Full Length Research Paper

The impact of academic staff recruitment, development and retention policies at Ba Isago University College on their commitment to the College

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Accepted 22 November 2012

There is a growing global interest in matters of recruitment and staff retention in higher education institutions and Botswana is no exemption. Invariably, all tertiary institutions are confronted with the tremendous challenge of identifying, recruiting and retaining high caliber staff, particularly lecturers. These trends have engendered a more strategic approach to human resource management across the higher education sector. Staff recruitment is centralised at Gaborone Head Office for BA ISAGO University College and is mainly done through advertisement. Statistical Package for Social Scientist (SPSS) was used in the analysis of data and the stratified random sampling technique was employed. Use was made of measures of central tendency, dispersion, t-tests and Analysis of Variance (ANOVA). At least 70% of the academic staff was less than 2 years of employment and 40% got their offer letters within a period of less than one week. 60% consider recruitment methods to be at least good and 77% said management is not doing enough to keep the employees motivated. Nationality and Location had no significant influence on Human Resources (HR) policies with Gender having significant impact on Staff Retention policies. Staff Motivation had a significant positive relationship with recruitment, selection and retention policies with staff retention policies having the highest positive relationship ($r_{(31)} = .673; p< .01$) with staff motivation. Thus employees consider the same primary factors to be the same factors that motivate them when they are employed. Staff development policies have no significant relationship ($r_{(30)} = .234; p<.05$) with staff motivation.

Key words: Human resources, recruitment, retention, motivation, higher education institutions and Botswana.

INTRODUCTION

There is a growing global interest in matters of recruitment and staff retention in higher education institutions and Botswana is no exemption. Research has demonstrated that the quality of staff in an organization has a direct influence on its organizational effectiveness, (Du Toit et al., 2008).

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, (Kubler and DeLuca, 2006). The expansion of the tertiary education sector in many
developing countries has assumed more prominence because of the dearth of highly skilled human resources required to address the challenges of international competitiveness. In Botswana – Vision 2016 – envisions that Botswana should have an educated and informed nation that would be able to meet socioeconomic imperatives of the 21st century. In acknowledging the importance of tertiary education to Botswana’s development agenda, Vision 2016 envisions that by 2016 there would be a university graduate in every family.

The National Development Plan 9 (2003/04 to 2008/09), give priority to enhancing access to tertiary education and promoting the economic development of Botswana and preparing for effective participation in the global economy, (Ramatsui et al., 2008). Consequently, the country has witnessed a rapid growth of tertiary education in this country in an attempt to meet this challenge. Invariably all tertiary institutions are confronted with the tremendous challenge of identifying, recruiting and retaining high caliber staff, particularly lecturers.

Table 1 prove that the demand for tertiary education in Botswana justifies the debate on the quality and quantity of academic staff in the sector and the need to consider critically their conditions of service, to ensure long term sustainability.

Tertiary education participation rates scenarios (2004 to 2016)

Table 2 looks at the actual demand for tertiary education, as compared to Table 1 which was only displaying the potential for demand. Undoubtedly, there is a growing demand for tertiary education as evidenced by the actual participation rate in Table 2. The number are emanating from the growing numbers of students graduating from secondary schools. Reflecting on NP9, it is evident that large numbers of lecturers, with requisite qualifications must be recruited locally and internationally, if the nation is to realize this plan.

Table 2 substantiates the argument that government alone cannot meet the challenge of providing tertiary education in Botswana. But even with the involvement of private providers, the challenge of recruiting and retaining highly qualified academic staff is a great challenge that calls for strategic thinking, in respect of current and future manpower needs of all tertiary institutions Table 3.

STATEMENT OF THE PROBLEM

Ba Isago is one of the first private tertiary institutions in Botswana to be registered by the Tertiary education Council (TEC). The College is bound by TEC Regulations, in matters of staffing and other relevant registration conditions. It must build a reputation for running its programmes using the “most qualified” lecturers, with “relevant” experience, and fully committed to its goals and objectives.

The Tertiary Education Council has stipulated conditions under which a college can be registered. Staffing is one of them.

Staffing of programmes

TEC Registration Guidelines 2006 for tertiary institutions applying for registration states that institution must;

i) Provide a list of all members of staff employed (or due for appointment) by the institution since a certificate of registration was issued by the Council (or since the last formal inspection by the Council) and demonstrate that all staff continue to be capable of contributing to the attainment of institution goals, objectives and learner outcomes.

ii) Recruitment and selection of new staff complies with legislative and institutional policies.

iii) The total staff compliment is of sufficient size, technical skill and seniority for the nature and field of programmes, mode of delivery, and the size of the student body to ensure that all activities related to each programme are being carried out effectively and with minimum disruption.

iv) The academic qualifications of teaching or programme support staff (e.g. laboratory or workshop technicians, resource developers, etc) are consistent with the nature of their duties and responsibilities.

v) There are sufficient staff allocated to specific programmes with appropriate qualifications and or verifiable experience in teaching, learner guidance and support, assessment, moderation/verification and where relevant, research supervision.

