



East African Journal of Interdisciplinary Studies

[eajis.ensso.org](http://eajis.ensso.org)

Volume 7, Issue 1, 2024

Print ISSN: 2707-529X | Online ISSN: 2707-5303

Title DOI: <https://doi.org/10.37284/2707-5303>

ENSO

EAST AFRICAN  
NATURE &  
SCIENCE  
ORGANIZATION

Original Article

## The role of Organisational Justice and Mentorship in Turnover Intentions of Non-Teaching Staff in Universities: The case of Kyambogo University, Uganda

Getrude Namusoke<sup>1\*</sup>, Dr. Henry Kibedi, PhD<sup>1</sup>, Dr. Jane Namusoke, PhD<sup>1</sup>, Stephen Kambaza<sup>1</sup> & Carol Chosen Nakanwagi<sup>1</sup>

<sup>1</sup> Kyambogo University, P. O. Box 1, Kyambogo, Kampala, Uganda.

\* Author for Correspondence Email: [getrudenamanya@gmail.com](mailto:getrudenamanya@gmail.com)

Article DOI: <https://doi.org/10.37284/eajis.7.1.2047>

Date Published: **ABSTRACT**

15 July 2024

**Keywords:**

Organisational  
Justice,  
Employee  
Mentorship,  
Turnover Intentions,  
Non-Teaching Staff in  
Universities.

Understanding that keeping knowledgeable and dedicated staff members is essential to an organization's success, Kyambogo University enhanced working conditions, added health insurance, and established possibilities for advancement. Regardless of these measures, some non-teaching staff intended to leave the organisation giving inequality in salaries and working conditions as key reasons. Guided by the equity theory, the study examined the influence of Organizational Justice and Employee Mentorship on turnover Intentions among non-teaching staff at KYU. Using a correlational survey design, data was collected from a random sample of 242 respondents with the help of a structured questionnaire. Pearson correlation and regression analyses revealed that Organizational Justice was positively ( $r = .51, P < 0.01$ ) related to turnover intentions due to the distributive and Interactional justice that enabled non-teaching staff to feel belongingness and enthusiasm about their job. Employee mentorship and Turnover intentions had a positive and significant correlation ( $r = .23, P < 0.01$ ), because of role modelling, career development and social support that enhanced the feelings of commitment among employees to their organisation making them want to stay and work for it. Organizational Justice and Employee Mentorship, together positively predicted ( $\beta = .48, P < 0.05$ ) turnover intentions. Employee Mentorship increased the contribution of organisational justice to turnover intentions by 1%. This was likely due to mentorship that enables employees to feel that KYU values them and felt grateful to stay and work for it. Therefore, retention strategies that provide relevant mentoring of staff members results into better retention. Programs 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.

### APA CITATION

Namusoke, G., Kibedi, H., Namusoke, J., Kambaza, S. & Nakanwagi, C. C. (2024). The role of Organisational Justice and Mentorship in Turnover Intentions of Non-Teaching Staff in Universities: The case of Kyambogo University, Uganda *East African Journal of Interdisciplinary Studies*, 7(1), 216-230. <https://doi.org/10.37284/eajis.7.1.2047>.

### CHICAGO CITATION

Namusoke, Getrude, Henry Kibedi, Jane Namusoke, Stephen Kambaza and Carol Chosen Nakanwagi. 2024. "The role of Organisational Justice and Mentorship in Turnover Intentions of Non-Teaching Staff in Universities: The case of Kyambogo University, Uganda". *East African Journal of Interdisciplinary Studies* 7 (1), 216-230. <https://doi.org/10.37284/eajis.7.1.2047>.

#### HARVARD CITATION

Namusoke, G., Kibedi, H., Namusoke, J., Kambaza, S. & Nakanwagi, C. C. (2024) "The role of Organisational Justice and Mentorship in Turnover Intentions of Non-Teaching Staff in Universities: The case of Kyambogo University, Uganda", *East African Journal of Interdisciplinary Studies*, 7(1), pp. 216-230. doi: 10.37284/eajis.7.1.2047.

#### IEEE CITATION

G., Namusoke, H., Kibedi, J., Namusoke, S., Kambaza & C. C., Nakanwagi "The role of Organisational Justice and Mentorship in Turnover Intentions of Non-Teaching Staff in Universities: The case of Kyambogo University, Uganda", *EAJIS*, vol. 7, no. 1, pp. 216-230, Jul. 2024.

#### MLA CITATION

Namusoke, Getrude, Henry Kibedi, Jane Namusoke, Stephen Kambaza & Carol Chosen Nakanwagi. "The role of Organisational Justice and Mentorship in Turnover Intentions of Non-Teaching Staff in Universities: The case of Kyambogo University, Uganda" *East African Journal of Interdisciplinary Studies*, Vol. 7, no. 1, Jul. 2024, pp. 216-230, doi:10.37284/eajis.7.1.2047.

## INTRODUCTION

Staff retention in universities plays a critical role in ensuring that training takes place without interruption, students receive quality education, and institutions meet their performance goals (Tran & Choi, 2019). Thus, turnover intentions of university staff have now attracted the attention of a host of researchers (Jacoby, 2018). Initially, efforts to control the turnover of employees were more concentrated in industry and corporate organisations and scholars such as Weitz and Nuchols (1955), Hulin (1968), Hellriegel and White (1973) started linking employee turnover intentions to a just working environment and the response of employees to workplace conditions where job incentives and increased remuneration were applied since the 1920s to reduce turnover costs (Kuriyama, 2020).

