



**INFLUENCE OF CAREER DEVELOPMENT PRACTICES ON EMPLOYEE RETENTION IN PUBLIC UNIVERSITIES IN KENYA A CASE OF TECHNICAL UNIVERSITY OF KENYA**

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**ABSTRACT**

*Career development practices are core function of human resource management which develops the short and long term capacity of employees. Employees are major assets of any organization; they play an active role towards company's success. Equipping these unique skills through effective training is imperative in order to maximize job performance. Previous studies in Kenyan public universities shows that over the last two decades, public universities have been facing a myriad of problems which have affected their ability to motivate and retain their employees. This study sought to determine the influence of career development on employee retention in public Universities with reference to Technical University. The study was guided by two theories which are linked to the variables in the conceptual framework. The study adopted descriptive research design since the study intended to gather quantitative and qualitative data that describes the influence of career development on employees' retention in public universities. The target population was 266 employees. Through stratified random a sample of the 113 respondents were selected. The study used both primary and secondary data. Data was collected using self-administered questionnaires. Data analysis was done using Statistical Computer Software (SPSS). Descriptive analysis was used which included weighted means, standard deviation, relative frequencies and percentages. The data was then be coded to enable responses to be grouped in various categories and descriptive statistics was used to summarize the data. This included percentages and frequencies. Tables and other graphical presentations were used to present the data for ease of understanding and analysis. A regression model was employed to establish the extent to which the specific variables under study influenced retention. The findings showed that Training and Development had a significant positive effect on the employee retention levels; while Mentoring had an insignificant positive effect on the employee retention. The study recommended that organizational leaders do all it takes to career development sessions so as to develop in advance the required skills and competencies. This helped employees to develop a sense of loyalty for employers who were willing to invest in them.*

**Key Words:** Training & Development, Mentoring, Employee Retention

## INTRODUCTION

A career is a related series of jobs in an ascending order of status and responsibility. Career development is an organized planning method used to match employee goals with the business needs of an organization. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements. Career development may occur within a single usually large organization; through a person moving between organizations; or by a mixture of the two. The most important requirement of career development is that every employee must accept his or her responsibility for development (Armstrong, 2014). Career development benefits not only the individual employee, but also the organization. The development of employees for future positions, an organization is assured of a supply of qualified, committed employees to replace high level employee. In addition, career development practices enables organizations to develop and place employees in positions that are compatible with their individual career interests, needs and goals.

In today's competitive market, successful organization regardless of size need employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive edge in the organization. Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person-centred services is rightly ambitious. Armstrong (2014) agrees and points out, that today's dynamic environment requires continuous professional and managerial development. Stakeholders should put in place, if not already available, a range of structures and processes to support the development of the workforce they need now and for the future. Rao, Rao, & Yadav (2007) concur and argue that career development

of employees should be seen as an investment, not a cost; and that bad performance, ignorance and low commitment to duty are very costly barriers in an organization.

It is pointed out that the key to high levels of performance lies in having employees who are willing to work, are well managed, well led, well-motivated and are always re-skilling. Career development covers an employee's working life. It starts with, for example staff orientation, on-job training, experience, short courses, professional courses, post graduate degrees or diplomas. Training becomes imperative in order to maximize the job performance. Career development often used to close the gap between current performances and expected future performance.

Career development has increasingly become attractive to organizations that aim at improving performance and productivity. As organizations evolve and compete with one another, they consider several factors like technological innovation, demographic change, and having and retaining skilled employees as strategic move to gain competitive advantage. These factors play an important role in firm's development. Knowledge and skills have become key for companies to be economically competitive (HillTrop, 2009).

As globalization continues to drive business, employers want to recruit workers who can manage both complex numbers and diverse teams of people (Williamson, 2011). In this millennium the issue of career development it is useful to acknowledge that if one believes in evolution, rather than revolution, as then origin of career practice then the seeds of the future exist in the past and in the present. According to the National Strategy for the Development of the social service workforce in Scotland (2005), employee development is the foundation on which the confidence and competence of individual staff is built.

