

**LABOUR TURNOVER AMONG ACADEMIC MEMBERS OF STAFF
AT CHANCELLOR COLLEGE**

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**A dissertation submitted to the Faculty of Commerce, The Malawi Polytechnic,
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Master in Business Administration.**

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DECLARATION

I declare that this dissertation is my own work and that it has not been submitted for any other degree at this or any other University. Other sources of information used in this dissertation have been duly acknowledged. I accept responsibility for any errors herein.

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CERTIFICATE OF APPROVAL

We certify that this dissertation is from Ruth Suzani Chisala's own work and effort. Where she has used other sources of information, it has been duly acknowledged. This dissertation has therefore been submitted with our approval.

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DEDICATION

I dedicate this work to the glory of God Almighty, and to the souls of my late father, Reuben Freedom Lawrence Utonga, my late mother Eunice Nompikiso Utonga, and my late sisters Anna- Marie and Rita Utonga, who all died too soon to witness this achievement. They will always have a special place in my heart.

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ABSTRACT

Anecdotal evidence and personal observations over the past eleven years (1994-2005) indicate that upon completion of doctoral studies, the majority of academic members of staff at Chancellor College, either do not return to the College or return shortly and leave again. This situation has been resulting in: a) serious shortage of highly qualified and experienced intellectuals, b) increased cost to the College as it is forced to recruit on a continuous bases in order to replace those who have left and c) deteriorating academic standards as the College employs more of the younger and less qualified academic staff.

Based on the above problems as the rationale for the research, this study made an analysis of the underlying causes of the academic turnover and brain drain within the University of Malawi using data mainly from Chancellor College. The study employed purposive sampling approach targeting academic members of staff who: a) left Chancellor College after completing their doctoral studies, b) the academic staff who remained at the College after similar academic qualifications, c) heads and deans of departments and d) faculty members and key informants at Chancellor College and the University Office. Questionnaires and personal interviews were used to collect both quantitative and qualitative data. The study used exploratory data analysis as its main methodological approach with content analysis method as a complementary one.

The results of the study showed that the main causes of turnover and brain drain of faculty members with doctoral degree qualifications included: lack of incentives, low salaries, poor working conditions, lack of opportunities for promotion and growth, lack of performance appraisal system and poor interpersonal relationships among staff, faculty and the administration. This implies that the turnover and brain drain situation will continue to adversely affect the College in effectively running its academic and research programs unless the necessary steps are taken to remedy the problems.

On the basis of what the study results revealed, the University Administration should develop and implement workable solutions to address the problems and deal with the causes that result in academic members of staff leaving Chancellor College at a rate which is a serious cause for concern. Specific recommendations that the researcher made to the University Administration include: a) vigorously pursuing income generating activities to supplement the low salaries and improve the economic situation of the

college in general, b) promoting innovative research activities by signing and marketing project research proposals developed by academic members of staff for the benefit of the institution, c) charging an additional fee for tuition, d) creating a new partnership with the private sector, e) intensifying parallel and after school/work programmes, and f) effectively using university facilities by renting them out to the public in order to generate additional income. Other suggestions include: developing a proper training policy; using a good performance appraisal system; establishing links with other universities; tapping on the expertise of those in the Diaspora; as well as calling on the Government in order to get more attention, commitment and financial support for providing Malawians with good quality education which is a key factor for the country's development.

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LIST OF ABBREVIATIONS

UNIMA	University of Malawi
CHANCO	Chancellor College
CLS	Centre for Language Studies
CERT	Centre for Education Research and Training
CSR	Centre for Social Research
NAREC	Natural Resources and Environment Centre
LEAD	Leadership for Environment and Development for Southern Africa'
PhD	Doctor of Philosophy
DC	Developed Countries
LDC	Less Developed Countries
SADC	Southern African Development Community
ACAS	Advisory Conciliation and Arbitration Service
UN	United Nations
CHAM	Christian Hospitals Association of Malawi
SPSS	Statistical Package for Social Scientist
IGA	Income Generating Activities
SSI	Semi-Structured Interviewing

CHAPTER 1

INTRODUCTION

1.1 Background

An Act of Parliament established the University of Malawi (UNIMA) in 1965. This was soon after Malawi got its independence from the British rule in 1964. Dr Hastings Kamuzu Banda, Malawi's first president founded it. Dr Banda was also the first Chancellor of the University of Malawi. The University operates under the University of Malawi Act Chapter 30:02 of 1974, which was further amended in 1998. The University Act established the Council of the University of Malawi as the governing body of the University responsible for the policy direction of the University and its property and revenue. The Council further exercises general control and supervision over all the affairs of the University including its relations with the public. The Mission of the University of Malawi is stated as follows: -

To advance knowledge, promote wisdom and understanding and provide services by engaging in teaching and research and by facilitating the dissemination, promotion, and preservation of learning responsive to the needs of Malawi and the world.

Thus the core functions of the University of Malawi are teaching, research, outreach and consultancy. The administration structure comprises the Chancellor, Chairman of Council, Vice Chancellor, Pro-Vice Chancellor, University Registrar and College Principals. Other senior officers include the University Librarian, University Internal Auditor and University Finance Officer. The academic structure comprises Senate, with its committees, Deans, Heads of Departments, Professors and Directors of Centres/Units.

The University has five constituent colleges, namely the Polytechnic, Bunda College of Agriculture, Kamuzu College of Nursing, College of Medicine and Chancellor College. In addition to the colleges, the University also has Research Centres. Chancellor College (CHANCO) alone has four Research Centres and these are: Centre for Language Studies (CLS); Centre for Education Research and Training (CERT); Centre for Social Research (CSR); and Natural Resources and Environment

Centre (NAREC). It also has Research Units namely Gender Studies Unit, Conflict Resolution and Management Unit, Molecular Biology and Ecology Unit and a recently established unit called 'Leadership for Environment and Development for Southern Africa' (LEAD). At present Chancellor College has 5 faculties namely Education, Humanities, Science, Social Science and Law. These Faculties comprise of 23 Departments, which service each faculty as follows:

- 1) Education: Curriculum and Teaching Studies and Educational Foundations;
- 2) Humanities: African Languages and Linguistics, Classics, English, Fine and Performing Arts, French, Language and Communication Skills, Philosophy and Theology and Religious Studies;
- 3) Science: Biology, Chemistry, Geography and Earth Sciences, Population Studies, Home Economics, Physics and Mathematical Sciences;
- 4) Social Science: Economics, History, Psychology, Political and Administrative Studies, and Sociology;
- 5) Law: Foundational Law and Practical Legal Studies.

Estimated to have 520 academic and administrative members of staff, the University of Malawi is entrusted with the noble responsibility of training middle and top level professional, technical and administrative personnel for the private, public and non-governmental organizations and to contribute to the socio-economic development of the country through research, consulting and outreach programmes. Therefore, such an institution requires the necessary physical, material and financial resources and more importantly, an appropriate number and quality of highly qualified academic members of staff to undertake its core functions effectively and efficiently.

This study focuses on Chancellor College, which is the oldest of all of the constituent colleges of the University. It is also the oldest institution of higher learning in Malawi. Over the years, the College has enjoyed the reputation of being Malawi's premier institution of higher education, and has produced numerous leaders of government, industry and civil society. However the College is currently unable to live up to the expectations of various stakeholders due to a number of reasons mainly as a result of inadequate funding from government. The steadily declining of government funding for tertiary education has led to deteriorating physical

infrastructure, inadequate and outdated teaching and learning resources, inability to reward staff adequately, very slow progress in growth and worst of all, loss of human resources particularly its skilled lecturers, to various organizations.

Anecdotal evidence and personal observations over the past two years indicate a high frequency of advertisements in the Malawi's daily and weekend newspapers to fill teaching positions in the University of Malawi. It has also been observed that new graduates are filling the majority of the teaching positions. The end result is that some junior lecturers, sometimes with less than two years of work experience, become heads of departments. In the past an academic member of staff never became a Head or Dean before becoming a Senior Lecturer or without having attained a Doctorate degree in Philosophy (PhD). Those who have gone abroad for further studies on study leave, leave of absence or sabbatical leave, in most cases find some reason to extend their stay abroad, then eventually resign, creating many vacancies- hence the 'brain drain' phenomena.

Labour turnover has been defined in many different ways by different authors. Abassi and Hollman (2000) refer to labour turnover as the rotation of workers and labour market between firms, jobs and occupations and between the states of employment and unemployment. This description implies that labour turnover happens when the labour movement is taking place within the same country. Other writers have also equated labour turnover with 'internal brain drain' in order to separate this from 'external brain drain', which they argue happens when there is international migration of the skilled labour. Mathis and Jackson (1988), in Longwe (2003) view turnover as a situation when employees leave an organization and have to be replaced, and that such leaving can either be voluntary or involuntary. They also state that while employees initiate voluntary turnover, involuntary turnover is initiated by the organization. This description equates turnover with both the external and internal brain drain.

The literature review for this study reveals that most descriptions of labour turnover are situations that happen when employees separate from their employers permanently. This study mainly focuses on the number of academic members of staff who by virtue of their specialized training are the brain of the University and who

either voluntarily or involuntarily leave to work with other organizations within Malawi or cross the borders of Malawi to work and live elsewhere hence causing the brain-drain situation.

At the inception of the University of Malawi, expatriates mainly from the United States of America (USA) and United Kingdom (UK), filled teaching positions. Thereafter there was need to replace those positions held by expatriates with Malawians and training policies were put in place. The general training pattern in the University has been (for a long time) as follows; a graduate is selected for staff development (to be employed either as a Staff Assistant or an Assistant Lecturer). He or she is then sent abroad to do a Master's degree, returns for some time to lecture and then goes abroad again to do a doctorate. "This process resulted in a quick change in the academia, from being expatriate dominated to Malawian dominated" reports Dubbey (1994). According to Dubbey, whereas in 1965 over 90 percent of the staff were expatriates, by 1990 the situation had been reversed and up to 80 percent of the academic members of staff were Malawians. Currently up to about 95 percent in almost all the colleges, except for the College of Medicine, which is fairly new and still growing, are Malawians.

Although both academic and administrative members of staff are vulnerable to the brain drain phenomena and are equally important, this study has focused on the academic members of staff who are the most skilled employees of Chancellor College. According to Bratton and Gold (2003) in citing (Buckingham, 2000), the replacement of these "knowledge workers" can be both expensive and time-consuming. Delighted at the opportunity, an academic member of staff leaves for what was intended to be an educational experience lasting several years. Instead, the temporary absence from home often turns into a lifetime spent working abroad.

Some observations through the payroll records also indicate so much movement of the academic members of staff that it has become difficult to keep track, as to who is doing what and who is where at any point in time. The payroll is forever being changed and sometimes, wrong payments or deductions are made. An academic member of staff will have gone abroad for further studies without the Finance Office being notified; meanwhile payment of full remuneration packages which are

supposed to be frozen for members gone on study leave, may continue to be paid unnoticed. Even where the right pay packages are made, these payments are sometimes made beyond a limited period of time. Academic members of staff go for further training, after the period of their training expires they decide to extend their stay either in the pretence of their studies being uncompleted or if they have completed they ask for leave of absence, which they also keep renewing at the end of every 2 years. They renew once to add another 2 years then when it becomes apparent that they cannot renew again they keep quiet leaving the College to determine their fate.

1.2 Statement of the Problem

According to Ogunniyi (2000), literature on skilled labour migration from less developed countries reveals that nearly all universities in Africa are experiencing a rapid loss of skilled staff to more attractive opportunities, either within their own countries or abroad. Ogunniyi states that he was once in a thriving department at the University of Ibadan in Nigeria, with over 30 academic members of staff in the mid-1970s. However, within a decade, the number had decreased to half and after two decades that number had dropped to less than a third of what it was in the mid-1970s. If these figures reflect the general trend with respect to brain drain across the continent, then there is indeed reason for concern. The brain drain from the University of Malawi becomes a big challenge for the country

The general observation of the situation with academic members of staff at Chancellor College is that, upon completion of their studies a good number of them do not return or if they return they stay for a short while and then leave again. Before the change to multiparty system of Government in 1994, and during the one party system of Dr Banda (before 1994), the brain drain was mostly due to the political interferences prevailing at that time. However, after 1994, academic members of staff have continued to leave the College, sometimes shortly after their employment. Others stay long enough to develop a career, gain wider experience or simply to check out what new opportunities exist, and then they too leave.

The personnel records of the College show that most of the well-qualified lecturers migrate to other countries. According to Todaro (1985:353), this international brain drain “deserves mention not only because of its effects on the rate and structure of less developed countries’ economic growth but also because of its impact on the style and approach of the educational systems of less developed countries. While some degree of mobility is obviously necessary if a developing country like Malawi is to integrate into the global economy, a large outflow of its well-qualified lecturers adversely impacts growth and development. The operations of the College suffer as the effectiveness of the workforce declines, recruitment and training costs increase and morale reduces. The College is then forced to increase salaries, perks and other benefits for those that decide to remain in order to retain them.

The high turnover at the College has resulted in many departments being understaffed and the remaining members teaching above the recommended class hours. One senior lecturer in the Mathematics Department teaches a class of 250 students four times a week and yet the recommended teacher/student ratio in the University is 1:15. The impact of such workloads affects the performance of both the lecturers and students, it can also cause frustration and dissatisfaction with the work environment. Therefore if high turnover among academic members of staff is not attended to it can compromise the quality of learning, teaching, research and consultancy and any out reach programs being offered by the College.

1.3 Objectives of the Study

The main objective of this study is to identify factors, which lead to labour turnover among the academic members of staff at Chancellor College. Specifically the study was conducted: -

- i) To analyze the extent of academic staff turnover at Chancellor College between 1994 and 2005.
- ii) To identify the causes of the academic staff turnover in order to establish patterns of leaving.
- iii) To analyze the possible implications of the turnover on learning, teaching, research and other activities at Chancellor College.

- iv) To examine ways that would assist in retaining capacity of the academics.

In order to address the research problem, the following key questions were formulated:

- 1) What attracts people to enter academia?
- 2) What is causing the turnover or loss of academics to other organizations within and beyond Malawi?
- 3) Are the right people selected for the right teaching positions?
- 4) Why do some academics decide to stay at Chancellor College as their colleagues leave?
- 5) What are the views of the University Administration as to what needs to be done in order to retain the skilled personnel in the University?

1.4 Justifications of the Study

With high levels of academic staff turnover, poaching of staff by other organizations both from within and beyond Malawi, problems with recruitment and retention of qualified and experienced staff, and growing expectations of increased salaries against tight budgets there is need for the University of Malawi to develop and implement effective and workable strategies in order to address the problem. The problem of turnover and brain drain is compounded with the context of globalization. There is a rapidly increasing competition from a wide range of alternative providers of higher education. There is also so much on offer from private institutions, from the corporate sector within and outside Malawi, and indeed from highly industrialized countries. Therefore this calls for the University of Malawi to strategically position itself in the wide battlefield. It is hoped that the analysis of the numbers of intellectuals leaving will provide data to be used in the future supply forecasting, so that calculations can be made on the number of losses that may have to be replaced. Armstrong (2001) argues that ‘the analysis of the numbers of leavers and the reasons why they leave provides information which will indicate whether any action is required to improve retention rates’. Basing on the findings, this study would like to recommend measures and strategies that are practical to reduce turnover, which will result into retaining the academic staff capacity.

1.5 Outline of the Chapters

This dissertation has been presented in 5 chapters and they have been summarized as follows: Chapter 1: *General Introduction*, presents the general background to the study stating research problem, objectives, research questions and the rationale of the study on staff turnover/brain drain problem. Chapter 2: *Literature Review*, this chapter assesses relevant ideas of scholars in relation to this work in a discursive manner in shaping the perspective of this study. Chapter 3: *Methodology*, explains research design and how data were collected and analyzed with justification for methods used both for data collection and analysis. Ethical issues and limitations of the study are outlined. Chapter 4: *Findings and Discussions*, presents descriptions and relevance of the empirical findings. Tables and Figures have been used in order to illustrate the main results from the quantitative data analysis. Findings from face to face interviews with people in key positions have also been discussed. Chapter 5: *Summary and Conclusion*, presents summaries, recommendations and conclusions in line with the objectives of the study. Possible areas for further research are also presented.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Chapter 1 gave background to the study with clear outline of objectives and justification on the significance of the study. This chapter reviews literature on the definitions of turnover as reported by different writers. It clarifies the conceptual framework used. The chapter also describes the trend of the problem being investigated and reviews literature on factors that lead to turnover and brain drain; how turnover can be measured; the effects caused by people leaving; and how turnover or brain drain can be controlled.