Employee retention in the world of education started receiving vibrant attention in the early 1990s when it was recognized as a key strategy for achieving organizational effectiveness and remaining competitive (Nguyen et al, 2020). So, in the mid-1990s, retention of staff in the higher education sector gained prominence starting from private universities in the United States of America (USA), due to the need to have good staff who would attract students, funding and research grants (Ingersoll et al., 2021). Emphasis had been mainly placed on the teaching staff due to opposing views that non-academic employees retained for a long time become complacent and do not expend effort on their roles (Al Serhan & Houjeir, 2020). But in some Asian countries such as Japan and China, retention of non-teaching staff in universities was being promoted to help institutions build a productive, healthy and

committed university workforce (Morris & Mo, 2023). In Africa, the issue of university staff retention came high on the agenda when it was realised that the continued loss of non-teaching staff to the corporate sector was affecting the quality of education services provided by universities (Mbuno, 2019). So, In Egypt, Morocco, Tunisia, and Nigeria, universities made employee retention policies targeting non-teaching staff in 2014, after realizing that about 30% of them were leaving after only one year of service (Ndaruhutse, 2021; Elzoughbi, 2018). In Kenya, the government encouraged non-salary benefits such as accommodation and education bursaries even in private universities in order to retain experienced staff so that they could play the role of mentoring new recruits (Wanderi, 2023).

Intentions by employees in African higher-education institutions to leave and join non-education institutions have been on the rise (Oni & Fatoki, 2017). While Employee turnover intentions globally are being linked to work environment factors such as organizational justice and mentorship, in most African countries, studies on this issue are still concentrating on individual factors such as reimbursements as well as pleasing responsibilities perceived as just (Arif, 2018; Mwilu, 2016; Schlechter et al., 2016; Al-Suraihi et al., 2021). It has also been asserted that employee turnover intentions in Africa are influenced by limited opportunities for growth and, an unfavourable workplace environment making employees hate the treatment from supervisors (Alkahtani, 2015).

From a Ugandan context, retention initiatives for non-teaching staff in universities have been haphazard (Kyaligonza & Kamagara, 2017). Even public universities have had almost no initiatives for employee retention, and some have pursued their own agenda (Nsamba, 2019; Samba, 2022). Starting in 2015, concerted efforts on retention of non-teaching staff started building momentum after a series of strikes happening in public universities in Uganda. Though the Government provided guidelines for having a conducive working environment so as to empower human resource development and retention, employees' intentions to cross from one organization to another are overwhelmingly increasing (Nyanzi, 2012). Ssali et al. (2019) indicated that twenty percent of staff in public universities hold intentions to quit their positions annually in Uganda which is serious for a country that has based its 2040 national development vision on qualified employees from universities (NPA, 2013).

The Inspectorate of Government (2015) indicated that Kyambogo University is one of the Universities on average performance and this is partially linked to the rampant strikes by lecturers, non-academic staff and students against management's failure to perform. Despite some changes in turnover where more employees were reported to have stayed with the organization 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 organization in training new staff (NCHE, 2018). In addition, among staff who are still retained, they are reported to be 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 for serve" (Rosa, 2021).

Considering the high rates of unemployment in Uganda, employees would ideally fear quitting their jobs because they may not find work elsewhere. Despite 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 organizational justice and employee mentorship currently play in non-teaching staff members' intent to leave the university.

### ***Problem statement***

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 succeed (Ssali et al., 2019). Kyambogo University improved the working conditions, increased promotional opportunities, and introduced medical insurance so as to increase retention of especially, nonteaching staff.

Despite these efforts, non-teaching staff have continued to exhibit dissatisfaction in the form of strikes, low commitment to the University and high intent to quit and search for new jobs (Kyambogo University Staff Evaluation Report, 2016). For example, from 2015 to 2016, Kyambogo University lost over 60 staff members (Nuwagaba & Orech, 2019). Neglecting this situation would give rise to a failing future for the second-largest public university in Uganda. The objective of the Government of Uganda to create a combined effort for high performance in Kyambogo University by merging the three (ITEK, UNISE, UPK) former formidable institutions on the hill would be in jeopardy. The country risked wasting investment in universities' current learning infrastructure. It is upon this prevailing situation that the researcher sought to examine the dynamics surrounding organisational justice and employee mentorship, and whether and how they influence employee turnover intentions of non-teaching staff at Kyambogo University.

### ***Purpose***

This paper explores the influence of Organizational Justice and Employee Mentorship on turnover intentions among non-teaching staff at Kyambogo University. The objectives are 1); assess the relationship between organizational justice and employee turnover intentions at Kyambogo University 2); assess the relationship between employee mentorship and turnover intentions at Kyambogo University 3); examine the moderating effect of employee mentorship on the relationship between organizational justice and turnover intentions at Kyambogo University.

## LITERATURE REVIEW

### *Theoretical Frame Work*

The research was guided by the equity theory of Adams (1965). The equity theory highlights the role of organizational justice and mentorship in employee turnover. The theory focuses on the perception of fairness in the distribution of rewards from similar contributions to group tasks and personal relationships. Most individuals prefer the outcome to be relatively commensurate with their inputs, especially when compared with outcomes gained from similar inputs provided by a colleague or another individual, they are in a relationship with (Al-Zawahreh & Al-Madi, 2012).

The equity theory suggests that equitability and inequity perceptions determine the intentions of the employee to work for an organisation (Al-Zawahreh, & Al-Madi, 2012). Employees compare their job inputs with the outcomes. In case of any perceived inequities, employees tend to seek measures to address this inequity (Al-Zawahreh, & Al-Madi, 2012). Individuals seek equity by distorting the input or outcomes in their own minds or by physically taking actions to alter the inputs or outcomes. These physical actions can involve quitting the job with the group or organization where they experience the inequity.