All the above guidelines are supposed to be met for the successful registration of Ba Isago University College hence the significance of proper, sound, effective, relevant and robust staff recruitment, development and retention policies.

Research objectives

The objectives of the study are:

- To examine staff recruitment and retention policies of Ba Isago.
- To examine the relationship between staff ‘recruitment, development and retention’ and the commitment of its academic staff to the College.
- To determine areas needing improvement.
- To recommend courses of action to ensure effective staff recruitment and retention.
Table 1. Senior secondary school enrollment projections from NDP9.

<table>
<thead>
<tr>
<th>Year</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Schools</td>
<td>18 326</td>
<td>19 789</td>
<td>20 938</td>
<td>19 387</td>
<td>20 953</td>
<td>20 133</td>
<td>20 354</td>
</tr>
<tr>
<td>Private Schools</td>
<td>555</td>
<td>581</td>
<td>595</td>
<td>607</td>
<td>615</td>
<td>528</td>
<td>644</td>
</tr>
<tr>
<td>Totals</td>
<td>18 881</td>
<td>20 370</td>
<td>20 533</td>
<td>20 994</td>
<td>20 568</td>
<td>20 761</td>
<td>20 998</td>
</tr>
<tr>
<td>% increase</td>
<td>7.9</td>
<td>0.8</td>
<td>2.2</td>
<td>2.0</td>
<td>1.0</td>
<td>1.1</td>
<td></td>
</tr>
</tbody>
</table>


Table 2. Actual demand for tertiary education.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>18-24YR POPULATION PROJECTIONS</th>
<th>10% PARTICIPATION RATE</th>
<th>12% PARTICIPATION RATE</th>
<th>15% PARTICIPATION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>262 986</td>
<td>26 299</td>
<td>31 558</td>
<td>39 448</td>
</tr>
<tr>
<td>2009</td>
<td>266 756</td>
<td>26 676</td>
<td>32 015</td>
<td>40 031</td>
</tr>
<tr>
<td>2013</td>
<td>280 582</td>
<td>28 058</td>
<td>33 670</td>
<td>42 690</td>
</tr>
<tr>
<td>2016</td>
<td>304 599</td>
<td>30 460</td>
<td>36 552</td>
<td>45 690</td>
</tr>
</tbody>
</table>

Source: Report of the Task Force on the establishment of the second university, 2004

Table 3. Project enrolment into tertiary education institutions in Botswana

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>10% participation rate</th>
<th>12% participation rate</th>
<th>15% participation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Places Required</td>
<td>30 460</td>
<td>36 552</td>
<td>45 690</td>
</tr>
<tr>
<td>Projected Enrolment:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Botswana</td>
<td>15 000</td>
<td>15 000</td>
<td>15 000</td>
</tr>
<tr>
<td>Projected Enrolment:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Institutions</td>
<td>10 000</td>
<td>10 000</td>
<td>10 000</td>
</tr>
<tr>
<td>Shortfall</td>
<td>5 460</td>
<td>11 552</td>
<td>20 690</td>
</tr>
</tbody>
</table>

Source: Report of the Task Force on the establishment of the second University, 2004

Research questions

This research will attempt to answer the following questions:

- What are the staff recruitment and retention policies currently being used by Ba Isago for recruiting lecturers?
- What is the relationship between staff recruitment, development and retention and the commitment to the College?
- What areas if any need improvement? What are the recommendations or courses of action needed to ensure effective staff recruitment and retention?

Research hypothesis

Null hypothesis

There is a significant relationship between staff recruitment, development and retention policies at Ba Isago and the commitment of staff to the College.

Alternative hypothesis

There is a no significant relationship between recruitment
and retention policies of Ba Isago and the commitment of staff to the College.

Significance of the study

This study will examine the factors that influence staff recruitment and retention or reduce academic staff turnover at Ba Isago. Out of this study, the College may be able to come up with policies, strategies, and procedures and how they impact on academic staff commitment to the objectives of the College. There is critical link between the achievement of this noble goal and the quality of lecturers, who are responsible for impacting relevant knowledge to their students in the classroom.

Appropriate interventions and initiatives must be identified and successfully implemented as part of a grand strategy to raise quality of performance and engender the fullest commitment of academic staff in the College. While this study will focus on Ba Isago, it should shed light on the gravity of the problem in this sector and may be used to make reasonable recommendations to address the same.