2.2 Conceptual Clarification

Labour turnover has been defined in many different ways by different authors on the subject. Tai, T. W. C., Barns, S. I. and Robinson, C.D. (1998) confirm that researchers have not used a consistent definition of labour turnover. They state that different authors use different terms when defining turnover. Some use comparative terms such as “quitters” and “non-quitters” to explain the concept; others use “leavers” and “stayers”. Tai et al. (1998) argue that this inconsistency should be taken into account when comparing studies or generalizing across studies. Authors such as Graham (1988), Abassi and Hollman (2000), Chamberlain (1965), Carrel (1995), Mathis and Jackson (1988), Cascio(1982), Torrington, D., Hall, L. and Taylor, S. (1991), and the Advisory Conciliation and Arbitration Service (1997) define labour turnover as follows:

Graham (1988) and the Advisory Conciliation and Arbitration Service (1997) both define labour turnover as “the movement of people into and out of the firm”. Graham

states that it is usually convenient to measure labour turnover by recording movements out of the firm on the assumption that a leaver is eventually replaced by a new employee. In addition Graham (1988) and Gomez-Meji, L. R., Balkin, D. B. and Cardy, R. L. (1998) use the term 'separation' to define an employee's movement out of an organization or an employee leaving an organization for other alternatives.

Abassi and Hollman (2000) define turnover as the rotation of workers and the labour market; between firms, jobs and occupations; and between the states of employment and unemployment.

Chamberlain (1965) defines labour turnover as "the number of separations (discharges, quits, lay offs) per 100 employees". He states that a substantial amount of labour turnover is attributable to people leaving the labour force temporarily or permanently and being replaced by others who enter the labour force either temporarily or indefinitely.

Carrel (1995) reports that labour turnover is the movement of labour out of an organization generally caused by termination, dismissals, retirements, resignations and deaths. He argues that the term 'turnover' is commonly used to refer only to 'wastage' or the number of employees leaving. Transfers within the University of Malawi are, thus not considered as labour turnover in this study.

Mathis and Jackson (1988) report that labour turnover occurs when employees leave the organization and have to be replaced. They classify turnover as voluntary or involuntary and state that voluntary turnover occurs when an employee leaves by his/her own choice (usually caused by job dissatisfaction) and involuntary turnover occurs when an employee is fired.

Cascio (1982) describes turnover as any departure beyond organizational boundaries and also states that turnover may be voluntary on the part of employee, for instance when they resign or involuntary when they are forced to resign, they are laid off permanently, they retire or die. Torrington et al (1991) go a step further and describe some form of turnover as "functional turnover" which includes all resignations that are welcomed by both employer and employee (mutual agreement) mainly due to an

individual's poor work performance or failure to fit in comfortably with an organizational culture. Torrington et al state that this kind of turnover should still be regarded as lost opportunities and as an unnecessary cost to the organization.

Like in any other organization, the definitions of labour turnover presented above do fit in with the movements or departures of employees from Chancellor College. However this study focuses more on the turnover caused by academic members of staff at Chancellor College and such departures have been termed 'brain drain'.

2.2.1 Operational definition of Labour Turnover

This study has used the term labour turnover to describe the voluntary leaving of academic members of staff from Chancellor College. These academic members of staff could be both new and old and who have left the College mainly through resignation or abscondment. Since such members of staff are highly qualified in their specialized fields and have been considered the key personnel to the College as an academic institution, this kind of turnover has been referred to as 'brain drain'. Gomez-Meji et al (1998) describes 'brain drain' as "the loss of high-talent key personnel or high-potential employees that results when competitors lure away such key employees".

Depending on the academic base of the University, the loss of even just a few of its best lecturers and researchers could cause problems for a College or a University as a whole for that matter. Therefore whereas a certain level of turnover or brain drain is expected and is acceptable as in the case of functional turnover, high levels of turnover, which lead to heavy shortage of academic staff, could result in adverse effects to the delivery of the University education.

Teferra (1997) states that the term "brain drain" is often used for scholars who leave one country for another, especially from a less developed country to a developed one. He reports that there has been some controversy over the brain drain concept and states that some refute concerns over brain drain as emotional nationalistic nonsense while others urge a serious commitment by developing countries particularly in Africa to staunch their serious brain drain. According to Teferra (1997), while one school of thought treats brain drain as an extreme form of institutional nomadism

others view it as a circulation of skilled labour in the emerging interdependent global economy. Brain drain is generally viewed as the migratory trend of the skilled employees. Academic members who leave by way of retirement also cause brain drain because they take the critical know-how out of the door. Mutume (2003) states that a brain drain is said to occur when a country becomes short of skills when people with such expertise emigrate.

Although a number of definitions of labour turnover and brain drain have been given above, this study relates more to the definition given by Carrel (1995) of labour turnover being the movement of workers out of an organization but more emphasis has been put on the movements or separations caused by voluntary termination or resignations or functional turnover as stated by Torrington et al (1991), of the academic members of staff.

2.3 The Trend for Brain Drain

As mentioned in section 2.2 above, the brain drain phenomenon is not only unique to the University of Malawi, Chancellor College; the problem is common to many universities in the less developed countries, particularly Africa. Dzimbiri (2004) states that brain drain trend was noticed as early as the 1960s. He reports that many scientists, engineers, physicians, and other professionals from developing countries work in developed countries like Canada, the United States of America (USA) and Western Europe. Dzimbiri also points out that between 1962 and 1973, the number of professional and technical personnel who migrated from developing countries to the developed countries, rose from 9,000 to 32,000 to the United States of America, and from 1400 in 1962 to 53,000 to Canada. Such indicators show that Canada attracted more people than other developed countries.

Nwadiani, Mon, Akpotu, and Nelson E. (1997) in their study on academic staff turnover on eight Nigerian universities report that in recent times, low staff retention, high level of staff turnover, and brain-drain have been identified as the main problems confronting Nigerian and most African universities. They also state that there is a growing loss of skilled, competent and critical university staff to some more attractive and rewarding opportunities within and outside the country.

In another study carried out by the World Bank on "Retaining Teaching Capacity in African Universities" (1995) it was noted that some 23,000 qualified academic staff are emigrating from Africa each year in search of better working conditions. The study reports that these African Scholars are attracted by the huge higher education system, scholarship opportunities and less stringent immigration policies. It also states that the United States of America has been a more attractive market for pursuing scholarship than the rest of the Western World and that many academics leave in pursuit of academic excellence and better job prospects available in the developed countries. The World Bank (1995) study also reports that, sometimes it is the neighbouring countries, which beckon these employees, for instance South Africa attracts many academics from Malawi and Zambia, and on the other hand the universities of Botswana and Swaziland mostly attract Zimbabweans. Even though a lot of Malawian Academics have gone to Botswana and Swaziland, the World Bank study confirms that South Africa has attracted a larger number of Malawians than the other countries.

At Chancellor College, the brain drain phenomenon can be analyzed from three dimensions: those who go for training overseas and never return home due to attractions found there; those who leave on purely leave of absence and never come back and those who leave the university and join other organizations within Malawi- 'internal brain drain' or 'brain circulation' as Dzimbiri (2004) reports. Regarding brain circulation, Dzimbiri states that between 1994 and 2004, 5 PhD holders left the Department of Economics at Chancellor College to join other organizations within Malawi. A few of these have joined the World Bank division in Lilongwe the capital city of Malawi, and others have joined the Government in the sector dealing with the Nation's Economic Planning and Development. While this brain circulation within the country may be viewed as beneficial to the country it is still a loss to the College. The College remains with the big task of replacing those 5 PhD holders; the financial resources associated with the training could have been used for other developmental activities.

It would then appear that unless management positively responds to the expectations of its employees, particularly of the academic members of staff, those small

beginnings, when employees migrated to go for further training, on leave of absence, or changed jobs within the country, this brain drain might quickly develop into a massive outflow.

2.4 Factors affecting Labour Turnover and Brain Drain

According to the Advisory Conciliation and Arbitration Service – (ACAS) (1997), pay is perhaps most frequently assumed to be the reason for employees leaving but they believe that it is rarely the only reason. The ACAS reports that where employees can compare their earnings unfavourably with those of others in the same industry or the same locality, the pay levels do affect labour turnover. Even so, ACAS reports that people remain in jobs they like although higher paying work is available elsewhere. The ACAS also states that once a high level of labour turnover has been reached, low rates of pay make it much more difficult to reverse the trend.

Sutherland (2002) reports that explanations of voluntary turnover frequently seek to distinguish between “organizational” factors and “environmental” factors. He states that on the one hand, organizational factors include elements like; conditions and contract of employment, working patterns such as shift work systems, supervisory practices, establishment size, prospects of promotion, job involvement and job satisfaction. On the other hand, Sutherland reports that environmental factors constitute factors external to the organization that either facilitate or constrain the decisions to leave.

In the case of Chancellor College the majority of the academic members of staff who leave, migrate beyond the borders of Malawi. Barrett, H.R. (1992) who describes migration as “the permanent or semi-permanent change in residence of an individual” reports that factors affecting migration include economic, social and ecological (caused by disasters, war, drought etc) considerations, which are in turn affected by individual perceptions and behaviour. Barrett confirms that these factors rarely operate in isolation. He states that these factors, in whatever combination, act in such a way as to push and pull migrants (who are the majority in this study and have been described as leavers). Barrett also states that while economic factors may push people from one country the pull factors in the country of destination could be social factors and reports that the decision to migrate ultimately depends on the individual. He

states that individuals have different attributes and motivations and respond in varying ways to different stimuli and that it is these varying responses to socio-economic and environmental factors that make migration patterns difficult to classify and predict.

Bratton and Gold (2003) in citing Bevan (1991) provides a guide to some of the reasons for high turnover. They report that significantly, but not unexpectedly, high pay is not sometimes the only issue. Some of the main factors identified include; i). the job not matching new employees' expectations, ii) a lack of attention from line managers and a lack of training, iii) a lack of autonomy, responsibility, challenge and variety within the work, iv) disappointment with the promotion and development opportunities, v) standards of management, including unapproachable, uncaring and distant behaviour and vi) a failure to consult". According to Bratton et al. (2003), these are all complex factors reflecting general areas of concern but requiring solutions that are specific to the context of each organization.

The Association of Commonwealth Universities (ACU) (2005) reports that causes of turnover will also include factors like; i) recruitment practices, ii) leadership styles, iii) career development and management, iv) appraisal systems, v) poor job design, vi) weakness in job analysis, vii) human relations, viii) poor retention policies, ix) poor remuneration packages, and x) the organizational and the general external environment. Adverse influences may result in alternative jobs being more attractive. The Association also points out that the growth of short-term contracts in most African Universities has a direct link with the movement of academics, both nationally and internationally, as well as between sectors because short-term contracts cause the ties between academics and their institutions to become less secure which, the Association argues, has implications for both recruitment and retention.

The literature on brain drain cited in this study so far, reveals that the common cited reasons for the migration of African intellectuals to developed countries include failing economies, high unemployment, human rights abuses, armed conflict and inadequate social services in their countries. The Association of Commonwealth Universities (2005) reports that people also migrate to many richer countries because of the availability of jobs in those countries. For instance the Association cites that the United Kingdom is desperately short of workers in many areas particularly in the

health and education sectors. According to the Association another factor influencing emigration is the disruptions caused by economic and social challenges in their countries of origin. Apparently development and modernization break up many of the relationships that hold communities together, the disruption caused by economic and social development makes people more mobile and creates the conditions for emigration. Thus to take advantage of opportunities in richer countries most people migrate, either temporarily or permanently.

Land (1994) states that in 1994 the University of Zimbabwe reported a scandalously high 34 percent vacancy rate. And also that almost half the staff posts at Makerere University in Uganda were unfilled that year. An authoritative news analysis published by the World Bank in 1995 also reports that many of the 95 top higher education institutions in Africa are losing the fight to keep their most talented professors on the campus due to dwindling education budgets which have adversely affected staff salaries, making it hard for universities to compete in national and regional labour markets. The dwindling education budget problem is similar to the one Chancellor College is experiencing as it relies heavily on Government Subvention which is also largely funded by donors.

Mandela (2003) stated, “to this day we continue to lose the best among ourselves because the lights in the developed world shine brighter”. It would appear that the brighter light beamed by richer countries could sometimes be a deliberate effort by these countries to attract intellectuals from developing countries. In some cases this can be achieved by attracting foreign students who subsequently decide to stay there, as it is the case with the academic members of staff from Chancellor College who initially go for further studies and then decide to stay after completion of their studies.

President Mbeki of South Africa commenting on the phenomenon of the brain drain from African Universities states that “it can not be ignored and that in part it is caused by the fact that our universities have become less competitive as regards the financial rewards they offer our teaching and management staff, and less capable to offer possibilities for original research” (Mutume, 2006). Mbeki (2006) reports that the African continent’s biggest challenge is poverty and underdevelopment and that the challenges related to the eradication of poverty are immense. It was also observed that

since the most of the scientific research is conducted in developed countries, there is little incentive for physicists, engineers, and other scientists to remain in Africa, so many move abroad in order to achieve their potential and widen their horizon.

Thus where there exist adverse influences employees may not find job satisfaction. For instance, Cascio (1982) reports that an employee may not find job satisfaction with a job that gives less responsibility and will leave for a job that offers more responsibility and is challenging. Greenberg and Baron (2000) also state that high labour turnover figures might be an indication of dissatisfaction in the organization. They suggest that employees are not likely to leave if they find their jobs satisfying. Greenberg et al. define job satisfaction as “‘individuals’ cognitive, affective, and evaluative reaction to their jobs”. These researchers admit that although a direct relationship between job dissatisfaction and performance has not been found, it is generally agreed that job satisfaction influences commitment, organizational citizenship (where employees experience a sense of belongingness to the organization), but also absenteeism and labour turnover. They believe that there are different levels of satisfaction between groups of employees and that there are two main groups of factors that contribute to job satisfaction, the personal factors and organizational factors.

Porter, Lawler and Hackman (1975) argue that there are cases where employees may not leave even though they are very dissatisfied with their job especially in times when the economy is unfavourable, where very few alternatives are available at their disposal, unless more attractive alternatives are available. This observation implies that in times of economical prosperity, turnover might be high representing a strong relationship between turnover and satisfaction and that during economic hardship where there are fewer alternatives, turnover should be low and therefore less relationship may exist between turnover and satisfaction. However, Porter et al. also state that job dissatisfaction can cause employees to leave their jobs when their expectancy level goes down. They state that such employees tend to search for better opportunities, because they do not feel that the job they have will provide in the future the reward they desire.

The above literature on factors affecting turnover and brain drain suggests that employees can leave for many reasons. That sometimes it is the attraction of a new job or the prospect of a period outside the workforce, which ‘pulls’ them, on other occasions they could be ‘pushed’ by the dissatisfaction in their present jobs to seek alternative employment. Sometimes it could be a mixture of the pull and push factors. In addition, other reasons for leaving could be entirely explained by domestic circumstances, which are outside the control of any employer, for instance when an employee relocates to follow their spouse or partner. On the other hand as Adepoju, A., (2004) reports; poor recruitment and selection decisions, both on the part of the employee and employer, can also to blame, along with poorly designed or non-existent induction programmes. He states that this is a situation where expectations are raised too high and employers are sometimes in a rush to feel the vacancy.

2.5 Determining levels of Turnover/Brain Drain

Gomez-Meji et al (1998) define ‘turnover rate’ as a measure of the rate at which employees leave an organization. Carrel and Kuzmits (1982) state that the simplest and commonly used measure of turnover rate involves calculating the number of leavers in a period (usually a year) as a percentage of the number employed during the same period and they call this, the “separation rate” or “crude wastage rate”. Carrel and Kuzmits (1982) state that such turnover rate is calculated as follows:

Number of leavers / average number employed x 100.

In the academic year 2004 the average number of domicile academic staff during that period was 202 and the number of domicile academic staff who left during the same period was 32, this means that there was a separation or wastage rate of about 16 percent calculated as follows:

$$32 \div 202 \times 100 = 16\%$$

All things being equal this would mean that if the following year the college wanted to maintain the 202 establishments it would have to employ 32 people plus the percentage it expected to lose during the same period. Comparisons would have to be

made with other colleges or other institutions of higher education in the country over a period of time in order to decide a normal or an acceptable wastage rate. Such an analysis and data collected about turnover could be used to forecast future recruitment requirements and also assist the College's retention strategy. It would also highlight areas of the College that may require assistance in terms of people management and problem issues. By determining turnover rates on a regular basis (usually annually) it is believed that Chancellor College can immediately recognize a change in levels and implement strategies for dealing with it. The College can try to monitor and control its turnover rate so that it can, in turn, monitor and control the costs of replacing the academic members of staff. However Gomez-Meji et al (2004) reports that the cost of turnover, brain drain in this case, can differ across organizations, and admits that some costs associated with turnover can be difficult to estimate.

In a study carried out by Nwadiani et al (1997) on "Academic staff turnover in Nigerian universities (1990-1997)" their findings showed that the average turnover rate during that period was about 16 percent and a total of 1,476 lecturers had permanently left from 8 universities and that professors had the highest average rate of turnover (about 20 percent). They state that the Social Science department was worse affected by this turnover. These findings although done on 8 universities, appear very similar to the findings represented in this study.

