

Retaining Generation X Academics in Higher Education Institutions

Pumela Msweli*

*Faculty of Management and Law, University of Limpopo
Private Bag X1106, Sovenga 0727, South Africa*

Abstract

There is a great need to attract and retain younger generations of faculty to ensure long-term sustainability of higher education institutions. The research reported here provides empirical evidence that Generation X academics in higher education institutions are likely to quit as a result of both lower job satisfaction and reduced organisational commitment. The data also showed that performance or research productivity is not a predictor of job satisfaction. Implications of these findings and avenues for further research are discussed.

Keywords: *generation Xers, South African higher education system, quitting behaviour of academics, brain drain, employee turnover, organisational commitment.*

1. Introduction

1.1. Background – Higher Education System in South Africa

The education system in South Africa has to be viewed from the perspective of developmental challenges facing the country. As pointed out by a number of scholars (Adams, Cousins & Manona, 1999; de Villiers, 2003), the impact of apartheid policies on the whole social, economic and political fabric of South African society is immeasurable. The effects of the policies that stripped people of their assets, has distorted economic and social institutions and resulted in mismatch of resources and opportunities in the education sector.

The attainment of democracy in 1994 provided a window of opportunity to change the development trajectory of the country. The past 16 years saw the development of legislation and policies which prioritise plans for redressing the inequities of the past. Of paramount importance is the Constitution of the Republic of South Africa (1996) which requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights, non-racism and non-sexism. The Higher Education Act (1997) formed the basis of the transformation of the higher education sector.

The South African Higher Education system includes three categories of public higher education institutions referred to as traditional universities, universities of technology, and comprehensive universities. These three categories of universities came about as a result of mergers and consolidation of 36 universities and technikons to 23 universities (CHE, 2009). A traditional university refers to a university that has either stayed the same or has merged with another university. A university of technology is created from the merger between two technikons. Comprehensive universities on the other hand are created from mergers between

* Email: pumela.msweli@ul.ac.za

universities and technikons. University of Venda and the University of Zululand, however, are comprehensive institutions that were not involved in mergers. The two universities were created from traditional universities to create greater access and responsiveness to their local regions. Comprehensive institutions are expected to contribute to meeting goals identified in the National Plan, which drive the country's Human Resource Development Strategy (Ministry of Education, 2001). These include:

- Increasing access to career-focused programmes.
- Improving articulation between the career-focused and academic programmes in order to facilitate student mobility between different programme streams.
- Expanding opportunities for research and the expansion of applied research through leveraging internal technikon focus areas to benefit from university research capability.
- Enhancing capacity within institutions to respond to the social and economic needs based on regional requirements.

The public higher education institution enrolment figures have increased considerably from 425 000 in 1994 to 837 7779 in 2009 (CHE 2009, CHE 2010). The distribution of enrolments across disciplinary fields has met the country's National Plan for Higher Education of 40% Humanities and Social Sciences, 30% Science Engineering and Technology, and 30% Business Management (CHE, 2009). Notwithstanding the gain made in the past 16 years, the overall performance of higher education is not satisfactory as far as the demographics of students' participation is concerned. According to the Council on Higher Education (2010) report, African students are still underrepresented in the total enrolments. Furthermore, the higher education system still reflects the legacy of apartheid when it comes to participation by socio-economic status and when it comes to the profile of students who finish their degrees on time (CHE, 2010).

1.2. Generation Theory: Global and South African Perspectives

Generation theory views people born at similar times as cohorts likely to share common perceptions of reality and common attitudes as a result of shared life experiences, particularly what is termed "defining events" (Estienne 1997; Strauss & Howe 1999). Strauss and Howe (1999) define the following main generation cohorts:

- (1) The civics, born 1901-1924. The civics are also known as the GI generation because of the wide-reaching effects of the Second World War.
- (2) The adaptives, born 1925-1942, also referred to as the silent generation. According to Strauss and Howe (1999), the adaptives tend to be withdrawn, cautious, and unadventurous, with a deep sense of romanticism, as a result of the stories of war and conflict that characterised the contexts of their upbringing.
- (3) The idealists – born 1943-1960. The idealists are also known as baby boomers. The baby boomers are viewed as a generation of stay-at-home mothers and indulgent parents intent on sparing children the deprivations they had experienced (Boomers International 2006). Baby boomers are also viewed as a generation that has brought about revolutionary inventions in communications, computers and other technologies that have profoundly changed the way people lived and thought (Boomers International 2006). Additionally, it

is a generation that has been viewed as having been instrumental in generating a rapidly expanding economy with unlimited career opportunities to both men and women.

(4) The Generation X, which follows the baby boomers.

