

**Organisational Justice, Employee Mentorship and Turnover Intentions among Non-Teaching Staff at Kyambogo University**

**By**

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## Declaration

I, Namusoke Getrude, do hereby declare that this dissertation, entitled “**Organisational Justice, Employee Mentorship and Turnover Intentions among Non-Teaching Staff at Kyambogo University**”, is my original work, never before submitted to any institution for any academic award.

Signature ..... Date .....

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## Approval

We testify that this dissertation, “Organisational Justice, Employee Mentorship and Turnover Intentions among Non-Teaching Staff at Kyambogo University”, was performed under our direction, approval and submitted in partial fulfilment of the requirements for the award of a Master’s Degree in Organisational Psychology.

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Supervisor

### **Dedication**

This dissertation honours my two beautiful daughters, Dianah Patience Namanya and Jemimah Praise Nimusiima, for their unwavering support and intercession throughout this research. May you continue to be blessed abundantly by the LORD, the Almighty.

## **Acknowledgement**

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## **Abbreviations and Acronyms**

HRM:	Human Resource Management
ITEK:	Institute of Teacher Education Kyambogo
KYU:	Kyambogo University
NCHE:	National Council for Higher Education
UICT:	Uganda Institute of Communication Technology
UNISE:	Uganda National Institute of Special Needs Education
UPK:	Uganda Polytechnic Kyambogo

## Abstract

The study examined how organizational justice and employee mentoring affected non-teaching staff members' intentions to leave KYU. Data were gathered from a random sample of 257 respondents using structured questionnaires and a correlation survey approach. The data were analysed using descriptive and inferential statistics, Pearson correlation, and regression analysis. According to the study, turnover intentions and organisational justice were positively correlated ( $r = .507$ ,  $P < 0.01$ ). Non-teaching Staff were able to have a sense of belonging and enthusiasm for their work because of distributive and interactional fairness. Due to the role modelling, career development, and social support that strengthened the sentiments of commitment among workers to their organisation and made them want to stay and work for it, there was a positive and significant association between employee mentoring and turnover intentions ( $r = .297$ ,  $P < 0.01$ ). Additionally, there was a strong and positive correlation ( $r = .560$ ,  $P < 0.01$ ) between organisational justice and employee mentoring. Together, organisational justice and employee mentoring successfully predicted turnover intentions ( $r = .48$ ,  $p < 0.05$ ). Employee mentorship increased its contribution by ( $r^2$  change = 0.01) of organisational justice to turnover intentions. This is because employee mentorship led employees to feel that KYU values them and, thus, they were grateful to stay and work for it. Therefore, for Universities to address the issue of turnover intentions, retention strategies to address the mentoring requirements of staff members must be put in place. Programmes to empower employees to have effective participation and engagement in sustaining distributive and interactional justice, as well as role modelling, should freely be available to reduce turnover intentions among non-teaching staff.

**Keywords:** Organisational Justice, Employee Mentorship and Turnover Intentions.

## **Chapter One: Introduction**

### **1.0 Introduction**

Worldwide, organisations are demonstrating a renewed interest in improving performance through retaining outstanding employees. Since universities are aware that the quality of their staff gives them a competitive edge, they are particularly interested in this topic (Alamir et al. 2019). University human resource officers have increasingly focused on lowering turnover intentions to keep talented employees (Bhat et al. 2021). In Uganda, Universities still rank high among public sector organisations with higher turnover. Thus a study on how organisational justice and employee mentorship are related to turnover intentions in a public institution such as Kyambogo University was timely.

This section consists of the background to the study, statement of the problem, study purpose, objectives of the study, study hypotheses, scope of the study, significance of the study, and the conceptual framework.

### **1.1 Background to the Study**

The study background was divided into four perspectives: The historical perspective revealed the development of the research topic, the conceptual perspective concentrated on the definitions of key terms, the theoretical perspective described theories that were connected to the study variables, and the contextual perspective highlighted the magnitude of the problem under investigation.

#### **1.1.1 Historical Perspective**

Since the Russian Revolution of 1917, several scholars have documented employer tactics for ending work penalties by introducing enhanced compensation (Kuriyama, 2020). These strategies have drawn the attention of employers who consider reducing employee

turnover. Researchers and consultants tracked turnover costs in the 1920s and provided industrial managers with recommendations on how to handle them (Jacoby, 2018). During this period, according to Fisher 1917 and Hom, et al. (2017), the cost of employing and replacing new workers was estimated to be 90% of each employee's yearly wage.

Between the years of November 11, 1918, and September 1, 1938, industrial managers focused on employee turnover intentions and mentoring. Employees with a background of professional practice or small-scale entrepreneurship had higher intentions to quit than those from parents who worked in both unskilled and semi-skilled jobs, according to Bills' seminal empirical study on turnover, published in 1925. This finding established a clear connection between turnover intentions and mentorship.

By examining attitudinal reactions to workplace circumstances during the height of the Post War Era (1955–1973), scientists were able to link employee turnover intentions to factors that impact job satisfaction, including a just-working environment (Shier & Graham, 2011). Weitz and Nuchols (1955), Brayfield and Crockett (1955), Fleishman and Harris (1962), Hulin (1968) Hellriegel and White (1973), and other authors were among them.

After the conclusion of the Cold War, research on the dynamics surrounding organisational justice, employee mentorship, and turnover intentions grew (Riggio, 2017). Employee turnover models and methodologies were first tested empirically in 1977 by Mobley and Price (1977), who went on to dominate the field's theory and research in this area. This inspired further researchers, including Hom et al. (1992), to conduct various tests of hypotheses like the theory of reasoned action.

Many studies on employee turnover intentions conducted in the Post-Cold War era used theoretical frameworks that had already been created (Fardella & Favino, 2022). For instance,



the investigation of turnover intentions did not begin to focus on job search and perceived employment alternatives until the 2000s (Griffeth et al. 2000).

Comprehensive research on employee turnover intentions has dominated the twenty-first century, including everything from impacts to organisational mitigation strategies. For instance, Alifuddin and Widodo's study from 2021 investigated how organisational commitment, which is a mediator of salary, impacts teachers' turnover intentions. Hom, et al. (2017) examined major works on employee turnover concerning the idea's stifled development and theory testing over nearly a century. The twenty-first century has seen many studies on organisational mitigation techniques as well as implications of employee turnover intentions. In their study from 2021, Alifuddin and Widodo, looked into how organisational commitment, a mediator of income, affects teachers' willingness to quit their positions. Following these efforts, a widely broadened discourse regarding collective turnover focusing on human capital flight in the field of human resource management strategy was embarked on (Hom et al. 2017). It is based on the above historical trends that the researcher sought to examine the dynamics surrounding organisational justice, employee mentorship and turnover intentions at Kyambogo University, Kampala, Uganda.

### **1.1.2 Conceptual Perspective**

Conceptually, the study examined Turnover Intentions as the “dependent variable”, Organisational Justice as the “independent variable”, and Employee Mentorship was the moderating variable.

The desire to quit one's work is known as turnover intention since it entails ideas of quitting the organisation linked to several reasons, some of which may be connected to organisational justice (Belete, 2018).

Organisational justice has been conceptualised as the level of perceived fairness in distributions, rules, regulations and procedures, social interactions and consequences at the workplace (Ozturk et al. 2016). To analyse workers' happiness, commitment, loyalty, and assessing organisational justice is based on three fundamental aspects of “distributive, procedural, and interactional justice” (Alkahtani, 2015).

According to Kora (2016), the metaphor of a senior supervisor fostering and empowering a junior subordinate to carry out the job successfully and efficiently grows into employee mentoring. Employee mentoring aims to support junior workers in developing the knowledge and abilities needed to address the needs of emerging generations with the “knowledge and skills “necessary for continuity and sustainability while lowering turnover intentions within the organisation. Employee mentorship is a basis for motivating employees, and retaining them with higher levels of self-efficacy and safety (Laukhuf & Malone, 2015). Studies have shown that most organisations report the effectiveness of employee mentorship in enlightening organisational values among employees (Lai & Palmer, 2019). As mentorship is not static, parties involved ought to be allowed to choose and not impose upon each other (Kenneth & Lomas, 2015).

### **1.1.3 Contextual Perspective**

The ideas of “organisational justice, mentoring, and employee turnover intentions” are all connected to career advancement and employee perceptions of equity or variance in resource distribution within a pay structure (Arif, 2018). Most staff at African higher education institutions have at some point thought about quitting the organisations they work for due to the rising turnover intentions (Oni & Fatoki, 2017). Limited prospects for advancement and an unfavourable work environment in Africa impact employee turnover intentions by making workers dislike how managers treat them (Alkahtani, 2015).

In the Ugandan context, employees' intentions to switch organisations are overwhelmingly on the rise despite government efforts to give Uganda's public and private sectors guidelines for having a conducive working environment to empower human resource development and retention (Nyanzi, 2012). Twenty per cent of public university employees in Uganda intend to leave their jobs each year, according to Miller and Albagami (2016), as cited by Ssali et al. (2019). This is concerning for a country whose 2040 national growth objective is reliant on qualified University graduates. The Uganda Institute of Communication and Technology (UICT), a tertiary institution at the University level, alone experienced both voluntary and involuntary turnovers of 22 staff out of 76 between 2012 and 2018, and by 2018, it had a total workforce of just 54 employees (Sebyala, 2018). Higher institutions of learning in Uganda have continued to struggle with staff retention. Despite some changes in turnover where more employees are reported to have stayed with the organisation for a decade or more, the University has high rates of replacing staff. The replacement of employees is quite high due to challenges faced by the organisation in training new staff (NCHE, 2018). In addition, among staff who are still retained, it has been reported that they are often absent with reduced loyalty to the organisation, which has affected the innovation and creativity highly needed in a higher institution of learning that is supposed to produce graduates with “knowledge and skills to serve” (Rosa, 2021).

Notwithstanding such unemployment threats, some categories of non-teaching staff at KYU still quit their jobs and others profess intentions to do so at the earliest opportunity (NCHE, 2017). This state of affairs warranted a study on issues motivating employees to harbour such turnover intentions amidst the surging unemployment threats. Therefore, this study focused on the role that “organisational justice and employee mentorship” currently play in non-teaching staff members' intentions to leave the University.

#### **1.1.4 Theoretical Perspective**

The research was under the guidance of the “Equity Theory “of Adams (1965). The Equity Theory is most suited to guiding the arguments on the role “organisational justice and mentorship” play in employee turnover intentions. The theory argues that employees’ perception of a reward for work directly affects their motivation. This implies that at the workplace, individual employees will look forward to creating a balance between input and output in organisational engagements.

According to the equity theory, employees' degree of contribution at work is influenced by their views of equity and injustice (Al-Zawahreh, & Al-Madi, 2012). Employees frequently look for solutions to perceived injustices (Al-Zawahreh, & Al-Madi, 2012) when they occur. Some employees are more prone to experience a reduction in productivity and job performance (Davidescu et al.2020). As a result, perceived disparities may lead to absenteeism and employee departure from the organisation.