According to the Board of Advisory Conciliation and Arbitration Service – (ACAS) (1997), there is no set level of employee turnover above which effects on the employing organization become damaging. The Board further reports that everything depends on the type of labour markets in which an organization is competing. Where it is relatively easy to find and train new employees quickly and at relatively low cost, it states that it is possible to sustain high quality levels of service provision despite having a high turnover rate. However in the case of a professional service provider organization like Chancellor College, where skills are scarce, where training and recruitment is costly and time consuming, where financial resources for training are hard to come by, and where the College loses its academic members of staff to direct competitors, turnover can be problematic.

2.6 The Effects of Labour Turnover and Brain Drain

The effects of high turnover are numerous. Moyo (1996) in citing Gardener (1986) identifies the following impacts of accelerated turnover; i) It is costly; ii) it lowers productivity; iii) morale tends to get worse if not dealt with, iv) it causes disruption of work and organizational goals may not be achieved as per target, v) an organization experiences a loss of high performers, vi) it disrupts communication structures, and vii) it can cause a poor image of the organization and its management.

The World Bank Findings (1995) in citing Lalla Ben Barka, the deputy Secretary of the United Nations Economic Commission for Africa reports that “as a result of the flight of so much talent, African institutions find themselves sorely short-handed, and their development has faltered”. Barka in the Findings cited a 1993 UN Development Program report that determined that 21,000 Nigerian Doctors work in the US and yet Nigeria’s own health care system is hampered by a serious shortage of trained personnel. As regards disappearing doctors, the Findings also reported that Ghana has lost 60 percent of the doctors it trained in the early 1980s. It would appear such levels of turnover could be damaging for the sending countries. One major issue is the loss of skills then there is the loss in educational investment. The investment in tertiary education by the developing country becomes ‘drained’ to the rich countries. Such emigration can cost poor countries some of their most valuable people. The thousands of dollars spent on educating the highly qualified academic staff disappear when they take their skills abroad.

Gumisai (2003) in citing the Deputy Director General of the International Organization of Migration, reports that the brain drain phenomenon “is putting a huge strain on the continent”. He states that in order to fill the gap left by those who have migrated, African countries spend an estimated \$4 billion annually to employ about 100,000 non-African expatriates. Gumisai in citing Ndiaye also reports that “it is high time programmes and policies are put in place to reverse the devastating effects of the brain drain,” One can assume that for such programmes and policies to work there is need for joined efforts of all affected countries, it is doubtful that a country like Malawi can achieve this alone.

Reporting on brain drain from College of Medicine, Mwapasa (2005) states that the majority of doctors from that College do not return after they go abroad for

postgraduate training. He reports that out of the 70 locally trained doctors who have gone for postgraduate training only about half the total have come back, the rest have decided to remain abroad after their training. This situation, as Mwapasa (2005) reports, has resulted in the shortage of teaching staff at the College of Medicine and yet the Government has trained 216 doctors since 1992. This would therefore suggest that the Government is getting little returns from its investment in higher education. Mwapasa also claims that there are fewer doctors to provide Health Services in the country's hospitals and to supervise young doctors in the district hospitals. He states that the Ministry of Health and Christian Hospitals Association of Malawi (CHAM) have 433 established positions countrywide but only 36 percent are filled. He states that the Global Fund has donated huge sums of money for Malaria and Tuberculosis Control but those funds can not be fully translated to health services due to lack of personnel. This seems to suggest that such scarce financial resources are returned to the donors unused due to the shortage of highly skilled and experienced personnel to effectively utilize them.

It would appear that if large numbers of highly educated people continue to leave from a developing country like Malawi the investment in the tertiary education may impede faster economic growth and the effort made by the Government to subsidize the cost of education could become ineffective. In addition, the Government loses revenues from the taxes it would have collected from these highly educated people. Therefore efforts to reduce specific skill shortages through improved educational opportunities may be largely futile unless measures are taken to offset existing incentives for the highly educated people. Chancellor College with its wide variety of programs is central in supplying experts to most sectors of the economy. Therefore a continuous outflow of intellectuals can also contribute to a widening gap in science and technology achievements between Malawi and other countries. Brain drain can also endanger the economic and political systems as the contributions to the employment and Malawi Revenue Authority of those leaving disappears risking the country becoming home to even greater mass poverty.

The outflow of highly educated teachers is a phenomenon that the University policy-makers cannot ignore. According to Khomba (2004), the University and specifically Chancellor College, has academic members of staff with the best qualifications;

therefore these employees are likely to find leaving easier as there may be many alternative employment opportunities open to them.

ACAS (1997) reveals that the highest rate of turnover tends to be among new employees of the organization and that longer-serving employees are more likely to stay, mainly because they become used to the work and the status quo and have an established relationship with those around them. Others decide to stay because of other personal factors, which in this case could be beyond the control the College Management. Some academic members of staff in the University particularly those from the Polytechnic have claimed that the only reason keeping them is the lack of opportunities to move. Even those who have remained tend to concentrate their efforts on doing other things usually not related to their core business, in order to survive. This practice of moonlighting is generally called “poverty alleviation” among university employees but in this study this phenomenon has been referred to as “internal brain-drain”. The academic members of staff who have been adequately trained to apply their skills, knowledge, energies and talents in their relevant fields but who for lack of appropriate incentives and motivation instead employ their skills and talents outside their areas of training and professions. The impact of this internal brain drain is the shift or misuse of the College’s resources and low productivity, which can also slow down development.

Even though brain drain caused by HIV/AIDS related deaths has not been the focus of this study, evidence reveals that HIV/AIDS related deaths are also posing their own challenges on the operations of the College. HIV/AIDS related illnesses can result into long periods of absenteeism, loss of productivity, loss of imparting skills and experience to others, and consequently high costs through the process of replacement, medical claims and death benefit packages.

2.7 Controlling Labour Turnover and Brain Drain

According to the ACAS (1997), an organization must know current levels of turnover before it can decide whether steps need to be taken to reduce them. It advises that objective measurement is essential if the cost of turnover is to be calculated accurately and points out that there is no universally ‘acceptable’ level. ACAS further

report, “it will depend on factors such as occupation, industry, region etc. the important thing is to establish the level in each organization so that changes can be measured”.

Commenting on measures to take in order to reduce turnover of long-term workers ACAS (1997) state that where analysis shows that significant numbers of trained and experienced workers are leaving the organization, it is more difficult to point to specific areas for remedial action. ACAS report that causes of the long-term workers are often more fundamental and may require attention to wider issues such as organizational structure or management style. However, it recommends that as a first step, it is necessary to examine rates of pay and earnings levels to ensure that they have not become out of line with those paid for comparable jobs in the industry or area. And that where there is a declared policy of promotion from within the organization, workers naturally see less need to seek career development or pay improvements elsewhere, provided the policy is seen to operate in an open and fair way.

Stovel and Bontis (2002) suggest that, turnover problems can be combated through implementation of “high performance work practices” such as: i) internal promotions, ii) performance based promotions, iii) employee stock ownership (where employees are given a chance to invest in the organization), iv) employee participatory programmes, v) information sharing, and vi) training focused on future skill requirements. They however warn that utilizing the “high involvement work practices” require a significant amount of time and money. In anticipation of a significant number of the intellectuals migrating in their pursuit of academic excellence or for whatever other reasons, the College would have to source adequate funding to increase the number of academic members of staff it plans to train so that the disappearance of some does not adversely affect the operations of the College. This study investigates various effective and workable strategies that the College Administration could develop in order to reduce the turnover of academic members of staff.

Even though high salaries are highly perceived as crucial for maintaining staff by most writers on the subject of turnover, some argue that in the long term this might not be sustainable. According to Armstrong (2001), the best way to deal with

turnover issues is to find out why people are leaving and then deal with such causes. Armstrong's school of thought therefore recommends that before any change to reduce the manpower problem is introduced, management must be fully aware of the reasons behind the imbalance in the first place. This school of thought suggests that unless managers understand more about the nature of manpower problems, their attempts to control events will suffer from a hit-and-miss syndrome. By investigating into the root causes of brain drain of academic members of staff from Chancellor College before recommending remedial measures, this study falls within the framework of Armstrong's thinking.

Mutume (2006) also suggests that until the factors that lead to migration are dealt with, it "would be catastrophic" to expect to solve the continent's manpower shortages through an immediate return of skilled Africans. He reports that African countries need to provide "a conducive environment which is amenable to positive criticism, free of harassment and persecution". In addition, he reports that the continent must be made "more politically, economically and socially attractive to their citizens". Given the international nature of the brain drain and the support it receives from the developed countries in need of skilled personnel, Mutume reports that measures in African countries to contain it will only succeed with the support of those destination countries. He states that pressure must be exerted on developed nations to modify policies on the immigration of professionals from developing countries.

It would appear, attracting and retaining people when universities are competing globally can be very difficult. Universities in richer countries seem to have a competitive advantage since they are able to offer academics more opportunities than those in poor countries. In addition globalization and economic development in general, can cause people to become more mobile. People uproot themselves to work in foreign lands where they hope their lives and that of their families to be better off (Mutume 2006). Just as financial capital will roam the world seeking the highest return on investment, so each unit of human capital will move to wherever he or she can achieve the best return on the skills and experience they embody. It would appear that with globalization and advancement of information and communication

technologies, the world has become more connected than ever and it has made migration much easier and more difficult to contain.

According to Mutume (2006), migration is currently at the centre of disagreements between the mainly poor sending countries and the richer receiving countries. It seems the developed countries are gaining the expertise of the highly educated professionals at the expense of the developing ones, who are merely reduced to training grounds. The income gap between the developed and developing countries has been cited as the main attributor of migration but does this mean that earnings everywhere would have to be equal to stop the brain drain? This might not be the case because people are sometimes thinking not just about the present but also about the future and that when prospects brighten most people prefer to stay at home (Ogunniyi 2000). This means that developing countries like Malawi need to work on brightening prospects particularly those of academic professionals in order to keep them home. Being a peaceful country Malawi might have an advantage over most of the rich countries with human rights abuses, armed conflict including high levels of terror threats and other social unrests where some academics give more priority to their future well being than immediate gains.

However the ACAS (1997) also reports that to deal effectively with turnover calls for a continuous and coordinated effort by personnel managers and worker representatives. The Advisory Board reports that high turnover can often be a symptom of workers' dissatisfaction with their jobs, and advises that sound, fair and consistent policies and procedures can provide a framework within which turnover problems can be better handled. It also confirms that immigration of highly qualified professionals from the developing countries is an extremely complex problem, which presents the international community with a major dilemma. First of all the brain drain cannot be stopped by force nor can it be legislated against. It is linked to fundamental human rights, the right of individuals to move from one country to another, although the exercise of that right is governed by the immigration policies of individual countries. Secondly, that it is fundamentally a national problem, which can be solved at the national level by providing enough incentives for qualified nationals to remain at home. Thirdly, the liberal immigration policies of the US and Canada does not make life any easier for developing countries (ACAS 1997). Perhaps there

might be light at the end of the tunnel for those developing countries facing acute brain drain, with the September 11 episode immigration policies seem to have become more stringent.

Mutume (2006) cites Kofi Annan, the United Nation Secretary-General who echoes that “we cannot ignore the real policy difficulties posed by migration but neither should we lose sight of its immense potential to benefit migrants, the countries they leave and those to which they migrate.” Perhaps Chancellor College could take advantage of such potential and turn brain drain into brain gain and open up channels of communication, there might be some academic members of staff in the Diaspora who may be willing to help the College in some ways.

While College may not be able to control the personal factors that cause people to leave since these depend on the individual’s characteristics and the specific needs they want to satisfy, and personal expectations of the organization; perhaps some organizational factors may be controlled. However the question is, does the College or University of Malawi have the ability to improve organizational factors like the remuneration packages, the work itself and others which directly concern the work environment most of which require a lot of money? Is the University able to persuade Government to provide adequate funding to enable it attend to the obvious problems, which aggravate any existing dissatisfaction? With misunderstood human rights, heavy reliance on Government Subvention which is largely funded by donors, the globalization patterns one might be quick to think that stopping the brain drain is a quite a challenging task for the College. However the study has made a few recommendations in pursuit of reducing the brain drain.

2.8 Chapter Summary

This chapter has discussed the definition of labour turnover and brain drain. A review of the literature has shown that while the term brain drain is often of scholars from one country, especially a third world or a developing country, leaving for another, usually a developed one, labour turnover has been defined in many different ways. It has been pointed out that this study relates more to the description of turnover as cited by Carrel (1995) that labour turnover is the movement of labour out of an

organization generally caused by termination, dismissals, retirements, resignations and deaths. The overall assessment of brain drain has shown that the phenomenon is not only unique to Chancellor College or University of Malawi but that it is common to many universities in the less developed countries. The main contributing factors are the economic hardships faced by the poor countries, which make it hard for countries like Malawi to offer conducive teaching environment in order to reduce the trend.

The review has also shown that no systematic study has been conducted within Chancellor College to inform the practice in the recent years particularly within the period of the study (between 1994 and 2005) where this problem has become more apparent. The chapter that follows (chapter 3) focuses on the discussion of the methods that were deployed in carrying out the study and the constraints the researcher encountered during the investigations of the problem. In addition ethical issues, which the researcher observed are also mentioned.

CHAPTER 3

METHODOLOGY

3.1 Introduction

In Chapter 1 the background to the study with an outline of objectives and justification on the significance of the study was given. In chapter 2 the relevant literature to labour turnover and brain drain was reviewed and discussed, the trend and causes of brain drain were identified, and the gap that empirical data of this study will fill was also identified. This chapter discusses the research design and the methodology followed in order to investigate the problem as formulated in the first chapter. The main sections of the chapter are: Research Design, Sample Design, Data Collection Methods, Data Collection Process, Data Analysis Methods, Limitation of the Study and Chapter Summary.

3.2 Research Design

The study uses exploratory as well as descriptive research design. Hussey and Hussey (1997) report that ‘exploratory research is conducted into a research problem or issue when there are very few or no earlier studies to which one can refer for information about the issue or problem’. The exploratory research method was used because there have been very few studies on “brain-drain” at Chancellor College and several pertinent questions have yet to be addressed on this subject. By exploring into the

problem of labour turnover or brain drain at the College, this researcher intended to understand the underlying reasons why academic members left and why others stay and if at all they too are thinking of leaving in future. Comparing views from the two categories of academic members of staff was envisaged vital in order to interpret the lived-experiences and develop the hypothesis for the situation within the university system, which is within the qualitative paradigm.

Hussey and Hussey (1997) define descriptive research as research, which describes phenomena as they exist. They report that descriptive research is used to identify and obtain information on the characteristics of a particular problem or issue. In this study the descriptive research was used to identify and obtain information on the characteristics of the problem of the brain drain such as: the reasons given for leaving, the category of lecturers that are most prone to leaving and their fields of specialization, and departments that have experienced high levels of turnover. The objective of the descriptive research was to obtain a clear profile of situations. The main sections under the research design are: Approach to the Study, Study Population, and Study Period.

3.2.1 Approach to the Study

In addition to being an explanatory and descriptive study, it is also a retrospective and a prospective study. It is retrospective because it looks at the reasons why academic members of staff left Chancellor College to seek employment elsewhere. It investigates into reasons that made members to leave. The retrospective investigations also aimed at finding out what existed at the time members were leaving. The purpose was to reconstruct the history of the brain drain in order to draw strategies that will be more effective in reducing the patterns. On the other hand the study is prospective because it also examines the reasons why those who stay with the College do so despite the prevailing conditions, which cause others to leave and if they too are thinking of leaving. These two scenarios make the study explanatory because it is about finding reasons. Hussey and Hussey (1997) call the use of different research approaches, methods and techniques in the same study,

‘triangulation’. Using triangulation procedures was necessary to obtain greater richness in the depth of the data.

3.2.2 Study Population

This study was conducted within the University of Malawi System but focusing on the academic members of staff from Chancellor College. While non-academic members of staff are equally important employees of the College and also vulnerable to labour turnover, the population of this study consists of only the academic staff because their loss makes a greater impact on the College whose core business is to teach and develop research. Moreover their skills are in greater demand and are difficult to replace. Therefore their leaving causes the brain drain phenomena.

The study population consisted of two categories of academic members of staff and key informants in the Administration. The first group of academic members of staff consisted of those that are still with the College and have remained in service for five years or more. The aim for selecting this group, which the study has named “stayers”, was to find out what conditions existed at the time others were leaving in order to obtain a clear profile of past conditions that might have led people to leave. In addition the researcher wanted to find out what has made this group of respondents to remain despite the existing situation and if they too are thinking of leaving in future. The second group consisted of those that have left the College between 1994 and 2005 and for the purpose of this study this group has been referred to as “leavers”. Then there was a third group, which consisted of key informants in the administration. These were: the Chairman of Council, the Pro-Vice Chancellor, the University Registrar, the College Principal, Registrar, Heads and Deputy Heads of departments and Units and Deans of faculties. The key informants were included because they are decision makers in the system. They give permission for people to leave and are also responsible for recruitment and selection as well as keeping staff records (including staff movements).