This study is significant because the Tertiary Education Council requires that all tertiary institutions must prove that all their academic programmes are being taught by technically competent staff that also has appropriate pedagogical and/ assessments expertise that enables them to impart knowledge and manage the learning and progression of their learners in a manner appropriate to the characteristics of the learner cohort. From this study, the following may be attained:

1. The study may generate information (knowledge) that could form the basis for policy formulation in the recruitment and retention of lecturers at Ba Isago.
2. By understanding the core factors underlying academic staff recruitment and retention Ba Isago may develop relevant policies that will enhance its compliance with TEC Quality Assurance requirements.
3. The College may attract staff that will produce the best academic results because of their commitment to the College’s objectives.
4. Good staff recruitment and retention policies may affect the profitability of the business to its shareholders.
5. The study may produce facts that will be instrumental in shaping the academic future of the College.
6. The study may contribute to the stock of available theoretical knowledge in the subject area of institutional effectiveness.

LITERATURE REVIEW

Factors affecting recruitment and retention

The staff recruitment and selection policies are somewhat standard across the globe differing only with respect to process, responsibilities for decision on recruitment, employment package and whether the recruiting institution was public or private. While we have combined the concepts of recruitment and retention, in practice they are two separate processes in human resource (HR) practice. Recruitment and selection is responsible for acquiring qualified staff into the organisation while retention is responsible for retaining competent staff. Retention policies are also however varied with respect to an institution’s policies and practices including staff development.

Recruitment and retention are affected by the whole employment package (the rewards and benefits of the job) relative to other employment (Metcalf, 2005). These include pay and fringe benefits (pension and gratuity, comparative pay levels, pay systems, pay discrimination), intrinsic aspects of the job (e.g., for academics, teaching and research), job security, work organization, autonomy, progression (changes in career paths, internal promotion, promotion criteria, Research Assessment Exercise (RAE)), family-friendly practices, congeniality of colleagues and the working environment etc.

The more attractive the overall package, the more likely it will attract applicants and retain employees. The relative importance of these factors differs for recruitment and retention, due to informational differences between those in a job and potential recruits. Applicants (particularly those entering the sector) have less knowledge and the factors influencing recruitment tend to be those on which information is more easily available. This means that pay tends to loom larger for recruitment than retention. Moreover, the expected and the actual package may differ, leading to turnover.

In the higher education sector (Strebler et al., 2006) when academic staff leaves, it can also impact on the student: staff ratio. However, one of the key effects of retention problems was an increase in the workload burden on existing staff: ‘if someone leaves we rely on other people to cover and be flexible’ (Head of HR). As with any other organization there is an obvious labyrinth that emanates from voluntary resignations of staff in terms of workload and staff motivation on remaining staff, if not the intention to also resign. Strebler et al. (2006) added that this can lead to staff dissatisfaction and, in turn, encourage more staff to leave.

Indeed HR representatives and heads of department noted the importance of communication and managing expectations to try to avoid a vicious circle developing. In certain instances it has been reported that administration staff end up with the burden of administration and teaching as they seek to fill the resulting gap, “...but the effects may be felt indirectly by non-teaching staff as pressure is exerted on them to expand their role to include teaching”, Metcalf et al. (2005).

A study on factors affecting academic staff leaving the tertiary education sector by Strebler et al. (2006) revealed
that studies of causes of academic staff turnover revealed that the following factors increased the likelihood of leaving the sector:

- dissatisfaction with non-pecuniary elements (the work itself,
- relations with manager,
- being able to use one’s own initiative, hours, relations with colleagues and physical work conditions);
- being a non-British EU (and EEA) national, Australian, New Zealander or US national; having had a break in one’s academic career;
- being on a non-permanent contract;
- being closer to the end of a fixed-term contract; hours worked;
- hours spent on administrative tasks;
- the fewer hours spent on research; perception of excessive workload;
- belief that decisions on either individual pay, recruitment to senior posts or promotion at their current university are not at all fair and dissatisfaction with pay and the level of pay.

What comes out clearly in the above results is that staff motivation is inevitable in keeping qualified staff in organizations and companies that seeks to be effective. The issues can be summarized into person related, job related, pay-related and organizational policy related. Du Toit et al. (2008) argued that among the things that organizations need in order to be effective are a mission and strategy, an organizational structure and human resources. The issue of human resource is topical in studies of effectiveness in higher education institutions. Reece and Brandt (1996) emphasized the need for top management to treat human resources as a key element of effectiveness vis-a-vis staff retention.

They further established that the contribution of human resources to organizational effectiveness includes the following: assisting everybody in the organization to reach stated goals; employing the skills and abilities of the workforce efficiently; providing the organization with well-trained and motivated employees; assisting in the attainment of the employees job satisfaction and self actualization; developing a quality work life that makes employment in the organization desirable; assisting with the maintenance of ethical policies and socially responsible behaviour; managing change to mutual advantage of individuals, groups, the organization and the public and executing human resources functional activities in a professional manner.