In the face of technology and consumer demands that are changing rapidly, an update in the employees' knowledge and skills is necessary. Career development programs enable employees to realize these changes beforehand and provide the achievement of new skills. If an organization has an effective career development program in accordance with the employees' personal expectations, the employees' will eventually wish to stay at the organization. This consistency will be reflected in the employees' performance through time. Career management identifies the future necessity of human resources better and provides the forecast of better developmental stages for the specialties and different professions in the company (Bayram, 2008).

In Africa, managers and employers understand that they cannot obtain a good performance from their employees in a platform where both personal career management and organizational career management practices are absent. They have realized that developing new methods are necessary, and they have to make a fundamental change in this matter. Otherwise, it is likely that their competitors will discover the secret power of workers and take action already. One of the roles of the human resource department is to help employees consider potential career routes (Armstrong, 2014).

In Kenya, modern organizations need their employees to adapt to constant changes with a minimal amount of disruption, and they turn to constant employee development. In addition, this creates opportunity for employees to grow in their profession and to achieve a distinguished career (Bolagun, 2005). Empirical investigations have also shown that organizational career development for employees reinforces optimism in employees to perform their jobs more effectively. On the other hand employees are required to be creative, competent, innovative, flexible, and trained enough to handle the

information effectively (Ngugi, 2014). In addition, training helps organization to increase employee retention and decrease turn over, helps employees to develop and identify the career development strategies, serves as a tool to enhance the commitment with organization and improves employees' skills (Bolagun, 2005).

### **Statement of the Problem**

Employees are major assets of any organization; the active role they play towards an organizations success cannot be underestimated. Effective career development practices facilitate healthy organizations. Previous studies on career development in public universities in Kenya indicate that 80% of employees leave their jobs for lack of career progression. Many employees in the Universities have trained but have remained stagnant with little evidence of career advancement. There is a level from which employees find it difficult to move upwards or get promoted yet these Universities need employees who offer quality services. Lack of career progression after training is a problem in most Universities. If a solution to this problem is not found, motivation of employees will be seriously affected, labour turnover will be on the rise and productivity of employees will also be affected (Caroline, 2014).

Previous studies have shown that there is a positive relationship between the career development practices and employees' retention at public universities in Kenya (Abbas, 2014; Oduma, 2014; Monis & Sreedhara, 2011). However, in recent times, low staff retention, high level of staff turnover and brain drain has been identified as the main problems confronting most African Universities, Kenya inclusive. It is estimated that some 23,000 qualified academic staff are emigrating from Africa each year in search of better working conditions in developed countries (Hayes, 2015). Locally there are a few empirical studies done on career development but this has

focused on different organizations other than public Universities. Further none of the studies has tackled the influence of career development practice on employee retention. This study sought to fill that empirical gap by finding out the influence of career development practices on employee retention in public universities of Kenya with reference to Technical University.

### **Objectives of the Study**

The general objective of this study was to determine the influence of career development practices on employee retention in public Universities with reference to Technical University of Kenya. The specific objectives were:-

- To determine the effect of Training & Development on employee retention in Technical University of Kenya.
- To examine the effects of Mentoring on employee retention in Technical University of Kenya.

## **LITERATURE REVIEW**

### **Theoretical Review**

#### **Human Capital Theory**

Human capital theory was proposed by Schutz (1961) as cited in Becker & Gerhart (1996) and its postulation is that the knowledge and skill a worker has generate a certain stock of productive capital. The theory further singles out training & development as the best gift an organization can give its employees. The current world of work puts the importance of human capital at the centre of the current organizational environment. Attracting and retaining intellectual capital, a cadre of highly skilled employees with idiosyncratic skill is essential. Therefore, organizations must move from human resources to the notion of human capital. This approach also sees people not as an expense item on their income statements, rather as an asset capable of not only adding value to their organizations but

also in some cases ensuring its very survival in the current competitive environment (Armstrong, 2014).