The key informants are believed to be more knowledgeable on the issues being investigated and this made the researcher to believe that the information that was obtained from them would be more valid. In addition, these people were used because

they combine their professional knowledge with their everyday experience with staff and the university system. This is in agreement with what Nichols (2000) states that it is often possible to collect valuable information from a few members of the community who are particularly knowledgeable about certain matters and key informants are more reliable on factual matter.

3.2.3 Study period

The researcher conducted the study from 2004-2005 but in order to seek more insights into the labour turnover/brain drain phenomena she conducted an extensive search of literature on the problem of labour turnover and brain drain over a longer period. Data on academic staff turnover was collected from 1994 because prior to 1994 and during the Dr Banda regime, intellectual turnover was largely influenced by the political rather than economic factors, which have prevailed since then. The study wanted to analyze factors that make intellectuals leave Chancellor College in a democratic era where political influences are not perceived as a threat.

3.3 Sampling Design

For the purpose of the survey and in order to work with a representative sample, a set of respondents was selected from a larger pool of academics that have left, another from those who have remained at the College and a few key informants in the university system. The main sections of the sampling design are: Sample size and Sampling Methods/Techniques.

3.3.1 Sample size

The 2005 University Calendar indicates that the University of Malawi has about 520 academic members of staff, about 200 at Chancellor College, 120 at the Polytechnic, 85 at Bunda College of Agriculture, 65 at College of Medicine and 50 at Kamuzu College of Nursing. The study sample consisted of the following: the first group

consisted of 110 academic members of staff who have been in the College for 5 years or more (Stayers), representing about 100 percent of the total population of the Stayers. This sample size also represents about 21 percent of the total population of academic members of staff at the University of Malawi. The second group consisted of 50 academic members of staff who left Chancellor College (Leavers) and migrated to other countries. The researcher intended to interview as many leavers as possible but these are as many as she was able to trace due to insufficient information available on their whereabouts. The third group consisted of 50 Heads and Deputy Heads of Departments, Units and Centres of the College. The fourth group was that of key informants, comprising of: the Chairman of Council, the Pro-Vice Chancellor, the University Registrar, the College Principal, Registrar, and Deans of faculties. The key informants were included because they are decision makers in the system

3.3.2 Sampling Methods

The purposive sampling method was used to select cases that would best enable the researcher to answer the research questions and to meet the research objectives. Saunders, M., Lewis, P., and Thornhill, A. (2000) state that, purposive sampling is a common non-probability method where the researcher selects the sample based on judgement or purpose and where the researcher is confident that the chosen sample is valid for the entire population. For this study the researcher was purposely inclined to obtain as much data as possible from those academic staff members who have left Chancellor College and was confident that their reasons for leaving would reflect the views of all other leavers from Chancellor College. The leavers' sample was more convenient and made the data collection process inexpensive and time saving since the questionnaire survey was done through the Internet and could reach many respondents. Moreover, this study being an exploratory one, the researcher aimed to contact as many leavers as possible for first hand information on reasons why they have left.

3.4 Data Collection Methods

The researcher collected qualitative as well as quantitative data. Qualitative data was collected from the key informants in the administration that included highly

positioned members in the University. The researcher conducted face to face interviews with the key informants that were believed to have more knowledge on the issues being investigated and because of their leadership positions. It was felt that information given by these officers would be valid. The qualitative data collected was mainly on perceived reasons that cause academic staff members to leave, the impact of the brain drain on the university education and what these key informants perceive as remedial measures for reducing the brain drain (see Appendix D). A quantitative research approach was also used because it is objective in nature and concentrates on measuring the magnitude and pattern of the topic under investigation. To capture quantitative data closed questions were set for quantification purposes. The researcher was also able to reach all the participants that could be traced.

The study used both primary data from participants in the study and secondary data from various literature sources. In addition, consultations were made with experts from the Public Administration and Political Science Department at Chancellor College because this department runs Human Resource Management programs. The triangulation or multi-method approach was used in order to collect rich data and to provide better explanations of details on the topic of the study. The data collection methods included the literature review and questionnaire interviews. In the literature review, secondary data were collected on the following themes: labour turnover, brain drain (both internal and external), separation, migration and retention strategies.

For interviews, questionnaires were used to collect quantitative data and interview guides were used to collect in-depth qualitative data. The qualitative data analysis methodology is based on Semi-Structured Interviewing (SSI) or conversational interviewing as it is sometimes called. The Semi-Structured Interviewing does not involve a formal questionnaire but instead makes use of a flexible interview guide to ensure that the interviews stay focused on the relevant issues, while remaining conversational enough to allow participants to introduce and discuss issues that they deem relevant. A tape recorder was used so that all narrated information was captured for proper transcription. This was done with the consent of the respondents.

3.4.1 Questionnaire Design

Different questionnaires were designed for different categories of people. In order to get feedback on the appropriateness of the questions and to ensure clarity of language and purpose, pre-testing of the questionnaires was undertaken on a small scale with a few academic members of staff at Chancellor College. The researcher then edited the questionnaires according to the feedback received (see Appendices D, E, F and G)

There were a few closed questions but most questions were open-ended to allow respondents to freely express their views. Fink and Kosecoff (1998) report that, questions in a survey questionnaire will take the form of open-ended and forced-choice questions. While the candidates are at liberty to answer as they wish to the open-ended questions, the forced-choice questions have a set of prescribed responses. The study used both open-ended and forced-choice questions to ensure that respondents gave as much information as possible. The questionnaire included questions such as: what attracted the respondents to join the university; their qualifications upon entry and when leaving; their reasons for leaving; the point of their career at the time of leaving; and their suggestions as to what the university needs to do to reduce brain drain.

As can be seen from Appendices E, F and G some open questions required the respondents to prioritise their answers, that way the researcher was able to note the uppermost reasons in the minds of the respondents. The researcher intended to get a full picture of problems at hand and causes for the staff departures. Moreover as Saunders et al (2000) rightly put it, qualitative data is best captured by open-ended questions. Therefore the open-ended questions in this survey enabled the researcher collect qualitative data as well. The questionnaires used codes instead of names. This enabled the participants to remain anonymous and confidentiality was enhanced.

3.4.2 Questionnaire Administration

Questionnaires were both self-administered and interviewer-administered. Detailed instructions on how to complete and return the self-administered questionnaires were given to each respondent. The questionnaires to respondents who have left were sent and returned electronically using email (i.e. on-line questionnaires) but the rest were either posted to the respondents with a self addressed and stamped envelope and

returned to the researcher after completion (i.e. postal or mail questionnaires) or delivered by hand to some respondents and collected later (i.e. hand-delivered and collected questionnaires). Each questionnaire was sent with an introductory letter (see Appendix C), which gave a brief outline on the intention of the investigation and lobbied for the respondents' participation. The introductory letter also assured the respondents the researcher's confidentiality of their responses.

3.5 Data Collection Process

This study was conducted within the University of Malawi System but focusing on the academic members of staff from Chancellor College. Permission to undertake the research and to send out questionnaires was granted by the Principal of Chancellor College. An introductory letter that included the researcher's contact details was sent together with the questionnaires explaining the purpose of the study (Appendix C).

Questionnaire surveys were carried out to reach as many academic members of staff who have left, those who have stayed, and Heads and Deputy Heads of various departments, as possible. In addition face-to-face interviews were carried out with key informants in the Administration in order to seek more insights to the academic turnover/brain drain phenomena. Thus, both quantitative and qualitative methodologies for data collection and analysis were used.

Consideration relating to ethical issues was taken into account during the entire research period. The respondents to the questionnaire survey were assured that the researcher will not reveal their identity and that the information given will be used solely for the purpose of conducting this study. Anonymity of the questionnaire respondents' identity was maintained by the use of codes and only the researcher kept a record of names for purposes of following up. The introductory letter sent with the questionnaire confirmed the same. Participation was not by force even though about 3 reminders were sent to those who did not answer the first time. The researcher respected the views of those unwilling to be interviewed especially where explanations were given for nonparticipation. Due to inadequate funding for this

research, the researcher was not able to offer any compensation for the time loss by the respondents. However the researcher has acknowledged the respondents individually as well as collectively in the acknowledgement section of the paper.

An extensive search of literature on the problem was made. Secondary data sources were used in most sections of the paper as authority over work that has already been undertaken by other researchers but whose inclusion was important in order to sharpen the findings of this study. The researcher has properly acknowledged work obtained from books, research papers, internet articles or journals used.

The response rate with the questionnaire surveys was generally good. There was a 60 percent response rate from the leavers, which was the main target group for the study, a 48 percent response rate from the heads and 28 percent from the stayers. The researcher is therefore most satisfied with the response rate from the leavers. The response rate from the face-to-face interviews was 100 percent. This could be due to the fact that face-to-face interviews were conducted at the interviewees' own convenient time.

However a few leavers expressed aversion towards the College or the University of Malawi in general. While such members decided to ignore the survey questionnaires; others reported that they had no time to respond to it. Three of the candidates confirmed later on that they had agreed among the many who are now living in South Africa, not participate in this research and the following were some of the reasons given "for the simple reason that it is for UNIMA". One candidate reported that "UNIMA does not care about me and they treated me badly so there is no way I would want to do anything to benefit UNIMA" and also confirmed that the others did not respond for the same reason. Another leaver reported that:

A lot of people think the University knows the reason of brain drain already and there is no need to give further information. If anything, UNIMA should be investigating how to attract staff back". He claimed that people leave and decide to serve other countries that are able to treat them as academics and value the training they have gone through i.e. their skills.

Another candidate revealed that he did not reply to the earlier emails because of unresolved issues with the University of Malawi and did not think, "Any time invested in answering surveys would be worth it".

3.6 Data Analysis Methods

Qualitative data was subjected to content analysis in order to come up with themes relating to labour turnover and brain drain. Since this study utilized both interviews and literature review, content analysis was viewed as the most suitable approach. On the other hand quantitative data was subjected to exploratory data analysis method, sections 3.6.1 and 3.6.2 below describe both methods in detail.

3.6.1 Content Analysis Method

The qualitative data collected mainly from in-depth interviews with key informants was analyzed using content analysis. The content analysis method is advocated as a means of analyzing qualitative data (Hussey & Hussey, 1997). The statements from respondents and observations made in the field were analyzed alongside the objectives of the study. The qualitative data was subjected to content analysis in order to describe, classify and interconnect themes relating to staff turnover/brain drain and retention for interpretation.

3.6.2 Exploratory Data Analysis Method

The exploratory data analysis method was used to analyze the quantitative data. Some of the exploratory data analysis was based on the data collected from academic members who have voluntarily or involuntarily left employment between 1994 and 2005. Appendices D, E and F show the relevant questionnaires used to collect the quantitative data. The type of data available largely determines the choice of appropriate method of data analysis either from primary or secondary sources. Data analysis requires careful thought because they can play a very significant role in moving a research from a simply descriptive exercise to the one that produces new insight and information enabling a clear conclusion to be drawn from the study (Flowerdew and Martin, 1997). Data were analyzed and interpreted in line with the objectives and research questions of the study. Empirical findings were analyzed in relation to the ideas argued in the literature review chapter.

Kanyerere (2004) in citing (Anscombe 1973) reports that exploratory data analysis (EDA) is a method for data analysis that employs a variety of techniques which are mostly graphical in nature in order to maximize insights into a data set, uncover the underlying structure and to extract important variables from the data set for analysis. Kanyerere (2004) in citing (Chambers *et.al.*1983, du Toit and Stumpf 1986) also reports that the exploratory data analysis enables a researcher understand how to dissect a data set, what to look for and how to interpret the output from the data set. The main role of EDA is to open-mindedly explore the data set to reveal its structural sects and gain some new but often unsuspected insights into data sets Kanyerere (2004) in citing (McNeill 1977, Tukey 1977 and Tufle 1983). Frequency tables cross tabulations and graphs were the three main techniques of EDA approach used in this study for analysis. These were generated in a computer using the Statistical Package for Social Sciences software. The Bivariate analysis was used to explore the relationships between two variables at a time. Comparisons, summaries and percentages were shown and analyzed using tables produced. These techniques helped to show important factors in the research questions.

In general, the two types of data were treated as complementary to one another since each data set related to different aspects in the research questions. Both data sets were used for descriptive and explanatory purposes. Some qualitative data were coded according to quantitative paradigm and processed accordingly. In some of these cases /categories, the data produced findings that appeared consistent with the quantitative data but where inconsistencies were noted qualitative materials provided illumination. The study used the content analysis method to analyze qualitative materials whereby major categories were identified from the data set and their relationships, contexts and processes were constructed from such categories through analytical induction. This was considered to be a much more enlightening approach than providing a mere descriptive account of events (Flowerdew and Martin 1997 and Brannen 1992). Results from this study have been presented in summary form in frequency tables, cross tabulations and graphs. Those from qualitative methods are presented in categories, some in a frequency tables and others in a quotation form.

3.7 Limitation of the Study.

There were three main factors that limited the comprehensiveness of this study:

Tracing Leavers

Firstly a database for academic members of staff who have left the College was not readily available. To source such data the researcher had to use the University Calendars (which were only available in hard copies) and then typed the names of all Chancellor College academics from 1993 to 2005 in order to identify those that have left permanently. Once these were identified it took a long time to trace their contact details since those were also not readily available. Therefore the sample of leavers was smaller than intended because it was not possible for the researcher to reach all of them.

Attitude

Secondly, the study being undertaken in the researcher's own organization, those interviewees who had a negative attitude towards the College or University and viewing the researcher as a part of that system, did not believe that their responses would make a difference. Others agreed among themselves not to respond, a fact that was discovered after sending several reminders. The delay in getting responses also resulted in the researchers' plans and procedures to be delayed.

Financial Resources

Due to inadequate financial resources, the researcher was not able to carry out a benchmarking approach of research in reaching all the other Colleges or similar Institutions of Higher Education in the country or within the region.

3.8 Chapter Summary

This chapter has discussed the research approaches, the data collection process and the data collection methods used in order to achieve the research questions and objectives. It described how the research was designed, in respect of the nature of the study, the study population and period. It also described how sampling was designed, the methods used to collect the relevant data and how the data was analyzed to come

up with the research findings. It has been reported that the study is mainly explanatory and descriptive in nature and that three main research approaches were used and these are: secondary sources, qualitative and quantitative research method. That data was collected mainly through the structured questionnaire survey but also through face-to-face interviews and consultations with key informants. The chapter also reports on the ethical considerations taken in account and the limitations of the study. The following chapter presents and discusses findings of the study.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents findings and discussion based on the data analysis of the survey questionnaires, face-to-face interviews with the use of interview guides and secondary sources in line with the objectives and research questions of the study. The main objective of the study was to explore major underlying factors that lead to academic staff turnover at Chancellor College. Chancellor College was purposively chosen because it is the largest and oldest campus of the constituents of the University of Malawi. This study has mainly used quantitative methods of data collection and analysis. This data has been presented in the form of tables and graphs, which have been supplemented by interviews with key informants, and the text contains many examples of their verbatim quotations.

This chapter has four major sections and they are as follows: the extent of academic staff turnover, reported major causes of academic staff turnover, implication of turnover on the institution, retaining capacity of academic staff, and it ends with a summary section on major findings and discussion.

4.2 Academic Turnover at Chancellor College between 1994 and 2005

In order to establish the number of leavers in each year from 1994 to 2005, secondary sources such as the University Calendar containing staff lists produced annually by the University Central Office were used. Such data were tabulated and analyzed using Excel to produce Table 1 below. All other tables that have been presented were produced through the use of the Statistical Package for Social Scientist (SPSS) computer software.

Table 1: Academic staff turnover between 1994 and 2005

Academic Year	Staff In Post	Staff Who Left	Leavers as Percentage (%) of Staff in Post
1993/94*	143	2	1.4
1994/95	149	10	6.7
1995/96	172	13	7.6
1996/97	176	7	4.11
1998	183	7	3.8
1999	177	13	7.3
2000	178	3	1.7
2001	179	7	3.9
2002/03	190	13	6.8
2004	202	32	15.8
2005	206	17	8.3
Total leavers		124	

*sometimes the academic year starts from one to another due to changes in the University calendar. Percentages refer to those who left before retirement; during the 11 year period of 1993/94 to 2005, 10 staff retired and one of those who left subsequently returned.

According to Table 1 above the academic year 1993/94 had the lowest number of leavers (1.4 percent). This coincided with the change of Government from the one party system, which had been in power for over 30 years to the multiparty system.

The political scene was most interesting at this point as it was happening for the first time in the History of Malawi. Most people were keen to participate in the democratic change. This change in government might have resulted in potential leavers reconsidering their decision and to “wait and see” what the new changes would bring about. The years 1995/96, 1999, and 2002/03 saw a higher outflow of the academic staff but 2004 saw the highest number of leavers with the college losing 32 members (representing 15.8 percent of the total academic staff in post that year). In another situation this may seem negligible but in the academic profession this outflow is worrisome.