The term Generation X was first used by Jane Deverson in 1964 to describe a group of teenagers who had a different set of values in comparison to the values of the earlier generations. According to Strauss and Howe (1999), Generation Xers are born between 1961 and 1981. They are born into smaller families, often headed by a single parent or two-career families, often living in non-traditional family structures. They are born in a time when there has been a widespread problem of drug-abuse and a slowed economy with challenging job markets (Herbing, Koehler & Gay 1993; Morton 2003; Estienne 1997). Their time is also characterised by the institutionalisation of women rights' movement and an improved access of women to education (Dwyer 2009).

In a global context socially, Generation Xers have witnessed changes in the role of women in the society, as a result of the institutionalisation of affirmative action policies in most countries in the world. Politically, Generation Xers have witnessed massive anti-Soviet campaigns and the breakdown of the Berlin wall, the rise of Castro in Cuba, and the bombing of New York's Twin Towers on 11 September 2001, as well as the wars in the Persian Gulf and Iraq.

In South Africa, Generation Xers have witnessed the Sharpeville massacre in 1967, the 1976 riots, the release of Nelson Mandela, the first democratic elections in 1994, and the groundbreaking Truth and Reconciliation process. The demise of the apartheid state in 1994 set policy makers on the huge undertaking to re-engineer the social, political, economic and cultural institutions of South Africa to align them with the fundamentals of the new democratic dispensation. Generation X academics in South Africa have been called on to help the government address the dual challenge of remedying past inequalities and transforming the higher education system to serve a new social order. Institutions of higher education are being challenged to produce highly skilled intellectuals who can connect theory with the needs and priorities of the rapidly expanding private and public sectors. Such skilled intellectuals are needed to add value to the young democracy of the country via enhanced economic growth within the framework of equitable participation.

Technological advancement and globalisation have also had far-reaching impacts on the Generation Xers. As more and more companies downsize and restructure in an attempt to be more competitive and market-oriented, this generation has far less assurance of long-term employment with a single company, or even within a single career path. In part, as a result of some of the negative consequences of globalisation and of business scandals commanding global and national stages and the resulting emphasis on corporate responsibility, Generation Xers have also grown up during times of declining confidence in corporate practices and, as a consequence, tend to be less trusting of corporations and of authority in general as pointed out by Keating (2003). Generation X members have witnessed institutionalisation of employment equity policies, the effects of climate change and the global energy crisis. Because of their experiences, Generation Xers value their individuality and self-expression and many tend to be loners (Keating 2003). In large part, because of their educational and parenting experiences and their

extensive exposure to the media, they tend to be more cynical, less impressed by power and authority, resentful of being manipulated, and more resentful of being "type-cast" than past generations (Morton 2003). This leads to the question: how are organisations, specifically, higher education institutions, to create environments that attract and retain this group? At the heart of the problem is the question of whether Generation Xers are being pulled out of the higher education institutions due to the attractive financial packages offered by the private sector or pushed out by elements of their jobs? While it is beyond the scope of this paper to answer all of these questions, the paper endeavours to provide some insights into the quitting behaviour of Generation Xers in the academic environment. Against this backdrop, this paper seeks to explain the quitting behaviour of Generation X academics on the basis of job elements such as commitment, job satisfaction and performance as measured by research productivity.

2. Conceptual Framework and Hypotheses

The terms 'retention' and 'turnover' have been used interchangeably in the literature on employee turnover behaviour. Price (1989:462) defines turnover rate "as being both the entrance of new employees into the organisation and the departure of existing employees from the organisation." Muchinsky and Morrow (1980:267) posit a similar definition of turnover as "an individual's voluntary termination of employment from an organisation".

Fishbein and Ajzen (1975) argue that a person's intention to perform certain behaviour is the immediate determinant of the action. This contention is widely supported in literature (see for example Johnston, Varadarajan, Futrell & Sager 1987; Futrell and Parasuraman 1984; Hom & Kinicki 2001; Shields & Price 2002). Given the foregoing, this study will adopt 'intention to quit' as a surrogate variable to measure the quitting behaviour of Generation Xers in higher education institutions. While researchers adopted different perspectives in researching intention to quit, they share a number of common views. These relate to the consideration of job satisfaction, organisational commitment and performance as key constructs and antecedents of quitting behaviour of employees. Theoretical justification of how these constructs interact is provided below.