Employers’ views on factors affecting recruitment and retention

With regard to specific elements of the package which affect recruitment and retention, those considered by higher education institution human resources departments to be causing most problems were: uncompetitive salaries, reputation and subject area, redundancy, location specific issues (such as the Higher Education Institutions was in a rural or expensive area, or one with few job opportunities for partner); job insecurity from fixed-term contracts; workload; and poor promotion possibilities (Bett, 1999).

Pay levels were the main reason cited by human resource departments for recruitment and retention difficulties in both the survey of HR departments and the case studies (at a sample of 14 higher education institutions) in UCEA (2002). Two thirds of all respondents mentioned pay as being a major factor behind recruitment and retention problems in the sector, particularly for staff whose expertise is valued in the private sector: IT and computing, law and accountancy were the areas where staff were most likely to leave the HE sector. It was also noted that institutions in London and other major UK cities reported that high housing and travel costs were exacerbating the problem of low salaries (ibid).

The case study of universities interviewed as part of this project amplified some of the issues regarding pay and some other factors which they believed affected their recruitment and retention.

METHODOLOGY

The study focuses on Ba Isago staff, both academic and administrative staff. Survey- questionnaire is used to determine the impact of recruitment, development and retention policies on staff commitment to the College. Desk top review of relevant documents is done in order to have an understanding of the policies and also assist in development of questions for the research instrument. The instrument has five (5) domains. The first section will generate data on biographical, length of service and the department the participant belongs to. The second section will cover process of recruitment and selection with the third section covering the process of staff development. This will be followed by section four which will cover policies that enhance academic staff retention and finally section five that will consider general motivation of staff.

Sampling frame and procedure

Ba Isago has fifty two (52) staff between the two campuses, Gaborone and Francistown. Stratified random sampling is considered so as to come up with at least a representative from each and every department. The sample size is thirty five (35). Try testing is considered prior to the data collection process. This will assist in content validity. The questionnaire will be self-administered by the researchers. This will enable participants to clear doubts and ask questions.

Measurements and data analysis

This study will yield both quantitative and qualitative data. Statistical Package for Social Scientists (SPSS) shall be employed for analyzing quantitative data and content analysis for qualitative data.
The analysis will involve the computation and utilization of descriptive statistics especially frequency distributions, percentages and means. T-tests and Analysis of Variance (ANOVA) will also be made use of. The Cronbach's Alpha Index, a reliability index is calculated to determine reliability.

RESULTS AND INTERPRETATION

Quantitative analysis

Participant's demographics

The distribution of participants was relatively comparable as far as gender, nationality, and location were concerned. However it is notable that majority (74%) of the participants were in academic position, while at least 70% had only worked in Ba Isago for less than two years.

The process of recruitment and selection

The method of recruitment at Ba Isago is mostly by advert (71%) and almost all the respondents (96.6%) think that the method is satisfactory. Majority (86.7%) said that the interviews are conducted in a professional manner and almost 97% felt that the questions asked in the interviews are relevant to the job requirements. However this is contradicted by the fact that at least 76% of the respondents think that the recruitment process needs to be improved. Could this be explained by the fact that every person feels that there is always room for improvement? 70% of the respondents said it takes less than two weeks to get an offer letter, and at least half of them noted that the contract letter contains relevant information.

Only 7 participants (22%) were inducted to the college while 93% are not even aware of the formal induction program that exists in the college. It is also notable that 84% of the respondents have not been promoted since they joined the college. This could be attributed to the length of time they have served (70% had served for less than 2 years).

Policies that enhance recruitment process

Participants rated the extent to which they agreed or disagreed with stated recruitment-process policies for Ba Isago. One sample t-test at .05 significant level showed no significant difference on the level to which the participants agreed or disagreed with the recruitment-process policies. That is we fail to reject the null hypothesis ($t_{29} = -0.316; p=0.755>0.05$). From the mean of recruitment rating, results showed that the recruitment process has not been rated significantly lower or higher than the expected mean. This could be taken as an indication of indifference or neutrality on the part of participants (Table 4 and 5).

Selection process

Similar to the recruitment process, one sample t-test on the selection-process policies showed no significant difference on the level to which the participants agreed or disagreed with the process policies. From the mean of the selection ratings, results showed that the selection process has not been rated significantly lower or higher than the expected mean. This can also be taken as an indication of indifference or neutrality on the part of participants (Table 6 and 7).

Process of staff development and human resource policy at the College

On the process of staff development, almost 70% of the respondents had no pedagogy training prior to appointment, whereas only 18% received in-service training after appointment. However, almost 94% rated their probation-period experience as satisfactory. Generally the respondents seem not to be aware of a number of HR policies that concerns them as the human resources. However it is notable that participants are aware of policies that are directly related to their personal life like annual and sick leaves, gratuity etc.