The year 2004 witnessed another change of Government. The United Democratic Front (UDF) led government had ruled for 10 years and people were ready for change. Some economists believed that the economy was at its worst during that period. So when the UDF was voted into power yet again some members might have lost hope of ever seeing significant changes in the economy, and it is no surprise that this resulted in the highest number of leavers in that year. The year 2004 also saw the academic members union vetoing for a vote of no confidence in the then Principal that led to a leadership crisis. This could have had a disrupting effect on the employees most especially the academic members of staff.

While there seem to be a slow down in the number of staff leaving in 2005 i.e. from 32 to 17 (15.8 percent to 8.3 percent), about 20 members left for study leave during the first half of the following year (2006). Indeed a certain amount of mobility is necessary if Malawi is to integrate into the global economy, however a large outflow of educated people poses the threat of brain drain, which can adversely impact growth and development not only of the College but also for the entire nation. It would appear that experienced university lecturers have taken advantage of the liberalization of policies for the admission of highly skilled professionals by developed countries. Between 1993 and 2004 Chancellor College lost about 50 PhD holders in total (Dzimhiri 2004). “Those leaving are highly qualified to PhD levels as such we are faced with younger generation mostly, recently recruited with no experience and worst still money spent on training is lost, attracting and retaining people when it is

competing globally can become extremely difficult for the College reports the College Administration.

The College and University Management both admit that as an employer the University of Malawi is in a difficult position; it is facing high levels of staff turnover, poaching of staff mainly by outside universities, and that the University has problems with recruitment and retention, and at the same time there are growing expectations of increased salaries. When people leave for further studies they continue drawing their salaries and if they do not come back there is an opportunity cost to the College because the money tied on salaries could have been used on other activities.

While the variations in the levels of leavers annually from 1994 to 2005 has been discussed as having been influenced mainly by factors external to the University environment such as the political environment prevailing during the specific years, where the percentage of leavers was lowest or highest. The following sections and subsections present and discuss findings from the quantitative and qualitative data analysis on reasons given by interviewees. Before discussing the reasons why academicians give for leaving the colleges, section 4.2.1 below presents reasons they have given for joining in the first place.

4.2.1 Factors that Attract Academics to join Chancellor College

The objective of examining the reasons why the leavers were initially attracted to the University of Malawi in general and Chancellor College in particular was two fold. First, to determine their expectations of the institution as their employer and second, to determine whether the College was able to meet these expectations. The assumption being that non-fulfillment of the expectations academicians may have caused some to leave. Hence, it is important that a comparison be made between their expectations when they joined the College (pull factors) and the reasons they give for leaving (push factors) so that recommendations can be made on formulating retention strategies.

4.2.1.1 Leavers' Reasons for joining the College

Table 2: Leavers' reasons for joining Chancellor College

Reasons	Frequency	Percentage
Training prospects	19	30.2
The reputation and academic strength of the College	10	15.9
Good working conditions	9	14.3
Higher salary	8	12.7
Meeting personal career needs	7	11.1
Joining a team of high caliber staff	5	7.9
Following spouse	2	3.2
Other	3	4.8
TOTAL	63	100.0

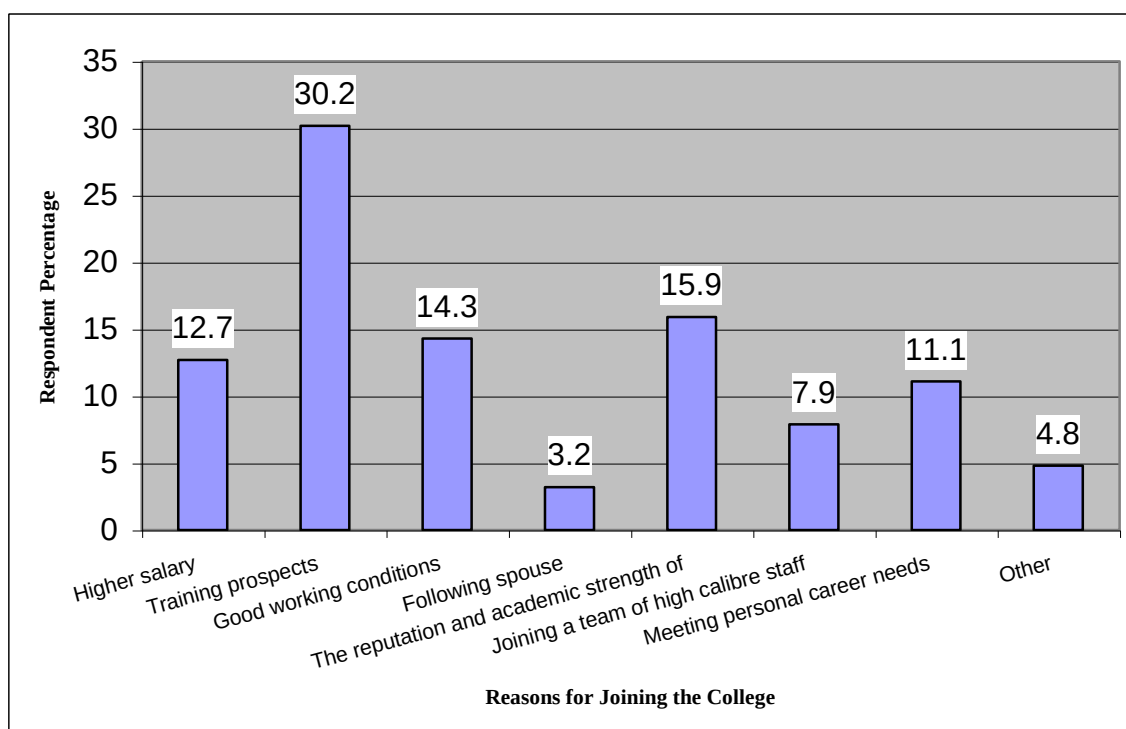


Figure 1: Leavers' graph on reasons for joining Chancellor College

While higher pay is most frequently assumed to be the prime reason people would want to join an organization, Table 2 and Figure 1 above illustrate that the majority of academic members of staff who left Chancellor College were initially attracted to the College because of the following three top reasons: training prospects (about 30 percent); the reputation and academic strength of the College (16 percent); and good working conditions (14 percent). A career offering training was very important to the

majority of the leavers. The reputation and academic strength of the College was one of the major attractions because Chancellor College is the oldest and most prestigious institution of higher learning in Malawi. Higher salary as a reason for joining the College was chosen by 13 percent of the leavers while joining a team of high caliber staff (8 percent) and following a spouse was the least with (3 percent).

Those who had changed careers to enter academia were also attracted by the following: benefits given to academic members of staff in the University which were not available at their previous jobs: partly furnished accommodation; loan facilities; research prospects; interest in their particular fields; stimulating academic work; location of Chancellor College and good environment for raising children; and those from abroad were looking forward to coming back home after their graduate studies. Chancellor College being a reputable learning institution in the country these results show that those who join the teaching career look up to it to provide the expected training and personal development opportunities to the highest possible level. This is not surprising because those who join the teaching profession are mostly young graduates with some from the civil service; while they could join organizations which offer more pay, security or better social systems that others would be driven by, they chose to join the College to seek personal growth or self-actualization. The combined results of reasons given by leaving by Leavers, Stayers and Heads, lack of better training was cited as one of the main causes for leaving.

4.2.1.2 Stayers' Reasons for joining Chancellor College

Table 3: Stayers' Reasons for joining Chancellor College

Reasons	Frequency	Percentage
Training prospects	18	25
Meeting personal career needs	17	24
Joining a team of high caliber staff	9	13
The reputation and academic strength of the College	8	11
Good working conditions	8	11
Higher salary	7	10
Other	5	6
TOTAL	72	100

As in Table 2 under the reasons given by the leavers, Table 3 above also has the majority of stayers (25 percent) indicating that the prime reason for joining the University of Malawi was that of training prospects and wishing to meet personal career needs (24 percent). Others were attracted with the team of academic staff calibre (13 percent) and the prestigious reputation of the College (11 percent). The stayers' choice of higher salary as an attraction only applied to 10 percent.

The above reasons given by Stayers for joining the Chancellor College are very similar to those given by the Leavers. It would appear that the most common 'pull' factors that influence academics to join the College are the training prospects, meeting personal career needs, the status of the institution and the teaching staff and good working conditions. Overall 'meeting personal career needs' as an attraction to the College, has been given more weight by academics that have remained than those that left, perhaps having achieved their training and personal development needs has also cultivated some level of commitment in them.

4.2.2 Leavers' position at the time of leaving the College

The results presented in Table 4 and Figure 2 below show which grade of academic members of staff are more prone to leaving and which ones leave the least. Graduates with a first degree join the academic career at the staff associate position and then they are promoted to the assistant lecturer level then lecturer, senior lecturer, associate professor and finally to professorial position. If they choose to go to Administration thereafter, the hierarchy goes up to the position of Vice-Chancellor. In analyzing the extent of the academic staff turnover the researcher felt it was also important to note the patterns of leaving because such information will assist in future policy formulations.

Table 4: Leavers' Position when leaving the College

Position	Number	Percentage
Staff Associate	2	7
Assistant Lecturer	2	8
Lecturer	13	48
Senior Lecturer	3	11
Associate	7	26

Prof/Professor		
TOTAL	27	100

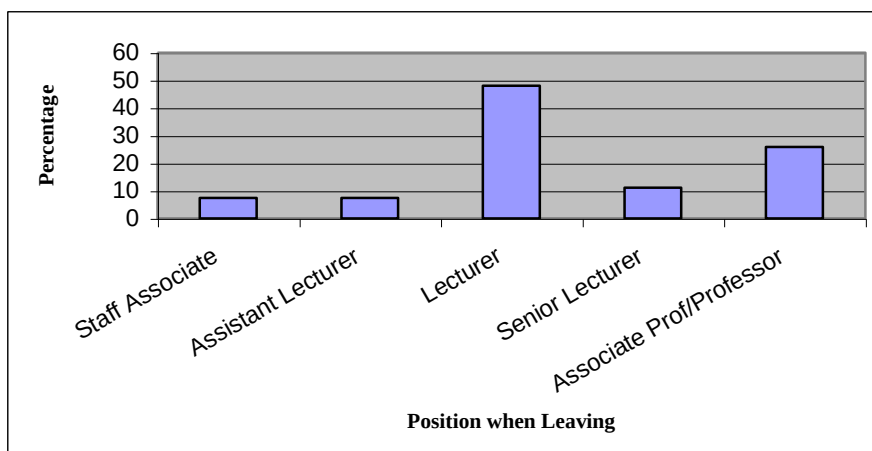


Figure 2: Leavers' Position when leaving the College

The results from the respondents in Table 4 and Figure 2 indicate that the majority of academic members of staff (in this case 48 percent) left after they became lecturers. Most lecturers are PhD holders. Others left at professorial positions (26 percent) and the lowest at staff associate position, which is the beginning of their academic career. The results in section 4.2.3 below correspond with the results above that most leavers are PhD holders.

4.2.3 Leavers' Qualifications Upon Entry and Leaving The College

During the investigation for this study the leavers were asked what their qualifications were at the time they entered and left the College. The results are shown in Table 5 and Figure 3 below. These findings are part of an examination of the patterns of leaving which were also considered important in assisting retention policy formulations.

Table 5: Leavers' Qualifications upon entry and leaving the College

Qualification	Upon Entry		Upon Leaving	
	Frequency	Percentage	Frequency	Percentage
Bachelors	15	56	1	4
Masters	10	37	8	30
Doctorate	2	7	18	66
TOTAL	27	100	27	100

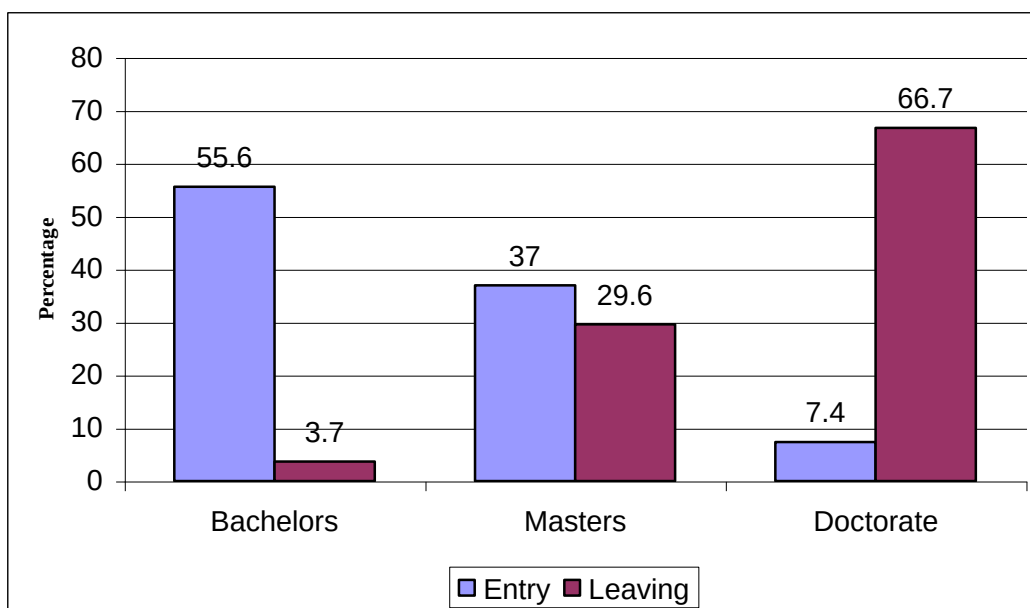


Figure 3: Leavers' Qualifications upon entry and leaving the College

According to Table 5 and Figure 3 above, a majority of the respondents (55.6 percent) joined Chancellor College at the Bachelors level and another large number of them (66.7 percent) decided to leave at the Doctorate level. It would appear that at the Masters level the members were still developing their careers and gaining wider experience but migrated to seek variety elsewhere at the Doctorate level.

4.2.4 Chancellor College Leavers by Department.

The results in Table 6 and Figure 4 below show the extent to which different departments at Chancellor College are affected by academic staff turnover. Such results can also assist management revisit some of its policies and address the underlining problems faced by each department.

Table 6: Leavers by Department between 1994 and 2005

Department	Number	Percentage
Mathematics	7	26
Economics	5	18
Chemistry	2	7
Demography	2	7
English	2	7
FPA	1	4
French	1	4
History	1	4
Law	1	4
Linguistics	1	4
PAS	1	4
Physics	1	4
Sociology	1	4
Biology	1	3
TOTAL	27	100

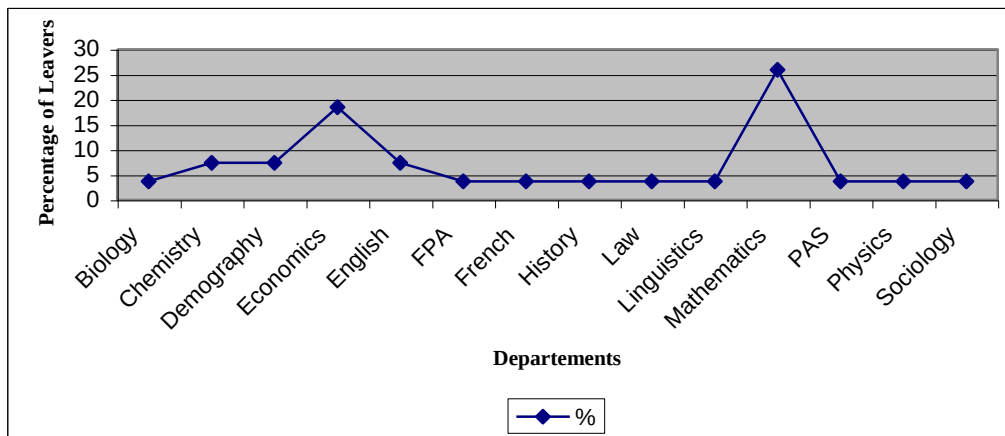


Figure 4: Leavers by Department between 1994 and 2005

Table 6 and Figure 4 above show that the majority of the leavers were from the Mathematics department (26 percent), seconded by the Economics department (18 percent), then Chemistry and Demography by 7 percent each. The results also show

that more than half of the 24 departments at Chancellor College have been affected by the brain drain phenomena.

While the College may provide academics with the career planning tools they need for their benefit as well as for the institution, such patterns of departures seem to suggest that when lecturers are highly qualified in certain fields, they become more marketable within the country as well as beyond. Therefore, the College needs to note such patterns and take necessary measures possible. The above results show that mathematicians and economists are professions with skills in great demand. This pattern agrees with what Khomba (2004) stated in the College Strategic Plan that Chancellor College has academic members of staff with the best qualifications and that these employees are likely to find leaving easier as there may be many alternative employment opportunities to go to.