To address human motivations based on several applications for considerate organisational behaviour, such as organisational justice, mentorship, and employee turnover intents, equity theory is essential. Equity Theory is essential for illuminating organisational behaviour because it identifies potential variables that might affect employees' inclinations to leave their jobs (Al-Zawahreh& Al-Madi, 2012). According to Adams (1965), referenced by Alsarhan and Valax (2020), organisational injustice is seen as unfairness in the proportion of others' inputs to their results. As a result, perceived unfairness might either be under or excessively advantageous. Employees may feel unsatisfied, angry, or guilty when they perceive unfairness (Shapoval, 2019; Adams, 1965). When they get a reward that falls short of their expectations about their contribution, employees frequently feel unsatisfied.

Additionally, when they earn more than they are worth, employees start to feel guilty (Shapoval, 2019). This is what Adams refers to as “guiltiness”, mainly under circumstances where an employee is over-rewarded which he coins as “advantageous inequity” while “anger” when under-rewarded translates into “disadvantageous inequity” (Khan, 2018). Therefore, it was hypothesised that when employees perceive inequity, they develop unpleasant feelings that may affect their work output and organisational loyalty which may translate into high turnover thoughts (Adams, 1965). Employees are most likely to adopt coping strategies in response to tension and guilt which may influence their turnover intentions (Bhat et al. 2021).

## **1.2 Statement of the Problem**

The employees who stay committed and work for the organisation until retirement are valued due to their high engagement and commitment. The Government of Uganda and universities have implemented various strategies to increase the willingness of workers to stay with and support their institutions to succeed (Ssali et al. 2019). Kyambogo Univeristy promotes staff training and development, improves working conditions, and introduced medical insurance to increase retention of, especially, non-teaching staff (Cantoo, 2023).

Despite these efforts, the period between 2012 and 2021 has witnessed continued exhibiting of dissatisfaction among non-teaching staff through strikes, low commitment to the University and high intent to quit, as well as searching for new jobs (Kyambogo University Staff Evaluation Report, 2016: Ssali et al. 2019). The growing intent to leave Kyambogo University among staff has been linked to perceptions of unfairness and stunted career growth between 2015 and 2016, over 60 staff members quit their jobs (Nuwagaba&Orech, 2019). Neglecting this situation would directly affect staff retention levels at Kyambogo University thus, crippling the realization of the objective of knowledge and skills for service.

Numerous surveys relating to turnover intentions in public universities have been conducted but more concentration has been put on teaching staff and less on non-teaching staff (Kyaligonza & Kamagara, 2017; Ssali et al. 2019 and Nkonge, 2019). This created a contextual gap rendering the existing literature narrow that the current study had to be conducted to provide a more holistic basis for drawing inferences about employee turnover intentions in Kyambogo University. Therefore, the researcher sought to examine the dynamics surrounding organisational justice and employee mentorship, on whether and how they influence employee turnover intentions of non-teaching staff at Kyambogo University.

### **1.3 Purpose of the Study:**

The purpose of the study was to investigate the influence of Organisational Justice and Employee Mentorship on Turnover Intentions among Non-Teaching Staff at Kyambogo University.

### **1.4 Objectives of the Study: The study was guided by the following objectives.**

1. To assess the relationship between organizational justice and employee turnover intentions at Kyambogo University.
2. To assess the relationship between employee mentorship and turnover intentions at Kyambogo University.
3. To assess the relationship between organizational justice and employee mentorship.
4. To examine the moderating effect of employee mentorship on the relationship between organizational justice and turnover intentions at Kyambogo University.

### **1.5 Research Hypotheses: The following hypotheses guided the investigation.**

1. There is a significant relationship between organisational justice and employee turnover intentions at Kyambogo University.
2. Employee mentorship has a significant relationship with employee turnover intentions at Kyambogo University.
3. There is a significant relationship between organisational justice and employee mentorship.
4. There is a significant moderating effect of employee mentorship on the relationship between organisational justice and turnover intentions at Kyambogo University.

### **1.6. Justification of the study**

Given the magnitude of turnover intentions caused by the shortfalls in organisational justice and employee mentorship, it has become very important to investigate the underlying problem that may not be easily recognised without applying scientific research. This was informed by the research gaps that were established during the process of literature review in which much of the relevant existing literature was conducted in other world zones such as “Europe, United States of America, and South East Asia.” In the African context, the existing literature was mainly in South Africa, Nigeria and Kenya. The literature on Uganda was mainly focused on teaching staff and less attention was given to the non-teaching staff in universities including Kyambogo University (Kyaligonza & Kamagara, 2017; Ssali et al.2019; Nkonge, 2019). The researcher therefore wanted to fix these gaps through scientifically studying and informing management of the need to improve organisational justice and employee mentorship to reduce turnover intentions that keep increasing every year that passes.

## **1.6 Scope of the Study**

The content, geographical, and time features of the study are described below.

### **1.6.1 Content Scope**

About content, the focus was on establishing the strategies put in place by Kyambogo University to promote organisational justice and employee mentorship to reduce employee turnover intentions among non-teaching staff. This made it easier to determine how organisational justice and employee turnover intentions are related. Particular focus was placed on determining the effect of “employee mentoring on turnover intentions”, and investigating the moderating role that “employee mentoring plays in the relationship between organisational justice and turnover intentions” at Kyambogo University.

### **1.6.2 Geographical Scope**

The institution is located along the Kampala-Jinja Road, 8 kilometres from the centre of Kampala City. It may be accessible via the Banda Trading Centre or the Kyambogo cross roads, both of which are situated at 00°21'00"N 32°37'48"E (Google, 2020). This was chosen because it is not only strategically placed but also one of the largest public universities, with the majority of its employees being non-teaching staff even though the issue of turnover intentions has not been addressed by prior research.

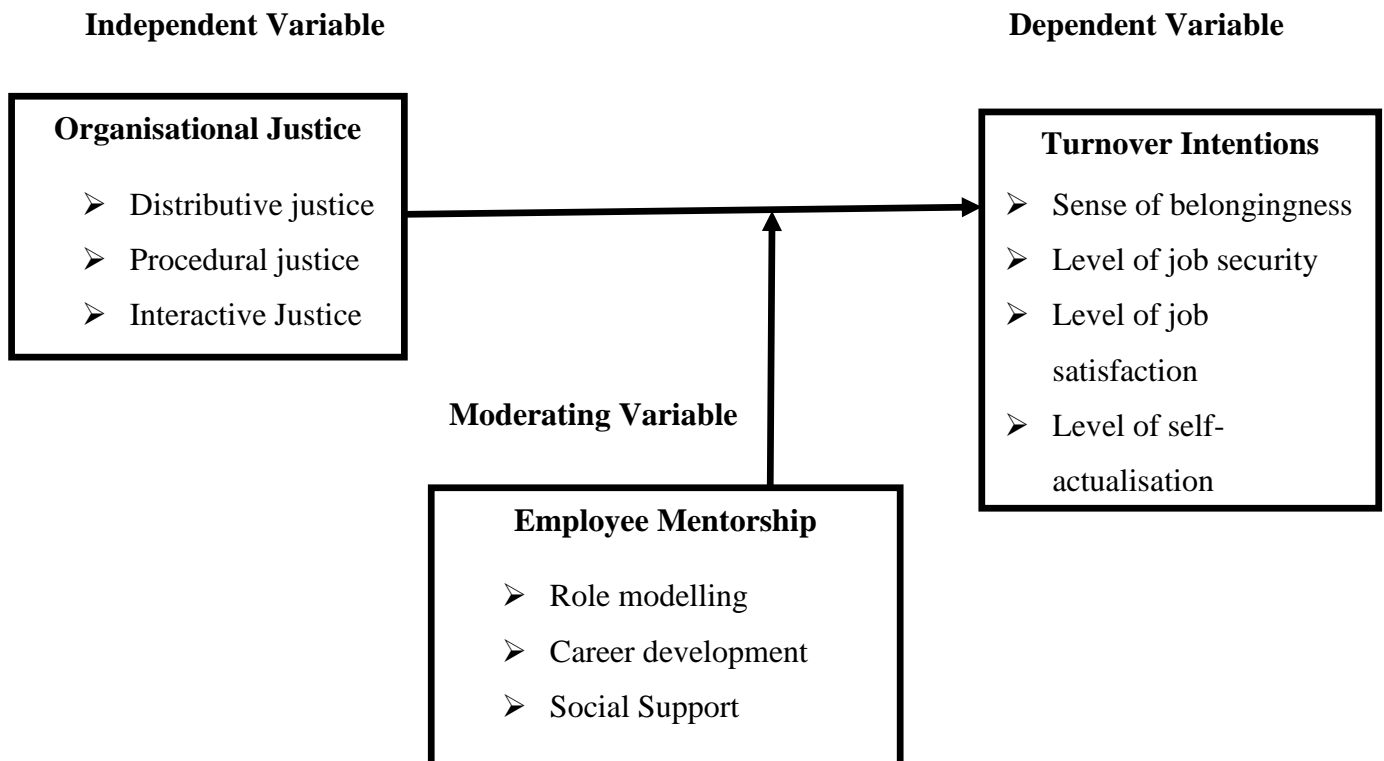
### **1.6.3 Time Scope**

The researcher conducted this study within a timeframe of one year from 2021 to 2022 covering literature of ten years between 2012 and 2022. This was because there have been a lot of strategies instituted to ensure increased retention of staff in universities, but the turnover intentions seem to have just increased based on what Sebyala (2018) and Ssali et al. (2019) published.



## 1.7 Conceptual Framework

This conceptual framework demonstrates the relationship between organisational justice, employee mentorship and turnover intentions.



*Figure 1: Conceptual Framework*

**Source:** Developed by the researcher from an examination of the literature

In the conceptual framework, it is conceptualised that organisational justice (the independent variable) had a positive impact on turnover intentions (dependent variable) as there was control for the mediating effects of employee mentorship. “Organisational justice “utilized a measurement based on “distributive, procedural, and interactive justice”. If well managed and effectively used, it could lead to progressive results in the form of the sense of “belongingness, job security and job satisfaction”, as well as self-actualisation (promotions), hence, curbing turnover intentions. If mentors are empowered, feedback and direction are given by the mentor to support the mentees’ resulting career and socio-economic development, turnover intentions would be reduced.

### **1.8 Significance of the study**

The prime importance of the findings would be to reveal to stakeholders, such as the line managers, that organisational justice and employee mentorship are suitable tools for curbing turnover intentions among their employees.

The findings may also aid policy makers in making informed decisions while developing policies that are in line with staff retention and motivation. Such policies may now be informed by organisational justice and employee mentorship all of which aim at retaining employees. The Government line agencies and ministries may, therefore, use the findings as a baseline when formulating plans to guarantee that everyone adopts organisational justice and employee mentoring as strategies for lowering staff turnover intentions.

Study findings may complement the prevailing “body of knowledge” by filling the knowledge gap and contradictions on whether organisational justice and employee mentorship influence turnover intentions.

