal researchers only look forward to the benefits, but the risk that comes with the research should also be considered.

3.8.5 Confidentiality, anonymity and pseudonyms

The potential participants do not have a problem with being part of the study if their identity is going to be protected, i.e., if names must be provided – fake ones should be used instead. No one outside the research should know that Mr X took part in a certain study. Therefore “the purpose of managing confidentiality throughout the research process is to reduce the risk of harm through the disclosure of sensitive data that could be attributed to specific research participants” (World Health Organization, 2021:p.13). Hence, in this study pseudo names will be used instead of the real names of the participants, in this case, they were anonymous, and as a result, their contribution will not be used outside of research, i.e., what they say remains confidential.

3.8.6 Voluntary participation

Voluntary participation was preached before potential participants could sign the consent forms. Just like with other ethical considerations which the potential participants should know about, voluntary participation is one of them. In this case, “clear and simple explanations are important to ensure that potential participants fully understand the concept of voluntary participation” (Njie-Carr, Sabri, Messing, Ward-Lasher, Johnson-Agbakwu, McKinley, Campion, Childress, Arscott and Campbell, 2021, p.10798). As a result, they should be willing to participate and not be coerced in any way possible.

3.8.7 No deception on participants

As with avoidance of harm, the same applies to no deception of the subjects. Hancock, Naaman and Levy (2020, p.96) are of the view that the participants’ responses should not be altered in any way. In other words, all they say should be what is in the study and not another version of what they have said. Therefore, it also applies even when their views differ from the principal researcher’s – their truth should not be fabricated.

3.9 Research trustworthiness

As mentioned by Hameed (2020), for the readers to have confidence in the work you have written, your work must consist of the following aspects to pass the trustworthiness test i.e., confirmability, transferability and credibility. However, for the purpose of this study, the following aspects apply to the study, namely: credibility, transferability, dependability,

transparency and confirmability. Humphreys, Lewis Jr, Sender and Won (2021, p.14) even confirmed that they “engage in research practices that enhance the trustworthiness of research”.

McSweeney (2021, p.2) provides a better explanation of trustworthiness, “... it implies that it is proper, justified or rational to trust the study findings in question... findings of a study are trustworthy if there is good reason to think that they are true or at least sufficiently close to the truth and that they are based on sufficient high-quality evidence”. Therefore, the aspects which apply to this study were discussed.

3.9.1 Credibility

Schmidt (2017, p.32) “many conclusions presented in research studies are questionable not because of the data analysis methods used, but because of the omission of relevant prior research findings; that is, failure to consider, discuss, or even mention well-established research findings that are highly relevant to the article’s content and conclusions” explains the aspect of credibility towards the trustworthiness of the study very well. In this case, the study is only credible if relevant findings before the research were also mentioned as a foundation.

3.9.2 Transferability

Transferability in research is “the degree to which the findings of a work in a particular context could be applied to another situation” (Omodan, 2019, p.147). This simply means that if the research, in this case, took place at university A and the findings were to be applied at university B, there would not be any challenges. Therefore, the findings are not only customised, but other universities will also benefit from the study.

3.9.3 Dependability

Throughout the process of research, there are habits which create trust; for instance, communication happens amongst the researchers themselves, i.e., the principal and other researchers together (Stahl and King, 2020:27). Another example could be when the principal researcher is explaining the value of the study, on its own, it does create a lot of trust in research.

3.9.4 Conformability

Conformability bias reduces trustworthiness, and it is of vital importance that the bias is mentioned because avoiding the bias lead towards the research not being trustworthy. And according to McSweeney (2021, p.3), “trustworthy research may confirm what a researcher

believed or anticipated, before their commencement of the research, but to be trustworthy, it must be open to surprise". In other words, the study should not be conducted just to confirm the researcher's belief because when that is the case, it will not be trustworthy.

3.9.5 Transparency

The question now is how transparent the qualitative approach is used for the study. So, the question can only be answered when there is transparency throughout the research. Basically, on the aim and objectives of the study, the literature review and the theoretical and lastly, how the research approach was chosen and how data was collected and analysed, there should be no questions on the steps followed throughout (Kapiszewski and Karcher, 2021). Therefore, the research was considered transparent.

3.10 Summary of the chapter

Chapter 3 was discussed as follows: It was made known that the qualitative research approach was used for the study and the reasons to state why it suits the study were also discussed. As a result, it was mentioned that the transformative paradigm is thus suitable for the study as it complements the theoretical framework, i.e., Herzberg's two-factor theory of motivation. With the use of interviews, data was collected from the university stakeholder who had first-hand experience with the problem of the study.

The population and the sample of the study were also discussed, including whom the participants consisted of and which method of sampling was used. That is, the snowball, purposive and convenience sampling methods were also discussed, together with reasons as to why they are suitable for the study. Then, Braun and Clarke's thematic analysis method (Clarke and Braun, 2013) was discussed at length. In other words, how the data is collected is going to be analysed and in this case, that is with the use of themes formed from when the principal researcher familiarises themselves with the collected data.

Next, there was a discussion about the ethical considerations to ensure that the participants were not exploited in any way possible but protected from any harm that may come their way. In addition, the permissions granted were also discussed because a research study is never isolated because there are boards and committees responsible for the study's topic and to determine if the study meets the ethical standards set by the university or not. Lastly, there was a discussion about the four aspects of research trustworthiness. That is, the study can only be trustworthy if it has all four aspects.

Now that chapter 3 has been discussed, there should be a move to another chapter, i.e., Chapter 4. In Chapter 4, there will be a discussion once the data has been collected about data analysis and interpretation.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

Chapter four of the study is based on how the collected data was analysed to make sense when categorised. Semi-structured interviews were used to collect data from the participants. It is also fair that I also mention the three categories of the participants, i.e., six lecturers, four assistant deans, and four HR members, all availed themselves to be part of the study. All the participants have worked for the university in question for over three years. In other words, they have seen some lecturers stay longer and some lecturers who just leave the university after a year or two of becoming a lecturer. Using the participatory case study, data was generated. Hence, when the interview questions were created, the study's aim and objectives were considered. Accordingly, the study aims to explore factors influencing lecturers' retention in a South African university. Once the data was generated, it was analysed using the thematic analysis method, which consists of six steps. In this case, the objectives of the study were used as a guide when developing the themes, and the objectives of the study are as follows: to evaluate institutional challenges towards retaining lecturers. These internal and external challenges are faced by lecturers, which affect their retention, reward systems in place at the university and the recommendations for the university to enhance lecturer retention practices. The analysed data assists the study in answering the research question and adds to the existing pool of retention of lecturers' information at the higher institution of learning.

In this chapter, the five themes will be discussed in depth to get information from the participants with first-hand experience with the research problem. Please note that pseudonyms, as well as the job titles of the participants, will be mentioned when analysing the data as follows:

Table 1: Job title and pseudonym of participants

Job title	Pseudonym
Assistant Dean no. 1	AD1
Assistant Dean no. 2	AD2
Assistant Dean no. 3	AD3
Assistant Dean no. 4	AD4

Human Resource no. 1	HR1
Human Resource no. 2	HR2
Human Resource no. 3	HR3
Human Resource no. 4	HR4
Lecturer no. 1	L1
Lecturer no. 2	L2
Lecturer no. 3	L3
Lecturer no. 4	L4
Lecturer no. 5	L5
Lecturer no. 6	L6

4.2 Factors affecting lecturers' retention

A lecturer does not just wake up and want to look for another employer for no reason. Hence, there are reasons or rather factors affecting lecturers' retention in this South African university. The factors are as follows: fewer promotional opportunities, no recognition, less responsibility and no meaningfulness at work. Hence, the participants shared their experiences of what they think and know to challenge lecturers, for them to end up leaving the university.

4.2.1 Less promotional opportunities

In order for a university to grow, there should be development of the human resources in charge of growing the university. In this case, those human resources happen to be the lecturers, who are mainly in charge of teaching and learning. As a result, there are ranks within the university, i.e., junior lecturer, lecturer, senior lecturer, associate professor and professor. These ranks are only earned when one is a hard worker and when there are promotional opportunities; in this case, lecturers become discouraged because of fewer promotional opportunities and tend to look for greener pastures where there are promotional opportunities. Chapter 2 (2.2.1.1) mentioned that when a colleague gets a promotion, it encourages other employees, i.e., lecturers, to work even harder (Thant et al., 2021, p.157). However, in this case, the opposite (lecturers are not motivated by another's promotion) that normally occurs in the university in question is discussed by the participants as follows:

L1: *“Well, I think I knew colleagues that left. One of the challenges/reasons they left was that they were not promoted. So they moved to other universities willing to give them the position they wanted, either promoting them or giving them positions they wanted.”*

In simple terms, hardworking lecturers constantly search for promotional opportunities as they believe they earned the promotion through their hard work. That simply means they will stay if they get the promotion, but if that is not the case, they will look for greener pastures elsewhere. The following participant even went as far as explaining what happens to hardworking lecturers,

AD2: *“A man that makes his wife beautiful must know that other people will admire her. If you don't make your wife beautiful, you cannot blame people for rubbing her. So in our case, when we conduct interviews, we recruit the best brains. And best brains have expectations, the expectation of promotion, expectation on recognition of hard work, expectation even if it is just going to be a handshake.”*

These hardworking lecturers have their expectations and when their needs are unmet, they tend to move to other universities where they are promised their needs will be met. In addition to the expectation of promotional opportunities, these best brains, as one participant referred to them, are looking to grow in their different areas of expertise. Moreover,

L2: *“I think personal reasons would be maybe it is growth, you understand. You maybe feel that you are not going to grow into this institution or it does not align with your personal goals; you understand.”*

In addition, when most lecturers start to worry or even complain about the criteria used for promotions, that is considered a challenge. As a result, some impatient lecturers will move to universities where a promotional post is already awaiting them. One co-researcher explained it even better that lecturers are not willing to wait for their turn to get a promotion, i.e.:

AD3: *“It could be that our promotion criteria are too rigid, in such a way that now when people get to other spaces, they will be promoted. It is too rigid in such a way that even other people will still have scepticism around its application may be thinking that the leadership may have manipulated it one way or another.”*

In the same breath, another participant confirmed what was mentioned by the previous participant about rigid criteria. One went a little bit further to explain what could possibly be the reason behind rigid promotion criteria. It was stated that appointing an employee is easier said than done.

AD4: "One of the challenges is the HR process is not very easy to navigate, nor does it happen quickly. If you want to appoint someone in the first place, it takes months to get to the point where you can make the offer, let alone counter it."

In most cases, whenever there is a lecturer who is about to leave a university and has handed in the notice. One would just assume that there is a pool of Curriculum Vitae (CVs) already with HR and all they need to do is to pick one and fill in the position. According to the above participant, that is not always the case.

Holding other things constant, now the university has hired a lecturer, one is hardworking, i.e., teaching and learning do take place, the lecturer is a researcher, supervisor and involved with the community in which the university is situated. Since, with other lecturers, the promotion criteria are also considered rigid. Then eventually, the opportunity to become a lecturer elsewhere is presented to this one lecturer. Of course, when they want to be promoted and grow, accepting the offer is a reasonable choice to make. After accepting the offer, the lecturer now must inform the current employer of future plans with the hope that the employer will see the value in them and will counter the offer. The following participant confirmed that in most cases, the university would let the lecturer go instead of countering the offer in order to keep the hardworking lecturer:

AD2: "You find someone who comes here as a lecturer, is working hard and this person sees an advert at another university for a senior lecturer. And he applied, was shortlisted and interviewed. This person was appointed a senior lecturer but did not want to leave here. Came back home to say, my employer, this is the situation. I have been offered a senior lecturer position. Kindly upgrade me to that position so that I can stay. In most cases, our university will decline such. And that person is left with no option but to go for greener pastures."

Most participants did mention that when there are fewer promotion opportunities, and the current employer is unwilling to change that situation; lecturers tend to look for greener pastures elsewhere. In most cases, their reason for searching for greener pastures is that

they would also like to grow. So, with the rigid criteria, applying and getting the promotion one deserves becomes complicated. Even after another university has provided the lecturer with a promotional job offer, the current employer will, in most cases, not counter the offer to keep the lecturer. As a result, the lecturer will leave the current employer and move to a university which recognises the researcher's efforts.

4.2.2 No recognition

Recognition plays a major role in the overall development of a lecturer. It applies not only when an adult is a lecturer but even when one is still a school-going child. Top performers are recognised everywhere they are. Even if it is just a handshake from the supervisor to say, "you have done well". It keeps an employee encouraged to continue with the great work being done. For instance, to also know that their hard work is being acknowledged and plays a major role in fulfilling the lecturer's need to be recognised as a hard worker. However, in chapter 2 (2.2.1.2), when a lecturer is faced with the challenge of barely being recognised by the appropriate leaders whose decision-making has an impact on the future of the lecturer, that is a challenge (Mulenga et al., 2017). Participants said the following statement to indicate that lecturers are indeed not recognised for their hard work:

AD4: "We used to have just recognition for staff members working for longer periods. And best brains have expectations, the expectation of promotion, expectation on recognition of hard work, expectation even if it is just going to be a handshake."