Usually, they begin by reducing their job performance and as perceived inequities increase, they contemplate leaving the organization. (Davidescu et al., 2020). Thus, the individual's perception of being treated fairly in comparison with other employees; referred to as equity-

justice or inequity-injustice and the variance in the ratio of efforts can influence the likelihood of leaving the organisation (Dipboye, 2018). The Equity theory in this study provided a framework for explaining how just organisations in the areas of remuneration, training, promotion, and supervision might influence employee turnover intentions (Bhat et al., 2021). When employees develop perceptions of injustice in these aspects, it results in dissatisfaction, anger or guilt (Shapoval, 2019). Therefore, it was hypothesised that the Kyambogo University non-academic staff perceiving inequity in remuneration, training, and promotion would develop unpleasant feelings that would affect organizational loyalty which would translate into high turnover thoughts (Adams, 1965). This theory informed the study based on the assumption that actual rewards don't necessarily translate into employee motivation but work hand in hand with employee perception and values attached to the rewards as well as the comparisons between the efforts and the reward.

### *Conceptual review*

The key variables of this study were *Organisational Justice, Employee Mentorship and Turnover Intentions*. In this paper, *Turnover intentions* were regarded as the probability of employees quitting their recent job for another (Ngamkroeckjoti et al., 2012). Turnover Intentions affect productivity, product, service quality, and profitability because the intentions provide an approximation for actual turnover as they precede the actual turnover (Hadis et al., 2017). The intent to leave one's job has been regarded as turnover intention because it involves thoughts and plans of leaving the organization for several reasons that may be ambiguous yet one of which may be related to organizational justice (Belete, 2018).

Organizational justice has been conceptualized as the degree of employee perception of fairness of workplace distributions, rules and regulations, social interactions, and consequences thereafter (Wolfe & Lawson, 2020). Three key characteristics of distributive, procedural, and interactional justice serve as the foundation for

measuring organizational justice (Alkahtani, 2015) as a way of unpacking employees' satisfaction, commitment, and loyalty. According to Alexander (2022), employee mentorship develops into the metaphor of senior-subordinate nurturing in a given time with the aim of empowering the subordinate to execute work effectively and efficiently. Employee mentorship is intended to help junior employees acquire knowledge and skills to respond to emerging generations with information and expertise required to safeguard skill and knowledge continuity and sustainability while reducing turnover intentions within the organization.

Employee mentorship is a basis for motivating employees, retaining them with higher levels of self-efficacy and feeling safety (Laukhuf & Malone, 2015). Studies have shown that most organizations report the effectiveness of employee mentorship in cultivating organizational 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).

### *Empirical Review*

#### **Organizational Justice and Employee Turnover Intentions**

There have been numerous discussions regarding the connection between organizational justice and plans to leave. Kumar (2014) argued that globally, whenever employees have an increased perception of organizational justice, they get more engaged and satisfied, thus, leading to healthier organizations which reduce employee turnover intentions. Nevertheless, in a study by Shkoler and Tziner (2017), it was acknowledged that the emotional intelligence of employees world over based on the perceived organizational justice influences turnover intentions among employees. Vaamonde et al. (2018) found that aspects of distributive, procedural, and interpersonal justice insights lead to reduced burnout altitudes and greater job satisfaction, which in turn leads to lower turnover intentions globally when examining the impact of burnout

and job satisfaction on how organizational justice relates with turnover intentions. Additionally, it was determined that efficient informational justice dynamics increased job satisfaction and decreased intent to leave the company (Vaamonde et al., 2018). The study clearly reflects that organizational justice in most cases when felt, leads to a reduction in turnover intentions in an organization. Similarly, Vaamonde et al. (2018) agreed with George and Wallio (2017) that when distributive and procedural justices are low, there are higher levels of turnover intentions among public accountants. However, George and Wallio (2017) narrowed the debate to procedural justice strongly affecting turnover intentions rather than distributive justice.

Satisfying Human Resources Management (HRM) practices contribute to a reduction in turnover intentions among employees and this can be mediated by organizational justice (Ribeiro & Semedo, 2014). Employees do really form an impression of distributive, procedural, and interactional justice if they are happy with HRM methods. Given that distributive and interactional justice impact the prediction of employee turnover intentions, Ribeiro and Semedo (2014) found that employees who are more satisfied with HRM practices have better perceptions of organizational justice and stay with the companies. On the contrary, Addai et al. (2018) study among teachers in a southern district in Ghana presented indicators that organizational justice never affected their turnover intentions. Besides, remuneration affected their turnover intentions while organizational, distributive and procedural justice significantly influenced their intent to quit (Addai et al., 2018). Therefore, empirical evidence indicates that employees' perception of unjust organizational policies tends to register greater levels of employee intent to vacate the organizations in preference to those with better and more comfortable policies (Arif, 2018). This motivated the researcher to investigate the relationship between organizational justice and employee turnover intentions among Kyambogo University's non-teaching personnel.

## Employee Mentorship and Employee Turnover Intentions

A study by Nouri and Parker (2013) suggests that both training efficiency and organizational respect improve workers' beliefs about career growth progression and result in employee loyalty as well as lowering turnover intentions. Tourani et al. (2016) revealed that employee mentorship and organizational fairness are highly impacted by turnover intentions in Iran. Perceived justice by organizational supervisors leads to lower intentions to leave among employees hence better performance of employees (Belete, 2018). In China, it has clearly been highlighted by Park et al. (2016) that much emphasis literature focuses on unpacking the mentorship effects on the work outcomes of employees while giving less attention to how mentorship functions relate to turnover intentions. It was revealed that embarking on supporting practices aimed at human resource development and cognitive, emotional, and behavioural engagement hardly reduces employee turnover intentions (Shuck et al., 2014).