## **Chapter Two: Review of Related Literature**

### **2.0 Introduction**

In this section, the body of knowledge relating to organisational justice, employee mentorship and turnover intentions was critically reviewed. In so doing, the researcher discussed and identified contradictions and knowledge gaps about the topic of study.

### **2.1. Theoretical Review**

This theoretical review presented an analysis of the two competing theoretical frameworks, the Equity Theory and Expectancy Theory, to explain the assumptions related to organisational justice, employee mentorship and turnover intentions.

#### **2.1.1 Equity Theory**

Based on the idea that resource allocation should be fair for both employers and employees (Zhou et al. 2020), Adams' Equity Theory (Sowadski, 2021) was developed. Adam's Theory (1965) proposes quantifiable indicators of fairness through comparison with the "proportion of contributions (costs) and benefits (rewards)" across individuals. The ratio of resources provided to an employee and the ratio of senior mentorship to the subordinate are two measurable indicators of justice that may affect employees' intentions to quit the organisation. Adams (1965), a behavioural psychologist, noted that employees' input-to-production ratios at work and incentive metrics increased as they began to strive to preserve fairness.

The Equity Theory assumes that organisations should develop systems for equitable distribution of resources among employees because the structure of equity depends on the ratio of inputs to outcomes and because perceived inequities in the organisation may result in discontent proportionate to the amount of inequity (Sanséau & Opoku, 2019). According to Krishnan et al. (2018), the theory explains a variety of administrative duties connected to

employee outcomes while relating to their employers. The "wages, salaries, promotions, bonuses, and disciplinary actions" that are a part of the administered results portrayed by human resource managers may be one of the outcomes on which equity metrics are based.

### **2.1.2 Expectancy Theory**

According to Mugove and Mukanzi (2018), Vroom (1964) offers an alternate paradigm for exposing the presumption of organisational fairness, mentorship, and employee turnover intentions in organisations. According to Vroom, an employee behaves in a particular way relative to the expectations of others when doing a certain activity (Corman, 2018). An employee in Kyambogo University would decide to either be loyal to the University or develop turnover intentional behaviour, depending on the expectations an employee might have attached to be affiliated with the University. Under some circumstances, such expectations can be based on the nature of mentorship by seniors to their subordinates.

Theoretically, Vroom's perception is associated with cognitive functions that include elements of motivation (Kruglanski et al). An employee's conduct, which manifests as intent to resign, goes through a cognitive process before making a final choice and is impacted by the outcome. The Expectancy Theory is a decision-making mental process as a result. Therefore, the Expectancy Theory helps to analyse the extent to which the belief system facilitates workers to maximise the efforts put into their work (Lee, 2019). The limitation associated with the Expectancy Theory is that much emphasis is put on the outcomes as per the expectations of an employee to explain the behaviour even though the results do not solely determine employee behaviour decisions.

Therefore, the researcher was guided by the "Equity Theory" given its ability to provide sufficient concepts such as input at the workplace, rewards, comparison of other

workers' outcomes, and justice or injustice. The theory provided clearer presumptions that explained how organisational justice, employee mentoring, and turnover intentions interacted in a setting like Kyambogo University.

## **2.2 Empirical Review**

### **2.2.1 Organisational Justice and Employee Turnover Intentions**

The link between organisational justice and departure options has been the subject of several discussions. When employees experience better organisational justice, according to Kumar (2014), they are more engaged and content, which leads to healthier workplaces with reduced employee turnover intentions. Kumar (2014) suggests that businesses should offer a just environment for employees as a consequence of perceived organisational justice. While Kumar's (2014) study concentrated on the mediating role of stated "organisational support and organizational justice on employee turnover" intentions, the current study specifically intends to analyse organisational justice and employee turnover intentions.

However, Shkoler and Tziner's (2017) study found that employee turnover intentions are impacted by employees' emotional intelligence internationally based on how fair they believe their firm to be. The only issue with this study is that organisational justice was not included as an independent variable, which is opposite to what it set out to do. Instead, it was intended to serve as a bridge between emotional intelligence and the probability of employee turnover.

According to Vaamonde et al. (2018), "distributive, procedural, and interpersonal justice insights" have a positive impact on work satisfaction and reduce attitudes toward burnout, which in turn reduces global turnover intentions. To understand how organisational justice relates to turnover intentions, this study examined the effects of burnout and work

satisfaction. Additionally, it was demonstrated (Vaamonde et al. 2018) that efficient informational justice dynamics increased work satisfaction and decreased company-leaving intents. The study reveals that organisational justice in most cases when felt, leads to a reduction in turnover intentions in an organization. However, just like earlier before examined, the existing study by Vaamonde, et al. (2018) did not test organisational justice directly with turnover intentions but compared organisational fairness and turnover intentions with the mediating effects of exhaustion and job satisfaction.

Vaamonde, et al. (2018) agreed with George and Wallio (2017) that when distributive and procedural fairness are absent, there are higher levels of turnover intentions among public accountants. On the other side, rather than emphasizing distributive justice, George and Wallio (2017) concentrated their discussion on how procedural fairness impacts turnover intentions. Despite these highly detailed findings, this study left a vacuum since it mostly examined millennial public accountants, which looked to be more of an idealistic goal than a practical one.

Organisational justice can operate as a mediator between satisfying human resources management (HRM) practices and workers' inclinations to leave their jobs (Ribeiro & Semedo, 2014). If they are satisfied with HRM practices, employees develop a perception of distributive, procedural, and interactional fairness. Employees who are more happy with HRM procedures have higher perceptions of organisational justice and stay with the company, according to Ribeiro and Semedo (2014), who discovered that distributive and interactional justice influenced the prediction of employee turnover intentions.

In contrast to the research described above, Offinso's study of teachers in a southern district of Ghana produced evidence that organizational fairness did not influence the teachers' decisions to quit their employment. In addition to income, organisational,

“distributive and procedural fairness” had a big impact on employees' intentions to leave (Addai et al. 2018). A study by Addai et al. (2018) found a weak correlation between turnover intentions and a combination of job satisfaction and organisational justice, the current study aims to close this gap by concentrating on examining the relationship only between organisational justice and turnover intentions among employees. Due to this, empirical research reveals that employees' impressions of unfair organisational regulations often reflect a greater desire on their part to quit the company in favour of one with better and more comfortable policies (Arif, 2018). The results of this study, which focused mostly on Pakistan's banking industry, clearly show that job embeddedness has no moderating influence on the association between turnover intentions and organisational justice. This motivated the researcher to investigate the relationship between organisational justice and employee turnover intentions among Kyambogo University's non-teaching personnel.

### **2.2.2. Employee Mentorship and Turnover Intentions**

Effective training and organisational respect both improve employees' perceptions of capacity to develop in their professions, increase employee loyalty, and lower inclinations to leave their jobs, according to a study by Nouri and Parker, 2013. Organisational fairness and employee mentorship had a major impact on turnover intentions in Iran, as claimed by Okhanvar et al. (2016) and Ozturk et al. (2016). Employee performance is improved when employees feel that organizational supervisors are fair since this reduces employee intentions to leave (Belete, 2018). Park et al. (2016) made it clear that the literature in China focuses on examining the effects of mentoring on employees' professional achievements while paying less attention to how mentorship functions relate towards employees' intentions to quit their employment. Implementing supportive techniques for human resource development and involvement in cognitive, emotional, and behavioural activities does little to reduce employee

turnover intentions, according to a study by Shuck et al. (2014). The mentorship quality in the USA, according to Richard et al. (2019), determines how employees perceive racial discrimination in connection to their intentions to quit their jobs.

Furthermore, autonomous motivation at work satisfies the need for empathic interpersonal behaviours, promotes mentorship, raises workplace well-being, and lessens a tendency to quit (Firzly, 2021). As a result of receiving encouragement to improve performance, mentor-mentee relationships have an impact on employee motivation. According to the study, mentoring, psychological empowerment, and turnover intentions are key themes among bankers in the Delhi-NCR region of India (Srivastava, 2016). The association between employee mentorship and non-teaching staff members at Kyambogo University who intended to quit their positions, however, was the study's main emphasis.

Woo, et al. (2019) found a strong correlation between burnout, mentorship, and turnover intentions among full-time subordinate counselling faculty members at American universities. In addition to providing incentives related to their professions, senior accountants at public accounting firms also provide their juniors with role models, social support, and career development (Kohlmeyer et al. 2017). When given career-related rewards, employees perceive organisational provision for professional advancement opportunities and are more successful at gaining their superiors' trust.

Similar to this, Lu, et al. (2016) found that differences in supervisors' remuneration from that of line-level workers affected how engaged they were at work. However, this suggests that there is a knowledge gap about the connection between employee mentorship and intentions to leave the company, notably among Kyambogo University's non-teaching employees, which this study aimed to fill.



### **2.2.3 The Relationship between Organisational Justice and Employee Mentorship**

Various arguments have been made to explain how employee mentoring and organisational justice interact. It has been determined on a global scale that workplace mentoring may result in beneficial outcomes as long as there are certain enabling conditions aimed at various employee groups in an organisation (Ivey & Dupré, 2022). However, indeed, this study does not directly relate the form of employee mentoring to any aspect like organisational fairness. This motivates the study's objective, which is to demonstrate a connection between organisational justice and employee mentoring.

There is a link between employee mentoring and organisational justice, according to levels of staff who operate under inclusive management and employees who share the same view points on certain employment practice dynamics (Le et al. 2020). Additionally, it was determined that, based on inclusive employee leadership, organisational justice shapes the learning culture of employees (Tran et al. 2019). The challenge with the two consenting studies is that although inclusive leadership and working environment are taken to be creating a favourable and just environment for employee mentorship, they do not directly link it to organisational justice which the current study intended to do.

There was evidence of the connection between organisational justice and emotional engagement among workers in research by Khaola and Rambe (2020). The issue is that, rather than being addressed from the broad terms of commitment, the sensitive aspect of employee commitment was not tied to the constructions of employee mentorship. In this instance, the current study aimed to clarify how employee mentoring and organisational justice are related. Further, among the hostess employees in China, it was established that organisational justice, mainly distributive justice, greatly affects aspects of work engagement and helps in decreasing turnover intention (Yu, et al. 2020). However, this study lacked an

element of employee mentorship, thus, creating a knowledge gap that could be filled by the current study.

#### **2.2.4. Moderating Effect of Employee Mentorship on the Relationship between Organisational Justice and Turnover Intentions**

Different researchers have expressed contrasting views on the moderating impact of employee mentoring on the relationship between organisational fairness and quitting inclinations. In this context, Raja, et al.'s (2018) research in Pakistan found that procedural justice affected organisational commitment more strongly than distributive justice. Furthermore, contrary to what is inferred in Western research, Alamir et al. (2019) assert that Syrian organisational dynamics demonstrate that procedural justice has a bigger influence on job satisfaction than distributive justice. The present gap between the findings of the two studies is that, while neglecting the importance of mentorship as a need for organisational commitment, they both assume that organisational commitment has completely mediated the link between procedural fairness and turnover intentions.