This participant is of the idea that hard-working lecturers should not go unrecognised by the university. Instead, they should be recognised to continue being part of the top achievers among other lecturers. This also confirms that if the same lecturer gets a better offer from another university, one will leave with the hope that they will be recognised wherever they are going. In addition, the university used to recognise staff who have been working for a longer time and that on its own is enough recognition for the lecturer to continue working and remaining loyal to the university. The same participant continued by saying:

AD2: "Other institutions are always searching for us rural campus lecturers. They prefer to recruit from us because they know once they have her, the university will not counter her offer."

That is sad but true that another university that competes with the university in question will place more value on the lecturer than one's current employer. Now, this university has

become a centre for training lecturers before seeking greener pastures. As a result, it shows that the university in question is good with the training and development of the lecturers, but it is struggling to retain them for as long as it is beneficial for both the university and the lecturer. Another participant does not really agree with the previous participant:

HR2: "Ba bang ho na le hore neng ba mo fe bo di counteroffer hore a se ke a tsamaya. Maybe ke ba di scarce skills. But it does not happen at always. Not always. I do not know, but ke ye ke bone ekareng e etsahala ho batho ba nang le di scarce skills, ya retention. Ba leke ho mo retaina."

Translation: HR2: "The university sometimes counters the offer that the lecturer produces, especially offers from lecturers with scarce skills. But that is not the case for all lecturers who provides an offer from another university. I do not know, but normally the university will prioritise retaining lecturers with scarce skills."

The university in question is strategic in terms of choosing whom to retain and whom to let go of. Because it does not make sense to counter each offer brought to HR by the lecturers. Instead, the university will only keep the lecturers they need and not be bothered by those who choose to leave the university. In this case, the strategy works for the university more than it benefits the lecturers. Hence, other employees who are left behind and who happen to be part of this study think it is not good when the university does not counter lecturers' offers all the time. Another participant indicated that,

HR2: "Normally, when our lecturers leave and we ask them for interest's sake, they will tell you that they have got a better offer than us. Which means it will be because of money. The other thing, the institution e tla be ele hore moo o yang teng ba, mona maybe bare ke Dr mang, so the university enngwe ha e mo appointer e lo mo fa position ya bo associate professor."

Translation: HR2: "The other thing, some lecturers may be looking for a university that will escalate their rank. For instance, the lecturer will no longer be Doctor, but Associate Professor so and so."

In this case, the lecturers sometimes leave the university because they will move to an upper rank in another university, which is reason enough to leave the current employer. In other words, lecturers will go where they are recognised, appreciated and given a title that matches their hard work. Hence one suggested that,

AD2: "You cannot allow a good person to leave. If other institutions have recognised the potential in this person that you are having, you need to return the potential and explore the potential and make this person grow and portray you as bigger outside. You must be prepared to counter the offer. Because everybody is looking for greener pastures."

One participant is still convinced that lecturers who leave do not only do so because they are not hardworking, and one still insists that even hard-working and award-winning lecturers are allowed to leave the university in question. One went as far as saying that the potential seen by other universities must be explored. In other words, the rough diamond must be put in a furnace to see if it can stand the heat before it can be thrown away. Therefore, no recognition at the workplace can push lecturers towards looking for greener pastures, but when inactive lecturers leave the university because they are not appreciated, it becomes a bonus for the university.

4.2.3 Less responsibility

Lecturers in different spaces have responsibilities as every employee of a higher institution of learning does. Amongst other duties, they are expected to be responsible for the teaching and learning of the students, to be involved in research and development, to supervise postgraduate students and to engage the community where the university is located. Of course, there will also be admin work and marking that the lecturer will have to be involved in. Now the challenge comes in when the lecturer is not given the same responsibilities as all the other lecturers. According to chapter 2 (2.2.1.3), lecturers who are only restricted to just the teaching and learning duties are seen as lecturers with less responsibility because they perform half of the duties performed by other lecturers and therefore, those lecturers will constantly feel the need to search for a job whereby one's responsibilities will not be less than the expected standard (Yoshua et al., 2021).

As a result, lecturers who belong to the departments with no postgraduate students will constantly leave the university at every chance they get because they are not involved in research. Subsequently, when a lecturer is not involved in research, it only means that they are conducting a certain percentage of their duties and responsibilities. In addition, that on its own discourages the lecturer. Because even going forward, future employees will forever question them about the gap they have in terms of supervising postgraduate students, and why they were not involved in research as much as they should have. Therefore, lecturers who are only responsible for certain duties become discouraged to continue working for that

higher institution of learning and will end up looking for an employer willing to fully utilise their potential. Participants shared what their experience has always been at this university:

AD1: "On top of that, there is also to do with some people moving away from the institution because there is no postgraduate supervision in some faculties. So, I have seen some lecturers move from the university because they do not have the opportunity to supervise. So, they go to universities where they can be able to supervise."

AD4: "Sometimes it is to do with growth, and it is a problem when lecturers are unable to interact with postgraduate students."

L4: "Therefore, some lecturers remain stagnant when they are not involved in research as a result of a faculty not having postgraduate students and if they get an opportunity to move to another university, they move."

Why would a university not have postgraduate students in other faculties if the university is well-equipped? Maybe there are challenges bigger than the university forcing such challenges to occur, and that is unfortunate for the lecturers who belong to the faculty/department. Moreover, as the participant indicated, lecturers will remain stagnant as they are not supervisors for postgraduate students, and the only way out of this challenge is to look for greener pastures with postgraduate students.

In other words, when lecturers are not interacting with postgraduate students, i.e., the future lecturers, it becomes a challenge and affects the development and growth of those lecturers. While lecturers from other faculties are involved in research of emerging scholars and getting recognised for graduating postgraduate students. As indicated by my numerous participants, the lack of postgraduate students is a challenge for the lecturers; hence they end up looking for greener pastures elsewhere, where they will be able to interact with and graduate the postgraduate students.

AD2: "You do not just put people in the field to work without commending them whether they have done well or correct them whether they have done well and compensate them when necessary."

One co-researcher indicated that some managers are not aware of the job done by some lecturers as a result of poor judgement of character. Therefore, they end up ignoring the lecturer together with one's duties and responsibilities and the research input towards the

pool of knowledge. As a result, a lecturer will end up with fewer responsibilities because one's performance is not monitored accordingly. The question is, if the manager is not monitoring the performance of a certain lecturer, how will they know when the lecturer is fit for more responsibilities? That is why the below comment was mentioned:

HR3: "So, you can be hired as a lecturer. But as soon as, with the current qualification you can get an offer of you being a senior lecturer elsewhere. They take that option of senior lecturer than just lecturer."

Lecturers who fall under the same category should be given equal duties and responsibilities and when that is not the case for some lecturers, it begins a journey to search for an employer who appreciates them and do away with fewer responsibilities when one is already capable of handling more. As a result of the manager not responding on time, adding more responsibilities or even upgrading the lecturer, they end up taking offers from universities that will upgrade them as soon as they are absorbed. Therefore, when lecturers are offered less responsibility or their duties and responsibilities are being tampered with and they are not upgraded when they deserve it, they will move to another university.

4.2.4 No meaningfulness at work

It becomes a challenge when employees are not promoted and recognised and given less responsibilities than the other lecturers. In this case, whenever they realise that there is no meaning behind their work, it becomes a challenge for the current employer, and they eventually drift towards where their work will be meaningful.

Therefore, whenever lecturers are not involved in research and engaging postgraduate students, which on its own discourages them and does not provide meaning for their work, it leads to demotivation. In other words, they consider their work meaningless because they are only involved in minor tasks. In addition, chapter 2 (2.2.1.4) states that they think less of themselves as they are only provided with the bare minimum of tasks to complete. As a result, they do not feel like they form part of the bigger picture of the university, which involves being part of the decision-making team (Le, Aquino, True, Si and My, 2021). Eventually, they end up looking for greener pastures where their work will be meaningful because they will have the full duties and responsibilities of a lecturer and will also be involved in the decision-making processes. Lecturers appreciate being part of the vision of the university and their work playing a part in the university's future, bringing meaning to

their daily duties and responsibilities. Some of the challenges encountered by lecturers are as follows:

AD 3: "Uncertainty when the leadership changes, because people are uncertain as to what is going to happen to them when there is a new manager when the university management changes."

University management plays a role in the decision-making of the university, and as a result, lecturers will always be worried when there is a change in the university management and leadership. They will have questions about their duties and responsibilities and if the incoming team is satisfied with their contribution to the university. Therefore, changes in management and leadership may lead to changes. Moreover, it would depend on if the lecturer had good relations with some of the individuals prior to an upgrade to the university's management. As a result, if the relations are not healthy, as soon as that individual is part of the management, that lecturer will have to look for greener pastures somewhere else.

L3: "Another issue is the issue of the way our managers behave towards their subordinates."

L3: "The issue of management style, because it is not good to be bullied, let me put it like that. Learn the personalities of your subordinates. The managers must make sure that they treat each and everyone equally. And before they can know or try to know someone, they must be neutral."

Leaders should lead with good examples and show their subordinates how to behave in a work environment. In this case, the participant said the managers are not neutral towards their subordinates and lecturers end up feeling like they do not belong to the university, and they start looking for greener pastures. University leaders should not behave in an ill-mannered way; instead, they should put aside personal issues and emotions and be professional. Moreover, they should be professional in how they approach their subordinates because reporting to a manager without respect makes you think twice about working for that university. Therefore, when some lecturers find that some managers' management style is not the best, they start applying to other universities. Another participant confirmed what was being said about the managers and leaders of this university:

L5: "In addition, dirty internal university politics, leadership by gossip, not by ideology."

L4: "So the leadership sometimes close their eyes to good things/performance and excellent performance of employees and concentrates on irrelevant things that do not lead to the development and growth of the institution. I do not know if I have answered your question."

According to the above participant, the same managers and leaders of the university do not lead by principle but by gossip and hearsay. Therefore, the lecturers might not get what is due to them because maybe a rumour was going around that a certain lecturer was complaining about their workload, and the manager decided to shift the responsibilities around. Moreover, lecturers targeted by gossip will not be motivated to stay at the university in question for a long time. Instead, they will be the first to start looking for greener pastures where they believe there is leadership by principle.

L5: "The other thing is workload. The one thing she mentioned is workload. The online space is also time-consuming, as well as the marking load."

AD3: "The workload may also contribute as well, large classes and some other activities like supervision and so on."

L2: "The workload here is too much, according to me and their expectations are a lot."

On the other hand, the work can become meaningless due to what the lecturer is expected to do. The participants mentioned the workload, large classes and high expectations as reasons why other lecturers tend to look for greener pastures elsewhere. Since the lecturer's focus is on teaching large classes, responding to students' emails and marking, then they focus less on research and publication. As a result, they end up looking for universities with manageable class sizes, so most of their time will be spent on research and publication.

4.2.5 Summary of factors affecting lecturers' retention

Lecturers do not only leave a university for no reason but there are reasons such as fewer promotional opportunities being provided by the current employer. Additionally, no hard-working employee can continue working for a university whereby one's hard work is not recognised, yet other universities are willing to upgrade the lecturer as soon as the job offer is accepted. Moreover, fewer promotional opportunities which lecturers are experiencing are interrelated to no recognition at the workplace. In other words, if the university does not recognise the lecturer, it will not be easy for the line manager to recommend one for a

promotional post. No recognition is one of the other factors which lead to lecturers leaving their current employer. One of the reasons lecturers complain to their colleagues about less responsibility is a faculty with no postgraduate students, which in turn demotivates lecturers. In this situation, lecturers find their duties and responsibilities meaningless, and they end up searching for greener pastures. Therefore, the above-mentioned are the factors affecting lecturers' retention.

4.3 Institutional challenges towards retaining its lecturers

Apart from the challenges faced by the lecturers, there are challenges faced by the institution itself towards retaining its lecturers. The university can control these factors to some extent and the lecturers point them out as those the university can adjust to keep the best brains. In this case, the university has control over the challenges, but some challenges are out of the university's control, such as the community where the university is located. Other institutional challenges discussed were salaries and benefits, physical working conditions, job security, organisational policies and culture.

4.3.1 Salaries and benefits

Every employee of the university is remunerated in one form or another, and lecturers happen to form part of the employees of the university. As a result, they are remunerated by the university every month in the form of salaries and benefits. These salaries and benefits are utilised to maintain the type of lifestyle that they live. That is, owning properties, driving cars, children attending good schools and having the means to afford a vacation of their choice during the university breaks and holidays. According to Masum, Azad and Beh (2015:11) in chapter 2.2.2.1, when the lecturers are happy with their salaries and benefits, then they will continue working for the university, but if they are not happy, they will work for other universities where salaries and benefits are enough for their lifestyle. Participants have raised their challenges with the salaries and benefits at this one university as follows:

HR2: "Yeah, performance management, merit bonuses. There is performance management whereby they get a promotion. Yes, most of them are just promotions. The 13th cheque bonus is for every permanent employee of the university."

AD1: "So the challenge is that some universities offer better remuneration. If you look at the new universities that are in the market, they offer higher salaries. That is why the

biggest issue is to do with remuneration because you look at people in other cities; they earn better than those in our university.”