4.2.5 The Leavers' Common Patterns of Leaving

The interviewees were asked how they left the College. The researcher felt that the information obtained here would help the University to become more mindful of the common way the academic members of staff decide to leave for good so that if there are any weaknesses in the system these could be rectified. The leavers were asked how they left Chancellor College, Table 7 and Figure 5 below illustrate the results.

Table 7: How Leavers left the College between 1994 and 2005

Mode of Leaving	Number	Percentage
Study leave	8	30
Leave of absence	7	26
Resignation	7	26
Sabbatical leave	2	7
On secondment	2	7
Retirement	1	4
TOTAL	27	100

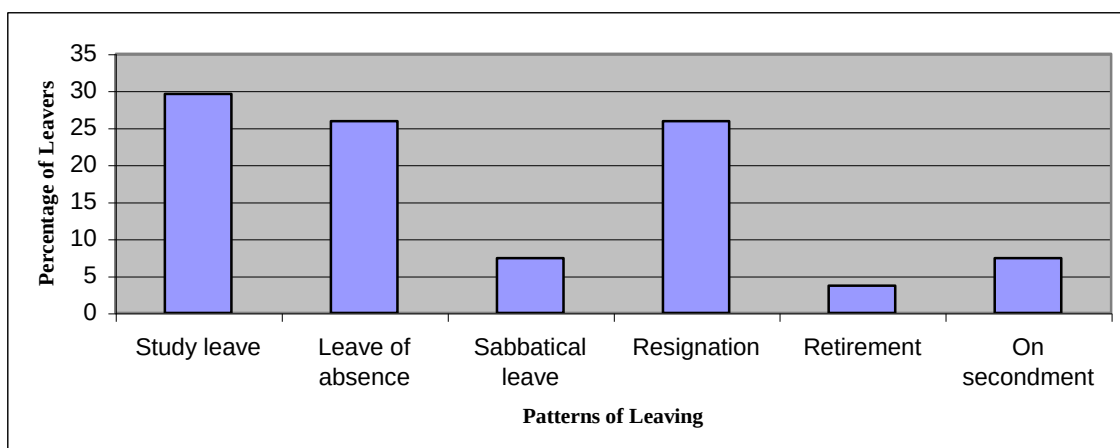


Figure 5: How Leavers leave the College.

Table 7 and Figure 5 above show that 30 percent of the respondents left when they were on study leave. Almost a similar number (26 percent) left through leave of absence (which is leave without pay but staff still remain employees for an initial period of 2 years). By comparison, only 26 percent formally resigned from their job before leaving. That only one in four of those who left submitted a formal resignation letter is a depressing state of affairs. It suggests an urgent need to reverse terms and conditions both of leave of absence and of study leave.

4.2.6 A Discussion on the mobility of Academic Members of Staff.

According to Table 1 above 124 academic members of staff left from Chancellor College in the period of 11 years (from 1994 to 2005). Since such an outflow of highly educated and experienced members of staff forms a substantial part of its teaching staff it is very likely for the College to feel the effects of the brain drain. Attracting high quality staff members to replace those being lost may not be easy.

The findings illustrated in Tables 2 and 3 above where the leavers and stayers were asked to give their reasons as to why they were attracted to join the College in the first place, both groups cited training prospects and wishing to meet personal career needs as the top expectations. Such common expectations suggest that the University

is capable of offering better career opportunities and skills development. Asked if that is the situation on the ground, one of the key informant responded as follows:

The role of an academic is to be developed to the highest-level possible so that they are able to teach effectively and efficiently, carry out research and consultancies. With Donor fatigue, scholarships hardly come by and due to funding problems the University cannot avail money for research or training, worst still the teaching and learning environment to operate from does not provide the essentials they need as a result they find it difficult to operate in such circumstance. They do not use their knowledge and skills to the full hence they decide to go where their professional can be meaningful.

A College Administrator also shared similar sentiments:

There is the question of training. People need to be trained in time. People are frustrated. One stays at Staff Assistant level for 4 to 5 years, not quite what is expected even if you push them from Staff Assistant to Assistant Lecturer that is not enough; they have not acquired the kind of knowledge, which can make them effective and efficient at those levels. So training has to be enhanced

One of the Deans at the College also suggested that lack of training and staff development was a big challenge for the College and reported that “considering at first degree you are still on probation and need to be sent for masters otherwise you cannot be promoted even if you have published so you are sort of punished”

This suggestion by key informants that lack of training opportunities is a major cause of job dissatisfaction, and hence of high staff turnover is not supported by the facts. The results in Table 5 and Figure 3 above show that most staff leave after they have attained their PhDs, which suggests that training makes people more employable and hence more likely to leave in order to develop their careers elsewhere. The skills acquired are then transferred elsewhere.

More than 50 percent of the Leavers left by extending their study leave or leave of absence. On leave of absence a College Administrator reports, “academic members initially ask for two years after expiration of that period they ask for another two years then do not return”. As for ‘abscondments’ the Principal reports, “those who finish their training if not granted an extension or leave of absence they just go away”. If academic members leave at PhD levels this pattern suggests that they leave

after a considerable amount of training and one would assume that most individual training expectations are met by the time they leave. So the view may be that money spent on training is money wasted because it ultimately benefits other employers. Perhaps the actual problem is lack of a combination of those reasons cited in Tables 2 and 3 with other ‘push’ factors and an important question to ask might be: what do academics really want from their jobs? Section 4.3 below shades more light on the reasons the leavers have given for leaving.

4.3 Reported Major Causes of Academic Staff Turnover.

The second objective of the study was to identify major causes of academic staff turnover at Chancellor College. On this objective, the researcher wanted to investigate the major underlying factors that make Chancellor College lose its academic staff to other organizations within and outside Malawi. Academic members of staff who left the College for alternative employment mostly to other countries were asked to give reasons for their decision to leave. All the other participants were asked to give their opinions as to why they think academics members leave and if they too were thinking of leaving in future. Identifying the causes of turnover and indeed brain drain in this case, is one of the main objectives of this study. The study concentrates on voluntary resignations, which are not foreseen by management and can therefore have a particularly disruptive effect. The researcher felt that the information obtained here would help management to determine what measures to take in order to reduce the problem.

Several primary data sources were consulted to obtain data on this objective. Questionnaires and interview guides were the tools used to collect data. Both quantitative and qualitative data analysis methods were used. The data analysis also enabled the researcher to identify the common patterns of leaving. Results from such analyses have been presented and discussed in the following subsections of this section.

4.3.1 Leavers’ Reasons for leaving Chancellor College

The academic members of staff who left Chancellor College (leavers) from between 1994 and 2005 were asked about the main reasons why they had decided to leave. Table 8 below presents their responses.

Table 8: Leavers' reasons for leaving Chancellor College between 1994 and 2005

REASON	Frequency	Percentage
Low Salary	12	16
Staff not sufficiently motivated	8	11
General poor quality of life	8	11
Desire to interact with broader group	6	8
Poor working conditions	4	5
Under-staffing (i.e. heavy workload)	4	5
Lack of incentives like educational subsidies	3	4
Lack of career progression	3	4
Poor interpersonal relations with the leadership	3	4
Educational opportunities	3	4
Inadequate and poorly maintained infrastructure	3	4
Poor performance appraisal system	2	3
Poor interpersonal relations with co-workers	1	1
Inadequate Information Technology	1	1
Following spouse (marriage/relationship factors)	1	1
Eminent dismissal	1	1
Other	11	17
TOTAL	74	100

The results from the quantitative analysis in Table 8 above show that while low salary is the most cited reason for leaving, it only accounts for 16 percent of the overall reasons. It is important to examine some of the other reasons listed in the table, which show the dissatisfaction with a number of features of working life at Chancellor College. For instance 5 percent cited poor working conditions another 5 percent cited understaffing, a further 4 percent cited poor interpersonal relations and a similar proportion cited lack of career progression. Taken together, these factors account for 18 percent of the total. Other reasons related with incentives were: lack of educational subsidies and lack of educational opportunities for family members. Unavailability of resources (technology, etc) was in the lowest category of reasons given by leavers.

4.3.2 Stayers' Reasons for Academics Leaving the University of Malawi

Table 9: Stayers' Reasons for Academics Leaving the University of Malawi

REASON	Frequency	Percentage
Low Salary	27	16
Lack of incentives like educational subsidies	18	11
Poor working conditions	18	11
Staff not sufficiently motivated	11	7

Inadequate and poorly maintained infrastructure	11	7
Lack of career progression	10	6
Poor performance appraisal system	9	5
General poor quality of life	8	5
Under-staffing (i.e. heavy workload)	8	5
Lack of training and staff development	7	4
Educational opportunities for spouse and children	7	4
Poor interpersonal relations with co-workers	5	3
Inadequate Information Technologies	5	3
Inadequate information resource base/centers	5	3
Following spouse (marriage/relationship factors)	5	3
Poor interpersonal relations with the leadership	4	2
Desire to interact with broader group of similar interests	3	2
Other	4	3
TOTAL	165	100

Table 9, like Table 8, above also shows the most common work related reason for obliging academics leaving given by 16 percent of the stayers, was the low salaries in the University. However, if we combine lack of incentives (11 percent), poor working conditions (11 percent), staff not sufficiently motivated and inadequate and poorly maintained infrastructures (7 percent) we can see that these factors have a greater overall weighting than salary.

4.3.3 Heads' Reasons for academics leaving the University of Malawi

When Heads of Departments were asked whether their departments have experienced high academic staff turnover, 75 percent of Heads replied in the affirmative. Table 10 below shows the reasons advance by the Heads for the departure of academic members of staff.

Table 10: Heads' Reasons for Academics leaving the College between 1994 and 2005

Reason	Number of Respondents	Percentage
Poor remuneration Packages and other benefits	18	75.0
Poor conditions of service	3	12.5
Greener pastures	3	12.5
Total	24	100.0

The results show that 75 percent of the respondents cite poor remuneration packages and benefits as the main reason academics leave. While the Heads did not mention the range of factors offered by Leavers and Stayers, it is striking that Heads attribute so much greater importance to salary than any other incentives. It is possible that this reflects the extent to which the Heads have become established and have probably found ways to make the system work for them, where as they feel that those who have left are forced to leave for better pay. Among the other reasons given by the Heads of various departments at the College; poor incentives (for instance, poor training and development policies), academic members of staff being marketable in the Southern African Development Community (SADC) region, poor teaching infrastructures in some colleges, and poor research opportunities featured highly as some of the causes of academic staff turnover.

4.3.4 A Discussion of Major Reasons for Leaving the College

Overall the results from both the quantitative and qualitative analysis show that the main reasons causing academic members of staff to leave are: low salary; lack of incentives; poor working conditions; lack of career progression; lack of performance appraisal system; and poor interpersonal relationships. In order to shed some light on the most frequently mentioned causes of the academic staff turnover problem, a discussion on these issues has been presented below.

4.3.4.1 Low Salary

Asked about the main reasons causing academic members of staff to leave from Chancellor College / University of Malawi, all those interviewed (leavers, stayers, and key informants) cited low salary more than any single factor as the primary cause of academic staff turnover. Anecdotal evidence and personal observations show that most leavers keep in touch with their colleagues back home. It is therefore very likely that they are able to compare their earnings especially with neighbouring universities in South Africa, Botswana, Swaziland, Lesotho, among others, where most of the leavers have migrated. According to the September 2005 University salary scale, the

pay rate at the University of Malawi ranges from K332,661 to K1,092,189 per annum for a PhD holder. During the same period the salaries of these universities which are within the Southern African Development Community (SADC) region, show that on average a PhD holder earns about 89 percent more at the University of Botswana, 92 percent more at the University of Cape Town and 84 percent more at the University of Swaziland than what an academic member of staff with similar qualifications at the University of Malawi (see Appendix K). The higher salaries offered elsewhere then become the ‘pull’ factors.

After completion of their studies abroad, leavers will normally be tempted to stay in the host country due to the existing opportunities for high paying jobs they can find there. Brain drain can be high where workers compare their earnings unfavourably with those of others in the same industry or the same locality. However people remain in jobs they like although higher paying jobs are available. But once a high level of labour turnover has been reached, low rates of pay make it much more difficult to reverse the trend. The big differences in earnings between the University of Malawi and the universities cited above suggest that faced with the choice of a well paid job and the patriotic desire to remain many would go for the higher earnings unless and until the University of Malawi matches those earnings. Asked whether the Government would be able to offer the kind of funding that would allow the University of Malawi to pay salaries comparable to those offered by other universities within the Southern African Development Community region, a University Administrator reported as follows;

When we bring these problems to the attention of the Government, they agree there are problems and yet do not revise the required funding to rectify them hence our enthusiasm goes. Their answer is that the size of the economy is too small and the competing interests are such that if they gave too much funding to University of Malawi it would mean reducing drugs in hospitals where the supplies are already limited or spending on Agriculture at the time when we are already experiencing food shortage/insecurity. Unless the economy improves and Government is able to spare more funding for Higher Education we will continue to suffer. Of course improvements on funding have been made but we still haven’t reached the level where we would be comfortable but if the trend continues, we may be able to see the kind of changes that we required.

4.3.4.2 Lack of Incentives

On lack of incentives or rewards which would make their jobs more satisfying, the most frequently mentioned reasons given by all groups of respondents are: unavailability of car and house ownership schemes (i.e. long term loans, and in respect of car loans academics want to be allowed to bring cars in the country duty free); poor medical scheme; lack of support for external and internal travels for conferences; lack of educational opportunities for dependants; and other additional financial rewards. It appears that support for the education of staff dependants is much valued and that those who have gone for further studies would rather extend their study leave or leave of absence so that their dependants finish their education at the foreign universities where such support is available. One key informant made the following comment in respect of unavailability of educational opportunities for dependants at Chancellor College “we have tried to fight for educational opportunities for dependants, particularly with the parallel program but council has refused. In other universities such opportunities are there”.

4.3.4.3 Poor Working Conditions

Interviewees report that lack of a conducive working environment has caused academic members of staff to look elsewhere for better and more challenging jobs. In general the academic members of staff that were interviewed have mentioned that the poor quality of life in the country is itself a ‘push’ factor and specifically other factors included are: heavy teaching loads due to shortage of the teaching staff; inadequate and poorly maintained infrastructure; inadequate and outdated Information Technologies; inadequate and outdated teaching and learning resources; lack of support for research and consultancy; lack of team spirit and poor information flow; and poor relations among academics themselves and with the administration.

The key informants also feel that the teaching and learning environment does not provide the essentials academic members of staff need and as a result they find it difficult to operate in such circumstances. They do not use their knowledge and skills adequately hence they decide to go where they can fully exercise their profession. These informants report that some members do not even go abroad but to other organizations within the country. After teaching for several years they see their own

students progress in life at a much faster rate than themselves then they too decide to leave.

One academic member of staff stated that he finds his work at the College terribly frustrating and made the following remarks:

We are not given the basic resources to do our job well. We will sing about quality but we won't achieve it if we do not invest in resources. Our vision will just be an illusion” and confessed that he did not even know the vision of the college and what the College wants to be in the next 5 years. He also reported “otherwise brain drain will not be contained if our lecturers are not given even the basic facilities they need for their work (including a reasonable chair to sit on, for the sake of body posture). It is not just a question of pay, it is the total job satisfaction. I wonder how scientists can be satisfied if they fail to do their experiments because they do not have chemicals etc, or there is a serious blackout in the middle of an experiment requiring power. How do lawyers work when they do not even have the latest volumes of the Malawi Law Reports and paper etc? It is simply not motivating. It is high time the academy was respected. We are a great resource for the nation. We need to be given the support that we deserve by taxpayers and others in control.

Similar views were shared by one of the leavers who reported, “I felt that to survive a month I had to travel and make some allowance or get some consultancy at the expense of my employer’s time. Time was spent chasing money and did not feel it was right” A key informant reported “the general poor quality of life will also send people moonlighting, because of poverty. People would rather do private consultancies to supplement their salaries. These are not declared for fear of the College wanting a piece of the cake they make. All equipment obtained through a consultancy becomes personal property”.

The key informants share similar views of the poor conditions of service that these conditions are not competitive with those offered by other organizations within or without Malawi. That academics want to experience another kind of teaching and teaching environment, which is better, has a conducive atmosphere and better facilities. They attribute the existing poor conditions of service to the University Act of 1998 Chapter 30:02 which has remained unchanged for a long time. Within the conditions of service are found: Financial remuneration packages and other benefits, performance appraisal system, training and staff development, and all other issues on staff terms of service.

4.3.4.4 Lack of Career Progression

According to Table 3 and 10 above, lack of career progression was not ranked highest as a reason for leaving, which would suggest that it was not a big problem as one of the Deans commented, “lack of career progression is not a big issue only in respect of research opportunities, which are limited. It is not easy to write and publish and yet one can only be promoted on the basis of publication, it does not make sense.” It would then appear that lack of career progression is mainly a problem for those in the lower levels. These respondents have indicated that training and staff development is a problem as they are required to find scholarships to fund their graduate education since the College can not afford to fund them and yet scholarships are hard to come by as a result they report that it takes time to progress. Thus while the junior academics complain of lack of training most senior staff complain of lack of incentives to keep them home. This could also suggest that perhaps it was easier to get scholarships during the infancy stages of the country’s independence.