Furthermore, the psychosocial working environment, particularly in light of health, is where employees' perceptions of procedural fairness are grounded. On the other hand, it was shown that Millennials fronted higher extrinsic rewards (money and promotion) compared to prior generations, requiring the need for new approaches to recruiting, developing, managing, and directing staff. Mentorship, however, was not a standalone moderating variable in this study, but rather one strategy among several that influenced the relationship between organisational justice and turnover intentions. It required research to bridge that gap. Leow and Khong (2015) contend that knowledge, senior-subordinate contact, fairness, social interaction, and corporate commitment are crucial for ensuring the attainment of organisational goals and objectives.

Firms employ human resources to embrace mentorship as a technique to develop high levels of commitment among workers through leader-member engagement and organisational justice (Leow & Khong, 2015). This is in contrast to neglecting these issues. The work mentioned above mostly discusses in broad terms how each of the organisational justice and mentorship dimensions influences employee turnover intentions. No focused study on establishing how employee mentorship mediated the relationship between organisational justice and turnover intentions in the context of universities in Uganda existed, and as a result, this scenario created the need for this study.

### **2.3 Summary of Literature Review**

The linkage between mentoring functions and “turnover intentions”, as argued by Park, et al. (2016) has received little attention even though various studies have looked at how mentoring affects the productivity of employees. A study on organisational justice, employee mentoring, and turnover intentions led to the conclusion that perceived organisational support, as described by Park, et al. (2016) although it might be carrying the elements of mentorship, was not so specific to mentorship. Besides, the existing literature focused more on employees in other parts of the world like China and not Uganda. To fill knowledge, geospatial, and contextual gaps on these concerns, this study examined the moderating effect of mentoring on the relationship between organisational justice and turnover intentions among non-teaching staff at Kyambogo University.

## **Chapter Three: Methodology**

### **3.0 Introduction**

This chapter also discusses the research technique and design that were employed, as well as the target population, study region, sample size and selection, sampling procedure, methods of data collection, data management and analysis, and ethical considerations.

### **3.1 Research Design and Approach**

The design and approach made it possible for the researcher to make conclusions without being biased. A cross-sectional survey approach was employed. The study used a quantitative research technique that made use of measurable methodologies for data collection and analysis from a large sample size (Ahmad et al. 2019). To aid in the researcher's systematic assessment of the predicted association between variables, a correlational study design was used (Wadhwa, 2019).

### **3.2 Target Population**

For their first-hand knowledge of “organisational justice, employee mentoring, and turnover intentions,” the study concentrated on a population of Kyambogo University's non-teaching personnel at middle and lower levels of management. These comprised the wardens, custodians, technicians, administrative assistants, secretaries, senior officers, and officers as well as office and hall attendants. According to the information provided by the vice-chancellor on September 22, 2021, these amounted to 851 non-teaching personnel (Nassuuna, 2021). This demographic was sampled to provide a representative sample for the research.

### **3.3 Sample Size**

The sample size was 265 out of 851 and it was determined using Krejcie & Morgan's (1970) table (See Appendix 4).

### 3.4 Sampling Technique

Given that the research was quantitative, the researcher used a probability sampling technique that involved selecting a population from which each respondent had an equal chance of being selected (Berndt, 2020). The research population was separated into sub-groups known as strata based on their common features using the stratified sampling approach (Bhardwaj, 2019). The respondents were divided into middle- and lower-level strata using the stratified sampling approach to choose a sample based on the target population's division into various tiers.

The stratum sample size for each level was determined using the stratified random sampling approach applying the statistical formula below:

$$r = \frac{C \cdot S}{P}$$

Where: r = stratum respondents for non-teaching staff at various levels at Kyambogo University

c = stratum population for non-teaching staff at various levels at Kyambogo University

s = sample size for non-teaching staff at Kyambogo University

p = target population for non-teaching staff at various levels at Kyambogo University

**Table 1: Sample Selection Procedure**

<b>Category of Respondents</b>	<b>Target Population (p)</b>	<b>Sample Size (s)</b>	<b>Stratum Population (c)</b>	<b>Stratum Size (r)</b>	<b>Sample</b>
Middle Level	851	265	340	106	
Lower Level			511	159	
<b>Total</b>			<b>851</b>	<b>265</b>	

### **3.5 Method of Data Collection**

Data for the study were gathered using a questionnaire. A questionnaire, as defined by Roberts (2015), is a research tool composed of a series of questions intended to gather information from respondents. A self-administered structured questionnaire with pre-coded closed- and open-ended questions that were completed by the respondents was employed because it was less taxing on the respondent's cognitive capacity (Cheung, 2021). Four sections made up the survey: Non-teaching Staff Bio data Information Section A, Organisational Justice Information Section B, Employee Mentorship Information Section C, and Turnover Intentions Section D (See Appendix 3).

### **3.6 Measurement of the Study Variables**

The variables were assessed using items that were adapted from prior studies done outside Uganda. Following the validity results (see section 3.8.1), the items in the instruments were modified to conform to the socio-cultural conditions of the area of study. The criteria for distributive, procedural, and organisational justice were taken from Alkahtani (2015). The items for employee mentorship were taken from Kenneth and Lomas (2015), whereas the items for turnover intentions (belongingness, work stability, looking for other employment, job satisfaction, and self-actualisation) were taken from Michaels and Spector (1982) and Spector, et al (1988). Responses were given on a Likert Scale of 1 to 5, with 5 representing "strongly agree," and 1 representing "strongly disagree."

### **3.7 Data Management**

Data management required the gathering of questionnaires and their screening before the processing of the data. To make sense of the information collected, a complete questionnaire was coded by giving it an identity code (SAQ) for better entry under each

variable. Then, they were compiled using “SPSS version 24”, Statistical Package for Social Sciences.”The information was then arranged, summarised, and presented to support logical and statistical inferences (Corti et al. 2019).

### **3.8 Data Quality Control**

To make sure that data collecting was based on the study objectives, the instrument and the data collection process were pre-tested (Majid, 2018). The pre-test sample included 14 participants from the Directorate of Planning, Dean of Students and the Office of the University Secretary. The results in the sections below show that the tool was reliable and efficient, respondents were able to answer questions by guidelines that had been given in the introduction.

#### **3.8.1 Validity**

Exploratory Factor Analysis was used to determine the instrument's concept validity. This was done to confirm whether the adapted instrument would be suitable for the study sample. Pre-test data from 14 prospective participants was used to perform a confirmatory factor analysis in SPSS 24.0. Items with Eigen values greater than 1 were considered significant contributors to the variables. The factors were rotated using a Varimax rotation, to identify items that were more correlated with one another. Table 2 shows the summarised results.



**Table 2: Rotated Factor Matrix for Organisational Justice**

<b>Components</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. work schedule is fair	-.192	<b>.675</b>	.021
2. pay is fair	.182	<b>.717</b>	.138
3. workload is fair	.232	<b>.684</b>	.154
4. Rewards are quite fair	.382	<b>.677</b>	.049
5. Job responsibilities are fairly distributed	.136	<b>.642</b>	.282
6. Job decisions made by the supervisor are unbiased	<b>.446</b>	-.347	.017
7. Supervisor makes sure that all employee concerns are heard before Job decisions are made	<b>.538</b>	.141	.369
8. Supervisor clarifies decisions and provides additional information when requested by employees.	<b>.607</b>	.177	.361
9. All job decisions are applied consistently to all affected employees	<b>.732</b>	.239	.160
10. Employees are allowed to challenge or appeal Job decisions are made by their supervisors.	<b>.703</b>	.145	.111
11. When decisions are made about my job, the supervisor treats me with respect and dignity	.153	.088	.187
12. When decisions are made about my job, the supervisor is sensitive to my personal needs.	.587	.124	.004
13. When decisions are made about my job, the supervisor shows concern for my rights as an employee.	.009	.136	<b>.638</b>
14. Concerning decisions made about my job, the supervisor discusses with me the implications of the decisions.	.302	.131	<b>.746</b>
15. When making decisions about my job, the supervisor offers explanations that make sense to me.	.149	.140	<b>.818</b>
Eigen values	4.6	2.9	1,1
% of Variance	33.8	23.1	10.0
<b>Cumulative Variance</b>			<b>66.9</b>

*Source: Primary Data (2022)*

The results in Table 2 demonstrate that the three elements that were examined heavily influenced the dimensions of organisational justice. An inspection of the factor matrix above indicates that Factor 1, procedural justice, accounted for 33.8.0 % of the variation, Factor 2, distributive justice, accounted for 23.1% of the variation and Factor 3, interactive justice, accounted for 10.0% of the variation. The three factors accounted for about 67 % of the variation. Given that the items measured more than 50% of the construct, they were confirmed to be a good measure of organisational justice.

**Table 3: Rotated Factor Matrix for Mentorship**

<b>Components</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. I try to model my behaviour after my mentor.	<b>2. .503</b>	<b>.456</b>	-.244
3. I admire my mentor's ability to motivate others.	<b>4. .619</b>	<b>.470</b>	-.064
5. I respect my mentor's knowledge of the profession.	<b>6. .499</b>	<b>.537</b>	.286
7. I respect my mentor's ability to teach others	<b>8. .492</b>	<b>.449</b>	.121
9. My mentor has placed me on important assignments.	<b>10. .682</b>	.257	-.140
11. My mentor gives me special coaching on the job.	<b>12. .637</b>	.482	-.323
13. My mentor advises me about promotional opportunities.	<b>14. .691</b>	.098	-.284
15. My mentor helps me to coordinate my professional goals.	<b>16. .730</b>	.129	-.234
17. I share personal problems with my mentor.	18. .381	.483	<b>.488</b>
19. Ideal with my mentor ethically and professionally.	20. .373	-.139	<b>.658</b>
21. I exchange confidence with my mentor.	22. .275	.483	<b>.532</b>
23. I consider my mentor to be a friend and colleague	24. .523	.191	<b>.317</b>
Eigen values	3.6	3.1	<b>1.2</b>
% of Variance	32.4	28.2	<b>10.6</b>
<b>Cumulative Variance</b>			<b>71.2</b>

In connection to mentorship, the results in Table 3 show that the aspects of mentorship that were measured, loaded strongly on three factors. An inspection of the factor matrix above indicates that Factor 1 Career development, accounted for 32.4.0 % of the variation with item 1 and 2 loading highly, Factor, 2 role modelling, accounted for 28.2% of the variation and Factor 3, social support, accounted for 10.6% of the variation. The three factors accounted for about 71 % of the variation, which was a good measure of the construct.