Policies that enhance academic staff development

Policies that enhance staff development were rated significantly lower than expected ($t_{30} = -4.090; p<.05$) by the participants. This implies that to a large extent, the participants do not agree with these policy statements (Table 8 and 9).

Policies that enhance academic staff retention

The t-test shows that staff retention policies were also rated significantly lower than expected at .05 alpha level. Further analysis showed that female participants rated the retention policies significantly lower ($t_{29} = 2.427; p<.05$) than the male participants revealing gender differences on how they view Ba Isago’s staff retention policies (Tables 10, 11, 12, 13).

Staff motivation

One sample t-test analysis showed that the participants rated the general staff motivation significantly higher than
Table 4. One-Sample Statistics.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Recruitment</td>
<td>29</td>
<td>27.2352</td>
<td>4.51792</td>
<td>.83896</td>
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</table>

Table 5. One-Sample Test.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>(2-tailed) Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total recruitment</td>
<td>-.316</td>
<td>28</td>
<td>.755</td>
<td>-.26483</td>
<td>-1.9834 - 1.4537</td>
</tr>
</tbody>
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Table 6. One-sample statistics.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total selection</td>
<td>31</td>
<td>55.7258</td>
<td>8.36046</td>
<td>1.50158</td>
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</table>

Table 7. One-sample test.

<table>
<thead>
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<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total selection</td>
<td>-1.182</td>
<td>30</td>
<td>.247</td>
<td>-1.77419</td>
<td>-4.8408 - 1.2924</td>
</tr>
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</table>

Table 8. One-Sample statistics.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Development Total</td>
<td>31</td>
<td>25.5161</td>
<td>6.10394</td>
<td>1.09630</td>
</tr>
</tbody>
</table>

Table 9. One-Sample test.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Development Total</td>
<td>-4.090</td>
<td>30</td>
<td>.000</td>
<td>-4.48387</td>
<td>-6.7228 - 2.2449</td>
</tr>
</tbody>
</table>
Table 10. One-Sample statistics.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total staff retention</td>
<td>32</td>
<td>30.4375</td>
<td>5.50623</td>
<td>.97337</td>
</tr>
</tbody>
</table>

Table 11. One-Sample test.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total staff retention</td>
<td>-2.119</td>
<td>.042</td>
<td>-2.06250</td>
<td>-4.0477 - .0773</td>
</tr>
</tbody>
</table>

Table 12. Group statistics.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>17</td>
<td>32.5882</td>
<td>5.19686</td>
<td>1.26042</td>
</tr>
<tr>
<td>FEMALE</td>
<td>14</td>
<td>28.0714</td>
<td>5.10602</td>
<td>1.36464</td>
</tr>
</tbody>
</table>

Table 13. Independent sample test.

<table>
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<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.427</td>
<td>29</td>
<td>.022</td>
<td>4.51681</td>
<td>1.86095</td>
</tr>
</tbody>
</table>

expected ($t_{30} = 2.732; p < .05$). This implies that staff at Ba Isago is generally well motivated. However when the participants were asked if the management is doing enough to keep the employees well motivated, 77% said ‘No’. This seems to contradict the results of the motivation level of the employees, which according to the t-test shows that it is significantly high. However the results agree with direct question results on employee motivation at Ba Isago, where 76% in total disagreed and strongly disagree (Table 14 and 15).

Factors that influence staff motivation
Staff motivation has a significantly relationship with recruitment, selection and retention policies. These three factors have a positive relationship with the motivation factor, with staff retention policies having the highest positive relationship ($r_{(31)} = .673; p < .01$) with staff motivation. Staff development policies have no significant relationship ($r_{(30)} = .234; p < .05$) with staff motivation. Thus employees consider the recruitment, selection and retention factors to be the same factors that motivate them.

Mean comparisons

Length of service and HR policies

Length of service was re-coded into 3 groups (Less than 1 yr, 1 to 2 yrs, and more than 2yrs) to allow for comparison as to whether length of service influenced the employees’ opinion on the HR policies. One-Way ANOVA showed a significant difference for only recruitment score among the three groups ($F_{(2, 24)} = 4.575; p < .05$)
Further post hoc analysis of Least Square Difference (LSD) revealed that the group that had served for less than 1 year significantly differed in their opinion on recruitment policies from the other two groups, with the difference being more between the less served and the most served. The ‘less than 1 year’ group rated the recruitment policies significantly higher than the other two groups that had served for a longer time.

**Location and HR policies**

Location had no significant influence on participants' opinion on HR Policies. The p-values were greater than 0.05.

**Gender and HR policies**

Gender significantly influenced participants' opinion on Staff Retention Policies ($t_{(29)} = 2.427; p< .05$). However, gender had no significant influence on the other four HR Policies factors – recruitment, selection, development and motivation.