Higher salaries seem to be a way that other universities attract lecturers from their competitors, but if they offer higher salaries, what else are they not offering that other universities are offering their employees? This question can only be answered by lecturers who have moved to well-paying universities and universities with lower salaries. The financial goals of lecturers vary to the extent that a salary amount that is enough for one lecturer might not be enough for the other lecturer. Hence, some lecturers will complain about the salaries and benefits and others will not. If another university is willing to pay more than what the lecturer earns, then other lecturers are most likely to work for the university with the highest salaries.

L6: “Then, again, the reward system, the university may wish to consider, you know, increasing salaries, provided the funds are readily available.”

Another participant mentioned that the university should consider increasing the salaries, which confirms that the university could be struggling to provide what is considered a good salary. But again, lecturers may not know what goes into determining a salary for them. For instance, the university in question is a rural campus, so the salaries provided at a rural campus will not be provided at an urban campus simply because the standard of living is not the same for both campuses.

HR4: “One of it principally has to do with the pay they receive. I think it is because of money. Maybe it is not enough; it is not a competitive rate.”

Many participants mentioned that the salaries the lecturers earn are lower when compared to other universities. Furthermore, lecturers who have left the university complained about their salaries and nothing changed for them, which is why they decided to leave and go to universities offering higher salaries to meet their financial needs. Moreover, lecturers have needs just like any other human being; when those needs are not met, it becomes a challenge. In this case, lecturers will take leaving their current employer as the solution to their challenge. Other participants had this to say about the benefits being offered by the university:

HR3: “..some get better offers elsewhere. So, you know how money is. People will always go for more money.”

Therefore, lecturers who get a better offer from another university tend to resign and join the other university because of a higher salary. In turn, the lecturer will be able to afford the ever-increasing standard of living.

Other participants mentioned the benefits that the university is currently offering the lecturers and other employees:

HR2: "When your spouse dies, you get money. When your child who is below 21 years old passes on, you get money."

HR2: "Even when I pass on, my children will still benefit from the study benefits. Even if my husband wants to go to school, he can still study."

L5: "Bonus incentives such as birthdays."

HR1: "You can still use the study benefit even when you are a pensioner."

Basically, the above-mentioned clearly shows that the university in question is taking good care of its employees. Some of the benefits are as follows: financial assistance when a spouse or a child passes on and study benefits for the spouse and the children of the employee. As a result, this shows that the university does not only care about its employees but also takes care of their immediate family members. Moreover, the university will provide a birthday bonus, and the study benefit does not only apply to the employed lecturer but also applies when the lecturer has retired. Therefore, the pensioners of this university will get a chance to continue with their studies. Even though most employees have stated that the salaries are lower compared to the other universities, the university provides other benefits that employees are grateful for and feel appreciated by the university.

4.3.2 Physical working conditions

The physical working place is the premises of the university, where the employees will spend most of their time. As lecturers have confirmed, they spend more time at work than at home. However, in chapter two 2.2.2.2, Herzberg indicated that the conditions of the environment where you work contributes to an employee being satisfied with their job or not (Tai, Singh and Hieu, 2021, p.85). Therefore, a conducive work environment is non-negotiable. Unfortunately, that is not the case for the university in question. Most employees have

mentioned that the university is struggling to provide a conducive work environment for lecturers. The contributions of the researchers are as follows:

AD4: "So some universities are privileged to be /have a lot of resources, which they can use to attract the individual academics to their own institution. So those are a combination of factors that challenge us to survive as a rural campus."

Hence, what is mentioned by this participant indicates that the university can do better than the current situation. In this case, the resources provided by the university in question are not good enough to attract lecturers to join the university. Instead, they push the current lecturers to look for universities that provide better resources to make the work environment conducive enough for teaching and learning.

HR1: "Then the external is basically either municipality issues."

L5: "Experiencing high load shedding and all the frustration it brings. The roads are not in good condition, and also, there are no rehabilitation sites."

HR4: "Is the environment suitable for them? Would they be able to bring their families to be with them where they are going? That is another challenge."

Some participants shared their frustrations about the environment that the university is located in. As previously mentioned, the university in question is a rural university; therefore, the areas surrounding the university are not yet fully developed. That is, the simple basic needs of society are still lacking and that on its own possesses a lot of challenges not only for the employees but also the students at the university. However, in this case, the focus is on the university lecturers in question. Since the municipality is faced with various challenges to developing the rural society, it simply means that other areas of development will suffer, and the people will suffer.

Therefore, the participants indicated that the dysfunctional municipality does not make it easy for them to stay for a longer period at this university. Moreover, the university does not provide accommodation for the lecturers, so lecturers and their families will have to stay in rural communities. In this case, it was indicated by the employees of this university that staying in these communities is challenging on its own. Since they are experiencing load shedding, that is not normal. In other words, three days with no electricity is normal. Subsequently, it is not only the electricity issues but also the roads are full of potholes that

extend the commuting time. Hence, when the university hires a lecturer, they first come to this community without the whole family familiarising themselves with this place. However, most do not get to a point whereby all the family is relocated to this rural community because they are not used to this lifestyle.

Therefore, some lecturers do not mind working for the university in question, but they are not happy with the salaries. However, they did not complain about the benefits provided by the university for the lecturers. Instead, the lecturers and other staff members had the same challenge, i.e., the rural communities they must reside in are not comfortable enough for them and their families and, they are not used to this type of lifestyle where almost all the roads are full of potholes and are not maintained. As a result, lecturers find themselves searching for other jobs as soon as they start working for this university because they can see that they are not going to be able to relocate the whole family to a rural community.

4.3.3 Job security

Every employee, including the lecturers, would appreciate being satisfied at their workplace, and that comes with job security. The major question is, are they permanent, temporary or contract lecturers? Chapter two in 2.2.2.3 mentions that workplace stability and workplace stability also play a major role in their satisfaction with their job (St Germain, 2020). Therefore, when lecturers are satisfied with the job, they are most likely to stay employees of the university for as long as it benefits both parties. But, when they do not find any satisfaction in their job, then, they will leave the university to look for greener pastures. Participants had this to say about job security playing a role in one of the Institutional challenges towards retaining lecturers in the university in question:

L1: "Some lecturers left the university because they were on a contract and other universities were offering them permanent positions."

During the interviews, only the permanent lecturers with at least three years of working experience were the target because they would have been at the university long enough to see at least one lecturer leave. Hence, they managed to state that the satisfaction that two lecturers will get from the job when one is permanent and the other is on a contract is not the same. As a result, the lecturer on a contract will start searching for greener pastures towards the end of the contract, and they will eventually leave the university because they are not permanent employees of the university. Job insecurity creates instability within the

lecturers' lives because for as long as they are contract workers of the university, they will not be able to get into a long-term financial commitment.

AD1: "Most of the lecturers we have currently have are the ones from around, the ones that have been here for longer. They are from around and some of them are permanent residents, yes. And most of them already have families and houses. So moving would not make sense. But the ones that are not from here do not stay long. Those are the ones that we are losing."

4.3.4 Organisational policies and culture

Every workplace has policies that bring order and culture, setting the institution apart from many other institutions of higher learning. All the organisation's policies are readily available for every employee to read through them and ask questions when there is a misunderstanding. However, an organisation's culture is not written down in black and white, but when you are observant enough, you will learn quickly what the culture is and learn to adapt to it as soon as possible. As indicated by chapter 2 in 2.2.2.4, your ability to adapt quickly to change will come in handy, especially when you have joined a new work environment (Wong and Chiu, 2019). Participants had this to share:

L6: "According to me, the university has done enough to keep them. It has done everything."

The participant above went as far as saying everything that the university could have possibly done is done and there is nothing more that could be done from now moving forward. In other words, the university in question is not that bad. It is just that lecturers have different needs that the university cannot cater for. But some lecturers stay longer and find the university's policies and culture good enough for them to continue being part of the higher institution of learning.

AD4: "If staff members get offers elsewhere that may want to counter, this is also a very challenging process internally through the HR system and we frequently lose staff members that way. Even through the spousal hiring, it is very difficult."

This is evidence enough that the university in question has rigid policies for the employees. Their organisational policies are not flexible enough for lecturers; hence whenever they get an opportunity to work for another university, they are so quick to go. In this case, the

participant indicated that the HR system is not easy to navigate, so whenever a lecturer comes with a better offer from another university, it is not easy to get an answer right away. That is why it becomes easy for the lecturer with an offer from another university to go ahead and accept it, because the current employer is giving the lecturer a run-around. Even the policies around spousal hiring is not easy to navigate. Therefore, lecturers end up looking for greener pastures where they believe the organisational policies and HR systems are easy to navigate.

AD1: "Previous issue was the issue of retirement. Because the retirement age for the university was 60, so most of the lecturers were moving to universities that would allow them to retire at 65."

HR1: "So, there might be issues regarding the retirement age. Because you will remember that three years ago, our retirement age was the age of 60, so, as a result of that, we saw a migration of those that were already towards the age of retirement going to other universities where they say if you are productive, we can still give you up until 65. As a result, we are anticipating to see stability in terms of migration of academics to other institutions."

Some lecturers who previously left the university were those who were approaching 60, and in this case, it is not only a matter of less responsibility, but all your duties and responsibilities as a lecturer have been taken away even if you are still willing to work. Definitely, they left a university and went to another one that set the retirement age at 65 years instead of 60. The participant was confident that the university could see stability after the retirement policy was amended.

An organisation like a higher institution of learning is run according to the policies and the organisational culture daily. Without any rules and regulations, an organisation will never have order, because each employee will do as they please. The organisation's policies and culture also serve as a guide to achieving the vision of the organisation. Hence, when employees such as the lecturers find the policies to be too rigid, they tend to move to other universities with relaxed policies and cultures simply because wherever they are employed, they would have a sense of belonging. Certainly, when the organisation is moving in one direction and a certain lecturer moves in another, they are most likely to look for another employer.

4.3.5 Summary of institutional challenges

Lecturers who only have a short-term contract with the university are most likely to look for greener pastures than permanent lecturers. Surely their current work does not provide the job security they need; hence they will eventually look for greener pastures elsewhere. That is one reason amongst many more which causes lecturers to leave a university and move to another university. Other reasons include the lower salaries that the university pays the lecturer, which in some instances do not cover their lifestyle and other needs. Moreover, the physical working conditions may be a challenge for the minority as they do not feel accommodated by other lecturers. For this reason, they end up spending most of their time in isolation because there is no sense of belonging at the workplace.

4.4 Lecturers' challenges facing their retention

When a lecturer has decided on an exit plan, areas of one's work will be affected by the decision made. In other words, an employee who plans to be with a university until retirement and one who is only staying for two years have nothing in common. As a result, the lecturer planning to leave the university soon will face challenges such as no stability, loss of interest at work, avoiding long-term studies and no peace of mind. Therefore, these challenges were analysed, and participants had to share their experiences.

4.4.1 No stability

One of the areas that will be affected by the exit plan is stability within the workplace. Thus when a lecturer has insecurities with their job, then that is when challenges come up. In addition to the insecurities, the lecturer will panic in trying to look for greener pastures. In chapter 2 in 2.2.3.1, it was also mentioned that all the panicking and searching for a job would put a strain on the lecturer and one will not be able to fully focus on the present job (Newman, Cooper, Holland, Miao and Teicher, 2019, p.38). Moreover, a lecturer will avoid any commitment of any nature due to serving a three-month notice. The research participants had to add the following:

HR4: "Location, some people complain about the location. It is far away from big cities and there are certain services you do not get there. Because some come and realise the water

and electricity situation and then leave. Some of it is because of the accommodation situation. Because most of the accommodation you find here is not like the regular accommodation you find in big cities.”

The above participant indicated that the challenges of this community the university belongs to do not make it any easier for a lecturer to continue working for this university in question. Maybe, the institutional challenges and the ones faced by lecturers within the university premises can be adjusted so that the university can keep hardworking lecturers. However, the challenge begins when lecturers must go home to the community the university is located in. Because the university is a rural campus, and so is the community. In other words, some of the basic needs may not be provided by the municipality in charge. One of the mentioned services that may be lacking is the municipality does fail to provide the citizens with clean drinking water and sometimes nothing is coming out of the taps. In essence, the municipality does fail to provide electricity on a regular basis. Some areas go for a month with no electricity and no explanation of the problem.

The university in question does not provide accommodation for the staff members, including the lecturers and that means every staff member will have to search for accommodation within the same community that is struggling with basic needs such as the supply of clean water on a normal basis. Most lecturers complain that the type of accommodation that they find within the community does not meet the normal standard of accommodation they get in big cities. Therefore, these municipal issues and the fact that the university is based in a rural area do not make it easy for the lecturers to find stability and stay longer at this university. Instead, as soon as they realise the current issues, they search for greener pastures in an environment that has nothing in common with the rural campus.

HR3: “Maybe family, you understand. Having to migrate all your family here is a task and the commuting back and forth from wherever they come from might be a problem, so they decide it is not worth it.”