**Table 4: Rotated Factor Matrix for Turnover Intentions**

<b>Components</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. I have no intention to leave this organisation.	<b>.666</b>	<b>.543</b>	.141
2. I have no intention of finding another job in the next few months.	<b>.687</b>	<b>.483</b>	.059
3. I seldom think about quitting this organisation.	<b>.726</b>	<b>.296</b>	.098
4. I feel a sense of belongingness at Kyambogo University	<b>.732</b>	<b>.211</b>	-.038
5. I feel secure on my job	<b>.634</b>	<b>.312</b>	-.445
6. I feel that there are possibilities for self-actualisation in this job	<b>.621</b>	<b>.328</b>	-.370
7. This job is satisfying to me	<b>.603</b>	.266	-.325
8. I am so enthusiastic about the job I am doing	.584	.233	.067
9. I would enthusiastically reapply for another job in this organisation	.288	.521	<b>.587</b>
10. I would refer a friend to work for this organisation	.448	-.158	<b>.267</b>
11. I feel it would be difficult for me to find another job as good as this one	.457	.387	<b>.504</b>
12. I can recommend my friends to take on a job in this organisation	.631	-.320	-.045
Eigen values	5.5	2.4	1.6
% of Variance	39.3	14.8	11.5
<b>Cumulative Variance</b>			<b>65.6</b>

The findings in Table 4 regarding turnover intentions demonstrate that the 12 items that evaluated the variable loaded on three components. An inspection of the factor matrix above indicates that Factor 1, belongingness, accounted for 39.3 % of the variation, factor 2, job security, accounted for 14.6 % of the variation and Factor 3 job satisfaction, accounted for 11.5% of the variation the three factors accounted for about 66 % of variation, which was a good measure of the construct.

### **3.8.2 Reliability of the Instrument**

Whereas earlier studies had already recognised the reliabilities of the questionnaire's components, the reliabilities were re-tested using the Cronbach Alpha method with the aid of pre-test data collected from 14 respondents. According to Esses, et al. (2018), this alpha value was sufficient for research purposes because it was greater than 0.70 for both the complete scale and all of the subscales as shown in Table 5.

**Table 5: Cronbach's Alpha Results**

<b>Variable</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>
Organisational Justice	15	0.725
Employee Mentorship	12	0.715
Turnover Intentions	12	0.824
<b><i>Full Scale</i></b>		<b>0.755</b>

### **3.9 Data Analysis**

The data were analysed and several hypotheses were tested using descriptive and inferential statistics. Tables were employed for descriptive analysis, which also provided mean answers, frequencies, and percentages. The “dependent and independent variables” were then subjected to correlation and regression analysis. The dependent variable's data analysis involved determining how the dependent variable varied depending on the relevant respondent attributes. The “independent variables” were then analysed in relation to the dependent variable using the Pearson correlation coefficient. To establish the relationship between the independent and dependent variables, a preliminary correlation analysis was carried out. It was determined by regression analysis if the independent variable had a confirming effect on the dependent variable. The several constructs that made up the independent variable were linked to the dependent variable in a multi-variant step-by-step regression analysis.

### **3.10. Ethical Considerations**

The Kyambogo University Directorate of Research and Graduate Training granted complete ethical approval for the plan, and the researcher then got an introductory letter from the department head to begin data collection. The researcher then requested approval from the appropriate parties at Kyambogo University, where the research was conducted. The researcher was upfront and truthful regarding the nature and objectives of the study throughout the whole procedure.

Each respondent gave their informed consent before administering the questionnaire to establish that each fully understood the aims and purposes of the research by providing a consent form (See Appendix 2) which the respondents agreed to sign before participating in the study.



To preserve their anonymity and integrity, it was made clear to all respondents that their identities would not be recorded. Additionally, respondents were informed that the data from the research was only to be utilized for academic reasons. In case of any questions, compliments or complaints during or after the study, the respondent was free to contact the researcher via telephone.

A cover letter (See Appendix 1) was also provided to middle-level staff on request, and confidentiality was protected by allowing respondents to share and withhold any information they chose, from the researcher. The introduction of the questionnaire further assured participants of a letter of confidentiality.

## **Chapter Four: Presentation, Analysis and Interpretation of Findings**

### **4.0 Introduction**

This chapter's main components are the presentation, analysis, and interpretation of the data acquired to achieve the study's aims and objectives. The study looked at how organisational justice and employee mentorship affected non-teaching staff members' turnover intentions at Kyambogo University. The study examined, in particular, the connection between organisational justice, employee mentorship, and turnover intentions. Based on questionnaire responses from 257 respondents chosen from across seven faculties and departments, the results are presented. Regression analysis, Pearson correlation, descriptive and inferential statistics were used to examine the data. The section below gives a brief description of the respondents' demographic characteristics.

### **4.1 Demographic Characteristics of the Respondents**

To capture any differences in attitudes on the important research variables as well as any similarities, pertinent demographic data were gathered from respondents. Table 7 shows a total of six variables that were thought to be useful in interpreting respondents' opinions on the questions under investigation.

**Table 6: Socio-Demographic Characteristics of the Study Respondents (n=257)**

Variable	Category	Percentages		The difference in turnover intentions
		f	%	
<b>Gender</b>	Male	123	47.9	t=1.424, p=.156
	Female	134	52.1	
<b>Age category</b>	20-30	62	24.1	F=4.618, p=.004
	31-40	91	35.4	
	41-50	78	30.4	
	51-60	26	10.1	
<b>Employment Category</b>	Middle-Level NTS	118	45.9	t=3.850, p=.000
	Lower Level NTS	139	54.1	
<b>Employment Terms</b>	Permanent	176	68.5	F=8.767, p=.000
	Temporary	61	23.7	
	Contract	20	7.8	
<b>Tenure in the University</b>	>10 years	90	35.0	F=1.044, p=.374
	6-10 years	82	31.9	
	1- years	74	28.8	
	>1 year	11	4.3	
<b>Designation</b>	Admin Assistant	46	17.9	F=3.124, p=.242
	Warden	10	3.9	
	Custodian	29	11.3	
	Assistant Registrar	16	6.2	
	Secretary	23	8.9	
	Office Attendant	43	16.7	
	Hall Attendant	24	9.3	
	Others	66	25.7	

*Source: Primary Data from the Field (2022)*

#### **4.1.1 Gender of Respondents**

Table 6 results show that there were more female (52.1%) than male (47.9%) respondents. The respondents indicated which gender they were. The t-test results showed that there was no statistically significant difference in the expectations of male and female respondents about turnover ( $t(261) = 1.424, p > 0.05$ ).

#### **4.1.2 Age Category of Respondents**

The responders were asked age-related questions. 65.8% of the participants, as seen in Table 6, were between the ages of 31 and 50. A substantial difference in turnover intentions appeared across age groups, with respondents aged 31–40 years having greater turnover intentions, according to the ANOVA findings, [ $F(3,259) = 4.618, p < 0.05$ ].

#### **4.1.3. Employment Category**

Additionally, the respondents listed their line of work. Table 6's data shows that middle-level employees made up 45.9% of the total, while lower-level employees made up the majority (54.1%). Intentions to leave were greater among middle-level employees, and the difference was significant [ $t(261) = 3.850, p < 0.05$ ].

#### **4.1.4 Employment Terms**

The respondents also provided details on their job conditions. The bulk (68.5%), as seen in Table 6, was made up of permanent employees. The results of the ANOVA  $F(2,260) = 8.767, p < 0.05$  showed that there was a significant difference in the intentions to leave jobs across job durations, with temporary workers having higher intentions.

#### **4.1.5 Tenure in the University**

The respondents included details regarding how long they had worked at the university. The majority (66.9%) had attended the institution for six years or longer, according to survey results in Table 6. According to the ANOVA results [F (3,259)=1.044,  $p>0.05$ ], there was no discernible variation in turnover intentions by tenure.

#### **4.1.6 Designation**

The respondents identified their job titles. Table 6's data shows that the majority (17.9%) were custodians (11.3%), office attendants (16.7%), and administrative assistants (17.9%). There was no distinct variation in turnover intentions among designations, according to the ANOVA results F (3,259)=3.124,  $p>0.05$ ).

#### **4.2 Status of Organisational Justice, Employee Mentorship and Turnover Intentions among Non-Teaching Staff at Kyambogo University.**

Table 7 shows the findings of a descriptive statistical analysis that was done on Kyambogo University's non-teaching staff to determine how organisational justice, employee mentoring, and turnover intentions were doing.

**Table 7: Differences in Organisational Justice, Employee Mentorship and Turnover Intentions (n=257)**

<b>Variable</b>	<b>Total (M, SD)</b>	<b>Male (M, SD)</b>	<b>Female(M, SD)</b>	<b>T-test</b>
Organisational Justice	53.46(8.09)	54.19(7.02)	52.81(8.91)	$t=1.36; p =.17$
Employee Mentorship	45.44(6.43)	45.78(6.60)	45.14(6.28)	$t=.79; p =.43$
Turnover Intentions	44.22(7.68)	44.93(7.27)	43.5797 (7.68)	$t=1.43; p =.15$

**Key M= mean, SD= standard deviation,  $p < .001^{***}$ ,  $p < .01^{**}$ ,  $p < .05^*$**

According to the study's findings (Table 7), organisational justice averaged 53.46 (SD: 8.09). Males out performed females in terms of scores, although the difference was negligible ( $t(255) = 1.36; p = .17$ ). The difference between the scores of men and women was greater, but it was not statistically significant ( $t(252) = .79; p = .43$ ). Employee mentoring had a mean value of 45.44 (SD=6.43). The turnover intentions score (44.22, SD=7.68);  $t(260) = 1.43, p = .15$ ) did not significantly differ between genders despite men reporting higher scores than women. The majority of the variables had significant standard deviations, which suggests that respondents' perceptions of the frequency of the variables varied widely.

The aspects that affected the study variables were then looked at by the researcher. It was determined by frequency analysis that respondents were in support of its implementation in their organisation with a mean response of  $\leq 3.5$ .

### **Status of Organisational Justice**

The three dimensions of “distributive, procedural, and interactive justice” were used to assess organizational justice. In Table 8, the results are summarized.

**Table 8: Mean Responses and Standard Deviation on Organisational Justice (n=257)**

Aspect	Mean Response	SD
work schedule is fair	3.93	.88
pay is fair	3.69	1.02
workload is fair	3.83	.94
Rewards are quite fair	3.55	1.07
Job responsibilities are fairly distributed	3.78	.95
Job decisions made by the supervisor are unbiased	2.50	1.27
Supervisor makes sure that all employee concerns are heard before job decisions are made	3.42	1.04
Supervisor clarifies decisions and provides additional information when requested by employees.	3.67	.95
All job decisions are applied consistently to all affected employees	3.33	1.04
Employees are allowed to challenge or appeal against job decisions made by their supervisors.	3.21	1.19
When decisions are made about my job, the supervisor treats me with respect and dignity	3.83	.87
When decisions are made about my job, the supervisor is sensitive to my personal needs.	3.28	1.11
When decisions are made about my job, the supervisor shows concern for my rights as an employee.	3.79	.94
Concerning decisions made about my job, the supervisor discusses with me the implications of the decisions.	3.71	1.01
When making decisions about my job, the supervisor offers explanations that make sense to me.	3.87	.93

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**Source: Primary Data (2022)**

**Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree**  
**Mean response =<3.4 implies respondents disagreed, Mean response>3.5 they agreed**



The results of Table 8 show that respondents agreed with the majority of organisational justice principles, except the supervisor's need to make choices on employment objectively (mean response=2.50, SD=1.27), before making any employment choices, the supervisor ensures that all employee concerns have been heard (mean response=3.43, SD=1.04), and the supervisor making sure that all employment decisions are implemented consistently for all impacted employees (mean response=3.33, SD=1.04). Additionally, they disagreed with allowing employees to challenge or appeal management decisions (mean response=3.21, SD=1.19) and supervisors showing consideration for workers' individual needs. (Mean response: 3.28; SD: 1.11). As a result, Kyambogo University has a poor degree of procedural justice.