The human elements of the organization are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long term survival of the organization. Human capital comprises intellectual capital (which are the unique knowledge and skills that people possess), social capital (which is flexible networks among people that allow the organizations to link, embed and leverage its diverse knowledge) and the organizational capital (which is the institutionalized knowledge possessed by an organization that is stored in databases and manuals. Sutherland (2004) also adds emotional capital which is the ability to convert the potential in intellectual capital into committed realized action.

A significant amount of an organizations value is possessed by its employees and when the key employees leave companies, they take this value with them (Sutherland, 2004). It is indeed the knowledge, skills and abilities of individuals that create value, which is why the focus has to be on means of attracting, retaining, developing and maintaining the human capital they represent. Universities put a lot of investment in the training of the academic staff and it is therefore through greater employee attachment and tenure that can make the investment pay off. The current study banks on the argument of this theory and aims at establishing how employee training has been employed as a strategy of retention.

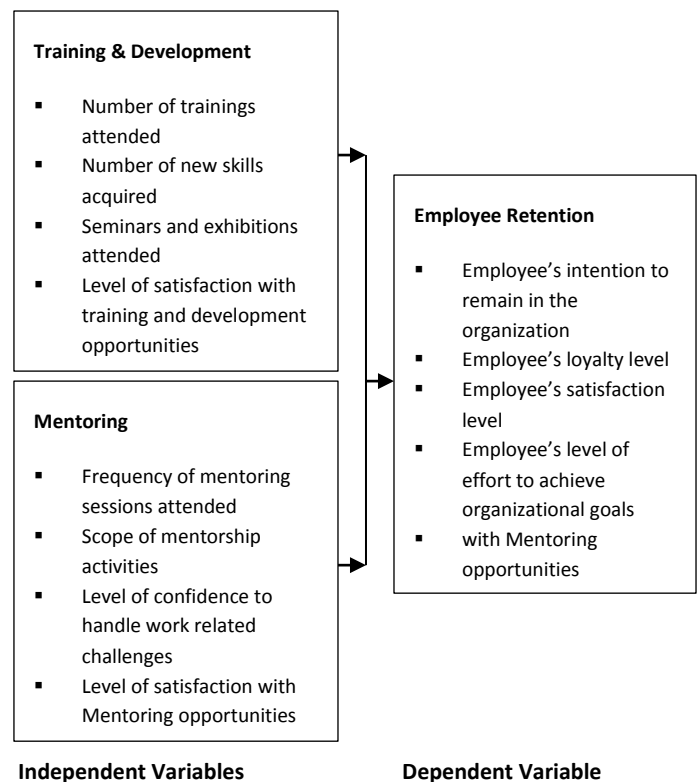
#### **Hertzberg Two Factor Theory**

Hertzberg (1968) as cited in Stello (2012) believes that every worker has two sets of needs (motivational and hygiene needs). He contends that employees in this respect will stay in their

work place so long as their needs are satisfied and they are motivated. Failure to meet their needs would automatically call for departure hence employee turnover. People are satisfied at their work by factors related to content of that work. Those factors are called intrinsic motivators and contain achievement, recognition, interesting work, responsibility, advancement and growth. Factors that make people unhappy with their work are called dissatisfies or hygiene factors.