2.1. Retention of Academics in Higher Education Institutions

As pointed out by Tetley (2006), the issue of academic retention in developing countries has not been well documented in literature. Tetley (2006) attributes the dearth of literature in the area to the fact that academic retention has been subsumed under the category of 'brain-drain'. Tetley (2006) argues that 'brain drain' and academic retention are processes that are intimately intertwined. A review of brain drain literature shows that brain drain and retention of skilled employees, including academics, are notions that are moulded into a single concept – 'brain drain'. For example, Sako's study (2002) that looks into the 'Brain Drain and Africa's Development', uses the concept of brain drain to denote the flight of highly skilled professionals and academics from developing to developed countries. Sako (2002) cites the United Nations Conference on Trade Development (1960 and 1987) statistics that show that about 70,000 highly skilled Africans left the continent for the US, UK and Europe. According to Sako, the figure (70,000) corresponds to about 30% of the highly skilled employees available in the continent at the time. According to research conducted by academics at the University of Natal (cited in Sako

2002) about 60,000 middle and high level managers were lost between 1985 and 1990, and about 23,000 qualified academics emigrated in search of better quality of life and better working conditions. The medical profession in Africa seems to have suffered the most from brain drain. As put forward by Sako, more than 21,000 Nigerian doctors are practicing in the US and about 60% of Ghanaian doctors left the country by the end of 2000. Sako (2002) identifies two major factors that affect migration of skills in Africa: (1) economic and (2) social and political environmental factors, as depicted in Figure 1.

A somewhat different picture emerges when one looks at retention of academics in Europe. For example, a study conducted by Verhaegen (2005) that looked at the most important faculty recruitment and retention factors amongst 181 European business schools found 42 factors clustered in seven categories as depicted in Figure 2.

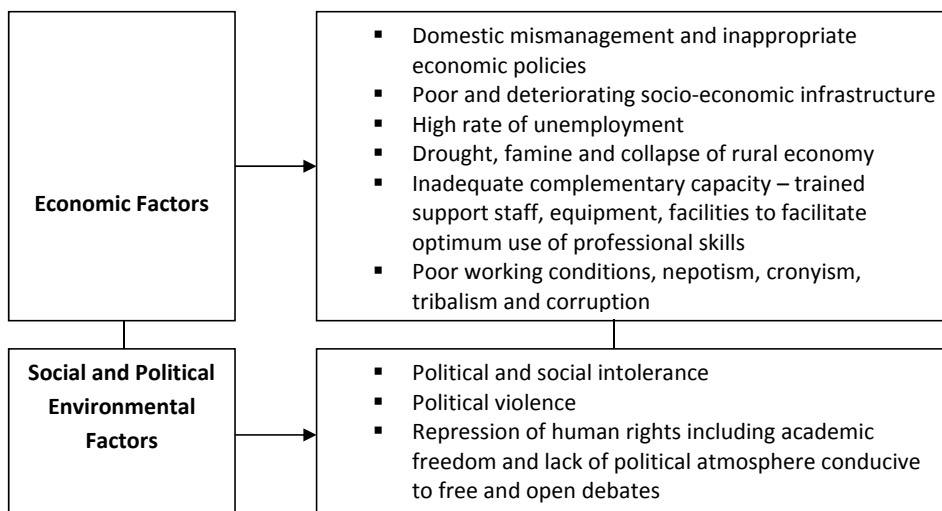


Figure 1. Factors that affect migration skills in Africa (Source: Adopted from Sako, S. 2002. Brain Drain and Africa's Development: A Reflection. African issues, 30 (1): 26-27.)

The factors that affect skill migration and retention of skilled employees differ from Africa to Europe. While the retention factors in Africa are influenced by external environment factors (socio-economic and political factors), in Europe recruitment and retention is driven mostly by internal organisational dynamics as well as by the image and reputational dynamics of the school.

In the UK, Metcalf, Rolfe, Stevens and Weale (2005) found that the following factors influence the quitting behaviour of academics:

- Being a foreign national
- Being on a fixed-term contract
- Dissatisfaction with the non-pecuniary elements of the job
- Working long hours (particularly on administration)
- Spending fewer hours on research

- Feeling that the workload is excessive
- Believing that decisions on either individual pay, recruitment to senior posts or promotion are not fair
- Being dissatisfied with pay and the level of pay

2.2. Organisational Commitment, Job Satisfaction and Intention to Quit

Considerable research has been carried out concerning the relationship between job satisfaction and turnover, with and sometimes without the organisational commitment variable. In their meta-analytical study Mathieu and Zajac (1990) found that organisational commitment has been reported to mediate the relationship between job satisfaction and turnover. More conclusive evidence of the relationship between job satisfaction and organisational commitment has been provided by Sager (1990) as well as Cravens, Low and Moncrief (2001). The authors found that organisational commitment of employees increased as job satisfaction increased. Additionally, organisational commitment was reduced when intention to quit increased. Sager (1990) and Cravens et al (2001) also found that job satisfaction is not directly linked to intention to quit, instead organisational commitment is an intervening variable between job satisfaction and intention to quit. These views are consistent with MacKenzie, Podsakoff and Ahearne's (1998) findings that job satisfaction is directly linked to intention to quit, implying that turnover is likely to be reduced when employees are satisfied with their jobs. In line with this argument, Podsakoff, Ahearne and MacKenzie (1997) suggested that performance could be increased and intention to quit would be reduced by making the work context more pleasant and supportive.