The researcher, then, examined the general rating of respondents on Organisational justice. The average index for the 15 items is summarised in Table 9.

**Table 9: Summary Statistics for Organizational Justice**

<b>Descriptive</b>	<b>Statistic</b>	<b>Standard error</b>
Mean	53.46	.50
Median	55.00	
Std. Deviation	8.08	
Variance	65.43	
Skewness	-.76	.152
Kurtosis	.84	.303
Range	47.00	
Minimum	22.00	
Maximum	69.00	

Despite the responses' negative skew (skew = -0.76) and greater dispersion (SD = 8.08), the findings in Table 9 demonstrate that the mean value of 53.46 was quite close to the median value of 55.46. This suggests that the responses were normal. Hence data on organisational justice were normally distributed, and applying linear correlation and regression to the data would provide the projected findings.

### **Status of Mentorship**

Mentorship was measured as Role Modelling, Career Development and Social Support. The findings are summarised in Table 10.

**Table 10: Mean Responses and SD on Employee Mentorship (N=257)**

<b>Aspect</b>	<b>Mean</b>	
	<b>Response</b>	<b>SD</b>
I try to model my behaviour after my mentor.	3.92	.89
I admire my mentor's ability to motivate others.	4.06	.82
I respect my mentor's knowledge of the profession.	4.21	.72
I respect my mentor's ability to teach others	4.08	.83
My mentor has placed me on important assignments.	3.83	1.03
My mentor gives me special coaching on the job.	3.43	1.24
My mentor advises me about promotional opportunities.	3.83	.98
My mentor helps me to coordinate my professional goals.	3.84	1.03
I share personal problems with my mentor.	3.07	1.35
Ideal with my mentor ethically and professionally.	4.03	.97
I exchange confidence with my mentor.	3.20	1.24
I consider my mentor to be a friend and colleague	3.87	.87

**Source: Primary Data (2022)**

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean response =<3.4 implies respondents disagreed, Mean response>3.5 they agreed

According to Table 10's results, respondents largely agreed with most aspects of mentoring, except receiving specialized on-the-job coaching from the mentor (mean response: 3.43; SD: 1.24); and discussing personal issues with my mentor (mean response: 3.07; SD: 1.35). And I exchange private information with my mentor (mean response 3.20, standard deviation 1.24). In general, Kyambogo University's social support system was weak.

The researcher then examined the general rating of respondents on Mentorship. The average index for the 12 items is summarised in Table 11.

**Table 11: Summary Statistics for Mentorship**

<b>Descriptive</b>	<b>Statistic</b>	<b>Standard error</b>
Mean	45.44	.39824
Median	46.00	
Std. Deviation	6.43	
Variance	41.39	
Skewness	-.73	.151
Kurtosis	.68	.300
Range	39.00	
Minimum	21.00	
Maximum	60.00	

Despite the negative skew (skew = -0.73) and greater dispersion (SD = 6.43), results in Table 11 demonstrate that the mean value of 45.44 was quite near to the median value of 46.00. This suggests that the responses were normal. When data was subjected to linear correlation and regression, it further demonstrated that the mentoring data were normally distributed.

### **Turnover Intentions**

Table 12 summarizes the findings and presents a status of turnover intentions based on a sense of belongingness, level of work security, job satisfaction, and self-actualization.

**Table 12: Mean Responses and Standard Deviation on Turnover Intentions (N=257)**

<b>Aspect</b>	<b>Mean Response</b>	<b>SD</b>
I have no intention to leave this organisation.	3.54	1.11
I have no intention of finding another job in the next few months.	3.57	1.21
I seldom think about quitting this organisation.	3.53	1.19
I feel a sense of belongingness at Kyambogo University	3.91	.97
I feel secure in my job	3.67	1.07
I feel that there are possibilities for self-actualisation in this job	3.62	1.01
This job is satisfying to me	3.44	1.13
I am so enthusiastic about the job am doing	3.87	.88
I would enthusiastically reapply for another job in this organisation	4.07	.97
I would refer a friend to work for this organisation	3.66	1.02
I feel it would be difficult for me to find another job as good as this one	4.18	.79
I can recommend my friends to take on a job in this organisation	3.11	1.39

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**Source: Primary data (2022)**

**Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree**

**Mean response =<3.4 implies respondents disagreed, Mean response>3.5 they agreed**



According to Table 12's findings, respondents concurred with the majority of the turnover intentions aspects. The respondents said that they had no plans to leave their company. (Mean response=3.54, SD=1.11), didn't have any plans to change jobs shortly (mean response=3.57, SD=1.12), rarely considered leaving this University (mean response=3.53, SD=1.19), and believed their job offered opportunities for self-actualization (mean response=3.62, SD=1.01). They also concurred that they are very passionate about their work (mean response: 3.87; standard deviation: 88), that they would enthusiastically reapply for another position with this University (mean response: 4.07; standard deviation: 97); that they would recommend a friend to work for their University (mean response: 3.66, standard deviation: 1.02), and that it would be challenging to find another position that is as fulfilling as the one they currently hold.

The researcher then looked at how respondents generally rated their intentions to turnover. Table 13 lists the average index for the 12 entries.

**Table 13 Summary Statistics for Turnover Intentions**

<b>Descriptive</b>	<b>Statistic</b>	<b>Standard error</b>
Mean	44.22	.47
Median	46.00	
Std. Deviation	7.68	
Variance	59.00	
Skewness	-.69	.15
Kurtosis	.28	.28
Range	41.00	
Minimum	19.00	
Maximum	60.00	

Despite the responses' negative skew (skew = -0.69) and greater dispersion (SD = 7.68), results in Table 13 demonstrate that the mean value of 44.22 was quite near to the median value of 46.00. This suggests that the responses were normal and that applying linear correlation and regression to the data would provide the expected findings.

#### **4.3 Relationship between Organisational Justice, Employee Mentorship and Turnover Intentions among Kyambogo University Non-Teaching Staff**

The link between the variables was examined using Pearson correlation. The findings are summarized in Table 14.

**Table 14: Correlations between variables in the study**

Variables	1	2	3	4	5	6	7	8	9
Gender	1								
Age	.111	1							
Marital Status	.032	.132	1						
Employment Category	.030	-.139	.094	1					
Employment Terms	.092	-.372**	.133*	.247**	1				
Period in the University	.085	-.470**	.138*	.210	.438**	1			
Organisational Justice	.132	.132*	.085	-.217**	.232	.082	1		
Employee Mentorship	.082	.118	.046	-.133*	.242	.049	.560**	1	
Turnover Intentions	.133	.210**	.217	-.232**	-.242**	-.040	.507**	.297**	1

Key;  $p < .01$ \*\*,  $p < .05$ \*

The study findings in Table 14 reveal a significant relationship between organisational justice, employee mentorship, and inclinations to quit a position. In other words, organizational justice and employee mentoring were significantly and positively predictive of the dependent variable (Turnover Intentions).

#### **4.4 Objective One: The Relationship between Organisational Justice and Turnover Intentions among Non-Teaching Staff at Kyambogo University**

The study's primary objective was to assess the relationship between organisational justice and non-teaching staff members at Kyambogo University's inclinations to leave their positions. According to the researcher's initial hypothesis, organizational justice and employee turnover intentions were shown to be strongly correlated. The association between the variables was ascertained using the Pearson correlation coefficient. Organisational fairness and inclinations to leave are strongly and favourably correlated, as shown by the results in Table 14 ( $r(255) = .507, P < 0.01$ ). This demonstrates how the existence of distributive, procedural, and interactional justice in Kyambogo University enabled non-teaching staff to have a feeling of belongingness and passion for their work, hence wanting to remain with the Institution for a longer amount of time. Table 14 reveals that organizational justice strongly predicted turnover intentions ( $r = .507$  table 14,  $F(1,253) = 87.61, p < 0.01$ ), with a contribution to turnover intentions of 25.7% ( $R^2 = .257$ ).

#### **4.5 Objective Two: The Relationship between Employee Mentorship and Turnover Intentions among Non-Teaching Staff at Kyambogo University**

The second study objective was to assess the relationship between Employee Mentorship and Non-Teaching Staff Turnover Intentions. The study found a significant correlation between employee mentorship and departure intentions. The association between the variables was ascertained using the Pearson correlation coefficient. According to Table 14

( $r(255) = .297, P = 0.01$ ), there was a substantial and positive correlation between employee mentoring and intentions to leave their job. It was deduced that Kyambogo University's focus on professional development, peer support, and role modelling aids staff in feeling more a part of their university and more passionate about working there. Employee mentoring was a positive predictor of turnover intentions ( $r = .297, F(1, 253) = 25.05, p < 0.01$ ), contributing 8.8% ( $R^2 = .088$ ) to turnover intentions.

#### **4.6 Objective Three: The Relationship between Organisational Justice and Employee Mentorship among Non-Teaching Staff at Kyambogo University**

The third study objective was to evaluate the relationship between employee mentoring and organizational justice among non-teaching employees at Kyambogo University. The study found a significant causal link between employee mentoring and organisational fairness. The association between the variables was ascertained using the Pearson correlation coefficient. The results of the study (See Table 14) show that employee mentoring and organizational justice have a substantial and positive association ( $r(263) = .560, P < 0.01$ ). The institution's distributive, procedural, and interactional fairness as a consequence enhanced the career development training and role modelling that the supervisor gave staff members.

#### **4.7 Objective Four: Moderating Effect of Employee Mentorship on the Relationship between Organisational Justice and Turnover Intentions at Kyambogo University**

The study's ultimate objective was to ascertain if employee mentoring at Kyambogo University had a moderating effect on the relationship between organizational fairness and turnover intentions. To determine the effect of the predictor variables (Organisational Justice, Employee Mentorship), regression analysis was done on the dependent variable (Turnover Intentions). The results are shown in Table 15.