In the USA, mentorship quality defines employee perception of linking racial discrimination to their turnover intentions (Richard et al., 2019). Further, turnover intentions based on racial dissimilarity were reduced by embarking on the quality of mentoring (Richard et al. 2019). In addition, autonomous motivation at work translates into satisfaction of the need for supportive interpersonal behaviours, promoting mentorship and enhancing greater well-being of work and lower turnover intentions (Firzly et al., 2021). Therefore, the mentor-mentee relationship influences employee motivation by employees being supported to contribute.

In the Delhi-NCR Region of India, research has revealed that mentorship, psychological empowerment, and turnover intentions are closely related concepts among bankers (Srivastava, 2016). Similarly, Lu et al. (2016) indicated that variations in payments between supervisors as compared to line-level employees created a variation in work engagement (Lu et al.

2016). This however implies that there is an existing knowledge gap concerning the interplay between employee mentorship and turnover intentions specifically among non-teaching staff at Kyambogo University that this study sought to fill.

## Moderating Effect of Employee Mentorship on the Relationship between Organizational Justice and Turnover Intentions

Regarding the moderating impact of employee mentoring on the association between organizational justice and inclinations to leave, various scholars have offered varying perspectives. Contextually, Raja's et al. (2018) research in Pakistan found that distributive justice had less of an impact on organizational commitment than procedural justice. Furthermore, Alamir et al. (2019) make a connotation that is divergent from Western literature, Syrian organizational dynamics reveal that procedural justice strongly affects job satisfaction as compared to distributive justice. The current discrepancy between both pieces of research is that they both assume that organizational commitment has entirely mediated the relationship between procedural justice and turnover intentions, ignoring the role of mentorship as a prerequisite for organizational commitment.

Furthermore, the effects of the psychosocial workplace environment mainly on health, provide the true basis for employees to construct perceptions around procedural justice. On the contrary, it was established that Millennials fronted hiked extrinsic rewards (salary and promotion) contrary to previous generations thus, resulting in the emergency of approaches for employing, nurturing, handling, and orientation of employees George and Wallio (2017). However, in this study, mentorship was only one approach among several and not a stand-alone moderating variable influencing the association between organizational justice and turnover intentions. In order to close that gap, a study was needed. In Leow and Khongs (2015) wisdom, senior-subordinate conversation, fairness, social interaction, and corporation's commitment are of

paramount importance in safeguarding the realization of organizational goals and objectives.

Indeed, organizations use human resources to implement mentorship as a way of cultivating high levels of commitment among employees through leader-member exchange and organizational justice, rather than taking these issues lightly (Leow & Khong, 2015). The above literature mainly talks in general terms about how each of the constructs in organizational justice and mentorship affects employee turnover intentions. There seemed to be no focused study on establishing how employee mentorship mediated the relationship between organizational justice and turnover intentions in the context of universities in Uganda. This scenario created the need for this study.

But the relationship between mentoring functions and turnover intentions, as argued by Park et al., (2016), has received little attention despite the fact that numerous studies have examined the effects of mentoring on employee work outcomes. However, perceived organizational support as described by Park et al. (2016) although might be carrying the elements of mentorship, was not so specific to mentorship. By studying the moderating impact of mentorship on the link between organizational justice and turnover intentions among non-teaching staff at Kyambogo University, this study aimed to close the existing knowledge, geospatial, and contextual gaps on these issues.

## METHODOLOGY

A correlational design was used because of the need to measure and analyse the magnitude and direction of relationships among the study

variables (Bloomfield & Fisher, 2019). Thus, descriptive and inferential statistics were used to identify, understand, and present relationships among organisational justice, employee mentoring, and turnover intentions. The study sample included 242 non-teaching staff 47.1% of which were male, 52.9% were female, 45.9 were middle level, 54.1% were lower level, 68.5% were permanent staff and the majority (35.0%) had worked in the institution for more than 10 years. Primary data was collected using a structured questionnaire and the socio-demographic characteristics of respondents were analysed using frequencies and percentages. The status of organisational justice, employee mentoring, and turnover intentions were established using descriptive statistics, means, and standard deviations. On the other hand, the relationships between variables were tested using the Pearson correlation coefficient.

## RESULTS

### *Status of Organizational justice, Employee Mentorship, and Turnover intentions among Non-Teaching Staff at Kyambogo University*

The status of organisational justice, employee mentorship and turnover intentions among non-teaching staff at Kyambogo University was investigated with the aid of descriptive statistics. Organizational justice was measured as distributive, procedural, and interactive justice, mentorship was measured as role modelling, career development, and social support, while turnover intentions were measured as the sense of belongingness, level of job security, and job satisfaction and self-actualization the scores on the variables are shown in table 1.

**Table 1: Organizational Justice, Employee Mentorship and Turnover Intentions among Non-Teaching Staff at Kyambogo University (n=242)**

Variable	Total (M, SD)	Male (M, SD)	Female (M, SD)	T-test
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)	$t=.79; p=.43^*$
Turn over intentions	44.22(7.68)	44.93(7.27)	43.5797 (7.68)	$t=1.43; p=.15^*$

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

The study findings in Table 1 show that the mean for organizational justice was 53.46 (SD: 8.09). Males scored higher than females, although the difference was insignificant  $t(255) = 1.36; p = .17$ . Men reported a higher score than women, but the difference was not statistically significant,  $t(252) = .79; p = .43$  and procedural justice was lower than the other 2 aspects of organisational justice. The mean value for employee mentorship was 45.44 (SD=6.43) and social support was lower than role modelling and career development. The score for turnover intentions was 44.22 (SD=7.68) and despite men reporting higher scores, the difference was not significant,

$t(260) = 1.43, p = .15$ . The standard deviations of the variables were generally high, indicating a wider variation in the perception of respondents on the occurrence of the variables.