Herzberg found the following dissatisfies: company policy, supervision, working conditions, interpersonal relationships, salary, status, security (Anvari & et al, 2013). What makes them different from motivators is the fact that they are not related to the content of the work but to the context of the job. Armstrong (2014) noted that job embeddedness theorizes that employees remain in the organization as long as the inducements to stay there match or exceed their expectations. Job embeddedness influences employee's decision to whether remain in the company or leave. By being embedded in a job, the individual will be less likely to leave the organization thus having a positive impact on their performance. Organizations should ensure that their employees are job embedded as this will keep the individual from leaving the company hence resulting to employee retention. Human resource practitioners should try and ensure that employees are embedded to their jobs through the three dimensions of job embeddedness; links, fit and sacrifice (Mapelu, 2011). Fredrick Herzberg refers to motivational factors based on individuals need for growth and advancement opportunities (Bayram, 2008). Career Advancement can play a major role in attraction and retention of employees. According to Cole, Herzberg states that when these factors are out of line with employees expectations, the provide employees dissatisfaction.

### Conceptual Framework



**Figure 1: Conceptual Framework**

#### Training and Development

A deliberate program for promoting the capacity of employees through allowing them to improve their education level, organizing seminars and exhibitions and other avenues meant to promote skills and knowledge (Armstrong, 2014). Training is considered a form of human capital investment whether that investment is made by the individual or by the firm. Training provides employees with specific skills or helps to correct deficiencies in their performances, while development is an effort to provide employees with abilities the organization will need in the future. The purpose of training in the work context is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization. Opportunities for training and development are among the most important reasons why employees stay especially young and enthusiastic ones.

## **Mentoring**

Mentoring is a process of developing formal relationships between junior and senior members of the organization, in certain cases mentoring also takes place between peers. This involves having more experience employees coach the less experienced ones (Hall, 2007). In other words it is a process of developing relationships between more experienced members of an organization and the less experienced ones for transfer of knowledge and skills. These associations are developed with the intent of developing career functions. For example, coaching, sponsorship, protection to peer, challenging assignments, introduction to important contacts and resources are certain ways in which mentoring may happen. Mentoring is also targeted to psychological functions; role modeling, counseling, benchmarking individual practices are various ways in which the latter is achieved. It is no doubt an important tool that apart from employee development also leads to increased job satisfaction, organizational dedication and career achievement. The process of mentoring works both ways i.e. it benefits the parties, the mentor and the mentee. It increases the job involvement and satisfaction of the mentor. In case of the one mentored, he feels valuable, the job satisfaction increases and there is essentially a transfer of knowledge and skills.

## **Employee Retention**

Hayes (2015) defines retention as process in which employees are encouraged to remain with the organization for a maximum period of time. This process enhances effective and efficient delivery of goods and services by organizations. Employee retention strategies are adopted and implemented to ensure that employees remain and work for the successful achievement of organizational goals. Wetzels (2014) noted that employee retention refers to the ability of an organization to retain its employees. However, he

asserts that many consider employee retention as relating to the efforts by which employers attempt to retain employees in their workforce. In this sense retention becomes the strategy rather than the outcome. Employee turnover is a huge challenge that has not been resolved. Onyango (2012) has defined employee retention as a systematic effort to create and foster an environment that encourages employee to remain employed by having policies and practices in place that address their diverse needs. Employee retention is crucial for one reason, and that is the cost of employee turnover. Whether one measures the cost in terms of recruitment costs, loss of productivity, opportunity cost, or the knowledge and expertise lost when talented individuals leave these are all losses that could be saved by providing employees with the right reason to stay. Effective succession planning is dependent upon the ability to retain the best employees in any organization. This process enhances effective and efficient delivery of goods and services by organizations.

## **Empirical Review**

### **Training and Development**

Abbas (2014) carried a study to establish the perceived influence of career development on retention at Deloitte Kenya. Training and development was explored as one of the major variables in his study. Using descriptive statistics and regression survey designs, Abbas (2014) targeted 120 respondents at Deloitte Kenya and used structured questionnaires to collect data. Respondents admitted that they were satisfied with training and development practices in the company. Respondents attributed their willingness to work in the company to proper coaching and extensive job training employed by the management. However, the study was conducted in a very competitive international auditing company, whose state of affairs may not

be replicable to other institutions such as universities.