**Table 15: Results of Regression Analysis of Predictors on Turnover Intentions**

<b>Model</b>	<b>Predictors</b>	<b>R<sup>2</sup></b>	<b>ΔR<sup>2</sup></b>	<b>B</b>	<b>P-value</b>
<b>Model I</b>	• Main Effect				
	• Organisational				
	Justice	.25	.257	.49	.000*
<b>Model II</b>	• Main Effect				
	• Organisational				
	Justice			.48	
	• Employees			.03	.000*
	Mentorship	.26	.010		
	• Main Effect				
<b>Model III</b>	• Organisational				
	Justice			.47	
	• Employees			.28	.000*
	Mentorship			.03	
	• OJ*EM	.26	.000		

The effects of organisational justice on turnover intentions in the first model were 25.7% ( $\beta = .49$ ,  $P < .05$ ), and the inclusion of employee mentoring in model II increased that impact by 1% ( $R^2$  Change = 0.01) to 26% ( $\beta = .48$ ,  $P < 0.05$ ). The result that the  $R^2$  Change was zero suggests that employee mentoring improved the relationship between organisational justice and turnover intentions by 1% when both factors were included (Model III). This suggests that employee mentoring does, significantly moderate the relationship between organisational justice and intentions to leave the organization by increasing the perception among staff members that the advice and instruction they receive from their supervisors is a sign that the University values them, and staff members respond by increasing their intentions to stay.

Employee mentorship would change the relationship between organisational justice and a tendency to quit, according to the researcher's initial hypothesis. Findings from Table 15 show that employee mentorship significantly and favorably influenced willingness to quit the organization ( $R^2$  Change = 0.01). As a result, the availability of career-related development and role modelling at Kyambogo University moderates the chance that organisational justice would boost workers' intentions to stay and work for the organisation for a longer period.



## **Chapter Five: Discussion, Conclusion and Recommendations**

### **5.0 Introduction**

This chapter discusses the study's findings and recommendations. The study examined how organizational justice and employee mentoring affected non-teaching staff members' intentions to leave Kyambogo University. The study assessed the relationship between organizational justice and employee mentoring as well as the relationship between organizational justice and turnover intentions. The results are fully discussed about the study's objectives and hypotheses in the first part. The study's limitations are covered in the second part, and the study's results, suggestions for more research, and recommendations for action are covered in the following sections.

### **5.1 Discussion**

#### **5.1.1 Objective One: The Relationship between Organisational Justice and Turnover Intentions among Non-Teaching Staff at Kyambogo University**

The first goal looked at the connection between organisational justice and Kyambogo University non-teaching staff members' inclinations to leave. Organisational justice and turnover intentions were shown to be positively and significantly correlated. This shows that a sizable part of the non-teaching employees at Kyambogo University believed in distributive, procedural, and interactional fairness and that they belonged to the organisation, were excited about their jobs, and thought they should continue working there. The reason for this was that employees believed their supervisors treated them with respect and dignity and that their work hours, pay, and responsibilities were fair. They freely discussed how they would carry out their obligations with them before making decisions that might affect their work.

The results support earlier research by Vaamonde et al. (2018) showing that a high degree of distributive, procedural, and interpersonal justice, if it exists in an organisation and is truly perceived by employees, generates stronger organisational engagement and, as a result, reduces intentions to quit. In light of this, the researcher agrees with Kumar (2014) that a greater sense of organisational justice encourages employees to feel more engaged and content, which reduces the intent to quit jobs.

The poor procedural justice system at Kyambogo University was also found. The respondents claimed that management disregarded their complaints and selected employees unfairly. Employees were not allowed to challenge or appeal the decisions made by their supervisors about their employment, and the managers gave little thought to the staff members' personal needs. The results support a 2017 study by George and Wallio that found distributive and interactional justice as usually easier for businesses to execute than procedural justice. Poor procedural justice levels increased turnover intentions in this study, which affected the relationship between organisational justice and departure intentions.

### **5.1.2 Objective Two: The Relationship between Employee Mentorship and Turnover Intentions among Non-Teaching Staff at Kyambogo University**

For the second objective, which examined the connection between employee mentoring and non-teaching staff members' plans to leave Kyambogo University, it was found that there was a significant and positive link between employee mentoring and turnover intentions. At Kyambogo University, workers' sense of professional loyalty and their willingness to stay were enhanced by the presence of role models, opportunities for professional progress and social support. This outcome was in line with Belete's (2018) research, which discovered that the institution's career development and training options increased workers' loyalty to the organisation and decreased their desire to leave. Ozturk, et

al. (2016) claim that receiving career-related mentorship also motivates staff to be interested in the work they are performing.

The findings showed that mentors at Kyambogo University were ready to train staff by assigning those important duties, offering them specialized coaching on the job, and helping them coordinate career goals. This approach led to an improvement in the mentees' performance and work capabilities, as Firzly et al. (2021) hypothesized. As a result of this considerable link, mentorship at Kyambogo University intervenes between organisational fairness and turnover intentions, as demonstrated by Woo et al. (2019). The majority of non-teaching staff trusted the institution's human resource management strategies because they thought they were acting in their best interests.

However, respondents did admit that Kyambogo University only offered a small amount of coaching for further professional advancement. Mentors are unable to visit forums where they can learn about specific difficulties. Staff seldom ever revealed sensitive material to mentors. According to Firzly (2021), when interpersonal interactions are lacking in the workplace, as they were at Kyambogo University, it may have a detrimental impact on employees' well-being and engagement, raising the possibility that they may quit their positions. The management of Kyambogo University may need to look more closely at these issues if they wish to further reduce plans for staff turnover among non-teaching staff.

### **5.1.3 Objective Three: The Relationship between Organisational Justice and Employee Mentorship among Non-Teaching Staff at Kyambogo University**

The researcher found a link between employee mentoring and organisational fairness for the third aim. The correlation coefficient between employee mentoring and organisational justice was found to be positive. The results support Alsarhan and Valax's (2020) assertion that the likelihood of these factors occurring is increased by the presence of distributive justice, such as fair pay and a flexible work schedule, procedural justice, such as giving subordinates additional information, interactional justice, such as respect and dignity, which increases role modelling, and career development training, such as placement in significant assignments and advice on promotional opportunities likewise, Kyambogo University was affected.

This suggests that employee mentoring is supported by organisational fairness in terms of interactional and distributive justice, which promotes role modelling and professional growth. This is in line with the findings of Ivey and Dupré (2022), who found that organisational justice, raises the possibility that an organisation may target certain individuals and improve their job abilities. It was easier to promote a culture of learning at Kyambogo University because staff members could see that their management still cared about them and wanted to foster a helpful atmosphere. Regardless of the type of firm, organisational justice raises employee engagement at work and decreases intentions to quit, as Davidescu et al. (2020) demonstrated.

### **5.1.4 Objective Four: Moderating Effect of Employee Mentorship on the Relationship between Organisational Justice and Turnover Intentions at Kyambogo University**

Employee mentoring at Kyambogo University increased the effect of organisational

justice on turnover intentions and mediated the relationship between organisational justice and turnover intentions.

Kyambogo University serves as a role model by inspiring others and imparting professionalism-related information. When employees are given significant responsibilities and are assisted in coordinating their professional goals to access promotion prospects, there are also opportunities for career-related advancement. Due to a fair work schedule, competitive remuneration, and supervisors who treat employees with respect and dignity, organisational justice is more likely to increase employees' intent to stay and work for the institution for a longer amount of time. Thus, through building a culture of trust and loyalty among workers, organisational justice and mentorship in public education institutions also have an impact on employee turnover intentions, supporting what Alifuddin and Widodo (2021) had previously observed in corporate organizations.

## **5.2 Limitations of the Study**

The study solely examined the impact of organisational justice and employee mentoring on non-teaching staff turnover intentions. Yet other pertinent issues could significantly be causing turnover intentions.

There was no way to eliminate the bias inherent in self-report questionnaires. It is possible that some respondents overstated or minimized their comments. The variables may be explored in future studies using mixed or qualitative evaluations.

Respondents from one institution were included in the study sample. The findings' generalisation may have been impacted by this. Future researchers will need to enlarge the sample size, include more public colleges, and attempt to duplicate the study at private universities in Uganda.

### **5.3 Conclusion**

With the increasing sentiments of turnover among non-teaching staff at Kyambogo University amidst limited research concentration on these staff categories, the goal of this study was to determine how organisational justice, employee mentoring, and turnover intentions among Kyambogo University's non-teaching employees interacted. To perform the study, the researcher used a quantitative technique and a correlation research design under the direction of the equity theory, which is based on the basic claim that employee motivation at work is mostly influenced by their feeling of justice. Quantifiable methodologies and methods for gathering data, selecting samples, and analysing the results promoted the development of discoveries and the drawing of conclusions from a more value-free perspective.

According to the findings, organisational fairness and employee mentoring are crucial in reducing turnover intentions at Kyambogo University. The outcome of employee mentoring, points to a beneficial association between organisational justice and employee mentoring. Therefore, employee mentorship prevails where there is organisational justice for sustainability.

The findings also confirmed that the Equity Theory is relevant at Kyambogo University as it affects employee expectations. When leaders show justice, such as allowing employees to participate in making decisions about their job tasks, it enables them to have better skills and commend employees to the organisation, hence reducing turnover intentions.

### **5.4 Recommendations for Action**

Mechanisms should be put in place to involve employees in identifying relevant procedural justice practices that meet their work needs more effectively.

The NCHE should consider having clear and inclusive employee participation and psychosocial practices a requirement for the quality standards of universities. In this way before licensure and accreditation, Universities will strive to have internal structures that guarantee meaningful participation and psychosocial support for all employees.

There is a need to have a public university organisational justice and mentorship framework to be actively implemented by all universities. Here, universities will take it seriously creating fairness in work environments.

Programmes to empower employees to have effective participation and engagement techniques in demanding good retention policies should be upheld in all universities. This will arm university staff with practical and effective industrial action strategies to demand better work environments.

Universities have to sustain the distributive and interactional justice that they have so far attained to reduce the turbulence that has existed in these institutions. Good role modelling and fair distribution of benefits will go a long way in reducing turnover intentions among non-teaching staff.

### **5.5. Contribution of the Study**

The study has adequately demonstrated the impact of organisational justice and employee mentoring on non-teaching personnel at Kyambogo University's intent to leave their positions. It has been revealed by the study findings that whenever a staff develops a sense of unfairness and lack of mentorship, they exhibit higher levels of turnover intentions as compared to when they perceive organisational justice and employee mentorship. Besides, there has been an addition to the body of knowledge regarding the non-teaching staff at the university given the fact that much of the previous studies had provided for only teaching staff.

## **5.6. Suggestions for Further Research**

The results of this study suggest that the following fields require more study:

A comparative investigation of the difference in the effect of organisational justice and mentorship on employee turnover intention across all institutions is necessary to uncover the fundamental issues underlying employee turnover intention.

A study should also be done on how to effectively empower employees to demand better procedural justice and social support.

Given the cost implications related to higher turnover intentions to universities, it is significant that more research be carried out on a workable model for retention strategy among Universities in Uganda.