**Nationality and HR policies**

Nationality had no significant influence on participants' opinion on HR Policies

**Reliability Index for Items**

The reliability index for all the factors seems quite high ($alpha > 0.7$) showing that the items used to measure the factors were reliable (Table 16).

**Qualitative/content analyses**

*Look at the interview questionnaire and comment on the areas covered by the form used for your interview*

- The 6 Gaborone respondents who had comments on the item felt that the questionnaire was too long, paid least focus on job aspects, lacks validity, and was littered with vagueness despite other views that it was comprehensive from the views of other informants.
- On the other hand the 6 Francistown respondents, who responded to the item felt that the tool lack validity in that it did not measure what it was intended, also lacked acceptability in some questions which were seen as irrelevant.

*Respondents who said no to the fact that the contract letter did not contain relevant information about the position*

- 6 Gaborone respondents had said no to question B10 hence felt that conditions of service generally did not match their expectations, while of the respondents also felt that contract did not state provision regarding benefits accrued and they lacked work space and pay date.
- 7 respondents from Francistown had said no, and felt that contract had poor staff benefits such as sick leave, study leave and maternity leave. One other informant felt that roles are vaguely stated hence no clear structures within which to operate.

*Was there any induction when you joined the College?*

- A total of 80 percent of the Gaborone respondents said no, they had not undergone induction
Table 16. Reliability Index for Items of HR policies.

<table>
<thead>
<tr>
<th>HR policies on;</th>
<th># of items</th>
<th>Cronbach’s alpha index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>11</td>
<td>.731</td>
</tr>
<tr>
<td>Selection</td>
<td>23</td>
<td>.828</td>
</tr>
<tr>
<td>Staff Development</td>
<td>12</td>
<td>.869</td>
</tr>
<tr>
<td>Staff Retention</td>
<td>13</td>
<td>.773</td>
</tr>
<tr>
<td>Staff Motivation</td>
<td>28</td>
<td>.882</td>
</tr>
</tbody>
</table>

since joining the College and 30 percent said they were too busy to attend any induction.

- A total of 70 percent of the Francistown respondents said they was no induction programme to attend while 30 percent said the department was too small and they were also busy.

What can be deduced from the facts is that the College has no induction programme which contributes towards staff dissatisfaction.

Suggestion for employees benefits improvement at Ba Isago

Medical aid

- Gaborone respondents, 55 percent said the policy was ok. 45 percent said the college must pay 90 percent instead of the current 50 percent,
- Francistown, 1 percent said there was no such policy. 1 percent said they preferred that the College pays 75 percent, 1 percent said the College should pay 90 percent; 2 percent said the College should pay 50 percent and 2 percent said the College should pay 70 percent while the other 1 percent said the College should pay 100 percent. The remainders were in agreement with the current 50 percent contribution.

From the data it is observed that over 60 percent were not agreeable to the current medical aid provision and felt that it should be reviewed to increase chances of staff motivation.

Maternity/paternity leave

- Gaborone, 80 percent of the respondents were happy with current provision of three months maternity leave and 1 opined that they should introduce paternity leave for males.
- 88 percent of Francistown respondents felt that 90 days were ok and consistent with national labour laws though 11 percent felt that these policies were not clearly communicated.

Research and consultancy

- Gaborone, 11 percent said the College should set up and marketing department; another 11 percent said they should centralize research, another 11 percent also felt that the research facility or opportunity was underutilized. 11 percent felt they had work overload to concentrate on research 11 percent also said the research and consultancy policy should be finalized. The remainder was neutral.
- Francistown, 14 percent said Ba Isago should commit funds to promote research. 14 percent said the College should increase incentive for research to 45 percent. 14 percent said staff training is required. 14 percent felt that Ba Isago needs to be more liberal rather than rigid. 14 percent felt that research should be made an integral part of performance management, the remainders were neutral.

All the respondents were not satisfied with current research policy and practice at Ba Isago because of lack of clear policy, incentives are vague, unsupportive work environment and lack of staff training undermined the ability to attract research outputs.

Annual leave and sick leave

- Gaborone, 5 percent felt that the College should allow leave during student break after examinations. 15 percent said College should provide for 30 leave days, 15 percent were happy with current offering. 23 percent felt that leave should be increased to 20 days per annum and 8 percent said 25 days per annum is reasonable. The remainder appreciated the current policy.
- Francistown, 33 percent felt that leave should be increased to 30 days per annum while another 33 percent would welcome a sabbatical leave, 11 percent said 21 days and another 11 percent said 25 days are sufficient for leave days.

Over 60 percent are not satisfied with the current 15 days leave per annum and felt that it should be changed for the better. This is attributed to that fact that generally most organizations provide a minimum of 20 leave days per annum.