A study conducted by Arnolds and Boshoff (2004) showed a strong statistically significant and negative relationship between job satisfaction and intention to quit, with organisational commitment being an intervening variable between job satisfaction and intention to quit. However, this paper seeks to argue that in the context of their generation attributes such as individualism and negative organisational attitudes (Estienne 1997), Generation Xers might be satisfied with their jobs, but may not be committed to their organisations. In other words, for Generation Xers, organisational commitment might not be an intervening variable between turnover and job satisfaction. This means that while job satisfaction is linked to organisational commitment, there is also a direct link between job satisfaction and intention to quit. On the basis of the above, this study advances the following hypotheses:

- Hypothesis 1: For Generation Xers, intention to quit is negatively related to job satisfaction.
- Hypothesis 2: For Generation Xers, intention to quit is negatively related to job satisfaction and organisational commitment.

2.3. Performance, Job Satisfaction and Organisational Commitment

Several researchers have constructed structural models which posit that job performance is related to job satisfaction (Babakus, Cravens, Johnston & Moncrief 1996). Mackenzie, Podsakoff and Ahearne (1998) also support the proposition that performance is an antecedent of job satisfaction. On the basis of the above, this study advances the following hypothesis:

- Hypothesis 3: Performance of Generation Xers is positively related to their job satisfaction.

The literature has not been conclusive about the relationship between performance and organisation commitment. For example, a study by MacKenzie et al (1998) did not support the hypothesis that performance is positively related to organisational commitment. Earlier studies by Bluedorn (1982) and Porter and Steers (1973) report a significant positive relationship between performance and organisational commitment. More recent studies conducted in South Africa (Msweli-Mbanga 2003; Arnolds & Boshoff 2004) showed that there is a strong and significant relationship between performance and organisational commitment. It is therefore hypothesised that:

- Hypothesis 4: Organisational commitment of Generation Xers is positively associated with their performance and their job satisfaction.