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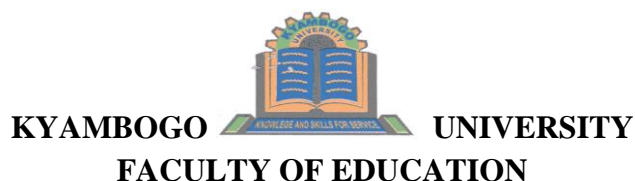
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## Appendix 1: Cover Letter for the Research Questionnaire



DEPARTMENT OF PSYCHOLOGY

**Namusoke Getrude**

**Mobile:** 0700641163

**E-mail:** [getrudenamanya@gmail.com](mailto:getrudenamanya@gmail.com)

Dear Respondent,

**Re: Organisational Justice, Employee Mentorship and Turnover Intentions among Non-Teaching Staff at Kyambogo University**

I am currently undertaking a master's at Kyambogo University. As one of the requirements of the course, students are required to conduct a research study. This particular study is about **“Organisational Justice, Employee Mentorship and Turnover Intentions among Non-Teaching Staff at Kyambogo University**. This study aims to provide information that will improve the intentions of non-teaching staff to stay and work for the university longer with commitment and motivation. The information it will provide will be of great value to me in completing my research. Your responses will be strictly private and confidential. Your name will not appear on the questionnaire, so your participation will be completely anonymous. The results of this study will be summarized and sent to all interested participants.

The questionnaire is divided into Section A, Section B and Section C. It is important that you attempt all questions. The questionnaire should take around 15 minutes to complete. I am aware that your time is valuable and I would like to thank you in advance for your support and co-operation in completing the questionnaire. If you have any queries regarding this, please do not hesitate to contact me at the above mobile number or email address.

Yours faithfully,

Namusoke Getrude



## Appendix 2: Consent Form



### FACULTY OF EDUCATION

### DEPARTMENT OF PSYCHOLOGY

**Research Title: Organisational Justice, Employee Mentorship and Turnover Intentions among Non-Teaching Staff at Kyambogo University**

I fully understand that I am free to accept or decline to take part in the study; and terminate participation in this study anytime without any penalties. I have granted the researcher permission to include me as a respondent to the questionnaire. The permission to participate in this study is granted on the strict condition that the researcher will without exception protect my integrity and identity. Given the public nature of the university setting, I am aware that the total confidentiality of the individual participants at the institution may not be guaranteed. I understand that the researcher will retain all rights to the publication of any data collected in the process. In case of any questions, compliments or complaints before, during or after this study, I am free to contact the researcher on 0700641163. My dated signature below confirms my consent for me to be part of the study.

Name: .....

Phone: .....

Sign: .....

Date: .....

### Appendix 3: Questionnaire for Non-Teaching Staff

I am called **Getrude Namusoke**, a student of Kyambogo University, Kampala, pursuing a **Master's Degree in Organizational Psychology of Kyambogo University**. I request that you participate in this study by responding to the questions that follow. The study is for academic purposes and your participation will not cause any harm to you and confidentially will be observed. Thank you.

#### SECTION A: BASIC INFORMATION: SOCIO-DEMOGRAPHIC BACKGROUND

*(For the following questions, kindly tick the option that best describes you)*

**Now I would like to ask simple background questions about you**

#	Question	Response categories
<b>01</b>	Age bracket	1. 20-30 2. 31-40 3. 41-50 4. 51-60
<b>02</b>	Gender	1. female 2. Male 3. Others (specify)
<b>03</b>	Marital status	1. Married 2. Single 3. Separated/Divorced 4. Widow/Widower
<b>04</b>	Identify the employment category of the Respondent	1. Middle-level non-teaching staff 2. Lower levels of non-teaching

		staff
<b>05</b>	Under what Terms of employment are you at this University	<ol style="list-style-type: none"> <li>1. permanent</li> <li>2. Temporary</li> <li>3. Contract</li> </ol>
<b>06</b>	What is your designation in this University?	<ol style="list-style-type: none"> <li>1. administrative assistant</li> <li>2. Warden</li> <li>3. Custodian</li> <li>4. Assistant Registrar</li> <li>5. Secretary</li> <li>6. Office Attendant</li> <li>7. Hall attendants</li> <li>8. Others (specify)</li> </ol>
<b>07</b>	Which faculty/ department are you affiliated with?	
<b>08</b>	For how long have you worked with this university?	<ol style="list-style-type: none"> <li>1. Below one year</li> <li>2. One to five years</li> <li>3. Six to ten years</li> <li>4. Above ten years</li> </ol>

Tick as appropriate using a Likert scale of 1-5 where 1-strongly disagree (SD), 2-disagree (D), 3-Not sure (NS), 4-Agree (A), 5-Strongly Agree (SA).

<b>SECTION B: ORGANIZATIONAL JUSTICE</b>						
<b>SN</b>	<b>State your level of agreement with each of the following as measures for organizational justice within the context of Kyambogo University. (Constructs were retrieved from Alkahtani, 2015)</b>	<b>SD (1)</b>	<b>D (2)</b>	<b>NS (3)</b>	<b>A (4)</b>	<b>SA (5)</b>
<b>Employees' Perceptions Towards Distributive Justice</b>						
1	My work schedule is fair.					
2	I think that my level of pay is fair					
3	I consider my workload to be quite fair					
4	Overall, the rewards I receive here are quite fair					
5	I feel that my job responsibilities are fairly distributed					
<b>Employees' Perceptions Towards Procedural Justice</b>						
6	Job decisions are made by the supervisor in an unbiased manner					
7	My supervisor makes sure that all employee concerns are heard before Job decisions are made					
8	My supervisor clarifies decisions and provides additional information when requested by employees.					
9	All job decisions are applied consistently to all affected					

	employees.					
10	Employees are allowed to challenge or appeal job decisions made by their supervisors.					
<b>Employees' Perceptions Towards Interactional Justice</b>						
11	When decisions are made about my job, the supervisor treats me with respect and dignity					
12	When decisions are made about my job, the supervisor is sensitive to my personal needs.					
13	When decisions are made about my job, the supervisor shows concern for my rights as an employee.					
14	Concerning decisions made about my job, the supervisor discusses with me the implications of the decisions.					
15	When making decisions about my job, the supervisor offers explanations that make sense to me.					
<b>SECTION C: EMPLOYEE MENTORSHIP</b>						
<b>SN</b>	<b>State your level of agreement with each of the following as measures for employee mentorship within the context of Kyambogo University (Constructs retrieved from Kenneth and Lomas, 2015)</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
		<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
<b>Role modelling</b>						
<b>1</b>	I try to model my behaviour after my mentor.					

2	I admire my mentor's ability to motivate others.					
3	I respect my mentor's knowledge of the profession.					
4	I respect my mentor's ability to teach others					
<b>Career development</b>						
5	My mentor has placed me on important assignments.					
6	My mentor gives me special coaching on the job.					
7	My mentor advised me about promotional opportunities.					
8	My mentor helps me to coordinate my professional goals.					
<b>Social support</b>						
9	I share personal problems with my mentor.					
10	I deal with my mentor ethically and professionally.					
11	I exchange confidences with my mentor.					
12	I consider my mentor to be a friend and colleague.					
<b>SECTION D: TURNOVER INTENTIONS</b>						
<b>SN</b>	<b>State your level of agreement with each of the following as measures for turnover intentions within the context of Kyambogo University. (Contracts are retrieved from Michaels &amp; Spector, 1982; Spector et al. 1988)</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
		<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
1	I have no intention to leave this organization.					
2	I have no intention of finding another job in the next few					

	months.					
3	I seldom think about quitting this organization.					
4	I feel a sense of belongingness at Kyambogo University					
5	I feel secure on my job					
6	I feel that there are possibilities for self-actualization in this job					
7	This job is satisfying to me					
8	I am so enthusiastic about the job am doing					
9	I would enthusiastically reapply for another job in this organization					
10	I would refer a friend to work for this organization					
11	I feel it would be difficult for me to find another job as good as this one					
12	I can recommend my friends to take on a job in this organization					

**Thank you for participating in this study**

#### Appendix 4: Table for determining sample size


N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size  
 "S" is sample size

Source: Krejcie & Morgan, 1970



## Appendix 5: Introductory Letter

  
**KYAMBOGO UNIVERSITY**  
 P. O. BOX 1, KYAMBOGO - KAMPALA, UGANDA  
 TEL: 041-289902, Fax 041-220464, 222643  
 WWW.KYU.AC.UG  
**FACULTY OF SOCIAL SCIENCES**  
**PSYCHOLOGY DEPARTMENT**

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24<sup>th</sup> May, 2022

The Director, Human Resources  
 Kyambogo University  
 Kampala - Uganda

Dear Sir/Madam,

**RE: INTRODUCTORY LETTER**

This is to introduce the bearer Namusele Getrude Reg.No. 1911010600118645/PA who is a student of Kyambogo University Department of Psychology, pursuing a Degree of Masters of Organisational Psychology Year II.


As part of the requirements for their academic award, second year students carry out a research project in their field of study. For this purpose the above student would like to collect data on research project entitled:

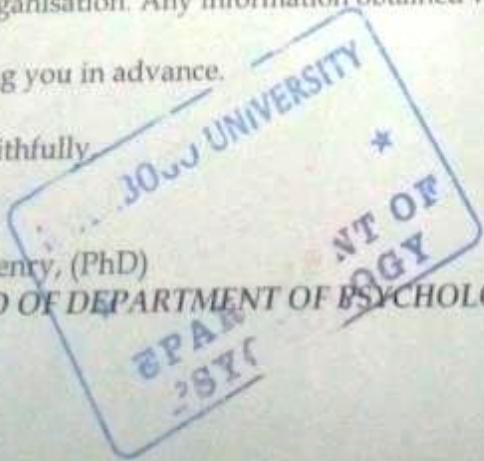
"Organisational Justice, Employee Membership and turnover Intentions among Non-Teaching Staff at Kyambogo University"

I request that you give her/him opportunity to access the relevant information from your organisation. Any information obtained will be used for academic purposes only.


Thanking you in advance.

Yours faithfully,

  
 Kibedi Henry, (PhD)  
 Ag. HEAD OF DEPARTMENT OF PSYCHOLOGY



## Appendix 6: Permission to Collect Data

  
**KYAMBOGO UNIVERSITY**  
 P. O. BOX 1 KYAMBOGO  
 Tel: 0414 -286452 Fax: 041 -220464  
 Email: [dhrrkyu@kyu.ac.ug](mailto:dhrrkyu@kyu.ac.ug) / [www.kyu.ac.ug](http://www.kyu.ac.ug)  
**Director Human Resources**

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Our Ref: KYU/HRM/164/1

25<sup>th</sup> May 2022

All Administrative Staff  
Kyambogo University

**PERMISSION TO COLLECT DATA**

I make reference to the application for permission to collect data by Gertrude Namusoke for her Master's Degree Program.


This is, therefore, to authorize her to collect data from the non-teaching staff in Faculties, Schools, and Department for the purposes of her study.

By copy of this letter, the Heads of the Administrative/Teaching Department are accordingly informed and requested to accord the student the necessary support required for her study.

Any assistance rendered to her will be appreciated.

*Gabo*

Gaboi Nicholas  
DEPUTY DIRECTOR HUMAN RESOURCES



Copy to: All Heads of Administrative/Teaching Department