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

Pearson correlation was used to ascertain whether demographic characteristics, organisational justice and employee mentorship were related to turnover intentions. The results are presented in Table 2.

**Table 2: The correlation Matrix for Demographic characteristics, Organisational Justice and Employee Mentorship were related to Turnover Intentions**

Variables	1	2	3	4	5	6	7	8
1- Age	1							
2- Marital Status	.132	1						
3- Employment Category	-.139	.094	1					
4- Employment Terms	-.372**	.133*	.247**	1				
5-Period in University	-.470**	.138*	.210	.438**	1			
6- Organizational Justice	.132*	.085	-.217**	.232	.082	1		
7- Employee mentorship	.118	.046	-.133*	.242	.049	.560**	1	
8- Turnover intentions	.210**	.217	-.232**	-.242**	-.040	.507**	.297**	1

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

The results in Table 2 show that in connection to demographic Variables, it was only age ( $r = .21, < 0.05$ ), Employment Category ( $r = -.23, < 0.05$ ) and Employment Terms ( $r = -.24, < 0.05$ ) that were significant. Organizational Justice ( $r = .51, < 0.05$ ) and Employee Mentorship ( $r = .30, < 0.05$ ) were positively related to Turnover Intentions.

**The Predictive Potential of Organisational Justice and Employee Mentorship on Turnover Intentions**

Hierarchical regression analysis was then used to examine the moderating potential of Organisational Justice and Employee Mentorship on Turnover Intentions. The findings are summarised in Table 3.

**Table 3: Results of Regression analysis of predictors on Turnover Intentions**

Model	Predictors	R <sup>2</sup>	ΔR <sup>2</sup>	ΔF	β	P-value
I	Age, Marital Status, Employment Category, Employment Terms, Period in University	.026	.026	1.34	.123	.145
II	Demographics and Organisational Justice	.276	.25	49.13	.49	.000
III	Demographics, Organizational Justice and mentorship	.277	.01	65.12	.51	.000

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

The findings in Table 3 show that in the first model, demographic characteristics, though predicted about 2.6%, did not affect employee

turnover intentions ( $\beta = .12, P > 0.05$ ). Then in the second model, both demographic characteristics and organisational justice had a positive and



significant effect ( $\beta=.49$ ,  $P<0.05$ ) of 27.6 % on turnover intentions. Then demographics, organisational justice and mentorship also had a positive and significant effect ( $\beta=.51$ ,  $P<0.05$ ) of 27.7 % on turnover intentions. Therefore, mentorship led to about a 1% increase in the predictive power of organisational justice on turnover intentions. This means that good mentoring does significantly moderate the relationship between organisational justice and turnover intentions by increasing the commitment and intentions of the employee to stay with the organisation.

## DISCUSSION

The demographic characteristics that were related to turnover intentions were age ( $r=.21$ ,  $<0.05$ ), Employment category ( $r=-.23$ ,  $<0.05$ ) and Employment terms ( $r=-.24$ ,  $<0.05$ ). Older respondents had higher turnover intentions, lower level, contract, and temporary employees had higher turnover intentions and employment category the lower the turnover intentions, also contact and temporary employees had higher turnover intentions.

In connection to the relationship between organizational justice and turnover intentions among non-teaching staff at Kyambogo University. It was revealed that a positive and significant relationship  $r =.51$ ,  $P<0.01$ , existed between organizational justice and turnover intentions. This suggests that non-teaching staff at Kyambogo University felt, to a significant extent, that distributive, procedural, and interactional fairness existed and that they belonged to the organization, were passionate about their work, and thought they should continue to work there. This was due to the fact that employees detected their work schedule, pay, and responsibilities were rational and their supervisors treated them with respect and dignity. They consulted them before making job-related decisions and freely explained how they would effectively do work roles. Hence in line with Vaamonde et al. (2018) a good level of distributive, procedural, and interactional justice if it exists in the organisations and is actually felt by employees, promotes greater organisational

commitment and thus reduces turnover intentions. However procedural justice was low since respondents felt that supervisors made biased job decisions without hearing their concerns. Employees were not permitted to contest or appeal the supervisor's choices regarding their employment, and supervisors were cold to their workers' private needs. This confirmed what George and Wallio. (2017) discovered that organisations usually find it easier to implement distributive and interactional justice than procedural justice. Given the fact that employees who perceive one aspect of organizational policies as unjust tend to leave the organizations, Kyambogo University should consider this issue in its management practices and help employees feel more comfortable with the procedural practices of the institution.

With regard to the relationship between Employee mentorship and Turnover Intentions among Non-Teaching Staff at Kyambogo University, there was a strong and positive correlation between Employee mentorship and Intentions to Leave the University,  $r =.30$ ,  $P<0.01$ . The available role modelling, career development and social support at Kyambogo University increased the feelings of connection employees had with the organization and the need to stay and work for it. This concurred with Belete (2018) who had found training and career growth opportunities that made the institution look prestigious to employees resulting in higher commitment and lower turnover intentions. Also, in line with Baran and Zarzycki, (2021), career-related mentoring helps employees perceive the organization as being interested in them, thus increasing their rating of its justice. However, respondents disclosed that Kyambogo University provided limited advanced professional development coaching. There were no platforms for sharing personal problems with mentors. The practice of employees exchanging confidences with mentors was very limited. In line with Firzly et al. (2021), a lack of encouraging workplace interpersonal behaviours as was the case in Kyambogo University can diminish employees' well-being and work engagement, which increases the likelihood that they will leave their

jobs. To further lower plans for staff turnover among non-teaching employees, Kyambogo University administration may need to look into these challenges.