When the employees are introduced to more training, they show higher level of commitment as compared to others. Anvari & et al (2013) revealed that it is possible only with the help of planning training and development programs that are totally based on needs valuation to achieve commitment and retention. Training is considered important in developing a feeling of belongings among employees. It has been revealed that training and development has a potential to change the turnover thoughts and is an important factor that helps in originating the intentions of turnover.

The most valuable asset available to an organization is its people, thus retaining staff in their jobs is essential for any organization. Employee retention is one of the most critical issues facing organizational managers as a result of the shortage of skilled manpower, economic growth and high employee turnover. There is a growing global interest in matters of employee training and development in higher education institutions and Kenya is no exemption. Research has demonstrated that the quality of staff in an organization has a direct influence on its organizational effectiveness (Anis, 2011).

Demand and competition for highly qualified academics has intensified. Growth in global mobility and shifting demographic profiles, means recruiting and retaining talented and knowledgeable lecturers and researchers is an ever-increasing challenge. These trends have engendered a more strategic approach to human resource management across the higher education sector (Barlett, 2012).

It is imperative for public universities through the employment process, to attract quality employees to the organization. However, it is more important for managers to device strategies with which to

retain the talented employees in the service of their organizations in order for employees to benefit from the investment already made in them. The efforts which HR professionals should do for creating career development opportunities and train them and making employee satisfied and retain them in organization. Creating opportunities for promotion within the organization and also providing opportunities for training and skill development that help employee to improve. Lack of training and promotion opportunities are the main reason the high performing employees to leave the company (Bolagun, 2005).

### **Mentoring**

Mentoring can provide an array of benefits for organizations of all sizes, especially small businesses. When conducted in an efficient and productive manner, mentoring provides employees a way to connect, learn and grow within the company and along their own career paths. Mentoring involves pairing experienced professionals with employees that could use help adapting to the environment and culture of the workplace. This can include pairing a mentor with new employees to help them settle into the surroundings and get off to a good start. Coaching often comes in play when a new employee or current employee can benefit from personal guidance on specific job duties, processes or responsibilities. Small businesses can also use mentors to help develop other employees along a specific career path, such as management (Hayes, 2015).

On an organizational level, mentoring can provide a host of benefits. Mentoring can help encourage loyalty to the company. When experienced professionals help mould the career of and provide opportunities for mentees, these individuals may feel a greater sense of connection and commitment to the business. Prince (2011) urged that taking advantage of the



expertise and knowledge of experienced employees and professionals can help bring younger or less experienced employees up to speed. This results in better efficiency across the organization when bringing on new employees. In addition, mentoring can help guide an employee along on her career path resulting in an employee well versed on company expectations. Providing a benefit for the organization.

Mentoring can help to support these individuals, as it has the adaptability and flexibility to support a range of individuals with different learning styles. The development needs of individuals are diverse and the 'one size fits all' model of development is often inappropriate. Thus, mentoring has the potential to provide a flexible responsive development approach that can use to support an increasing number of individuals within the organization than traditional forms of training (Sweeney, 2013).

On top of developing employees, Mentoring can improve the function of the team, department and entire organization. Mentoring allows managers to identify the weaknesses and strengths of each employee. This allows the organization to capitalize on the resources at hand to keep the whole team working smoothly when employees request vacation or take a sick day. Effective mentoring can have a positive impact on an organization. It can produce improved relationships and teamwork between staff at different levels. Employees have increased job satisfaction, which improves productivity and quality, and there is an overall improved use of people, skills and resources, as well as greater flexibility and adaptability to change (Shreethara, 2014).

## **RESEARCH DESIGN AND METHODOLOGY**

The study employed the use of descriptive research design. Descriptive research involves gathering data that describes events and then

organizes, tabulates, depicts, and describes the data collection (Grimes & Schulz, 2002). The target population for this study was 266 respondents from the Technical University of Kenya Nairobi Campus consisting of Senior Management, Teaching Staff and Non – Teaching Staff. The researcher used survey questionnaires which had both open and close ended questions. The researcher administered the questionnaires individually to all respondents of the study.