4.3.4.5 Lack of Performance Appraisal System

Regarding performance appraisal system, leavers and stayers cited this as factor in academic staff turnover. Key informants were also critical, indeed, they suggested that it does not exist and the Pro-Vice Chancellor mentioned that plans are underway to formulate and implement it. They agree that a performance appraisal system would help to meet accountability, that it should be known as to who is doing what. That lack of feedback causes academics to get frustrated because they are kept at the same level for a long time without knowing the reason why.

4.3.4.6 Poor Interpersonal Relationships

Regarding poor interpersonal relationships, some key informants have seen it as lack of teamwork that disrupts the information flow, and one key informant made the following comment:

Lack of information flow on this campus, a lot is happening but very little is being shared. Sometimes there is complete information black out; you do not know what is happening with or to whom, as an institution of Higher Learning that is sad. You do not know who is doing what research, what publication. That is the responsibility of the Leadership, to link people up. In Malawi, unlike elsewhere, we believe in

working in isolation. If am doing well, I will hide what am doing, will not inform others. Instead we should source funding and do some projects together. Other universities are moving more towards multidisciplinary research and most donors will prefer a multidisciplinary team on a particular project. Perhaps it is because of poverty people want to make money to supplement their salaries. If I know the source, I can tap as much as I can alone without involving others. Teamwork is a big problem on our campus, many people do not know how to work as a team but as individuals we are excellent workers and researchers.

The implication of a multidisciplinary teamwork would indeed have a positive impact to the institution; funds sourced together would be used to supplement the many cited shortfalls for instance improvement of the infrastructure and teaching and learning materials. Others are merely fed up with political reasons, mainly tribalism, regional and traditional bickering in our system, else where those issues do not exist. At a meeting with SSAC regionalism featured highly, it is becoming bad and done so openlyOthers are merely fed up with political reasons, mainly tribalism, regional and traditional bickering in our system, else where those issues do not exist. At a meeting with SSAC regionalism featured highly, it is becoming bad and done so openlySome respondents have also reported that other academic members of staff are merely fed up with political reasons, mainly tribalism, regional and traditional bickering in the system, and have preferred to go where those issues do not exist. “Regionalism which is done so openly is becoming bad. A university system like UNIMA should be free from political, regional, religion, or ethnic bias. The system should not be abused but used” remarked a University Administrator.

4.4 Implications of Academic Staff Turnover for the Institution

The third objective of the study was to establish possible implications of the academic staff turnover on Chancellor College as an institution. In this study the researcher focused only on the core activities (teaching, learning and research) of academic members of staff as the variables where implications were measured. A questionnaire survey was administered to collect data from the Leavers, Stayers, Heads and Deputy Heads of departments and Units, and Deans of faculties. In addition, in-depth interviews were held with people in key positions, as mentioned above. Data from the questionnaires were analyzed using the statistical package for social scientist computer software because the researcher is more familiar with it than other packages.

The findings on implications on staff turnover show that a majority of the respondents indicate that the loss of academic members of staff has resulted in a long list of problems for the institution. First, for those academic members of staff remaining, their workloads have increased particularly since there were often long voids before replacements were made. Second, for student learning there was disruption and an inevitable decline in quality because departing staff were normally replaced at a lower level by those with less experience and poor qualifications. Third, part-time staff were also called in to replace some of those who left and this contributed to deterioration in quality as stated above but also to disruption and lack of continuity. Fourth, the combined effects of the above have contributed to numerous changes in timetables and destabilized the daily patterns of student learning. Fifth, the loss of the experienced and qualified staff has probably weakened the institutions' capacity to innovate and introduce new courses. Sixth, the departure of colleagues and the resulting impact on those who have remained has probably increased their dissatisfaction but instead of leaving to go elsewhere they have spent more time moonlighting to improve their wellbeing. Much of this moon lighting occurs without any benefit to either the department or the institution as a whole. Finally, as a result of all the above it is widely believed that the students have become frustrated and increasingly show this frustration in various forms of undisciplined behaviour. As regards research, the respondents feel that the academic turnover also results in lack of career progression as those involved in teaching find no time for research and that research and other research associated activities are compromised. Those academic members of staff are not able to pioneer other initiatives.

The College Management shares similar views on the impact of turnover on the quality of education. That the shortage of academic members of staff compromises quality and reports, "if all those qualified were around, quality would be different. The use of part-time teachers, under qualified teachers, and retaining old staff, compromises quality. There is low quality and inability to match with current academic trends". The management further points out that the overstretched teachers are poorly prepared and with other shortfalls of the Institution academic members of staff are not motivated to perform their duties well. He also mentions that the overloading also affects other activities where academics fail to deliver even in

committees, which are not directly linked with their teaching or core jobs/duties. For example, the Principal cited that when called for a meeting towards achieving outreach programs for the college, the academic staff tend not to be forth coming because they are already overloaded. Which seem to suggest that academics are not contributing sufficiently to the activities of the College.

From the University Management point of view, the University Registrar also points out that departments that are supposed to be headed by senior lecturers and above are being headed inexperienced academic members of staff like staff associates, consequently, the kind of leadership quality that is expected in any respectable university is missing. “It has also meant that staff associates are assuming huge teaching and research responsibility which ordinarily should not go to them and in the process quality is compromised which leads to frustration among students who hang onto the university in the hope that they would get value for money paid but are taught by people who are inadequately prepared to teach at that high level due to lack of scholarship for masters or PhD” remarks the University Registrar.

By extension it would appear that the private sector would also be concerned with the quality of the University product as not responding to the needs of the labour market and if a public university like the University of Malawi cannot produce the needed Human Capital then there is some serious problem.

As regard the financial impact, the key informants both from the College and the University Central Office all agree that the University system is suffering, quality wise as well as financially. “Recruiting part time teachers at the same time paying those on study leave, who are not committed to come back means the money spent on training is just lost. In addition, when people go away we have to keep on paying them, at the same time meet the costs of recruitment and selection of other people to replace them, resources are being diverted instead of buying learning and teaching materials and improving the general welfare of members on the ground” remarks a University Administrator.

4.5 Retaining Capacity of Academic Members of Staff

The fourth objective was to investigate ways of retaining capacity of the academic members of staff so that effective strategies can be developed to reduce the problems that come along with staff turnover and brain drain. In-depth interviews with key informants were used alongside individual interviews using questionnaire. Data from individual interviews were analyzed using the Statistical Package for Social Scientist software, which is a quantitative method and data from the key informants has been quoted to give more realistic interpretations of the findings. A detailed analysis of the findings has been presented and discussed in the following subsections. Tables 11, 12 and 13 below show suggested remedial measures as given by the respondents to the questionnaire interviews i.e. Leavers, Stayers and Heads

4.5.1 Solutions to the Problem as Suggested by Leavers

As regards solutions for retaining capacity of the academic members of staff in the University, Table 11 below presents a summary of the solutions as suggested by the leavers.

Table 11: Leavers' suggested solutions for retention

SUGGESTION	Frequency	Percentage (%)
Offer competitive remuneration packages	12	25
Financial support for those seeking further studies	4	8
Improve conditions of service	3	6
Provide more research facilities	3	6
A big change in the mind set of the leadership	3	6
Instill Accountability, transparency and responsibility	3	6
Create a conducive working environment	2	4
A change in the way academics are handled	2	4
Grant leave for post doctorate exposure	2	4
Offer better and less subjective staff appraisal system	2	4
Access to long term loans	1	2
Payment for holiday travel	1	2
Turn brain drain to brain gain	1	2
Support local and external research travels	1	2
Staff to be employed on contract	1	2
Improve interpersonal relationships	1	2

Registrar to be an academician	1	2
Aggressive involvement in Income Generating Activities	1	2
Recommend to Government to allow dual citizenship	1	2
Encourage those in the Diaspora to assist UNIMA with research	1	2
Less Political interference	1	2
others	2	5
TOTAL	49	100

Asked what needs to be done in order to retain capacity of academic members of staff, 25 percent of the respondents in Table 11 above, suggested that the University of Malawi should offer competitive remuneration packages (i.e. salary, bonuses, and other financial rewards). It would appear that financial rewards are critical pull factors if the university wants to retain capacity; people look for a fair market value for their work. When the same respondents were asked about what attracted them to their current jobs, the majority of them indicated that attractive salary was the primary pull factor.

Other main suggested solutions are: the College should offer financial support for those seeking further studies (8 percent); improve conditions of service, provide more research facilities, a big change in the mind set of the leadership, and corporate governance (accountability, transparency and responsibility) had 6 percent each. It should be noted that a number of these factors are similar to each other and relate to basic conditions within Chancellor College, if there are combined they account for more than the single factor of salary.

Regarding the conditions of service in the University of Malawi, 50 percent of these respondents indicated that the conditions of service are very poor and attributed this reason to the economic conditions of the country and also commented that ‘a lot’ needs to be done in order to reverse the situation including employing more educated and experienced academic members of staff.

4.5.2 Solutions to the Problem as Suggested by Stayers

The academic members of staff who have been at the College for 5 and more years and have been named ‘stayers’ in this study, were also interviewed through a

questionnaire survey and Table 12 below shows their responses to perceived solutions to the problem of turnover/brain drain.

Table 12: Stayers' suggested solutions for retention

SUGGESTION	Frequency	Percentage (%)
Offer competitive remuneration packages (peg salary to the dollar)	16	52
Provide competitive working conditions to match other universities in the SADC	3	10
Improve staff training and development policies	2	7
Provide educational opportunities for spouse and children	2	7
Provide adequate financial resources for teaching and research	1	3
Introduce staff exchange programmes with other universities	1	3
Improve on strategy formulation and implementation	1	3
Proper financial management	1	3
Develop a house ownership scheme	1	3
Less Political interference	1	3
Provide flexible and fair promotion criteria	1	3
Management to stick to rules and regulations when granting leave	1	3
TOTAL	31	100

According to Table 12 above, the University offering competitive remuneration packages that should be pegged to the United States Dollar as a solution to retaining academic members of staff was suggested by 52 percent of the respondents. It is immediately apparent that this percentage is twice as great as the percentage of leavers citing remuneration packages (Table 11). The reason for this difference is not immediately apparent but it could be a reflection of the unwillingness of stayers to find faults with the system to which they have become accustomed. The other main suggested solutions were: providing competitive working conditions to match other universities in the Southern African Development Community (10 percent); improving staff training and development policies (7 percent); and providing educational opportunities for spouse and children (7 percent).

Other suggested solutions, which were not summarized in Table 12 but which the researcher felt might provide further insights to the research problem were: the need for a strong leadership and elimination of regionalism.

4.5.2.1 Reasons given by Stayers for Remaining in the University

Asked whether they have ever thought of leaving the University, 68 percent of the stayers who responded to the questionnaire survey said they have while 32 percent indicated that they have not thought of leaving (Appendix I). Some of the main reasons given by the stayers, were: patriotism and the professionalism that the University offers which they indicated was useful for national development. These stayers reported that they were thinking not just about the present but also the future. It would appear that most of these respondents have put down roots and therefore preferred to stay since it was also mentioned by some that they have not thought of leaving because of family ties and other relationships. In addition others stated that rather than go abroad to do work unrelated to their qualifications they would rather stay and do what they know best.

4.5.3 Solutions to the Problem as Suggested by Heads

A similar question on perceived solutions regarding retention of capacity of academic members of staff was also asked for the Heads and Table 13 below shows their responses.

Table 13: Heads' suggested solutions for retention

SUGGESTION	Frequency	Percentage (%)
Offer competitive remuneration packages (peg salary to the dollar)	21	29
Improve working conditions	12	17
Revitalize training and development regulations	7	10
Improve performance evaluation systems	6	9
Support staff dependants' education	5	7
Access to long term loans	5	7
Improve teaching and learning resources	4	6
Improve staff/student ratios	3	4
Adopt good management practices	3	4
Support research and consultancy	2	3
Improve number of high caliber staff (employ more)	2	3

Introduce motivative incentives	1	1
Link with other universities	1	1
New recruits should be oriented	1	1
TOTAL	73	100

Like in the cases of the other two categories of respondents above the majority of the Heads in Table 13 above suggested competitive remuneration packages as the number one solution towards retaining capacity of academic members of staff in the university and this was selected by 29 percent of these respondents. They also suggested improving working conditions (17 percent), revitalizing training and development regulations (10 percent), improving performance evaluation systems to recognize peoples' achievements (9 percent), support for the education of staff dependants (7 percent), and access to long term loans (7 percent) as the main other solutions.

According to Appendix J there are some respondents who remarked that there is very little management can do while others suggested that there should be innovation by the leadership, improvement of the organizational culture, empowerment of academic members of staff to carry out various activities, and overhaul of the whole system. "The glory of the college is lost; we need to think of what to do in order to reclaim the glory" remarked one of the respondents.

4.5.4 Solutions to the Problem as Suggested by Key Informants

During the face-to-face interviews conducted with the key informants for the study, most of them attributed the problem of retention to lack of autonomy by the College. The key informants reported there is too much red tape between government and the university, which prevents the University from raising fees instead of relying on government for funding. Both the College and University Management strongly felt that the Government should empower the University of Malawi so that it is able to charge economic fees for the education it is offering and improve its financial base. Suggested solutions/measures included the following:

- The University Act needs to be amended to reflect the realities of the day. Conditions of Service should be improved and the Pro-Vice Chancellor feels

that these are not just salary; all aspects of life of a member of staff need to be scrutinized including policies and regulations dealing with staff leave. “The leave of absence, which involves people going and coming, should be stopped”.

- Making available new technologies to academic members of staff. “We are in an era of Information and Communication Technology which is moving very fast, if we do not keep pace reasonably we will be left behind”.
- Regarding the problem of training and career progression the key informants feel that people need to be trained in time to avoid creating frustrations. High caliber trained staff would also be able to attract donor funding for research and consultancies which would help with capacity building, improvement of infrastructure and as well as cushion the salary bill and other incentives.
- There is need to embark upon multidisciplinary approaches to research and consultancy in the colleges, so that as many faculties as possible benefit from the same source (s). For instance with the World Bank funding the faculty of education at Chancellor College on training of secondary school teachers, the College’s strategy should have been to remind donors that education students study in other faculties too e.g. science, humanities, social science, mathematics, law etc. So that when designing proposals for funding they should encourage the donors not to pour their monies into the education faculty alone, but to take into account these other faculties as well.
- Regarding poor interpersonal relationships and information flow a College Administrator made this remark:

Relationships between members and the leadership should be improved almost on a daily basis, in terms of information sharing, decision making where members of staff feel that they are part of the institution. We need to look at our strengths and weaknesses on both parties in an objective manner and decide to leave behind the past and move forward. Attempts should be made to make sure that there are no gaps between members of the various groups, academicians and administration. Senior Admin and Junior Administration gap should be closed through sharing of information so that everybody feels that they are making a positive contribution to the institution..

In addition a Council representative added that relationships could improve with the establishment of executive deans who should be empowered so that there is a link between staff, students and management. “Some worrisome issues would be eliminated or at least be reduced. Issues should be dealt with at that level. The deans will represent the various groups, working as a team and sort out most issues”.

We need a much bigger management team. The University of Malawi trains all kinds of people and yet they fail to train themselves in essential skills. They should know how to carry out IGAs, costing the various consultancies and so forth. The current deans have never been exposed to basic management skills as well as some Law (to deal with conflict resolution issues)” remarks the Acting Chair of Council.

- Regarding a performance appraisal system a College Administrator felt that the university should introduce some recognition mechanism whereby members of staff know what is expected of them. They should be recognized for their other contributions as well and not just research and teaching. “You cannot just wait for promotion, because not everybody gets promoted. Should you miss promotion you should however be recognized for your effort. In the absence of that individuals begin to wonder whether the institution cares at all and get frustrated”.
- Generally to bring in a new enthusiasm and invigoration into the system where people discuss the prevailing problems and together work out mechanisms for improvement. There is need to put in place a plan of action e.g. Strategic Plan for the University of Malawi, which would include actions like injecting some large capital to rehabilitate the College, so that it is conducive both to teaching and learning. The Strategic Plan will also look at the quality/quantity of research and teaching, and governance of the system.
- There is need to cultivate in peoples’ minds the sense of belongingness; according to the Pro-Vice Chancellor people should own the institution because money is not everything. Those in authority should involve staff in decision making to make them feel and become part of the organization.