As far as the moderating Effect of employee mentorship on the relationship between organizational justice and turnover intentions at Kyambogo University is concerned, mentorship increased the influence of organizational justice on turnover intentions by 1% ( $R^2$  Change=0.01). Because Kyambogo University provides role models and possibilities for career-related growth, organizational justice is more likely to improve workers' intentions to stay and work for the university for a longer period of time. Hence confirming what Alifuddin, and Widodo (2021) had recently discovered in corporate organisations, organizational justice and mentorship in public education institutions also affect employee turnover intentions by fostering a culture of trust and loyalty among employees.

## CONCLUSION

Even in resource-constrained public educational institutes such as Kyambogo University, mentorship makes it look like the organisation is interested in employees and thus wants the best for them. The institution then looks just and employees are motivated to reciprocate these gestures through an increased willingness to stay and work for the organisation. Thus, Kyambogo University should increase mentoring and professional development opportunities for non-teaching staff so as to reduce turnover intentions. The findings also confirmed that the Equity Theory is relevant to Kyambogo University. When leaders show justice, such as giving employees the opportunity to participate in making decisions about their job tasks, enabling them to have better skills and commends employees to the organisation, hence reducing turnover intentions. For universities to respond to the problem of turnover, it is essential to have and align retention practices with the needs and values of employees.

## RECOMMENDATIONS

Universities need mechanisms for involving employees in identifying relevant procedural justice practices that meet their work needs more effectively.

The NCHE should make 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 first 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 and be actively implemented by all Universities. In this way, universities will be serious about creating equality in the working environments.

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

There is need for a study to identify the key concerns surrounding employee turnover, a comparative analysis of the variation in the influence of organizational justice and mentorship on employee turnover intention across all institutions in the nation is required.

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

## LIMITATIONS OF THE STUDY

Although the research results make a great contribution to the body of knowledge, there are some limitations to their application. Due to the broad scope of the topic under investigation, some of the ideas regarding the influence of the independent variables on the dependent may not be entirely accurate. Future studies could investigate these elements utilizing mixed-longitudinal methodologies that give them enough time to yield definitive results. Second, there was no way to completely eliminate the bias

inherent in self-report questionnaires. It's possible that some respondents overstated or minimized their comments. Qualitative ratings may be used in future research to explore the variables. Third, only responders from one institution were included in the study sample. The findings' generalizability may have been impacted by this. Increase the sample size, expand to other public colleges, and try to repeat the study at private universities in Uganda, according to future researchers.

### ACKNOWLEDGEMENT

We would like to thank God the Almighty, for providing us the divine insight required for the accomplishment of this paper. I would like to further express my gratitude to my Co-Authors Drs. Henry Kibedi and Jane Namusoke Mr Kambaza Steven and Ms Carol Chosen Nakanwagi with whom we have closely worked to have this paper accomplished, I am so honoured to have worked with you. Last but not least, I also want to thank my family from the bottom of my heart for all of their endurance and sacrifice, especially when I was undertaking my graduate studies.

### REFERENCES

- Adams, J. S. (1965). Inequity in social exchange. In *Advances in experimental social psychology*. Vol. 2, pp. 267-299.
- Addai, P., Kyeremeh, E., Abdulai, W., & Sarfo, J. O. (2018). Organizational Justice and Job Satisfaction as Predictors of Turnover Intentions among Teachers in the Offinso South District of Ghana. *European Journal of Contemporary Education*, 7(2), 235-243.
- Addai, P., Kyeremeh, E., Abdulai, W., & Sarfo, J. O. (2018). Organizational justice and job satisfaction as predictors of turnover intentions among teachers in the Offinso South District of Ghana. *European Journal of Contemporary Education*, 7(2), 235-243.
- Al Serhan, O., & Houjeir, R. (2020). Academic Capitalism and Faculty Burnout: Evidence from the United Arab Emirates. *Cypriot Journal of Educational Sciences*, 15(5), 1368-1393.
- Alamir, I., Ayoubi, R. M., Massoud, H., & Al Hallak, L. (2019). Transformational leadership, organizational justice and organizational outcomes: A study from the higher education sector in Syria. *Leadership & Organization Development Journal*. Vol. 40 No. 7, 2019 pp. 749-763.
- Alexander, L. A. (2022). *Building a Mentor-Mentee Maturity Model* (Doctoral dissertation, University of South Florida).
- Alifuddin, M., & Widodo, W. (2021). Mitigating Turnover Intention among Private School Teachers. *Journal of Education and Learning (EduLearn)*, 15(3), 443-449. DOI: 10.11591/edulearn.v15i3.20069
- Alkahtani, A. H. (2015). Investigating factors that influence employees' turnover intention: A review of existing empirical works. *International Journal of Business and Management*, 10(12), 152.
- Al-Suraihi, W. A., Samikon, S. A., & Ibrahim, I. (2021). Employee Turnover Causes, Importance and Retention Strategies. *European Journal of Business and Management Research (EJBMR)*.
- Al-Zawahreh, A., & Al-Madi, F. (2012). The utility of equity theory in enhancing organizational effectiveness. *European Journal of Economics, Finance and Administrative Sciences*, 46(3), 159-169.
- Arif, S (2018). Impact of Organizational Justice on Turnover Intentions: Moderating role of Job Embeddedness. 0.5281/zenodo.1227765
- Baran, M., & Zarzycki, R. (2021). Key effects of mentoring processes—multi-tool comparative analysis of the career paths of mentored employees with non-mentored employees. *Journal of Business Research*, 124, 1-11.
- Belete, A.K (2018). Turnover Intention Influencing Factors of Employees: An