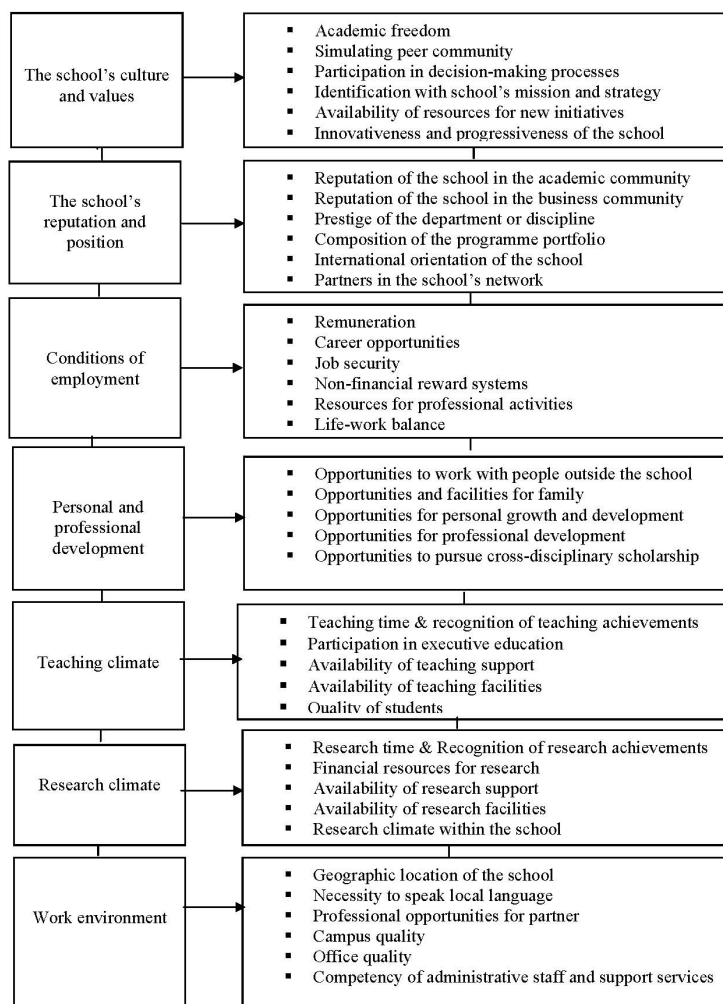


Figure 2. Recruitment and Retention Factors in European Business Schools

3.0 Methodology

3.1. Sample

The data was collected through the use of structured questionnaires handed to 600 academics in the Colleges of Law and Management Studies, Science and Agriculture, Health Sciences and Humanities at the University of KwaZulu-Natal. A total of 108 questionnaires were returned, yielding a response rate of 18%. The sample comprised of 60% males and 40% females, with age ranging from 21 to 44 years. Thirty percent of the respondents had doctoral degrees, and more than fifty percent had worked for at least five years at the institution. Respondents were assured of anonymity and confidentiality of their responses.

3.2. Measures

- *Job satisfaction.* Pool's (1997) scale was adapted and used to measure job satisfaction. The instrument measures respondents' perception on freedom of expression, goal orientation, opportunities for skills development, fairness, and recognition. Twelve items of Pool's (1997) scale were measured on a five-point Likert scale where 1 = strongly disagree and 5 = strongly agree.
- *Performance.* The University of KwaZulu-Natal has developed a set of criteria to measure performance of academics for the purpose of promotion and reward. These criteria include publications in peer reviewed conferences, journals, books, and chapters in books, as well as the number of completed master's and doctoral students supervised. These criteria were used to develop a six-item measure of the performance of each of the respondents for this study. Examples of questions that respondents were asked to respond to are: 'How many of your peer reviewed journal articles have been published while you were part of your current institution? How many completed doctoral students have you supervised while you were part of your current institution?'
- *Organisational commitment.* Mowday, Porter and Steers' (1979) scale was used to measure organisational commitment. The shortened nine-item version of Organisational Commitment Questionnaire (OCQ) was used where only the positive item scores were used, as suggested by the authors.
- *Intention to quit.* Four items from Bluedorn (1982) were used to measure employees' intention to quit their institution.

3.3. Analytical procedures

Regression analysis was used to test the four hypothesis defined above. A regression model was developed for each hypothesis. The symbols used for the regression coefficient(s) and error term for each regression model are defined as follows:

β_{ij} : regression coefficient for variable i in model j , $i = 1, 2$; $j = 1, 2, 3, 4$

E_j : the error term for regression model j , $j = 1, 2, 3, 4$

Using these symbols, the regression model for hypothesis 1, 2, 3, and 4 were develop and are presented respectively as follows:

$$\text{Model 1: Intention to quit} = \beta_{11} \text{Job satisfaction} + E_1 \quad (1)$$

$$\text{Model 2: Intention to quit} = \beta_{12} \text{Job satisfaction} + \beta_{22} \text{Organizational commitment} + E_2 \quad (2)$$

$$\text{Model 3: Job satisfaction} = \beta_{13} \text{Performance} + E_3 \quad (3)$$

$$\text{Model 4: Organizational commitment} = \beta_{14} \text{Performance} + \beta_{24} \text{Job satisfaction} + E_4 \quad (4)$$

4. Empirical Results

4.1. Basic Statistical Values and Cronbach's Reliability Test for the Data

Prior to testing the hypotheses, data was tested for internal consistency reliability. Table 1 shows the means, standard deviations, and inter-correlations of the study variables. The values of the Cronbach's alpha reliability coefficients for the instruments used for testing Intention to quit, Job satisfaction, Organizational commitment, and Performance are 0.9, 0.7, 0.9, and 0.7 respectively. Using George and Mallery's rule (George and Mallery, 2003), it can be concluded that the internal consistency reliabilities for the scales or instruments used for measuring Intention to quit and Organizational commitment are excellent while the ones for the scales or instruments used for measuring Job satisfaction and Performance are acceptable. These results establish a good justification for using these instruments for collecting the data for the study.

Table 1. Descriptive statistics, reliabilities and intercorrelations among study variables

	Mean	Std. deviation	α	1	2	3	4
1. intention to quit	2.77	1.30	.9	1.00			
2. job satisfaction	3.39	.88	.7	-.31	1.00		
3. organisational commitment	3.49	.81	.9	-.64	.40	1.00	
4. performance	2.81	5.55	.7	-.29	.21	.11	1.00

4.2. Results of Regression Analyses and Tests

On inputting data into the SPSS, the regression analyses results presented in Table 2 were obtained. The table shows the dependent and independent variables for each model, the values of the regression coefficient(s), the calculated F- and t-values, and the p-values for the test of significance of regression coefficients.