Some participants have indicated that most lecturers are from cities and have their families based in cities. So, when one finds a job in a rural campus, one will assume that when there are already existing lecturers, one will also be able to cope. But all the commuting from the big cities to the rural area every time they want to be with family is exhausting. Then when one decides to look for a place so that the whole family can migrate and they face the rural

community and municipal challenges mentioned, the lecturer does not see any other option than to go back to the city and leave the current employer.

L6: "So, you know where they go? They eat continental dishes. Get to meet people from different cultures. That could also be an aspect they will consider, that no, if I move from this location, I will not be able to get this lifestyle."

Another co-researcher even went as far as making clear that there are many benefits when lecturers are not working in a rural environment; hence when they are pressed for a choice, they are more likely to choose the universities in the cities than the ones in rural environments. In this situation, there would not be many places to dine out in a rural environment; even if there are, they will probably provide the local cuisine. Therefore, the lecturer would find stability at the workplace whereby continental dishes are served and they get to meet people from different cultures. Hence, when lecturers do not find it easy to migrate the whole family to the rural environment, they remain unstable until they find a university to migrate the whole family to that area.

As a result, when lecturers lack a sense of stability for themselves and their family, they find it hard to continue working in that environment. In this case, with the issues of water and electricity, it is difficult for the lecturer to even work from home during the weekends because one will have to be on campus to access electricity and water. Therefore, when lecturers get an opportunity to work in an environment where they will not struggle with water and electricity, they grab it with both hands and never let go. Thus that leaves the rural campus with vacant lecturer positions to fill on a normal basis.

4.4.2 Loss of interest at work

When they say, "when it rains, it pours," they probably mean what happens to lecturers looking for greener pastures elsewhere. They tend to lose the interest they once had in their job. This is simply because they are forever searching for greener pastures and are not fully focused on the work. Ultimately, the quality of work produced by the lecturers will deteriorate if one or even more lecturers lose interest in their job. According to chapter 2 in 2.2.3.2, sometimes lecturers lose interest in their work because they are not given an opportunity to teach in the area of specialisation of their choice (Mayya et al., 2020, p.253). Interest in the work that one does plays a major role. In terms of an employee's needs, when interest in the job is lost, it becomes easy for the lecturer not to be motivated to continue working at a

place they are not interested in. Participants had this to add as to why lecturers lose interest in the work they do:

HR2: "Le ho re motho o tlwaetse ho dula Gauteng, jwale this place e mo tleha nyane. Dikolo tsa mona, bana ba hae ha ba ya tlwaela lifestyle ya mona. Wa utlwa."

Translation: HR2: "It becomes a challenge, especially when a lecturer comes from the Gauteng province, because they are used to a certain lifestyle, so it is not easy to adapt to the new environment. The available schools in the rural environment are not up to the standard that the lecturer and the children are used to."

Therefore, the lecturer and the family find it difficult to adapt to the new environment because it has nothing in common with the previous one. Because the current employer is in a rural environment, in a place where still needs to take place, it becomes challenging for the lecturer to adapt to the new environment. Hence, as soon as a lecturer realises that the rural environment is not for them, they start losing interest in their work and look for greener pastures.

L6: "One of the challenges of staying that side is water or service delivery. You can imagine not having water regularly. The load shedding off campus seems more severe than in other areas, of course, transport-related issues."

AD4: "So our physical location makes it a bit hard."

Other participants continued to indicate that even when one is in love with their work, they lose interest because of the other factors that affect their wellbeing. On the one hand, the physical location of the campus is a challenge on its own and makes it difficult for some lecturers to continue working for the university. In other words, lecturers come to this rural campus determined to work but once they get to this rural environment, they lose interest in the work itself because all they want to do is leave.

Staying in a rural environment affects a lecturer's interest towards their work because sometimes, after work, one wants to continue with a certain research project but it become complicated because of the water cuts and the abnormal load shedding. This means the lecturer will spend the most time at home collecting and storing water in the dark and unable to work because of the constant power cuts. Therefore, when all the above-mentioned

continues, it leads to a loss of interest in their work, and lecturers end up focusing all their energy on searching for a job in an area that is not rural.

L4: "No structures for the well-being of, the psychological well-being of the lecturers as the workload is very high, and they work for long hours."

One lecturer complained that due to the very high workload, lecturers must deal with the strain that the workload is putting on them. Yet the university is not doing anything about providing psychological help to assist lecturers in dealing with the workload. The increasing workload is a result of other lecturers who left the university and now the current lecturers will have to take over some duties and responsibilities of the lecturer who left and that becomes too much for the lecturers who are left behind, especially without psychological help from the university. Therefore, when lecturers are faced with such challenges, they tend to look for work at universities where they believe they will not have a high workload.

AD2: "Somebody that does not know what you are doing would not know the value you are adding to the system."

Managers who do not pay attention to their subordinates' hard work do more harm than good because lecturers lose interest in their work. As a result of the manager not paying attention to the lecturer's work, the lecturer loses interest because whether they do good or not, it makes no difference because the manager is not paying attention. Therefore, when the manager has no idea of the input or the lecturer's hard work, it demotivates the lecturer to continue working hard. Eventually, the lecturer ends up losing interest in the current job and starts searching for a new job, hoping to get a better manager who will care enough to notice a job well done and appreciate and congratulate one accordingly.

Losing interest in the work that one does is a challenge because it affects the overall performance of the lecturers. Even if one was one of the top researchers, when managers do not recognise the work that one does, it demotivates one and one would want to work where they are recognised and appreciated more. Hence, lecturers will look for another employer where they will feel appreciated.

4.4.3 Avoid taking long-term studies

A university that is struggling to retain its best brains (lecturers) is failing the students, as they work close to the lecturers in terms of research and impacting the community where the university is situated. As stated in chapter 2 in 2.2.3.3, when a university fails to retain

lecturers, they are not failing just the students and the lecturers but all the university stakeholders (Amegatsey et al., 2018). Therefore, when lecturers know they will leave soon, they avoid engaging in long-term studies with the university, students and the Department of Education (Basic Education and Higher Learning). This decision is simply taken so that the lecturer will not have to discontinue taking part in a study because when the time comes to wrap up the study, the senior researcher will no longer be part of it. The participants had their own views to share in this study,

L5: "Why would you want to contribute to an institution that does not recognise and appreciate you?"

Just as this participant has asked a question, it is only fair that an answer is provided; no one would want to contribute towards an organisation that does not recognise or even appreciates its employees. Hence, a lecturer serving a notice would not contribute much to an organisation. One, because in no time, one will be joining another university and two, because the current employer does not appreciate and recognise the lecturer's hard work. Therefore, it only makes sense for the lecturer to look for greener pastures where one will be appreciated and recognised.

L2: "When your manager does not know the value you add to the department, it affects the lecturer negatively so."

AD3: "Sometimes you find lecturers feeling unmotivated to apply for research grants because they are leaving soon."

AD2: "Other people who are working have seen it. What will it lead to? It will lead to demoralisation and once you are demoralised, you try as much as possible not to get frustrated. So, you just float, not wanting to contribute meaningfully to the system. Because your contribution is not recognised, and you can see people who are doing less being favoured."

Managers play a major role in the development and growth of lecturers because a lecturer with full support and one with no support from the manager can be visible in the eyes of other colleagues. Therefore, it is important for managers to support lecturers in any way possible so that they can grow in their career journey. Hence a lecturer's manager does not know the value that the lecturer is adding to the whole department; it becomes a

challenge to award the performance and lecturers who do not feel appreciated end up leaving the university to seek support elsewhere.

As a result of not getting the required support from the manager, a lecturer will start applying for jobs in other universities and while one is waiting for an appointment letter, there will be a lack of the usual contribution to the university. Such as applying for research grants and taking part in long-term studies because, in the next few months, one is hoping to be absorbed by another university. In this case, the lecturer is ready to go to another university because of the challenges faced by lecturers in the current university, and one will not have any commitment because they are already on their way out.

4.4.4 No peace of mind

A lecturer who has decided that there are greener pastures somewhere else will not be at peace at his current employer because all they can think about is leaving their current job. So, when any human being is about to leave a job to go to another, they will primarily have to think about accommodation, and if they already have a spouse and children, they will also have to be catered for when they move. Therefore, much planning for the future must be done. For instance, maybe the other spouse will also have to look for another job and must look for good schools for their children. Eventually, the lecturer will have to leave the family behind because maybe they had to leave in the middle of the academic year. Moreover, children should not change schools in the middle of the academic year. Therefore, this lecturer may be left with many questions to answer when they are busy hunting for a job which is frustrating on its own, without having to think about moving the family. As mentioned in chapter 2 in 2.2.3.4, the lecturer's mind will move from working hard for the institution to searching for greener pastures, which will lead to no peace of mind (Nasir et al., 2020) because the lecturer will devote time to searching and applying for jobs, attending interviews and anticipating an email that states that the university absorbs one. The co-researchers had the following to mention:

HR1: "On average, we will have a lecturer for about 2-3 years, 5 years and to me, that shows a little bit of stability."

Contrary to what other employees of this university have been mentioning, this one participant believes that there is stability within the university because some lecturers stay for about two to three years and five years sometimes and that shows stability to some

extent. However, that shows that lecturers at this university do not have peace of mind because they are forever thinking of leaving the university. There is no stability, job security, and they have lost interest in the work they do and as a result, they do not see any reason to continue working for the university because they are not at peace with their job. At least if lecturers would stay for a minimum of 10 years, then that would show a bit of stability. But for this university, that is currently not the case. After all, lecturers look for a new employer where they believe they will have peace of mind because they will not have to search for greener pastures constantly.

L3: "Not being familiar with the place is very hectic. Staying in this community is tiring. We do not even have electricity; we don't have water. Sometimes you want to come to work, maybe let me say there is no water at my place, then I decide to buy water outside like I did before and then I want to come to work when the roads are closed. There is no network even when I say I will work at home."

Having peace of mind at the workplace and at home is vital for the lecturers' well-being; when that is not the case, it becomes a challenge for the lecturers. In this case, lecturers have indicated that peace of mind is a foreign concept to them because of the following reasons: they get frustrated by the community and municipal issues that they are faced with all the time and that includes water cuts, at least with that they can buy water. Sometimes there is no electricity at home, and they decide to go work on campus, which is impossible sometimes because when community members protest, they tend to close roads and the lecturers end up stuck at home with no water and no electricity and unable to work. As a result, they end up searching for another employer for the sake of their peace of mind.

AD3: "Some leave. If one of the partners leaves the country, you will find that the couple may leave. One reason could be when one person is getting closer to the family."

HR3: "Some move away because of family."

In some situations, lecturers do not leave because of the reasons or challenges the university causes but because of their personal reasons, such as getting closer to their families. Lecturers have a life outside the university; a big part of it consists of their families. So, some lecturers will not be at peace for as long as the other family members have left the country or rather when they are far away from each other. This simply means that the only time the lecturer will be at peace is when they are near their family; hence they will

search for another employer close to or in the area where the family is located. As a result, this reason for leaving the current employer has nothing to do with the university in question.

L3: "Lecturers spend most of their time at work, but I was not well-treated."

L5: "The poor induction puts too much pressure on the concerned lecturer. So, at the end of the day, you feel like you are overwhelmed."

Lecturers, like most employees in other organisations, spend most of their time at work rather than at home, and there it is only fair that they work in an environment that brings them some peace of mind rather than frustrations. Hence, some lecturers indicated that poor induction was one of the reasons why some lecturers were overwhelmed, which is not a nice feeling. Therefore, when one feels overwhelmed, they end up looking for another employer where they think they will not feel the same way as they do now. In other words, lecturers know when they are being treated right and when the opposite is occurring. As a result, they would rather go work at the university where they will be treated better than their current employer.

4.4.5 Summary of lecturers' challenges

Lecturers who are not familiar with a rural area find it challenging to adapt to the environment and be at peace. Because they are not at peace with the environment, they look for greener pastures elsewhere. With the campus being in a rural area, it becomes challenging as lecturers will have electricity and water cuts issues and when they try to make their way to campus to be able to work then, people who are protesting for service delivery have blocked the roads, they end up becoming frustrated with no peace of mind. In this case, the challenges do not even end there. On the other hand, their families being far away from the rural areas does not make it easier for them. Specifically, all they long for is to be close to their family as possible. Moreover, poor induction at the workplace adds to the already existing challenges faced by the lecturers and they end up being overwhelmed by all the work that should be done. As a result, they end up searching for another university, perhaps where they will have fewer of these mentioned challenges.

4.5 Availability/non-availability of reward systems in place in a university

During the interviews, participants had to answer whether the university has reward systems in place and if so, please elaborate. All the participants pointed out that the university rewards its lecturers via salaries and benefits, cash prizes for publications, excellence awards for lecturers, grants for top researchers and preferred lunch hours. In other words, the university's reward system consists of the monetary and non-monetary rewards that were mentioned above:

4.5.1 Cash prize for publications

It has been indicated previously that amongst many other duties that the lecturer must do, they are expected by the university to be involved in research and publication of articles. As highlighted by chapter 2 in 2.2.4.2, the university or department will decide on the number

of articles to be published by a lecturer and in most cases, when the lecturer meets the target or even exceeds the minimum number of articles to be published, they will be rewarded for the hard work (Mbewe, Hambulo, Mumba, Kasonde-Ngandu and Mwanza-Kabaghe 2019). Now, universities reward their lecturers differently regarding the number of articles published. Therefore, most lecturers will drift towards a university that rewards lecturers more for the publications than the one offering fewer rewards. The lecturers who took part in this study had more to say about the cash prize for publication at the university in question:

L1: "I think the one that if the student that you supervise graduates, there is a bit of money (incentive) that you get from the university, and it does not come to your bank account personally; it goes to your entity number."