- Empirical Work Review. *Journal of Entrepreneurship & Organization Management*. 07. 10.4172/2169-026X.1000253.
- Bhat, M. A., Khan, S. T., & Rainayee, R. A. (2021). Assessment of perceived labor market conditions in employees' turnover intention model—mediation and moderation analyzes. *PSU Research Review Emerald Publishing Limited*, 2399-1747: DOI 10.1108/PRR-05-2020-0017
- Dipboye, R. L. (2018). *The emerald review of industrial and organizational psychology*. Emerald Group Publishing.
- Elzoughbi, K. (2018). Can reforming the pre-university public educational sector in Egypt through privatization influence its quality?
- Firzly, N., Chamandy, M., Pelletier, L., & Lagacé, M. (2021). An examination of mentors' interpersonal behaviours and mentees' motivation, turnover intentions, engagement, and well-being. *Journal of Career Development*, 08948453211039286.
- George, J., & Wallio, S. (2017). Organizational justice and millennial turnover in public accounting. *Employee Relations*. 39. 112-126. 10.1108/ER-11-2015-0208.
- Hadis, M. A., Palin, W. M., Perryer, D. G., & Burke, F. T. (2017). Advice for festive drinkers. *Dental Update*, 44(11), 1076-1082.
- Hellriegel, D., & White, G. E. (1973). Turnover of professionals in public accounting: A comparative analysis. *Personnel Psychology*, 26(2).
- Hulin, C. L. (1968). Effects of changes in job-satisfaction levels on employee turnover. *Journal of Applied Psychology*, 52(2), 122.
- Ingersoll, R., Merrill, E., Stuckey, D., Collins, G., & Harrison, B. (2021). The demographic transformation of the teaching force in the United States. *Education Sciences*, 11(5), 234.
- Jacoby, S. M. (2018). The Evolution of Human Resource Management in the United States. In *the Embedded Corporation* (pp. 78-100). Princeton University Press.
- Kenneth, P. And Lomas, T. (2015) 'Making Meaning through Mentoring: Mentors Finding Fulfilment at Work Through Self-Determination and Self-Reflection'. *International Journal of Evidence-Based Coaching and Mentoring*, 13(2), 29-46.
- Kumar, N. (2014). Role of perceived organizational support and organizational justice on employee turnover intentions: A literature review. *International Journal of Management and Social Science Research Review*, 1(5), 106-112.
- Kuriyama, N. (2020). Formation of the Concepts of Human Resource and Human Resource Management: Transformation from Industrial Relations and Personnel Management (A Research Note).
- Kyaligonza, R., & Kamagara, E. (2017). Staff turnover in public universities in Uganda. *Makerere Journal of Higher Education*, 9(2), 59-72.
- Lai, Y. L., & Palmer, S. (2019). Psychology in executive coaching: an integrated literature review. *Journal of Work-Applied Management*, 11(2), 143-164.
- Laukhuf, R. L., & Malone, T. A. (2015). Women entrepreneurs need mentors. *International Journal of Evidence-Based Coaching and Mentoring*, 13(1), 70-86.
- Leow, K. L., & Khong, K. W. (2015). Organizational commitment: The study of organizational justice and leader-member exchange (LMX) among auditors in Malaysia. *International Journal of Business and Information*, 4(2).
- Lu, L., Lu, A.C.C., Gursoy, D. and Neale, N.R. (2016), "Work engagement, job satisfaction, and turnover intentions: A comparison between supervisors and line-level employees", *International Journal of Contemporary Hospitality Management*,

Vol. 28 No. 4, pp. 737- 761. <https://doi.org/10.1108/IJCHM-07-2014-0360>

- Mbuno, S. W. (2019). *Governance Practices Influencing Teacher Retention In Public Secondary Schools In Kathonzweni Sub County, Makueni County, Kenya* (Doctoral dissertation, UoN).
- Morris, G., & Mo, J. (2023). Exploring the employment motivation, job satisfaction and dissatisfaction of university English instructors in public institutions: a Chinese case study analysis. *Humanities and Social Sciences Communications*, 10(1), 1-9.
- Mwilu, J. M. (2016). *Factors influencing employee turnover in the hotel industry in Machakos town, Machakos County* (Doctoral dissertation).
- National Planning Authority. (2013). *Uganda Vision 2040: A Transformed Ugandan Society from a Peasant to a Modern Prosperous Country within 30 Years*. Government of Uganda.
- NCHE. (2016/2017). *National Council for Higher Education Report on accredited Higher Education Programmes in Uganda*. Kampala: National Council for Higher Education.
- NCHE. (2018). *Report on quality assurance framework for licensing universities in Uganda*. Kampala - Uganda: Government Printery.
- Ndaruhutse, S. (2021). *Learning Loss, Learning Gains and Wellbeing: A Review of Policy and Grey Literature*. *Education Development Trust*.
- Ngamkroeckjoti, C, Ounprechavanit P, & Kijboonchoo, T. (2012). Determinant factors of turnover intention: a case study of air conditioning company in Bangkok, Thailand. *International Conference on Trade, Tourism and Management*, pp: 21-22.
- Nguyen, T. D., Pham, L. D., Crouch, M., & Springer, M. G. (2020). The correlates of teacher turnover: An updated and expanded meta-analysis of the literature. *Educational Research Review*, 31, 100355.
- Nouri, H., & Parker, R. J. (2013). Turnover in public accounting firms: a literature review. *Managerial Auditing Journal*.
- Nsamba, H. A. (2019). An examination of the role of parliament in executing its legislative mandate in Uganda.
- Nuwagaba, E. L., & Orech, E. (2019). Academic relationships and their influences on learning for students with a hearing disability: The case of Kyambogo University, Uganda. *Journal of Vocational, Adult and Continuing Education and Training*, 2(1), 112-131.
- Nyanzi, P. (2012). Uganda drops in competitiveness. <http://www.Independent.co.ug/business/business-news/6482-uganda-drops-incompetitiveness-#sthash.RYodTCdp.dpuf>.
- Oni, O. A., & Fatoki, O. O. (2017). Perception of Employee Turnover Intentions at a South African Higher Education. *Journal of Social Sciences*, 50(1-3), 118-123.
- Öztürk, M., Eryesil, K., & Beduk, A. (2016). The effect of organizational justice on organizational cynicism and turnover intention: research on the banking sector. *International Journal of Academic Research in Business and Social Sciences*, 6(12), 543-551.
- Park, J. H., Newman, A., Zhang, L., Wu, C., & Hooke, A. (2016). Mentoring functions and turnover intention: The mediating role of perceived organizational support. *The International Journal of Human Resource Management*, 27(11), 1173-1191.
- Raja, U., Sheikh, R. A., Abbas, M., & Bouckennooghe, D. (2018). Do procedures matter when rewards are more important? A Pakistani perspective on the effects of distributive and procedural justice on