As can be seen in the table, the value of the coefficient of job satisfaction, the independent variable for model 1, is -0.31. Both the F-test and t-test show that this coefficient value is significant ($F = 5.74, p < .05$), indicating that Intention to quit by Generation Xers is negatively or inversely related to Job satisfaction. This establishes the truth of Hypothesis 1.

As the results in the table (Table 2) show, the coefficients of Job satisfaction and Organizational commitment in model 2 are -0.07 and -0.62 respectively. The F-test shows that there is a significant linear and negative relationship ($F = 18.62, p < .01$) between the dependent variable (Intention to quit) and the independent variables Job satisfaction and Organizational commitment. The result of the t-test for each of the coefficients of these variables shows that the

coefficient of Job satisfaction is not significantly different from 0 while the coefficient of Organizational commitment is statistically significant. This indicates that, for Generation Xers, Organizational commitment is a strong predictor of intention to quit while Job satisfaction may not be.

Since Job satisfaction has been tested to have significant and negative linear relationship with Intention to quit in model 1, it is possible that multicollinearity problem may have affected the results of the t-test for the significance of Job satisfaction in this model (model 2). Probably, if not for multicollinearity problem, the coefficient of Job satisfaction would have also tested to be statistically significant here. Based on this observation, it is concluded that Intention to quit has negative and significant linear relationship with both Job satisfaction and Organizational commitment in model 2. This implies that Hypothesis 2 is supported.

Table 2. Tests of significance for the models' coefficients

Model	Dependent variable	Independent variable(s)	Coefficients and values	F-calculated	p-value	t-calculated	p-value
1	Intention to quit	Job satisfaction	$B_{11} = -0.31$	5.74	0.05	-2.39	0.05
2	Intention to quit	Job satisfaction	$B_{12} = -0.07$	18.62	0.01	-0.56	0.11
		Organizational commitment	$B_{22} = -0.62$		0.01	-5.34	0.01
3	Job satisfaction	Performance	$B_{13} = 0.24$	3.36	0.19	1.8	0.17
4	Organizational commitment	Performance	$B_{14} = 0.05$	6.07	0.05	0.37	0.13
		Job satisfaction	$B_{24} = 0.42$		0.05	3.28	0.05

The results in Table 2 show that the regression coefficient for model 3 has a positive value of 0.24. Both the F- and the t-tests show that this value is not statistically significantly, indicating that Performance of Generation Xers is not a good predictor of Job satisfaction. Hypothesis 3 is thus not supported by the result.

The computed values of the coefficients of Performance and Job satisfaction in model 4 are 0.05 and 0.42 respectively (see Table 2). The F-test shows that there is a significant and positive linear relationship between Job satisfaction and these two variables ($F = 6.07$). The result of the t-test for each of the coefficients of the two variables shows that the coefficient of Performance is not statistically significant while that of Job satisfaction is statistically significant. This shows that Job satisfaction is a good predictor of Organizational commitment by Generation Xers while Performance is not. Although the coefficients of each of the independent variables are positive, the results of these tests do not support Hypothesis 4 fully.

5. Discussion and Conclusion

The underlying premise of the study is that, for higher education institutions in South Africa to be sustainable, they have to be able to retain Generation X academics. The question that the research addresses is whether higher education institutions will be able to retain this generation of academics through job elements such as commitment, job satisfaction and performance. Interestingly, the results showed that the Generation X academics showed a low intention to quit (the mean of the scale measures is 2.77) and a medium to high organisational commitment (the

mean of the scale measures is 3.49). The study hypothesised that job satisfaction of Generation X academics is negatively related to intention to quit. Consistent with existing literature (Arnolds & Boshoff 2004; Msweli-Mbanga & Lin 2003), the findings of this study showed that job satisfaction is indeed negatively related to intention to quit.

Results of the regression analyses revealed that when intention to quit was regressed on organisational commitment and job satisfaction, the model's regression co-efficients were found to be statistically significant using F-test although organisational commitment was found to be a stronger predictor of intention to quit ($\beta = -0.62$) than job satisfaction ($\beta = -0.07$). The hypothesis that performance is positively related to job satisfaction was not supported. Additionally, when organisation commitment was regressed on performance and job satisfaction, it was found that only job satisfaction was a good predictor of organisational commitment.

The implications of these findings are three fold. Firstly, Generation X academics who are satisfied with their job are less likely to quit if they perceive their job to be satisfying in terms of recognition, supervisor appreciation, freedom of expression, workload and quality of life. In designing incentives to reward and to motivate Generation Xers, management need to consider the job satisfying factors that are considered important by this group. Secondly, contrary to the perception that younger people tend to hop from job to job, this study has shown that more than 50% of Generation Xers have been part of their organisations for at least five years. Additionally, the findings showed that organisational commitment amongst this group was the strongest predictor of intention to quit. This means that once the Generation Xers have been attracted to the academic job, management is more likely to retain them if they are satisfied with their jobs and are committed to their organisations. In order to attract younger generation academics, leadership in academic institutions need to identify the determinants of organisational commitment as well as motivational factors that lead to job satisfaction.