L2: "Then, when a postgraduate students graduates under a permanent staff, they get something but for the contract staff, they get nothing."

L6: "For instance, postgraduate supervision at this university does not even earn you any incentives, but there are universities where they get lump sums."

Lecturers indicated that there are monies received when you graduate postgraduate students. However, one lecturer indicated that it is not only about the supervision of the student but for producing a postgraduate. Hence, when lecturers get an opportunity where lecturers earn money for supervision, they do not turn back. Because as indicated by one, some universities give lecturers a lump sum for supervision, which does not happen at the university in question. Once the student has graduated, the money does not go to the supervisor's personal bank account but goes to the supervisor's research entity to continue doing a good job. Eventually, that discourages lecturers from continuing to work for this university.

L2: "When you publish, you get rewarded by the university and it goes to your entity."

L5: "You get a bonus for getting your first degree. But now the issue with lecturers is we don't hire junior lecturers anymore, by the way. So, we are just taking lecturers upwards. So, those are all the people with masters upwards, right."

L3: "The only incentive you might get if you are a lecturer is if you get your PhD. Is just maybe you get; they give you like a notch or two, which is like more money."

L2: "he says right now he is currently doing his PhD. He is not done with it. He is like where he is going one he completes his PhD he is getting a bonus of R30 000."

L1: "The regulation is that 50% will be paid out to you and 50% will be retained in the research account. And bearing in mind that whenever they leave the university, whatever they buy with the 50% remaining in their research account they cannot go with it. They must leave it at the university. So, most people when they have offers from one of those universities that they know they get better incentives, then they rush there".

L6: "In terms of publications, there is something, there is usually an amount that comes from the Department of Higher education for every publication you make. A certain percentage goes to the university, a certain percentage goes to the faculty, and a certain percentage comes to the department, then finally to the lecturers".

Multiple lecturers had a lot to say about getting incentives from the university. Some lecturers indicated that there is an incentive for getting a first degree which might not be the case for most lecturers since well the requirement of becoming a lecturer is a master's degree, which simply means that they will not get that incentive. However, other universities do reward lecturers for obtaining a PhD. In this case, one lecturer left the university in question because of the cash prize for obtaining a PhD at another university. What also makes the lecturers unhappy is the incentive for publishing have to be split so many times before they can get their share. Therefore, they end up leaving their current employer to go join a team whereby awarded incentives as a result of publication and hard work goes straight into a personal bank account.

AD1: "So, the reward system is there, but it is a difficult reward system; it requires a carrot and stick. If you are working very hard, you should be publishing, which is very difficult for many lecturers, and you should be supervising. So then, for you to be remunerated, you should have met some promotion criteria."

All lecturers were fully aware that, in order to be rewarded, you first must work hard and show the desired results; then, you will be rewarded. Similarly, if none of the above-mentioned happens, then expect no rewards at all.

However, those lecturers who are constantly publishing and producing postgraduates expect to have cash prizes in their personal bank account than the research entity. Consequently, because that is not the case in this university, they end up leaving the university for one that will send the cash rewards to their bank accounts.

4.5.2 Excellence awards for lecturers

In most cases, organisations reward their greatest employees, motivating them to do more of what was done before. On the one hand, an award can come in the form of a trophy or a certificate; on the other hand, it can be in the form of cash (which is preferred the most). Hence, it would be a great idea for each university to conduct a survey to request lecturers to choose what form of reward for excellence they will be comfortable with. In this case, they can get involved in the decision-making process. The excellence awards for lecturers are vital to lecturers because they serve as a form of motivation for them and contribute towards their job satisfaction. Eventually, they will stay in a university for longer because their hard work is being recognised and rewarded accordingly. Therefore, even in chapter 2 in 2.2.4.2, it was confirmed that lecturers would perform better when looking forward to a reward (Warnes, 2021).

AD4: "Salaries would be much our reward system. We have occasional award ceremonies for the best researcher."

The university rewards its lecturers in the form of monthly salaries and the occasional award ceremonies for the best researcher. This is another motivation for the lecturers to continue with their hard work. However, it would be better if the lecturers had award ceremonies for the best researcher every year.

AD3: "The reward system at the university is performance-based. You know if you work hard, you get more reward. If you work little, you get little rewards. So, if you do not do anything at all, then there is no reward."

One indicated that the rewards are based on the lecturer's performance; if they do well, they will get rewarded; if they do not, they will not get rewarded. In fact, that is the case for every university.

L6: "The training and workshop provided are regarding National Research Foundation (NRF) rated seems to be one of the best I have heard about in the country."

L6: "So, is it like that and besides, the university has affiliation or exchange programmes with reputable universities in the world. I know of colleagues at the university who have gone to the USA for six months, and the university kept on paying their salaries for that period. So, at some universities, you don't get such opportunities."

Just to add to the excellence awards ceremony for the best-performing researcher, the university provides its lecturers with the best training in the country and other opportunities, such as exchange programs with reputable universities around the world. This shows that when it comes to rewarding excellence, the university is the best and most lecturers do not come across complicated challenges.

AD2: "There used to be campus research day. Where you will be awarded for your performance. A certain amount of money goes with it but goes into your research entity for you to continue to do what you were doing".

Campus research day used to be held at the university in question and the lecturers were awarded for their performance; however, that is no longer the case today. This shows that campus research day used to motivate a lot of lecturers to continue the good work, and some were discouraged from continuing the good work due to the discontinued campus research day.

Therefore, when it comes to rewarding excellence in the university in question, they are really trying to motivate the hardworking lecturers.

4.5.3 Grants for top researchers

Most researchers cannot fund all their research projects from their own pocket all the time; hence there are grants, in this case, to assist them financially to continue the good work of research and development at the higher institution of learning. As a result, when lecturers do not feel like they get the support they deserve in terms of grants, they tend to look for greener pastures. However, when they are provided with research grants to continue with research, they have good research to be retained by the university. In this case, in chapter 2 in 2.2.4.3, it was confirmed that when lecturers are producing below the expected output, grant providers find it difficult to fund them (Paudel, Giri and Dhakal, 2020, p.450). The participants had some inputs to add, and they are as follows:

HR1: "They attend conferences, we have funds for them to do research and we give them support in terms of, I know that with the lecturer, they will have one semester where they will be teaching, and the second semester will be concentrating on research."

HR2: "There are rewards such as going to writing retreats and going to conferences."

AD2: "If you do not get rewarded for the effort, you look for greener pastures."

The university in question offers to pay for the conferences the researcher will attend to reward a job well done. This shows that the university supports the lecturers in their travel journeys. In other words, lecturers are being given time to focus only on teaching and learning and to focus on research but when they do not get rewarded for their effort then, they start applying for jobs at other universities.

AD3: "There is also a one-off bonus for people that work outside their normal call of duty."

L2: "It is more about going to get greener pastures and their skills being utilised where they can be properly remunerated."

L1: "Lecturers should be compensated more, concerning the students they graduate and the number of publications."

Occasionally, when a lecturer has done work outside one's call of duty, they get rewarded by the university. That is also proof enough that the university does reward its hard-working lecturers most of the time. However, some lecturers say they should be compensated more because of their work besides teaching the students. Certainly, when the university fails to compensate the lecturers, they will look for better-paying jobs elsewhere leaving the university with vacant positions to fill.

4.5.4 Preferred lunch hours

Every workplace comes with its advantages and disadvantages and one of the advantages of a higher institution of learning is that lecturers, like other employees, are entitled to a lunch break every day. In other words, that is time for themselves to do as they please. In chapter 2 in 2.2.4.4, it was indicated that other people prefer to eat lunch and get back to work right away while others prefer to eat, take a walk and come back to socialise with co-workers and others would want to take a nap to recharge before they get back to work (Yasmin, 2020). As a result, it is only fair that the University provides lecturers with the option to choose their own lunch break time. Moreover, the lecturer will feel that they have control over their time and are also considered in decision-making. The participants had the following to say about lunch time:

L4: "Sometimes students will need help during lunch time, and I cannot turn them back."

L3: "Working without a break to eat makes me exhausted all the time."

L1: "I prefer lunch once I am done with the day's work."

L6: "When I am too busy, I do not have time to eat."

In a nutshell, a preferred lunch break is not so much of a challenge but just a matter of preference when it comes to lecturers. Since lecturers spend the most time at work, they are most likely to have one if not two meals at work and all lecturers do not eat at the same time. Therefore, it would be a great idea for the university to consider what most lecturers would want to happen with their lunch breaks. Some lecturers find it hard to make time to eat because they are sometimes busy with students and cannot refuse to assist only because it is lunch time. However, it would be great for the university to offer them an opportunity to have their lunch time at their desired time.

Having the desired lunch break is a challenge to lecturers because it affects their productivity. Most lecturers cannot perform to the best of their abilities when hungry. But some lecturers prefer to be done with the day's work in order to sit down and enjoy lunch. Therefore, the university will have to give the lecturers a chance to decide when they will have their lunch break.

4.5.5 Summary of reward systems

The university in question's available reward system is not in crisis yet, but they are trying to reward hard-working lecturers. However, lecturers complain about the rewards not going to their personal bank account when other universities can do so. They would also like to have their preferred lunch break to suit their schedules. Once more, an excellence awards ceremony should be held every year to continue motivating lecturers to work hard. However, when a lecturer is unhappy with how the university rewards its lecturers, they apply for jobs in other universities.

4.6 Recommendations that serve as guidelines for universities to enhance lecturer retention policies

Eventually, when all the challenges that lecturers are faced with and factors affecting their retention have been discussed, there were recommendations towards guidelines/practices that can be taken into consideration to enhance lecturer retention policies. Therefore, the participants voiced their opinions on what should be done for HR not to always have vacancies to fill all the time. The following recommendations were made for flexible work arrangements, promoting teamwork, communication, and work-life balance.

4.6.1 Flexible work arrangements

In some workplaces, employees can leave their work behind when they knock-off, but other employees are not able to do so. This could be the case with lecturers who work 24/7 since some take their laptops home and attend to emails and other duties and responsibilities. The flexible work arrangements allow for the two different employees' needs to be catered for as indicated in chapter 2 in 2.2.5.1 and when that is done leads to job satisfaction, then it is good for the university (Mayya et al., 2020). Therefore, it has been mentioned that if lecturers are allowed to work from home and only go to campus whenever needed, they will be in a much better space to balance work and family life. The interviewed participants added their views as follows:

HR3: "One thing I realised is we all like money. The cost of living is very bad currently. So, I think if they were a bit nicer with the money. We would be able to retain because many people that are not from this community do not stay long."

When lecturers are offered flexible work arrangements, some lecturers may get an opportunity to have a second job, as they have complained about the low salaries. The second job will allow them to afford the ever-increasing standard of living in the country. Or maybe, if possible, the university can increase the lecturers' salaries so that the lecturers can stay for as long as it is beneficial for all the parties involved.

AD3: "So, a possibility will be to relax the regulations. Because if you relax the regulations, it means they can so relax them. But if they can relax the regulations to do with employment equity. There we might see more people actually, you know, hanging around."

There was also another suggestion for the university to relax the employment equity regulations governing the hiring of lecturers at this university. When the regulations have been relaxed, there will be stability in terms of retaining this university's hard-working lecturers. Consequently, that will also prevent a certain group from moving around a lot more than the minority does.

L6: "Of course, this university is one of the most prestigious universities in the country. What do I mean? At this university, if you are a young scholar, you have the capacity to be developed into a robust scholar, with the nature of the developmental academic programmes they have. Training, research workshops, and bringing scholars that you would not ordinarily see. So, is it actually the university that everyone plans to be?"

This university is considered one of the best in the country, especially for young scholars still in the beginning stages of this career path. Therefore, young scholars will be eager to join the university when the work arrangements are flexible enough to accommodate hard-working lecturers.

With the flexible work arrangements and other suggested solutions, such as the relaxed employment equity regulations, the university will see an increase in the number of lecturers who want to join the university. In addition, there will be a decrease in the number of lecturers who would want to leave the university prematurely. As a result, the university will have a competitive advantage over other universities since it manages to retain many lecturers.