- employee behaviours. *European Review of Applied Psychology*, 68(2), 79-88.
- Ribeiro, N., & Semedo, A. S. (2014). Human Resources Management Practices and Turnover Intentions: The Mediating Role of Organizational Justice. *IUP Journal of Organizational Behavior*, 13(1).
- Richard, O. C., McKay, P. F., Garg, S., & Pustovit, S. (2019). The impact of supervisor–subordinate racial-ethnic and gender dissimilarity on mentoring quality and turnover intentions: do positive affectivity and communal culture matter?. *The International Journal of Human Resource Management*, 30(22), 3138-3165.
- Rosa, Y. A. (2021). Transformational Leadership Behaviours as Catalyst to Inclusive Leadership: A mixed methods study on leadership and work experiences of transgender employees in the federal government. [https://shareok.org/bitstream/handle/11244/329517/2021\\_Rosa\\_Yasmin\\_Dissertation.pdf?sequence=1](https://shareok.org/bitstream/handle/11244/329517/2021_Rosa_Yasmin_Dissertation.pdf?sequence=1)
- Samba, M. (2022). *Influence of Financing Initiatives on Students' Participation in University Education a Case of University of the Gambia* (Doctoral dissertation, University of Nairobi).
- Schlechter, A. F., Syce, C., & Bussin, M. (2016). Predicting voluntary turnover in employees using demographic characteristics: A South African case study. *Acta Commercii*, 16(1), 1-10.
- Shapoval, V. (2019). Organizational injustice and emotional labour in the hospitality industry: A theoretical review. *International Journal of Hospitality Management*, 83, 56-64.
- Shkoler, O., & Tziner, A. (2017). The mediating and moderating role of burnout and emotional intelligence in the relationship between organizational justice and work misbehavior. *Revista de Psicologia del Trabajo y de las Organizaciones*, 33(2), 157-164.
- Shuck, B., Twyford, D., Reio Jr, T. G., & Shuck, A. (2014). Human resource development practices and employee engagement: Examining the connection with employee turnover intentions. *Human Resource Development Quarterly*, 25(2), 239-270.
- Srivastava, S. (2016). Mentoring and psychological empowerment: Relationship with turnover intentions of managers: A study on private sector banks of Delhi-NCR region. *Jindal Journal of Business Research*, 5(2), 145-156.
- Ssali, K.F, Onen, D, Gyaviira, G.M (2019). Determinants of Academic Staff Retention at Makerere University and Kyambogo University. *Makerere Journal of Higher Education* ISSN: 1816-6822; 10 (2) (2019) 65 – 81 DOI: <http://dx.doi.org/10.4314/majoh.v10i2.6>
- The Inspectorate of Government (2015) Report On Investigations Into Mismanagement And Corruption At Kyambogo University. Volume V: Governance. Accessed from: [https://www.igg.go.ug/static/files/publications/IG\\_Governance\\_Report\\_on\\_Kyambogo\\_2015\\_2.pdf](https://www.igg.go.ug/static/files/publications/IG_Governance_Report_on_Kyambogo_2015_2.pdf)
- Tourani, S., Khosravizadeh, O., Omrani, A., Sokhanvar, M., Kakemam, E., & Najafi, B. (2016). The relationship between organizational justice and turnover intention of hospital nurses in Iran. *Materia socio-medica*, 28(3), 205.
- Tran, T. B. H., & Choi, S. B. (2019). Effects of inclusive leadership on organizational citizenship behavior: the mediating roles of organizational justice and learning culture. *Journal of Pacific Rim Psychology*, 13.
- Vaamonde, J. D., Omar, A., & Salessi, S. (2018). From organizational justice perceptions to turnover intentions: The mediating effects of burnout and job satisfaction. *Europe's*
- Wanderi, M. W. (2023). *Employee relations practices and performance of Public*

*Universities in Mount Kenya Region* (Doctoral dissertation, Meru University of Science and Technology).

Weitz, J., & Nuckols, R. C. (1955). Job satisfaction and job survival. *Journal of Applied Psychology*, 39(4), 294.

Wolfe, S. E., & Lawson, S. G. (2020). The organizational justice effect among criminal justice employees: A meta-analysis. *Criminology*, 58(4), 619-644.