## **DATA ANALYSIS AND INTERPRETATIONS**

A total of one hundred and thirteen respondents were issued with questionnaires of which a total of 105 questionnaires were returned, which represented a response rate of 93% which is above the 60% response rate recommended by Armstrong (2014). The study targeted 21 Senior Management; 41 Teaching Staff; and 51 Administrative Staff, all totalling to 113. The response rate comprised 20 Senior Management; 39 Teaching Staff; and 46 Administrative Staff, all totalling to 105. The Administrative staffs were the hardest to reach since they are spread across the University premises. With this high response, the survey conducted was then described as successful. The background information sought in this study included gender, level of education, age and work experience. The study showed that men were the majority Gender at 64.8% while Women were the minority Gender at 35.2%. This shows that Technical University of Kenya abides by the 'two –third' gender rule which states that in any given workplace, no gender should comprise more than two thirds of the total employees. Women participation in higher education was above average in Technical university as compared to other universities which the rate of women participation is below two thirds as reported by (Hussein, 2016). 19 (18.1%) respondents aged 20 – 29 years; 54 (51.4%) respondents aged 30 – 39 years; 22 (21%) respondents aged 40 – 49 years; and 10 (9.5%)

respondents were aged 50 years and above. Majority (51.4%) of the respondents were aged between 30 – 39 years. From the findings, it was observed that the bulk of the workforce of Technical University is middle aged. These findings were consistent with that of Simson (2015) who observed that the mean age of public university employees was 36.34 years (SD = 7.26). Respondents were asked to indicate their level of education either Certificate, Diploma, Degree, Masters or PhD. 13 respondents had PhD; 41 had Masters; 33 had Bachelor's degree while 18 had Diploma. The most common education qualification amongst Technical University employees was Masters, followed by Bachelors, then Diploma and PhD. Simson (2015) observed that the mean highest level of education (0 = none, 4 = tertiary) of all public university employees was 3.2 years (SD = .92). The respondents were asked to indicate the number of years one has worked in general, and the number of years one has worked in Technical University in Kenya. It was seen that 13 (14.3%) respondents had worked below 2 years elsewhere, while 15 (12.4%) had worked for less than 2 years in Technical University. Forty nine respondents (42.9%) had worked for between 2 to 6 years elsewhere, while 45 (46.7%) respondents had worked for the same number of years in Technical University. Thirty seven respondents (36.2%) had worked for between 7 to 10 years elsewhere, while 38 (35.2%) respondents had worked for the same number of years in Technical University. Six respondents (6.7%) had worked for more than 10 years elsewhere, while 7 (5.7%) respondents had worked for the same number of years in Technical University. The findings show that majority of the respondents have worked between 2 to 10 years both elsewhere and within Technical University implying that Technical University is as good an employer as the other former employers of each respondent. The University has an established tradition of

embracing professionalism in engaging with its personnel at all levels (TU-K, 2014).

### **Descriptive Statistics**

From the findings, on a scale of 1 to 5, the mean score of Training and Development was 3.86 (SD = 0.48). This showed that 77.2% of the respondents tend to agree that employee Training and Development was a motivating factor to them. Training and Development had a standard deviation of 9.6% implying that the proportion of employees agreeing with this finding ranged between 67.6% and 86.8%. The findings were consistent with Anvari, et al. (2013) who found that when the employees are introduced to more training, they experience higher level of motivation as compared to others who are not being trained.

From the findings, on a scale of 1 to 5, the mean score of Mentoring was 3.59 (SD = 0.40). This showed that 71.8% of the respondents tend to agree that employee Mentoring is a motivating factor to them. Mentoring had a standard deviation of 8.0% implying that the proportion of employees agreeing with this finding ranged between 63.8% and 79.5%. Previous studies showed that employees had increased job satisfaction, as well as greater flexibility and adaptability to change when they are mentored (Shreethara, 2014).