4.6.2 Promoting teamwork

If you want to go fast, go alone, but if you want to go far, go together. In other words, it is way better to work in a team than alone. Other members of the team can make you realise or discover solutions you could not even think about; that is the power of teamwork. In this case, when a group of lecturers are involved in a research project and bring all their resources and knowledge together, the findings are more likely to be richer than when only one lecturer was involved. That, on its own, shows how important teamwork is in the workplace. That is, it results in rich findings for a research project. Subsequently, one lecturer will not complain about the workload as there are other colleagues to share the workload with i.e., division of labour becomes one of their advantages as more projects will be completed in a short period of time. As a result, even if one team member falls sick, the other group members will continue with the work until they meet the deadline. In chapter 2 in 2.2.5.2, it was mentioned that there is power in teamwork (Thant et al., 2021:163). The participants had this to say about teamwork at a university:

AD1: “Programmes that are supporting colleagues in terms of grant proposal writing and help people that assist in just outside the formal structure formed by the university as to enable people before they submit that their proposal should have been looked at ahead of the actual evaluation of the proposal.”

In this case, the participant suggested that when a lecturer is applying for a grant, it would be best if a team assisted the lecturer before the final submission is made. In this way, they will be able to correct some mistakes made by the lecturers and make constructive suggestions towards the lecturer’s proposal. Moreover, the proposal will be a better and

improved version of the first draft and the lecturer will stand a high chance of getting a grant when there is a team behind drafting the proposal than when he was all alone.

AD4: "So, the rewards are discussions and verbal recognition, but what people want are financial recognition and physical gifts, and it has been difficult to get gifts on a regular basis."

Another recommendation is that lecturers be rewarded and recognised accordingly because that, on its own, works as motivation for the lecturer to continue doing a great job. In particular when the recognition is in a financial form and there are physical gifts that can be touched they will forever be a reminder to the lecturer to continue doing a good job.

AD1: "One is ensuring that all the departments have got postgraduate students, which allows people to be more active in research."

Under no circumstance should a fully fledged university have a faculty with no postgraduate students because it discourages the lecturers from working for the university, especially those in the department with no postgraduate students. Therefore, the university is encouraged to introduce postgraduate qualifications in that one faculty with no postgraduate students. When that is the case, there will be a decrease in the number of lecturers leaving the university to work for universities with postgraduate students in their departments. Therefore, including postgraduate courses will be a great start in the right direction.

4.6.3 Communication

Communication is key in any organisation. In every organisation, there are goals that should be achieved at a certain period and that can only be achieved through communication and hard work. If the top management does not communicate with the middle management, there is no way the entry-level employees are going to know what is required of them. But, when there is clear communication from the top management about what should be, the how and when details are communicated, all employees will work towards the deadline and the organisational goals will eventually be achieved. Tai (2019, p.373) even confirmed that whenever communication occurs in the organisation, it becomes easy for employees, such as lecturers, in this case, to take part in the decision-making processes see 2.2.5.3. Therefore, communication plays an important role in an organisation, and it can make or break the organisation and broken communication leads to more challenges. The interviewed participants had this to say:

L3: "Give lecturers the decision power making."

One of the participants indicated that when communication is key, it allows the employees to take part in the decision-making process. In turn, open communication provides the same employees with the decision-making power. As a result, when an employee's input are considered during the decision-making progress, one will feel a sense of belonging. Also, the contribution will not only be for the discussion at hand, but it will form part of a bigger picture, which is the vision of the organisation.

H3: "The university should continue to conduct the exit interviews."

Since the university conducts exit interviews, it was recommended that they continue in that manner because it is important to hear from the leaving lecturer because they are leaving the university then, that provides the university with a starting point when tackling the issue of retention.

AD4: "There need to be discussions about sexism and transformation on this campus because those things are often not addressed and made explicit. There is no training staff on how to recognise sexism and how to be in a safe space. So, creating that kind of atmosphere where matters of sexism and racism and any other -isms can be discussed and people are trained especially the leadership."

One participant indicated that there seems to be some misunderstanding regarding the university's leadership, especially when dealing with lecturers of different sexualities and lecturers of other races. One suggested that talks and training around those matters will be necessary for people of the minority to feel safe and accommodated by the university leadership.

Therefore, communication is of utmost importance among the lecturers and the university's leadership and management to voice the issues faced by all and to come up with the solution to have a workplace full of peace and harmony.

4.6.4 Work-life balance

Lecturers are human beings just like other workers in other organisations. As Frederick Taylor has indicated, workers are only in the workplace to contribute to the organisation's productivity. As a result, they are not emotional beings. If they work hard, you find a way to reward them and if they produce less than the target, then they will be punished. That is

when Frederick Herzberg identified the research problem that employees are not just machines but have intrinsic and extrinsic needs that must be met. In the event that some of their needs are not met, then they will not be satisfied with their job altogether and eventually, they will look for greener pastures. In this case, see 2.2.5.4 confirmed that if there is no work-life balance, lecturers will not be happy, but when there is a sufficient balance between work and life, they will be happy to continue working for the university (Thant et al., 2021, p.164). In this case, work-life balance refers to the ability to still have time to engage family and friends and have hobbies outside the workplace. Participants also shared their experiences:

AD2: "Develop accommodation on campus because I think electricity would not be such a problem because there are generators on campus."

AD1: "The university should develop safe environments. I know the university owns a lot of property in the area. So, either provide safe housing or a stipend/bus or some sort of transport arrangement for staff members to live elsewhere."

The university can create accommodations around the university so that when staff members get employed, they reside close to the institution. Hence, they can do more in terms of research because you do not want any academics to waste time travelling without doing research.

L6: "I would like to mention that the university provides the provision of housing for staff on campus."

L5: "If the university will build housing units that will accommodate staff to stay at the campus. People will confess to you that most people residents in other towns will relocate to campus."

There was a suggestion that the university should develop accommodation on campus for the staff members so that they will not stop working as a result of power cuts. That will also reduce the commuting time back and from and allow lecturers more time to focus on research and other duties and responsibilities. Consequently, they will no longer be affected by the lack of water which is normally the case in rural communities. Therefore, if providing accommodation is a challenge, then the university can provide lecturers with transportation to make it easy for lecturers to continue working for the university.

L4: "Increase salaries, and also they should hold promotions; they do not promote them as often as they should."

Moreover, whenever a lecturer with a scarce skill has an offer from another university, never let them go but counter the offer and keep the lecturer instead of letting one go.

Another suggestion is for the university to increase the salaries of the lecturers and also they should promote lecturers whenever there is a need to do so and not wait for another university to recognise the lecturers' potential from a distance.

HR1: "Also, unless it is out of the control of the university, there should be a general improvement in service delivery around here. Like your electricity, your water, your transport. "Support people to actually have full lives and not just come to work."

The university can be in communication with the local municipality to lend a hand in improving the current issues that are affecting the lives of the lecturers and come up with long-lasting solutions for the community.

AD1: "Maybe they can also consider because, remember, this is a rural institution. So, because it is a rural institution, they should consider providing rural allowance even to the lecturers."

Another suggestion was that maybe the university should provide lecturers with a rural allowance since they are living and working in rural areas, whereby there are limitations in terms of what they can have access to. The rural allowance strategy can also work to attract more hardworking lecturers to work for the university. Therefore, the salary will attract more lecturers to work for the university.

4.6.5 Summary of recommendations

All the above-mentioned suggestions will assist the university in providing a lecturer with a healthy work environment and assist the lecturer in living a full life outside the workplace. Just to mention a few, increased salaries for the lecturers would mean they will be more prepared financially to meet the high standard of living and the rural allowance will be a bonus for those lecturers who choose to work at a rural campus. Moreover, the accommodation on campus for the staff members will ensure that lecturers dwell in a safe place where they will always have access to clean drinking water and supply of electricity. In other words, they will have more time to dedicate to their duties and responsibilities and have a work-life balance.

4.7 Summary of the chapter

In Chapter 4, data analysis and interpretation of all the collected data were analysed using the thematic analysis method, which consists of six steps. Throughout the data analysis, the interview questions were answered, and the five themes emerged. The five themes are as follows: 1) Factors affecting lecturers' retention, 2) Institutional challenges towards retaining its lecturers, 3) Lecturers' challenges facing their retention, 4) Availability/non-availability of reward systems, and 5) Recommendations for the university to have the ability to retain lecturers. Within all the themes, then followed the sub-themes and further information when more questions were asked for clarity. From all the themes that emerged, it was clear that the university could fix some challenges, but other challenges were beyond the control of the university, such as municipal issues, which included power cuts for months and no access to clean drinking water. However, there was a recommendation that the university provides accommodation on campus to solve some of the challenges the lecturers face. Therefore, with all the challenges this university faces, participants suggested suitable solutions to the challenges within the university's control to ensure that they can retain lecturers for as long as it is beneficial for all the parties involved.

In the next chapter, the findings, conclusions and recommendations were discussed. In addition, the summary of all five chapters was highlighted.

CHAPTER FIVE

DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter discusses the findings from the data collected during the interviews of the lecturers, HoDs and the HRM staff. The discussion of the findings resulted in suggesting solutions for universities that are still struggling to retain lecturers for a longer period. Moreover, the study aimed to explore the factors influencing lecturers' retention in a South African university. Accordingly, the discussion of the findings was according to the objectives of the study, namely: to examine institutional challenges towards retaining its lecturers; investigate both internal and external challenges faced by lecturers which affect their retention; investigate the availability and/or non-availability of reward systems in place in a university and to explore recommendations that serve as guidelines for universities to enhance lecturer retention practices. Furthermore, a summary of each chapter of the study was included with the recommendations for the university to retain its hard-working lecturers for a longer period. Ultimately recommendations for further study for the continuation of the study to occur and other areas of the research to be explored.

5.2 Discussion of Findings

Once the literature has been reviewed, all participants were interviewed and the time has come to discuss what the study has discovered. In this case, the study aims to explore factors influencing lecturers' retention in a South African university and through the findings, the four research questions have been answered as follows:

5.2.1 Factors affecting lecturers' retention

This section confirms that less promotional opportunities, no recognition, less responsibility and no meaningfulness at work contribute to factors affecting lecturers' retention.

5.2.1.1 Less promotional opportunities

This concept is considered a challenge for lecturers because a lack of promotional opportunities leads to lecturers seeking greener pastures elsewhere and discourages lecturers from continuing to work for their current employer because growth will not occur in their career journey for as long as they work for their current employer. In chapter four (4.2.1), it was indicated that a staff member decided to join a university that was offering a

promotional post. Certainly, that confirms that the lack of promotional opportunities is really a challenge for lecturers and contributes to them looking for work elsewhere.

On the other hand, the reviewed literature in chapter two (2.3.1.1) confirmed that when a university is not offering promotional opportunities to deserving lecturers, it disrupts the university's long-term goals to materialise (Moloantoa et al., 2017, p.198). Moreover, it is not only the university goals that are disrupted but the lecturers deserving a promotion are also crushed. There it is evident that fewer promotional opportunities contribute to factors affecting lecturers' retention in universities.

5.2.1.2 No recognition

According to Chapter two (2.3.1.2), when the university does not recognise lecturers for their hard work, that tends to be one of the factors leading lecturers to search for greener pastures elsewhere (Mulenga et al., 2017, p.22). In this case, the challenge is not only for the institution but for the lecturers as well since lack of recognition turns into an unmet need and eventually, the desire for the need to be satisfied multiplies and that is a challenge.

In this case, lecturers end up feeling unappreciated for their hard work towards the university goals and targets, which pushes them to end up applying for jobs elsewhere. In chapter four (4.2.2), it is evident that the university in question used to honour long-term serving employees of the university and that has since stopped. As a result, no recognition is one of the challenges contributing towards the university's inability to retain lecturers for a longer period.

5.2.1.3 Less responsibility

The findings indicate that lecturers who are only given fewer responsibilities lose interest at work because they are not trusted with the same responsibilities as those of other colleagues. Hence, it is evident in chapter two (2.3.1.3) that giving lecturers fewer responsibilities contributes to lecturers leaving a university prematurely (Tai, 2019). Moreover, when lecturers equally share responsibilities that are considered equal amongst lecturers, they are happy to continue working for that institution of higher learning.

Furthermore, when some lecturers are given more responsibilities and others are stuck with fewer responsibilities, they search for a university where lecturers of the same rank will be

treated equally. On this occasion, lecturers from a certain faculty do not have postgraduate students, which is a challenge (chapter four 4.2.3), and it demotivates them to continue working for the university. They end up searching for greener pastures for the simple reason that when they are not engaging with postgraduate students, that tampers with their growth. As other colleagues will be busy supervising postgraduate students, others will remain stagnant; hence they decide to look for faculties with postgraduate students elsewhere.

5.2.1.4 No meaningfulness at work

Lecturers who are continuously not appreciated at work tend to lose interest in their work and their work ends up being meaningless, and they think that maybe another university will be a better employer than the current university. According to chapter two (2.3.1.4), human beings want to make a difference wherever they are; in this case, lecturers want to make a difference in the workplace (Svendby, 2020, p.282). However, when they are unappreciated and unrecognised by the university, it becomes difficult for them to continue working hard.

The findings in chapter four (4.2.4) indicate that the university leadership changes create some degree of uncertainty amongst the lecturers. Ultimately with the change in leadership, there will be changes affecting the lecturers and some may be able to adapt to change and some will move to another university. Therefore, the work will end up being meaningless as a result of the other factors, such as changes in leadership, which contributes towards factors influencing lecturers' retention.