Gratuity

- Gaborone, 50 percent opined that the College should pay a gratuity of between 25 and 30 percent and 10 percent said it should be made optional to be paid after 1 year, while another 10 percent said it should escalate after another 10 percent said it was not clearly communicated. 10 percent of the respondents said they
were happy with current situation. Another 10 percent said it should escalate with subsequent renewal of the contract.

- Francistown, 11 percent felt that gratuity provision was not consistent with benchmark organisation offerings. 11 percent felt that it should be pro-rata when someone resigns rather than rigidity as per the current practice. 33 percent said it should be moved to 20 and 11 percent said up to 30 percent. 11 percent said it should paid after two years.

What stems from the above results is that over 50 percent of the respondents want the gratuity policy reviewed for the better to at least over 25 percent and be paid on a pro-rata basis after one year service.

**PMS appraisal**

- Gaborone, 90 percent of the respondents opined that performance management policy must be implemented and administered objectively as it currently did not exist. Only 10 percent said performance management was good in the College.
- Francistown, A total of 50 percent said it should implemented and administered effectively while 10 percent said it should be based on student evaluations, while another 10 percent said it should based on set guidelines

**Promotion**

- Gaborone, all respondents opined that there was no performance management framework, on which promotions would be based and it needed to be developed to facilitate staff productivity and motivation.
- Francistown; Respondents opined that there was no clarity of progression, the College lacked performance based reward system, a clearly articulated policy.

This may be attributed to the fact that a performance management framework has not been developed, coupled with job grading exercise to ensure that promotion and reward systems would be developed and administered.

**How can the recruitment process be improved?**

- Gaborone; Informants opined that recruitment process needed to be reviewed in light of packages and workloads (job design), there was also slackness in that recruitment would take place long after a staff member has left making it difficult to get a replacement inducted, as supported by 29 percent of the respondents.

Recruitment should be developed and administered by appropriately qualified human resource experts. Use of better questioning techniques was needed and use of line supervisors to whom the job incumbent would report was human resource common sense that needs to be applied in the College.

- Francistown; Informants opined that the Managing Director must not be involved in the selection tests/interviews, departments should be consulted about their human resource requirements which is not practiced in the College currently. Informants also opined that vacant posts should be advertised in the papers, and finally that induction programme should be incorporated in the recruitment process.

What is stems from this analysis is that the recruitment and selection procedure is not followed which may make recruitment ineffective.

**If the respondents’ experience was satisfactory or not satisfactory, what internal factors led to their conclusion experience during the probation period in the College?**

- Gaborone; 1/3 of the respondents felt that the College fulfilled its obligations while another two thirds felt they learnt things the hard way during to lack of induction
- Francistown; Half the respondents opined that there was no induction to orient them hence work was dumped and they groped in the dark and another half of the respondents said lack of resources makes their work difficult.

**Respondent’s concerns of staff during probation**

- Gaborone; Over 70 percent of the respondents felt that management had not addressed their concerns during the probationary period.
- Francistown; 50 percent of the respondents said management was supportive during probation while the other half were indifferent.

**Staff awareness of terms and conditions of services**

- Gaborone/Francistown; Staff said there were no aware of terms and conditions of service. There is need for staff to be briefed on their conditions of service.

**Suggestions for improvement of HR policies in the College**

- Gaborone; Respondents advised the College to
Gaborone; Respondents advised the College to improve on remuneration, implementing good human resource policies in consultation with staff and communicating them to staff; workshops for staff development; staff induction programme; and good communication between staff and management.

- Francistown; Respondents suggested the need for open communication, good human resource policies with specific regard to remuneration, conditions of work and staff motivation.

What specific efforts has management at Ba Isago made in the past to improve (or enhance) employee motivation?

- Gaborone; Opinions were mixed with half the informants saying there was none while others saying pay rise, including reward for good academic results and purchase of kitchenware and equipment such as microwave for warming food.
- Francistown; Informants were also indifferent with half saying there was none while others saying there were aspects such as pay rise, incentives for good results and equipment in the kitchen.

The opinions of respondents are mixed between the none existence of efforts to motivate staff and those that were done including salary rise, kitchen equipment and incentive for good academic results of students for lecturers.

Is management doing enough to motivate staff?

- Gaborone; All respondents said no and provided comments that include the fact that there was no good communication between staff and senior management who often use threats of sucking staff, and depended on threats to communicate and give instructions. Salaries are still poor and management perceiving them as fine which means there is conflict of expectation between the two groups of people. Management often do no treat people like natural human beings.
- Francistown; Staff felt that there is witch hunting and nothing was being done to make the College an employer of choice, and concern for employee welfare. Staff are not free to do research outside the College.