6. Future Research and Limitations

There are several avenues for future research, some of which are made evident by the limitations of this study. The first limitation is that only one higher education institution has been sampled. This limitation requires the findings to be interpreted with caution. It might be useful for further research to also look into the determinants of job satisfaction from the needs theory perspective. Given that, employees' behaviour is driven by the demand to satisfy unsatisfied needs, as pointed out by Haslam, Powell and Turner (2000), there might be important insights to gain by investigating the needs that younger generation academics are seeking to satisfy through their job elements. Further research should also look into the extent that an academic career provides a vehicle for need satisfaction for the younger generation academics.

Another limitation is that the study only samples academics in a South African institution, as such posing uncertainty to the generalisability of the findings in other parts of the world. Future studies should sample institutions in other parts of the world using additional variables such as personal characteristics so as to provide insight into the effect of personal characteristics on commitment, job satisfaction, performance and research productivity of Generation Xers. The paucity of empirical work on Generation Xers in other parts of the world, other than North America, is a gap in the literature that needs to be addressed. Further research

needs to provide the conceptual domain of the term Generation X from the perspective of different cultures and different historical perspectives. A thirty-something year old in North America is touched by different historical events in comparison to his or her counterpart in Sudan, Zimbabwe, South Africa, or Iraq, to cite but a few examples. Capturing different historical settings would yield a robust theoretical perspective of the term Generation X.

Another limitation relates to the problem of multicollinearity that may exist when any one of the variables or job elements is regressed on more than one of the other variables or job elements. Researchers must be very conscious of this.

Acknowledgements: Special thanks are owed to the editor-in-chief and the two anonymous reviewers for helpful comments and contributions that enhanced the quality of this paper.

References

- Adams, M., Cousins B., & Manona S.(1999). Land tenure and economic development in rural South Africa: Constraints and opportunities. Paper read at the *National Conference on Land and Agrarian Reform in South Africa*, 26-28 (July).
- Arnolds, C. A., & Boshoff, C. (2004). The Management of the Early Stages of Restructuring in a Tertiary Education Institution – an Organisational Commitment Perspective. *South African Journal of Business Management* 35 (2): 1-13.
- Babakus, E, Cravens, D.W., Johnston, M. & Moncrief, W.C. (1996). Examining the Role of Organisational Variables in the Salesperson Job Satisfaction Model. *Journal of Personal Selling and Sales Management* 16 (3): 33-46.
- Bluedorn, A.C. (1982). A Unified Model of Turnover from Organisations. *Human Relations* 35 (2): 135-53.
- Boomers International, (2006). *GenXers*. Available: www.boomsint.com (16 September 2011).
- Constitution of the Republic of South Africa*, NO. 108 of 1996. [Online] Available: <http://www.info.gov.za/documents/constitution/1996/a108-96.pdf>
- Council on Higher Education (CHE) (2009). *Overview* [Online]. Available: <http://www.che.ac.za/heinsa/overview/> (30 November 2011)
- Council on Higher Education (CHE) (2010). *Higher Education Monitor – Access and Throughput in South African Higher Education: Three Case Studies* [Online] Available: http://www.che.ac.za/documents/d000206/Higher_Education_Monitor_9.pdf (30 November 2011)
- Cravens, D.W., Low, G.S. & Moncrief, M. (2001). The Role of Satisfaction with Territory Design on the Motivation, Attitudes, and Work Outcomes of Salespeople. *Journal of the Academy of Marketing Science* 29 (20): 165-178.
- De Villiers, (2003). *Land Reform Issues and Challenges – A comparative overview of experiences in Zimbabwe, Namibia, South Africa and Australia*. Johannesburg: Konrad-Adenauer –Stiftung.
- Dwyer, R.J. (2009). Prepare for the Impact of the Multi-generational Workforce! *Transforming Government: People, Process and Policy*, 3 (2): 101-110.
- Estienne, M. (1997). An organisational Culture Compatible with Employability. *Industrial and Commercial Training* 29 (6): 194-199.
- Fishbein, M. & Ajzen, I. (1975). *Belief, Attitude, Intention and Behaviour - An Introduction to Theory and Research*. Reading MA: Addison-Wesley.
- Futrell, C.M. & Parasuraman, A. (1984). The Relationship of Satisfaction and Performance to Salesforce Turnover. *Journal of Marketing*, 48 (Fall): 33-40.