5.2.1.5 Summary of factors affecting lecturers' retention

Providing lecturers with fewer promotional opportunities, no recognition, and a faculty with no postgraduate students results in less responsibility for lecturers and, eventually, lecturers finding their work meaningless, which are all the factors that influence lecturers' retention in universities.

5.2.2 Institutional challenges towards retaining its lecturers

This section confirms that salaries and benefits, physical working conditions, job security, organisational policies and culture contribute to institutional challenges towards retaining its lecturers.

5.2.2.1 Salaries and benefits

The standard of living is gradually increasing every year and only employees who are earning 'enough' salaries and benefits will be able to afford their lifestyle. Hence the reviewed literature in chapter two (2.3.2.1) indicated that when employees are offered less money compared to their colleagues, they tend to look for better-paying universities elsewhere (Masum et al., 2015, p.11). Hence, the reviewed literature does confirm that lower salaries do contribute towards lecturers leaving their current employer.

The finding in chapter four (4.3.1) proved that the literature was correct in saying the lecturers will move to where the university is paying a higher salary than other universities. Therefore, when a university is amongst the highest-paying universities, it has a competitive advantage over the other universities paying lower salaries. In this case, the lecturers will be attracted by the university paying higher salaries. Hence, low salaries and benefits considered to be insufficient are part of the institutional challenges towards retaining lecturers.

5.2.2.2 Physical working conditions

It was found that the physical working conditions play a bigger role in whether the lecturers will continue or one will find that there are poor working conditions and leave the university. According to chapter two (2.3.2.2), employees of the university with no stable access to the internet found the workplace straining because they must come up with means to personally pay for the internet (Amegatsey et al., 2018, p.113). Hence physical working conditions are discovered to form part of the challenges affecting lecturers' retention.

When a workplace has poor working conditions, it becomes difficult for the lecturers to perform to their full potential. Therefore, poor physical working conditions turn a workplace into a not-so-conducive environment for teaching and learning. Chapter four (4.3.2) found that other universities use their rich resources to attract hard-working lecturers with poor workplace conditions. In this case, a rural campus that struggles with water supply, power cuts and community strikes make it easy for lecturers to remain employees of the rural campus.

5.2.2.3 Job security

The findings in chapter four (4.3.3) have indicated that lecturers who were not offered permanent positions were most likely to leave their current employer. In this occasion, some lecturers will be on a three-year contract even when they have proved that they deserve to be performance employees. It shows that job security plays a major role in whether the lecturer will work for the university for a longer period. Moreover, the lecturer will work for a university where they are appreciated and given a permanent rank one has worked hard for.

Furthermore, chapter two (2.3.2.3) also supports the findings made in chapter four (4.3.3) by indicating that stability at the workplace is essential for the employee to have job satisfaction (St Germain, 2020:36). Ther when lecturers do not feel secure at the workplace, they will leave the university for a secure position in another university.

5.2.2.4 Organisation policies and culture

The findings in chapter four (4.3.4) indicated that organisational policies and culture that are rigid do affect the retention of lecturers in a negative way. In this case, it was even indicated that the HR to counter an offer made by another university is complicated. Hence, whenever the current university does not counter a lecturer's offer from another university, the lecturer will leave the current employer for a better offer.

HR processes contribute to the university's inability to retain lecturers for a longer period. Moreover, these rigid organisational policies and cultures can change when the leadership changes. Hence in the reviewed literature chapter two (2.3.2.4), it was evident that lecturers need the ability to adapt to change and if that is not the case, they tend to search for another employer and leave the current one with a vacant position (Wong et al., 2019).

5.2.2.5 Summary of institutional challenges

To sum it up, the institution contributes towards challenges in retaining lecturers and the university has control of these challenges. Low salaries and benefits, physical working conditions, hiring of contract lecturers and rigid organisational policies and cultures contribute to the university's inability to retain lecturers.

5.2.3 Lecturers' challenges facing their retention

This section confirms that no stability, loss of interest at work, avoidance of long-term studies, and no peace of mind contribute to lecturers' challenges facing retention.

5.2.3.1 No stability

Different lecturers hold different ranks in a university, and as a result, the ones with a temporary contract tend not to be stable both at the workplace and in life, as they are unable to plan because the future employer and location are unknown chapter four (4.4.1). Therefore, that level of uncertainty creates instability for them, and that is enough reason for them to continue searching for greener pastures.

Furthermore, the literature in chapter two (2.3.3.1) confirmed that factors such as a temporary contract provide some degree of discomfort, especially towards the termination of the contract (Newman et al., 2019). Hence, a lecturer would start searching for another job when with the current employer so that they can have an idea of who the next employer will be and where they will be situated next.

5.2.3.2 Loss of interest at work

It was shown in chapter four (4.4.2) that lecturers lose interest at work because of their environment, in this case, the rural community in which the university is situated. Moreover, there is a high workload for the lecturers and no psychological support for them whenever they are overwhelmed.

In addition, even in chapter two (2.3.3.2), when lecturers do not form part of the decision-making team, it discourages them from voicing their opinion and as it continues, they lose interest in work (Mayya et al., 2020). Therefore, loss of interest at work can cause the lecturer to look for greener pastures elsewhere.

5.2.3.3 Avoids taking long-term studies

Once the lecturer is not appreciated and recognized by the university that employed one, they do not contribute positively towards the university (chapter four, 4.4.3). In this case, the lecturer will only go to work to be present but not really to work to the best of their ability or potential. On the other hand, they may look for another university to work for because one no longer contribute in an extraordinary manner.

The findings are in correlation with chapter two (2.3.3.3) that when other lecturers decide to leave the university, it also affects other stakeholders (Amegatsey et al., 2018). Therefore, when one lecturer leaves the university, the other co-workers will have no faith in the university and, as a result, will avoid any commitments moving forward. Those commitments may be in the way of long-term studies. Hence, lecturers who have decided to leave the university will not be interested in the long-term studies of their current employer.

5.2.3.4 No peace of mind

The factors affecting lecturers' retention in universities are numerous and when they put too much strain on the lecturers, it eventually leads to no peace of mind on the side of the lecturer. As a result, chapter two (2.3.3.4) indicated that lecturers have no peace of mind because they have lost interest in what they do (Nasir et al., 2020). Hence, they would want to leave their current employer and move to another one.

In chapter four (4.4.4), the findings are that lecturers sometimes have no peace of mind because of their family members who live far away from the lecturer. Therefore, the lecturer would want to relocate so that one can be with family members most of the time. Specifically, the poor induction they are welcomed with is sometimes poor, leading to lecturers being overwhelmed and they would see leaving the university as their only option. Hence no peace of mind is one challenge that contributes to the university's failure to retain lecturers.

5.2.3.5 Summary of lecturers' challenges

In summary, the discussed lecturers' challenges when the university is struggling to retain them are lecturers end up not having stability both at work and at home, they end up losing interest at work; as a result, they avoid taking part in long-term studies and eventually, these lecturers end up with no peace of mind.

5.2.4 Availability/non-availability of reward systems

This section confirms that cash prizes for publication, excellence awards for lecturers, grants for top researchers and preferred lunch hours are some of the available reward systems.

5.2.4.1 Cash prize for publication

Results have found that in order to encourage lecturers to continue being involved in research and publishing their findings, rewarding them is the best motivator (chapter four 4.5.1). Hence it was even indicated that if you do not publish, you perish and, as a university lecturer, you will not get a reward. However, some universities do not give lecturers cash on hand, but lecturers are told that the money will be in their research accounts.

Therefore, lecturers want cash on hand to enjoy but that is not the case for some universities. Subsequently, when lecturers do not get their cash on hand from their current employer, they secure a job with another university that will pay cash on hand when there is a publication or research work. Even in chapter two (2.3.4.1), it was evident that the university rewarded lecturers to encourage them to continue publishing their research work (Hosen et al., 2021).

5.2.4.2 Excellence awards for lecturers

The findings in chapter four (4.5.2) have shown that sometimes there are excellence award ceremonies for hard-working lecturers in universities. Moreover, the excellence awards ceremony motivates and encourages lecturers to continue getting involved in more research. However, some universities do not hold ceremonies for their hard-working lecturers.

Therefore, when lecturers find out that other universities hold these types of ceremonies for their lecturers, they apply for jobs at that university. Chapter two (2.3.4.2) even confirms that ceremonies such as excellence awards for the lecturers ensure that lecturers continue working hard and become extraordinary lecturers (Warnes, 2021, p.170). The unavailability of the excellence awards ceremony for lecturers is a factor in the reward system, resulting in the university struggling to retain lecturers.

5.2.4.3 Grants for top researchers

In chapter four (4.5.3), it was revealed that lecturers who are amongst the top researchers do attend conferences fully paid for by the university. Moreover, attending conferences at the university's cost is another way to encourage top researchers to continue increasing the level and the quality of their results.

However, chapter two (2.3.4.3) revealed that whenever the same hard-working researchers no longer produce the expected outcome, the provided grants for the deserving lecturers

will not be the same anymore (Paudel et al., 2020, p.450). As a result, it clearly shows that the lower the productivity, the lower the grants and the opposite is also true. However, when a university does not provide grants equivalent to the level of output produced by the lecturer, it will move to a university that is most likely to provide grants.

5.2.4.4 Preferred lunch hours

The discoveries in chapter four (4.5.4) are that lecturer will sometimes need to assist students and even other university stakeholders during their lunchtime. As a result, they sometimes end up having lunch after or even before lunchtime, which will cause challenges when other duties require the lecturer's attention before and after the lunch break.

A fixed lunch break inconveniences lecturers because some days are busier than other days. Hence the literature review in chapter two (2.3.4.4) also confirmed that preferred lunch hours would come in handy for the lecturers (Yasmin, 2020). However, when the university they are employed at does not provide them with an option to choose their lunch break every stakeholder will be aware of the move to other universities that will give lecturers decision-making power when it comes to their lunch break.

5.2.4.5 Summary of reward systems

The availability and/or non-availability of the reward system of the university were discussed. The reward system consists of cash prizes and the cash indirectly reinvested into the university account, the occasional excellence awards, grants for hard-working researchers, and lecturers who should have preferred lunch hours.

5.2.5 Recommendations that serve as guidelines for universities to enhance lecturer retention policies

This section confirms that flexible work arrangements, promoting teamwork, communication and work-life balance contribute towards recommendations that serve as guidelines for universities to enhance lecturer retention policies.

5.2.5.1 Flexible work arrangements

The findings in chapter four (4.6.1) have indicated that lecturers with no rigid work arrangements manage to handle work and have a life outside the workplace, i.e., the university. Lecturers have families and other commitments they will have to attend to outside

the workplace and the suggested solution is that the university should have a flexible schedule so that they are able to attend to other commitments.

Moreover, chapter two (2.3.5.1) revealed that when lecturers have flexible working hours, they are free to attend to other commitments and come back stress-free at work (Mayya et al., 2020). That also results in a lecturer having a full life, not all consumed by university duties and responsibilities. Therefore, when a university allows lecturers to have flexible working hours, lecturers will stay for a longer period because the university promotes work-life balance.

5.2.5.2 Promoting teamwork

The results in chapter four (4.6.2) confirmed that through assisting others and being assisted, colleagues tend to become different team members who work for a university and not just individuals. Therefore, working together as lecturers promotes teamwork, which is essential for a higher institution of learning to prosper and becomes a competitive advantage compared to other universities that do not promote teamwork.

Even chapter two (2.3.5.2) confirmed that being part of a team satisfied the need to belong to individuals (Thant et al., 2021, p.163). That is killing two birds with one stone i.e., promoting teamwork which ensures that lecturers never work alone and always have support from colleagues and a sense of belonging. As a result, lecturers will not leave a university that provides a sense of belonging and promotes teamwork.

5.2.5.3 Communication

It was discovered that in chapter four (4.6.3), through communication, lecturers get involved in the decision-making processes at the university. Moreover, when lecturers engage in communication and take part in the decision-making, they form part of the university's vision, which brings them joy. That shows that the university does value their opinion.

As a result, when lecturers belong and contribute towards the vision of a higher institution of learning, they continue working for the university and they will not choose to go anywhere else. Hence even chapter two (2.3.5.3) revealed that communication is a major pillar in the decision-making processes (Alfayad et al., 2017). Furthermore, when lecturers are being communicated to, it shows that the university does care about what they have to say. Hence,

lecturers are happy to continue working for a longer period at a university that cares about their voice.

5.2.5.4 Work-life balance

Chapter four (4.6.4) revealed that one way to retain lecturers for a longer period would be to build housing units for the lecturers on campus. In this way, lecturers, especially in rural communities, will not suffer the consequences of a dysfunctional municipality. For instance, there will no longer be unexplained power cuts, or a limited supply of water and these lecturers will not be affected by the constant community unrest due to the basic services not being provided.

As a result, when some of the challenges faced by lecturers as a result of staying in a rural community are solved by the university they work for, those lecturers will be happy to continue working for the university. According to chapter two (2.3.5.4), these challenges lecturers face lead to stress (Nasir et al., 2020). However, with the help of the university in balancing work and life, lecturers will be retained by the university for a longer period.