Suggest ways through which management can further improve staff motivation at Ba Isago

- Gaborone; Staff all provided views for improvement including in the first place with the highest rating remuneration, where staff raised the following concerns and suggestions, staff benefits and incentives and opportunities for appraisal; clear policies on reward, motivation, promotion, development progression; bonuses at the end of the year and for the best worker; College needs to review salaries constantly to cater for changing economic conditions.

The set of recommendations closely related to the first refers to conditions of work such as the need for senior management to create an environment conducive to work rather than the current infested with ‘witch hunting’, ‘threats’ and ‘low trust culture’, consultation on decision making; respect for academic staff which currently does not exist; finally the next set of recommendations include the fact that lecturers workload should be redesigned in consultation with academic department and there is need for provision of equipment and resources that enhance the teaching experience.

There is however need for internal workshop, consultation, HR dept should be more responsible to issues in other to close the gap between employees and management.

- Francistown; The top most suggestion related to conditions of service specific regard being to remunerations and employee benefits which all respondents felt need review and improvement. Staff also felt the College to provide adequate equipment such as laptops and multimedia projectors to enhance teaching and learning. There is need for staff surveys to establish needs and benchmark incentives for competitiveness of the College.

Conclusion And Recommendations

Staff recruitment is centralised at Gaborone Head Office for Ba Isago University College and is mainly done through advertisement. At least 70% of the academic staff are less than 2 years and 40% got their offer letters within a period of less than one week. 60% consider recruitment methods to be at least good and 77% said management is not doing enough to keep the employees motivated. Nationality and Location had no significant influence on Human Resources (HR) policies with Gender having significant impact on Staff Retention policies. Staff Motivation had a significant positive relationship with recruitment, selection and retention policies with staff retention policies having the highest positive relationship \( r_{(31)} = .673; \ p < .01 \) with staff motivation. Thus employees consider the same primary factors to be the same factors that motivate them when they are employed. Staff development policies have no significant relationship \( r_{(30)} = .234; \ p < .05 \) with staff motivation.

Recruitment process has not been rated significantly lower or higher than the expected mean. This could be taken as an indication of indifference or neutrality on the
part of participants since significant percentage of staff was not aware of the HR policies at Ba Isago. Policies that enhance staff development were rated significantly lower than expected ($t_{30} = -4.090; p<.05$) by the participants. This implies that to a large extent, the participants do not agree with these policy statements.

The $t$-test shows that staff retention policies were also rated significantly lower than expected at .05 alpha level. One sample $t$-test analysis showed that the participants rated the general staff motivation significantly higher than expected ($t_{30} = 2.732; p< .05$). This implies that staff at Ba Isago is generally well motivated.

The group that had served for less than 1 year significantly differed in their opinion on recruitment policies from the other two groups, with the difference being more between the less served and the most served. The ‘less than 1 year’ group rated the recruitment policies significantly higher than the other two groups that had served for a longer time. This is so because in the last one year Ba Isago introduced new structures and HR policies.

The following are the recommendations from the survey:

**Recruitment and selection**
- Ba Isago should review the interview instrument (Questionnaire) so that it excludes questions that can not be evaluated at the interview like attendance and also the instrument should have more technical questions related to the job description of the interviewee,
- Contract letters should include the full job description and should also include Conditions of Services,
- Ba Isago should maintain the same factors considered by staff at recruitment since they are the same factors that motivate them.

**Formal Induction for new staff**
- Ba Isago should consider and or implement formal induction,
- Management at Ba Isago should address concerns of staff during the probation period.

**Need to revisit employee benefits**
- Ba Isago should revisit its employee benefits in line with the suggested percentages. For example, Maternity leave was proposed at 90 days,
- Ba Isago consider should Sabbatical and Contact leaves,
- Gratuity to be raised from 15% to 25% and should escalate with subsequent renewal,
- Ba Isago should increase remuneration in line with others in the market and also in line with cost of living,
- Ba Isago should improve working conditions.

**Research at Ba Isago**
- Ba Isago should finalise the Research and Consultancy Policy,
- Internet services needs improvement since it motivates staff to do research.

**Communication at Ba Isago**
- Ba Isago should improve on communication,
- Senior Management to stop ‘witch hunting’, ‘threats’ and ‘low trust culture’.

**HR Policy**
- Ba Isago should educate staff on the HR policy,
- Ba Isago should have a robust HR department,
- Performance Management System must be implemented and administered objectively.

**ACKNOWLEDGEMENT**
We would like to acknowledge the support we received from different individuals during the course of this research project. Special mention goes to Tertiary Education Council (TEC), for providing the full funding of this endeavour and for the capacity building initiative, and promotion of institutional research for institutional effectiveness. A tribute to Ba Isago Management and Lecturers for their support, permission to access human resource policy documents and completion of the research instrument, all of which are an invaluable contribution without which this research would not have been completed successfully.

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