- George, D. & Mallery, P. (2003). *SPSS for Windows Step by Step: A Simple Guide and reference*. 11.0 update (4th ed.), Boston: Allyn & Bacon.
- Haslam, S.A., Powell, C. & Turner, J.C. (2000). Social Identity, Self-categorisation and Work Motivation: Rethinking the Contribution of the Group to Positive and Sustainable Organisational Outcomes. *Applied Psychology: An International Review*, 49(3): 319-339.
- Herbing, P. Koehler, W. & Gay, K. (1993). Marketing to the Baby Bust Generation. *Journal of Consumer Marketing*, 10 (1):4-9.
- International Education Association of South Africa. *South African Higher Education: Facts and Figures*. [online] Available at http://www.ieasa.studysa.org/resources/Study_SA/Facts_Figures_section.pdf. (November 30, 2011).
- Hom, P.W. & Kinicki, A.J. (2001). Toward a Greater Understanding of How Dissatisfaction Drives Employee Turnover. *Academy of Management Journal*, 44 (5): 975-987.
- Johnston, M.W., Varadarajan, P.R., Futrell, C.M. & Sager, J. (1987). The Relationship between Organisational Commitment, Job Satisfaction And Turnover Among New Salespeople. *Journal of Personal Selling and Sales Management*, VII (Nov): 29-38.
- Keating, C.B. (2003). Major Factors that Influence Employment Decisions of Generation X Consulting Engineers. *Engineering Management Journal*, 15 (2): 35-43.
- MacKenzie, S.B., Podsakoff, P.M. & Ahearne, M. (1998). Some Possible Antecedents and Consequences of In-role and Extra-role Salesperson Performance. *Journal of Marketing*, 62 (July): 224-47.
- Mathieu, J.E. & Zajac, D.M. (1990). A Review and Meta-Analysis of the Antecedents, Correlates, and Consequences of Organisational Commitment. *Psychological Bulletin*, 108(2): 171-197.
- Ministry of Education. (2001). *National Plan for Higher Education in South Africa*. Pretoria.
- Morton, L.P. (2003). Segmenting Publics. *Public Relations Quarterly*, Winter: 43-45.
- Mowday, R.T., Steers, R.M. & Porter, L.W. (1979). The Measurement of Organisational Commitment. *Journal of Vocational Behaviour*, 14 (2): 224-47.
- Msweli-Mbanga, P. & Lin, C.T. (2003). Redefining performance of direct sales people. *South African Journal of Business Management*, 34 (3): 29 – 40.
- Muchinsky, P.M. & Morrow, P.C. (1980). A Multidisciplinary Model of Voluntary Employee Turnover. *Journal of Vocational Behaviour*, 17: 263-290.
- Podsakoff, P.M., Ahearne, M. & MacKenzie, S.B. (1997). Organisational Citizenship Behaviour and the Quantity and Quality of Work Group Performance. *Journal of Applied Psychology*, 82(2): 262-270.
- Pool, S. (1997). The Relationship of Job Satisfaction with Substitutes of Leadership, Leadership Behaviour, and work motivation. *Journal of Psychology*, 131(3): 271-281.
- Porter, L.W. & Steers, R.M. (1973). Organisational, Work, and Personal Factors in Employee Turnover and Absenteeism. *Psychological Bulletin*, 80 (2): 151-176.
- Price, J.L. (1989). The Impact of Turnover on the Organisation. *Work and Occupations* 14 (16): 461-473.
- Sager, J.K. (1990). How to Retain Salespeople. *Industrial Marketing Management* 19: 155-66.
- Sako, S. (2002). Brain Drain and Africa's Development: A Reflection. *African issues*, 30 (1): 25-30.
- Shields, M.A. & Price, S.W. (2002). Racial Harassment, Job Satisfaction and Intentions to Quit: Evidence from the British Nursing Profession. *Economica* 69: 295-326.
- Strauss, W. & Howe, F. (1999). *Generations: The History of America's Future*. New York: Stephen Greyser.

- Tettey, W.J. (2006). *Staff Retention in African Universities – Elements of a Sustainable Strategy*. World Bank (January). [Online] Available: http://siteresources.worldbank.org/INTAFRREGTOPTEIA/Resources/Academic_Staff_Retention_Final_2_06.pdf (November 30, 2011).
- Verhaegen, P. (2005). Academic talent: Quo vadis? Recruitment and retention of faculty in European business schools. *Journal of Management Development*, 24 (9): 807-818.
- White Paper 3. (1997). *A Programme for the Transformation of the Higher Education*.