- There should be management courses for Heads, Deans and others in authority. Currently there is lack of management and financial skills. Deans run faculties blindly, if the institutions are to run corporately then the skills are necessary.
- There is need to stimulate people to become committed to doing research. A key informant from the University Management felt that if academic members of staff were busy involved in research they might not be so many problems.
- According to the key informant from the University Council, colleges need to do more in terms of selling their services to the private sector and the world and remarks “they could offer themselves for some consultancies and so forth, which could earn them a lot of money to supplement government funding. Colleges should make themselves available. Not many organizations know much on the programs the colleges offer but this too needs proper organization, monitoring as well as coordination and teamwork”.
- In the absence of not being independent from government, the University should keep lobbying for more funding from the government.
- Then there will be new problems coming in connection with issues to do with HIV/AIDS, according to the Principal of Chancellor College, “the college needs to look at this seriously because this is also causing big brain drain. People want to keep quiet about it but HIV/AIDS is infringing on how efficient and effective one can operate”.

4.6 Chapter Summary

This chapter has discussed the findings in relation to the research questions and objective of the study. The findings from the investigation have been presented and discussed in relation to: the extent of academic staff turnover at Chancellor College between 1994 and 2005, the reasons that attract academic staff to join the College, the reasons that cause them to leave as well as their patterns of leaving, the possible implications of turnover/brain drain on teaching and learning at Chancellor College, and perceived solutions to the problem of turnover / brain drain as suggested by

respondents from the survey questionnaires as well as face-to-face interviews. The presentation of the findings was supported with the use of tables and figures, which were derived from the quantitative and qualitative data collection methods and analyzed using the Statistical Package for Social Scientist (SPSS).

The findings have revealed that more academic members of staff at Chancellor College left in 2004 than in any other year. Extended study leave and leave of absence were the common ways of leaving. The department of Mathematics and Economics appeared to have the highest numbers of leavers. The majority of the leavers were PhD holders. It has also been revealed that when deciding to join Chancellor College people were attracted mainly by: training prospects, the reputation and academic strength of the College and its high caliber staff, better working conditions, and better salary. The findings also reveal that although a higher salary was not the primary attraction low salary has been the main cause for the turnover. In addition, although lack of training was not indicated as the main reason for leaving by those who have left lack of career progression featured as one of the main causes as well as lack of incentives, poor working conditions, lack of performance appraisal system, poor interpersonal relationships, and others.

The chapter ended with a discussion on what the respondents perceived to be solutions to some of the causes of turnover/brain drain, which could be implemented to help retain capacity of the academic members of staff in the University. Offering of competitive remuneration packages, provision of training at all levels, provision of education subsidies and other incentives, improvement of working conditions, introduction of a fair performance appraisal system, capacity building of those in the leadership positions, teambuilding and conflict resolution featured high in the suggestions from respondents and key informants. The following chapter discusses conclusions drawn from the study and recommendations are made on some steps to make in order to reduce the turnover/brain drain in the University in general and specifically at Chancellor College.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter 1 stated the background to the problem of turnover and brain drain in the University of Malawi but more specifically at Chancellor College. The chapter also stated the overall objective of the investigation, which was to explore factors that lead to turnover among academic members of staff. In chapter 2 relevant literature on labour turnover was reviewed and discussed. Conceptual clarifications were made. Chapter 3 explained the research design and methodology that was followed in the study in order to investigate the problem as formulated in chapter 1. Chapter 4 presented findings and discussed such findings based on the objectives and the research questions in relation to the relevant literature reviewed.

This chapter sums up the outcome of the study and points out the areas, which the University management needs to pay attention to in formulating retention strategies. It also makes recommendations on how turnover and brain drain can be reduced.

Therefore section 5.2 below presents a summary of the research findings from which conclusions are also drawn. The summary reflects on the research objectives and the research questions that were presented in chapter 1.

Section 5.3 makes recommendations, which the University management may wish to consider in order to retain capacity of the academic members of staff in the University and specifically at Chancellor College and section 5.4 highlights possible further studies.

5.2 Summary of the Research Findings

This section of the chapter summarizes the findings in relation to the research questions and objective of the study. The findings of the investigation in chapter 4

were presented and discussed in relation to: the extent of academic staff turnover/brain drain at Chancellor College between 1994 and 2005; the reasons that attract people to join the College; the reasons that cause academic members of staff to leave; the possible implications of turnover/brain drain on teaching, learning and research particularly at Chancellor College; and the perceived solutions to the problem of turnover / brain drain in the University of Malawi. A summary of the research findings from the secondary sources, various questionnaire survey and face-to-face interviews with key informants in the University is as follows:

The extent of academic staff turnover at Chancellor College between 1994 and 2005 was established. It was discovered that during that period a total of 124 academic members of staff left the College and a majority of them left in 2004. The College lost about 50 PhD holders during the 11-year period. While it was suggested that the political situation could have had some influence on so many people leaving in the later years, some key informants revealed that poaching of staff mainly by outside universities also contributed to the leaving

When joining the University the majority of leavers were mainly attracted to; training and career development opportunities, the reputation and academic strength of the University, and perceived good working conditions. Even though it is most common for people to leave for better pay elsewhere, higher salary, as a reason for joining the University was in most cases the lowest chosen reason for joining the academia.

In examining the patterns of leaving, it was revealed that the majority of academic members of staff left after they became lecturers. The findings also revealed that while most leavers joined the University with Bachelors degrees most of them left after attaining Doctorate degrees and a higher percentage of them were Mathematicians and Economists and as such replacing such high quality staff has not been easy.

The findings have also shown that the majority of the leavers left after being granted study leave, leave of absence and / or through resignation. Rather than resigning before leaving or after completion of their studies, most of them just absconded after the allowed period of leave expired.

Commenting on brain drain from Chancellor College, the principal informants concede that due to funding problems, the University of Malawi is unable to avail money to promote research, consultancy, training and career development for academic members of staff hence the poor teaching and learning environment which leads to frustrations. Those who are lucky enough to find sponsorship and go out for training, disappear if not granted an extension of study leave or leave of absence. While the University is not able to fund all members for training, those who are on study leave remain on the payroll and if they do not return money spent goes down the drain while other employers reap the fruits of the University's labour.

Findings from both the quantitative and qualitative data analysis showed that the expectations of many people are not met and they leave because of the following main contributing factors:

Low salaries- the respondents felt that the University of Malawi does not offer competitive salaries and benefits and yet Colleges offer the professionalism, which is useful for national development. That the higher salaries offered elsewhere is the main 'pull' factor and brain drain will remain a big challenge until attempts are made to match the University of Malawi salaries with at least those offered by other universities within the Southern African Development Community countries. It was also reported that the Government is aware of the prevailing financial problems but it is unable to rectify them.

Lack of incentives that would motivate staff- these include, lack of educational subsidies, lack of educational opportunities for family members, unavailability of car and house ownership schemes, poor medical scheme, lack of support for external and internal travels for conferences, and inadequate support for research and consultancy

Poor working environment- these include, heavy teaching loads, inadequate and poorly maintained infrastructure, inadequate and outdated information technologies, inadequate and outdated teaching and learning resources, poor information flow, lack of team spirit, poor relations among academics themselves and with the administration, and a lot of bureaucracy which hampers efficient decision-making.

Uncompetitive conditions of service- this situation was attributed to the University of Malawi Act of Parliament of 1998 Chapter 30:02 which has remained unchanged for a long time.

Lack of career progression- particularly those on the lower level of the academia hierarch hence the delay in being promoted.

Lack of performance appraisal system- it was believed that a good appraisal system would promote accountability and less frustrations.

More than half of the respondents who have been with the University for 5 years or more admitted that given a chance they too would leave but they have chosen to remain for the following main reasons: patriotism to the University and Nation; the professionalism the University offers which they indicated was also useful for national development; their personal vision; and domestic issues.

As regards the implications of brain drain, the findings of the study have revealed that the quality of learning, teaching and research has been adversely affected. The shortage of qualified and experienced lecturers cause those on the ground, including those with little experience, to have heavy teaching loads and many additional responsibilities which unable them to advance their own careers or to do meaningful research. The learned leavers also take with them their expertise hence affecting research developments nation wide.

Regarding measures to reduce turnover and brain drain in order to retain capacity of academic members of staff, suggestions made by the various categories of respondents included the following: -

A general improvement of the conditions of service, which should include: offering competitive remuneration and benefit packages that should be pegged to the USA dollar; financial support for those seeking further studies; providing an enabling environment for research and consultancy activities; making available new technologies particular at the disposal of academic members of staff; employing more

educated and experienced academic members of staff; developing a good performance evaluation system to recognize peoples' achievements; a big change in the mind set of the leadership that should include good corporate governance (accountability, transparency and responsibility) and innovation; an overhaul of the whole system in order to reclaim the glory of the University of Malawi; and that in the absence of not being independent from government, the University should keep lobbying for more funding from the government in order to carry out its core activities efficiently and effectively

5.2.1 Conclusion of the Research Findings

The literature reviewed in chapter 2 and the responses to the various questionnaires including the face to face interviews with the key informants in chapter 4 have revealed that, without doubt the brain drain in its various forms is a major challenge for university administrators and governments in developing countries in general Chancellor College in particular. It has been indicated that the College enjoys a prestigious status of being the oldest and biggest institutions of higher education in the country; offering a variety of programs which are internationally accepted and also central to the economic and social development of the nation; there is a team of highly educated and experienced academics. With all these positive elements to its credit, the College is able to attract a lot of people, both as academic members of staff and also as students. These people are interested in developing their academic careers to the highest level possible.

Unfortunately the findings have also revealed two issues. First, most of those who join the teaching positions are young inexperienced men and women with bachelor's degrees looking for opportunities to develop their academic careers. Second, despite the seemingly attractive conditions of service to the new recruits, Chancellor College is unable to completely fulfill their needs, especially the training needs due to shortage of funding. Therefore, since these individuals strive hard on their own to find scholarships, once they go for further studies, the argument that training opportunities enhance commitment to an employer, does not seem to hold water in this case. In addition, it appears evident that the longer the overseas training takes and people get used to a different type of life including more advanced university and

government systems, the more they get detached from the type of life and systems back home thereby experiencing other expectations and needs that come to play.

While the results of the investigation revealed that low salary offered by the University is the main reason that causes academic members of staff to leave, it was also apparent that teaching, research and consultancy are other major sources of satisfaction for academic members of staff who are left behind. Once they have finished with the formal training and come home with a master's degree or better still with a PhD, academics look forward to putting into practice the knowledge they have acquired elsewhere. With the inability of the College to provide adequate teaching materials, well equipped laboratories and classrooms, adequate funding for research and consultancy, frustrations build up and eventually academics leave to follow the brighter lights abroad or other neighbouring countries or even within the country. Money invested in training then goes to waste because it ultimately benefits other employers. Perhaps the College needs only employ academics who are experienced and already trained so that it does not worry about training. Unfortunately, the highly qualified and experienced recruits would need to be rewarded even higher, as a result the funding issues might be even worse.

The findings have also revealed that even when academic members of staff have remained in the system for a long time, are highly qualified and experienced, intentions to quit still exist. Such people are more employable. However at that level the reasons for the departures become wider and more fundamental and may require attention to wider issues such as organizational structure, management style and the Government's political and administrative commitment to the growth, development and enhancement of quality education in the country and University of Malawi in particular. Short of which the University and in particular Chancellor College will keep losing professionals to richer universities the effect of which is perpetuating conditions of underdevelopment in the country. However, let no hope be lost of turning brain drain into brain gain. There is evidence as shown by some of the responses from those in the Diaspora that they love their country and are willing to help in many ways and would like to remain patriotic.

5.3 Recommendations

In order to minimize the brain drain among academic members of staff in general and Chancellor College in particular the following recommendations have been proposed, based on the findings of the study:

- While reference can be made to the investigations carried out in this study when developing a retention strategy for the University employees in general and academic members of staff in particular, the University management must be fully aware of the reasons why lecturers leave especially the highly qualified and experienced ones. Such investigations can also be achieved through the use of exit interviews. In addition, attitude surveys should be conducted at regular intervals in order to determine the most common overriding factors contributing to turnover and brain drain. Preventive measures can then be implemented at an early stage.
- At the recruitment stage it is important to explain to the candidates about the nature of the work and conditions of service in order to avoid giving false hopes to the new recruits. For instance, the difficulties the College faces in sending people for training should be pointed out at that stage and alternatives should be offered where possible. There should be no rush to fill a vacancy so that potential leavers are screened carefully. Efforts should be made to employ people with the relevant experience and qualification instead of relying solely on new graduates.
- Since pay rate and benefits are the frequently mentioned problems, the University should explore all possibilities to generate money to supplement the same. For instance, raising the tuition fees to match with the cost of the University education, creating a new partnership with the private sector, intensifying parallel and after school/work programmes, renting out hostels, classroom and the Great Hall space for summer workshops and short courses among others. The extra income generated would help pay faculty and academic members of staff a competitive salary and provide attractive benefit packages.

- To ensure that people return after completion of their training, a proper training policy needs to be developed and implemented. The training policy should ensure that the individual as well as the College benefit and that payback agreements or issues of bonding are incorporated in the policy and fairly applied across the board.
- Management should build into the employees an awareness of the vision or mission of the University. A clear understanding of what and how one does the job would help the overall operation of the institution and can develop the right attitude among employees as they turn that vision into reality. Academic members of staff would become motivated with their work.
- The University should urge Government for a speedy review of the University of Malawi Act of Parliament Chapter 30:02 of 1974 (which was last amended in 1998) to reflect the realities of the day specifically in relation to pay and better conditions of service. It should also give the University and Colleges more autonomy to implement improvements without reference to the Government.
- There is need to establish a proper performance appraisal system whose purpose should be well defined. Highly performing academics should be rewarded or at least be recognized according to their contributions. While every member of staff is entitled to an annual cost of living increment, good performers should be awarded a percentage higher than the annual increment notwithstanding the restriction to published work.
- With the substantial increases in student numbers and the high level of staff turnover in recent years, staff/student ratios have changed for the worst but even important are these huge discrepancies which exist between departments, while the College might have an average staff/student ratio of 1:12 in some departments it rises to over 1:40. There are possibilities of reducing these disparities by capping the number of students going into high demand departments.

- The University should establish links with other universities and introduce staff exchange programmes to allow academics satisfy their thirst for professional development without leaving the institution and the country.
- Those in the Diaspora should be encouraged to assist the University with latest trends in scientific research. To this extent management should establish networks as a way of tapping on the knowledge and skills of the professionals based overseas hence turning the brain drain to brain gain to some extent.
- The University Administration should persuade Government to give more attention, commitment and financial support to the University so that it is able to provide Malawians with good quality education, which is a key factor for the country's development. This would be a major stride towards addressing problems and challenges of the brain drain.

5.4 Direction for Future Research

Although there was a good response rate of about 60 percent on the survey questionnaire for academic members of staff who have left Chancellor College; due to difficulties in tracing where they are in the Diaspora and that the study was specifically aimed at the brain drain from Chancellor College, the study was limited to interviewing only the leavers from that College. Leavers from other colleges of the University of Malawi and also from other institutions of higher learning in the country as well as other Universities within the Southern African Development Community (SADC) who might have expressed different reasons for leaving, were not interviewed. This study can therefore not be said to be exhaustive on the problem of brain drain from the University of Malawi. Further researchers may therefore want to carry out benchmark research with two or more universities in the region, which are successful in retaining their academic members of staff. Such comparative study would be more enlightening to inform practice in the University of Malawi.

Even though there was mention of internal brain drain the study dwelt more on the external brain drain where intellectuals migrate physically. The internal brain drain is

also a serious challenge because it affects academics' productivity at work. Academic members of staff spend a lot of time doing extra curricular activities in order to make extra money but misusing the university resources. More research needs to be carried out to investigate the extent of the practice of moonlighting and how it affects the quality of learning, teaching and research in the University. There is also another form of internal intellectual brain drain where well-trained professionals use materials, approaches and models developed in rich countries but which may not be relevant to the growth and development of this nation. In addition, the HIV/AIDS pandemic is another form of internal brain drain that future research could examine. The pandemic causes a great loss on the intellectual capital and constraints on the University's financial resources.

5.5 Chapter Summary

This chapter has presented a summary of the main findings of the study and has made recommendations on some steps to make in order to reduce the turnover/brain drain in the University in general and specifically at Chancellor College. It is hoped that the findings of the study will assist those in authority to take heed of the concerns raised by academic members of staff in the survey questionnaires and that the recommendations made will be taken into account when formulating retention strategies.

Having realized that this study is not exhaustive section 5.4 has highlighted possible areas from which further studies can be carried out.

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APPENDIX A

Chancellor College Organizational Structure

APPENDIX B

Memo Seeking Approval from the Chancellor College Principal

APPENDIX C

Introductory Letter for the Survey Questionnaire

APPENDIX D

Face-to-Face Interview Guide for Key Informants

APPENDIX E

Questionnaire For Leavers

APPENDIX F

Questionnaire For Stayers

APPENDIX G

Questionnaire For Heads of Departments and Directors of Centres

APPENDIX H

Frequency Tables and Figures for Leavers

APPENDIX I

Frequency Tables and Figures for Stayers

APPENDIX J

Multiple Responses from Heads

APPENDIX K

Comparison of Salary Levels with Other Universities