### **Discussion of the findings**

The research findings indicated that Mentoring and Training and Development factors all had a positive effect on employee retention in Technical University of Kenya. The findings show that Training and Development had a significant positive effect on the employee retention levels; while Mentoring had an insignificant positive effect on the employee retention levels, 5% level of significance.

Training is considered important in developing a feeling of belongings among employees. It has

been revealed that training and development has a potential to change the turnover thoughts and is an important factor that helps in originating the intentions of turnover (Anvari & et al, 2013).

The current study affirms the view that there is a positive relationship between the career development practices and employees' retention at public universities in Kenya (Abbas, 2014; Caroline, 2014; Monis&Sreedhara, 2011). Thus it is incumbent upon the organizational leaders to view their employees as irreplaceable assets and create effective career development practices that will facilitate healthy organizations.

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The descriptive statistics showed that the mean score of Training and Development was 3.86 (SD = 0.48). This showed that 77.2% of the respondents tend to agree that employee Training and Development was a motivating factor to them. Training and Development had a standard deviation of 9.6% implying that the proportion of employees agreeing with this finding ranged between 67.6% and 86.8%. Regression analysis showed that the co-efficient of Training and Development was 1.442 indicating that when the number of the employees who tend to agree that Training and Development was a motivating factor to them increased by 1%, employee retention increased by 1.442%. The t-value and corresponding p-value indicated that the coefficient was statistically significantly different to 0 (zero), since  $p = 0.002$ .

The descriptive statistics showed that the mean score of Mentoring was 3.59 (SD = 0.40). This showed that 71.8% of the respondents tend to agree that employee Mentoring was a motivating factor to them. Mentoring had a standard deviation of 8.0% implying that the proportion of employees agreeing with this finding ranged

between 63.8% and 79.5%. Regression analysis showed that the co-efficient of Career Mentorship was 0.306 indicating that when the number of the employees who tend to agree that Career Mentorship was a motivating factor to them increases by 1%, employee retention increased by 0.306%. The t-value and corresponding p-value indicated that the coefficient was not statistically significantly different to 0 (zero), since  $p = 0.509$ .

### **Employee Retention**

The descriptive statistics showed that the mean score of Employee Retention was 6.49 (SD = 1.82). This showed that the overall tendency of the respondents wanting to remain in the institution was 64.9% on aggregate. Employee Retention had a standard deviation of 18.2% implying that the overall tendency of the respondents wanting to remain in the institution ranged from 46.7% to 83.1% on aggregate. Unstandardized coefficients were used to indicate how much the dependent variable varied with an independent variable when all other independent variables are held constant.

### **Conclusions**

From the study, the researcher concluded that the objectives of the study had been achieved as it emerged that that Training and Development had a positive effect on employee retention in Technical University of Kenya. The findings show that Training and Development had a significant positive effect on the employee retention levels. The research findings indicated that Mentoring had a positive effect on employee retention in Technical University of Kenya. The findings showed that Mentoring had an insignificant positive effect on the employee retention levels, 5% level of significance.

### **Recommendations**

The study recommends more trainings and development activities for employees so as to increase their skills on pertinent issues in the

organization. This will significantly enhance their retention levels. It has been revealed that training and development has a potential to change the turnover thoughts and is an important factor that helps in originating the intentions of turnover.

The study recommends that organizational leaders ensure that the employees are regularly being mentored. Mentoring will contribute to greater flexibility and adaptability to change at the workplace.

### **Suggestions for Further Research**

This research contributed to the existing body of knowledge on Career development practices and Employee Retention. While the findings of this research pointed out on how career development practices affects employee retention in Technical University, the research should be extended to other public and private Universities in the region. Measures of employee retention should be enhanced to include more quality indicators and control variables.

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