5.2.5.5 Summary of recommendations

Recommendations that serve as guidelines for universities to enhance lecturer retention practices were discussed as follows: lecturers should have flexible working hours, teamwork should be promoted all the time, communication is a major key for a workplace and strategies to assist lecturers in finding a balance between work and life.

5.3 Summary of all chapters

This is the summary of Chapter one: Background of the study; Chapter two: Theoretical framework and literature review; Chapter three: Research design and methodology; chapter four: Data analysis and interpretation and Chapter five: Discussion of findings, conclusions and recommendations for the study of factors influencing lecturers' retention in a South African university.

5.3.1 Chapter 1: Background of the study

The discussion in this chapter consists of the problem that universities are struggling to retain lecturers for a longer period. Therefore, the research problem led to a gap in the world of knowledge; hence the study was developed. Furthermore, the literature was reviewed to

have a better and deeper understanding of factors influencing lecturers' retention in a South African university. Moreover, the problem of the study was discussed as well. The theory which informed the study is the Herzberg two-factor theory and the research aim, question and objectives were also mentioned in this chapter. The study's research design, i.e., participatory case study, was discussed, including the semi-structured interviews used to collect data and the criteria used for selecting the participants. Since the data collection method was discussed well, it was also analysed using a thematic analysis method consisting of six steps. The value of the study was also discussed, including the ethical considerations and the layout of all the chapters of the dissertation which were mentioned.

5.3.2 Chapter 2: Theoretical framework and literature review

The discussion in this chapter consists of the theoretical framework and the reviewed literature. Frederick's Herzberg two-factor theory was adopted for the study. As a result, the definitions from different authors were provided, the origin of the theory, principles/assumptions of the study, and why the theory is relevant for the factors influencing lecturers' retention in a South African university. Moreover, the reviewed literature was based on the factors influencing lecturers' retention in other universities and other countries. In this case, there were internal and external reasons for lecturers to hop from one university to another. Therefore, the suggested solutions by other authors were reviewed to better understand why lecturers are constantly moving from one university to another, which is a challenge.

5.3.3 Chapter 3: Research design and methodology

The discussion in this chapter consists of the research design and methodology. The qualitative research approach was chosen for this study. Couples with the research paradigm and design which were discussed for the study were as follows: Transformative paradigm and Participatory Case study, respectively. In this case, the research approach, paradigm and design, the origin, assumptions/principles, and their relevance to the study were discussed in detail. The criteria for selecting participants were explained and how the lecturers, HoDs and HR staff will be selected for the study. For this study, the semi-structured interviews used to collect data were described. Brown and Clarke's six-step thematic analysis method and how the data analysis method is suitable for the study were discussed as well.

5.3.4 Chapter 4: Data analysis and interpretation

The discussions in this chapter consist of analysing and interpreting the data generated with the semi-structured interviews and the analysed data using the thematic analysis method. The themes, sub-themes and objectives were discussed as they appear in the research objectives. Therefore, the identified factors influencing lecturers' retention in a South African university required guidelines for universities to enhance lecturer retention practices. As a result, factors such as fewer promotional opportunities, no recognition, less responsibility, low salaries and benefits, poor physical working conditions, job insecurity, rigid organisation policies and culture, etc., contributed to the university's inability to retain lecturers. As a result, suggested solutions were as follows: providing promotional opportunities, recognising hard-working lecturers, absorbing contract lecturers permanently, giving lecturers equal responsibilities (according to their rank), relaxing rigid regulations etc., for the challenges faced by the lecturers. Hence, when the university takes the suggested solutions and implements them accordingly, the lecturers stay employed by the university for a longer period.

5.3.5 Chapter 5: Findings, conclusions and recommendations

The discussions in this chapter consist of the findings extracted from chapter four after the data were analysed using a thematic analysis method. Equally important, the chapter included a discussion of conclusions together with the recommendations. It was therefore discovered that lack of motivation at the workplace leads to unmet needs for the lecturers; less responsibility, for instance, a faculty with no postgraduate students, means lecturers will have fewer responsibilities and when one does not perform all the duties of being a lecturer, work becomes meaningless. Apart from the lecturers' challenges, the institution is also faced with challenges they have control over, such as salaries and benefits, physical working conditions, job security and organisation policies and culture. As a result, when lecturers continue being faced with the above-mentioned challenges, they end up having no stability and lose interest in their work; they end up avoiding taking part in long-term studies which eventually leads to no peace of mind. Furthermore, the availability/non-availability of the reward system plays a major role in whether the lecturer will stay for a longer period. Therefore, flexible work arrangements, promoting teamwork, communication and strategies to balance work and private life will assist universities in retaining lecturers for a longer period.

5.4 Summary of the chapter

The findings of this chapter were as follows: fewer promotional opportunities, no to less recognition, less responsibility and no meaningfulness at work are the factors affecting lecturers' retention. Moreover, salaries and benefits, physical working conditions, job security, organisation policies and culture are some institutional challenges to retaining its lecturers. Furthermore, lecturers facing retention are faced with challenges such as no stability, loss of interest at work, they avoid taking part in long-term studies and they have no peace of mind as the focus is no longer fully on the current job. Although, in this case, some reward systems are available and some are as satisfactory as those provided by other universities, such lack of cash prizes for publication, excellence awards for lecturers, grants for top researchers and preferred lunch hours are still lacking when it comes to the reward system of the university. As a result, the recommendations which serve as guidelines for universities to enhance lecturer retention practices were: flexible work arrangements, promoting teamwork, communication and work-life balance.

5.5 Conclusion of the study

The problem of this study is that lecturers do not stay at one university long enough to see their first-year students graduate; therefore, the research was centred around factors influencing lecturers' retention in a South African university. The PCS was used to collect data and the gathered data was analysed with the use of the TA method. The study findings are as follows: fewer promotional opportunities, no recognition, less responsibility and no meaningfulness, salaries and benefits, physical working conditions, job security, organization policies and culture are challenges for both the lecturers and the university to investigate.

Moreover, reward systems such as cash prizes for publications, excellence awards, grants for top researchers and preferred lunch hours should be made available for the lecturers to retain them for a longer period. In this case, the following challenges are as a result of lecturers who are about to leave the university should be minimised, i.e., no stability, loss of interest at work, avoid taking part in long-term studies and all these challenges lecturers are faced with were discovered to result in no peace of mind for what is next for lecturers.

As a result, flexible work arrangements, promoting teamwork, communication and work-life balance are required for the university to retain its hard-working lecturers for a longer period. In conclusion, when the above-mentioned challenges are attended to and minimised, lecturers will remain with a university for a longer period and all the other stakeholders will benefit in different ways.

5.6 Recommendations for retaining lecturers for a longer period

Recommendations after considering the findings as a result of providing answers to the research question: What are the factors influencing lecturers' retention in a South African university? Equally attending to the research objectives:

1. As a result of discoveries (see 5.2.1), factors such as the university providing fewer promotional opportunities for the lecturers' growth, not recognizing their positive contribution towards the institution, and denying them an opportunity to supervise postgraduate students contributes towards the lecturers' job not being meaningful. Therefore, all the mentioned factors should be dealt with for the university to continue having lecturers for a longer period.
2. As a result of discoveries (see 5.2.2), there are challenges affecting lecturers' retention that the university has full control over, such as salaries and benefits, job security, physical working conditions and organisation policies and culture. The recommendation is that universities should consider these challenges and ensure that the lecturers are satisfied with what the university has to offer.
3. As a result of discoveries (see 5.2.3), lecturers who are thinking about leaving their current employer and those who have applied to other universities end up suffering from the following: no stability at work and home, loss of interest at work, avoid commitment to long-term studies and eventually, lecturers have no peace of mind because they have no idea who the next employer will be. Hence, it is vital that universities consider programmes and engage the lecturers in communication to make the transition easier for them or even manage to retain them.
4. As a result of discoveries (see 5.2.4), universities have reward systems; in this case, they consist of cash prizes for publication, excellence awards for lecturers, and grants for top researchers and preferred lunch hours. The university should investigate adjusting the reward system accordingly so that lecturers do not find it easy to leave

the university for better offers elsewhere, especially when the lecturer is a hard worker.

5. As a result of discoveries (see 5.2.5), providing lecturers with flexible work arrangements, promoting teamwork at the workplace, communicating with lecturers as often as possible and considering their input, and considering and supporting strategies to promote work-life balance for the lecturers will ensure that university will have a competitive advantage over other universities in terms of attracting hard-working lecturers.

5.7 Limitations of the study

One of the challenges for the study was the four interview questions for the participants. In other words, the four questions that were formulated from the objectives were limiting the direction the study could have taken. During the interviews, there was a realisation that lecturers are reluctant to share their own experience. However, they continued to discuss what they observed and know about other lecturers, and they did not mention much about themselves. Once lecturers were uncomfortable enough to share their experience, I added follow-up questions allowing them to share their stories. In essence, that was the limitation and once the challenge was identified, it was then addressed during interviews.

5.8 Recommendations for further studies

This study's focus was on factors influencing lecturers' retention in a South African university, and the study's aim was to explore factors influencing lecturers' retention. To be specific, why universities are struggling to retain lecturers for a longer period, which negatively impacts the students, the university's goodwill and other stakeholders. As a result, the study was geographically based on a rural university in South Africa; however, the whole of South Africa does not only consist of the rural community. Hence, the recommendation is for other researchers to conduct the study in the universities in the urban areas together with the suburban communities within the country. On the other hand, other researchers should conduct the study in other countries of the Southern African Development Community (SADC), the rest of the countries in Africa, and the other continents. Considering that in this study, the focus was only on lecturers, researchers can focus on the other staff members of the university. In this way, other researchers will be able to suggest solutions that will prevent a country or even universities from recycling lecturers and other employees of higher learning institutions.

5.9 Contributions of the study

The successful exploration of factors influencing lecturers' retention in a South African university study will benefit all university stakeholders. In this case, the migration of lecturers from one university to another disturbs the foundation of the university's stability. Subsequently, students are left with no supervisor and remaining lecturers with extra workload. However, when the challenge is mitigated, lecturers can even conduct long-term studies and see their first-year students graduate. Once the strategies and guidelines developed to assist universities to retain lecturers are in place, there will be stability in universities. In addition, the HR policies will also be adjusted, and further studies will be conducted to determine factors influencing lecturers' retention in other African universities and outside the continents. In essence, the study will be a blueprint for other researchers to ensure that universities are able to retain lecturers.

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APPENDIX 1

Email for recruiting participants

Dear Sir/Madam,

I am conducting interviews to get a better understanding of why the university is struggling to retain lecturers for a longer period and what could be done to mitigate this challenge.

Interviews will take +/- 10 minutes.

Title: Factors influencing lecturers' retention at a South African University

Name: Neo

Surname: Mahoko

M.Ed. student (2011153307)

Supervisor: Dr Bunmi Isaiah Omodan

Ethical Clearance number: UFS-HSD 2021/0707/21

Please find the attached documents.

1. Research proposal
2. Ethical clearance certificate
3. Gatekeeper permission

Kindly reply with your preferred contact number, date and time for the telephone interview to be part of this study.

Hoping to hear from you soon.

Regards

Neo Mahoko

APPENDIX 2
CONSENT FORM

I _____ confirm that Neo Mahoko has explained her study in detail.

I have read the attached documents in the sent email and asked questions whenever I needed clarity. I understand that my participation is voluntary, and I can withdraw at any time when I choose to do so. I am aware that the findings of this research will be reproduced into a journal publication and a dissertation. I agree to the interview to be recorded and I have a copy of a signed consent form.

_____	_____	_____
Participant	Signature	Date

_____	_____	_____
Researcher	Signature	Date

APPENDIX 3

Mahoko Neo-Factors influencing lecturers' retention in a South African University

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APPENDIX 4

INTERVIEW QUESTIONS

1. What are the institutional challenges towards retaining lecturers?
2. What are the internal and external challenges that are faced by lecturers which affects their retention?
3. Which reward systems are in place at this university?
4. What are your recommendations for the university to enhance lecturer retention practices?

APPENDIX 5

INTERVIEW SCHEDULE

My name is Neo Mahoko, a Master of Education (Leadership and Management) student at the University of the Free State (QwaQwa campus) and I would appreciate the opportunity to interview you as a participant of the study. For this occasion, the aim is to explore the factors influencing lecturers' retention in a South African university, together with practices to guide the university to mitigate the mentioned challenge. The interview will only need 12 minutes. Are you available to contribute by way of answering the interview questions?

Do you allow me to record this interview and be rest assured that it will only be for my ears only.

We will begin this interview with the demographic questions to get a better understanding of our participants.

1. What are your full names?
2. How old are you?
3. What is your gender?
4. How many years of working experience do you have at this university?
5. What is your highest qualification?

I am going to ask you four questions and they are as follows:

1. What are the institutional challenges towards retaining lecturers?
2. What are the internal and external challenges that are faced by lecturers which affects their retention?
3. Which reward systems are in place at this university?
4. What are your recommendations for the university to enhance lecturer practices?

Thank you for sharing all this information. Please allow me to summarise your input and you will correct me if I am wrong.

Upon request my whole study can be made available to you.

Once again, thank you and I appreciate your time.