

# Changing Jobs Like Changing Clothes: Job Hopping Among Zimbabwean University Lecturers

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Received: 7 August 2024| Accepted: 5 September 2024| Published: 31 October 2024

## Abstract

Job hopping has become prevalent amongst Zimbabwean university lecturers. The study seeks to identify a solution to job hopping amongst academics. The investigation was aimed at understanding causes, impact and solutions to job hopping of lecturers in the Zimbabwean universities. The investigation employs qualitative methodologies and uses data saturation to determine sample size. Poor remuneration, lack of resources, work pressure, red tape and lack of career growth were found to be causes of job hopping amongst lecturers in Zimbabwean universities. Brain drain, poor quality of graduates, increased workload, recruitment and administration costs and unfilled posts were found to be negative impacts of job hopping of lecturers in the Zimbabwean universities. Competitive remuneration, mentoring, decreasing workload, flexible work arrangements, provision of resources, career growth and adoption of organic structures were found to be solutions to job hopping amongst lecturers in Zimbabwean universities.

**Keywords:** Job hopping, Lecturers, Labour turnover, Labour retention

## Introduction

Undoubtedly, several employees are unable to dedicate themselves to their employer for an extended period. Job hopping (JH) is the term for when employees switch employers due to a variety of factors, one of which is that they perceive better prospects at other organisations. Most organizations nowadays regard job-hopping, also referred to by other names like employee turnover, churn, or employee skipping, to be a brain drain. According to Khatri, Fern, and Budhwar (2001), job-hopping is the behaviour of individuals who leave their existing position without having the chance to advance inside the company. According to Ifije et al. (2016), there are two different reasons for shifting jobs: professional advancement or financial gain. According to Mobley et al. (1978), who broadly viewed the situation, stated the process of job hopping starts when a person becomes dissatisfied with his current position. Another approach is the result of gaining greater employment opportunities and the goal of turning the wheels in the direction of career advancement.

Maintaining top talent among university professors has become quite difficult recently because professional allegiance has changed (Bansal, 2014). However, from the lecturers' viewpoint,

mobile capabilities might swiftly bring economic advantages for the advancement of careers, (Pranaya, 2014). Educational institutions are under stress or pressure due to the rising level of global competitiveness and the age of technological disruption. Organisations cannot produce the results necessary to maintain their competitiveness without employees, (Johari et al., 2012). Employees would typically develop vertically inside while working in the same company throughout the course of their career or maybe in one or possibly two different companies. According to Arthur, Khapova, and Wilderom (2005), today's workers control their own careers and go beyond the authority or bounds of their employers. As a result, there is a tendency known as "job hopping" that makes it challenging for businesses to find and retain staff.

A survey by CareerBuilder (2014) revealed that 43% of companies were unlikely to think about hiring an employee who had worked for a short period of time in many different positions whilst 53% of employers claimed that job-hopping produces workers with a broad area of expertise and are quickly adaptable to work scenarios. According to Griffeth et al. (2001), the process of job-hopping begins when the employees become dissatisfied with their present positions. Job hopping by employees seriously interferes with both their dedication to the organisation's vision and mission and day-to-day operations. From the perspective of the employees, job hopping has opened new opportunities for them to succeed in their careers, particularly financially, but from the perspective of the organisation, frequent job hopping creates an enormous strain on replacing the employee pool when necessary. Given that the human capital theory contends that an investment in human capital boosts future production (Becker, 1964), the loss of an employee's knowledge and expertise could result in intangible costs for the company. Similarly, to this, in universities staff job hopping can negatively affect students by causing them to get poor academic service when vacant teaching jobs are filled with inexperienced staff., (Masaiti & Naluyeke, 2011).

In African nations, Malawi has a turnover of 15% annually, while Zambia has a turnover of 14%. Due to their poor compensation and style of leadership, academics in South Africa frequently resign (Muteswa, 2012). According to (Owuor, 2010), of the one million Kenyans who immigrated to developed nations, 40% are academics from private institutions of higher learning. In a similar line, Leahy (2012) looked at the turnover of lecturers in North Carolina, USA. The results showed that increased remuneration in the traditional sense of pay and benefits was a significant motivator for university lecturers to stay. However, according to Pienaar (2008), the most important function of university education is to train most of the professionals who create, manage, influence, and lead the institutions of society. Therefore, the foundation of each university's operation is the retention of academic staff.

Most of the academics that teach in Zimbabwe's institutions are locals. However, according to Mushonga (2015), Zimbabwean institutions have evolved into regional and international training fields for other universities. As a result of working in an unstable economic environment and for an organisation with a culture that fails to promote or support employee growth, lecturers are constantly looking for better opportunities. The majority of evidence points to a substantial level of academic staff turnover in Zimbabwe with higher education institutions having a difficult time retaining their qualified academic staff with expertise (Zhou, 2015).

Even while research on turnover has garnered a lot of attention, Zimbabwe has relatively little literature on job-hopping. By concentrating on job-hopping, this work seeks to advance prior research on voluntary turnover and job mobility. Only a few studies have been completed in

several African nations, including some in the USA (Leahy, 2012), Malaysia (Selvanathan et al., 2019), and the UK (Owuor, 2010). Most of the previous research on turnover and job mobility has been done in these countries. Job hopping ratings between nations are likely to vary due to country-specific reasons, which may restrict the generalisability of these research to countries like Zimbabwe, thus the focus of this paper.

There is a massive staff exodus in Zimbabwean universities. High academic staff turnover has resulted in many vacant academic posts, understaffing, dependence on part-time lecturers and high student-to-lecturer ratios (Zhou, 2015). A snapshot of vacancy mail websites in May 2023 carried dozens of adverts for lecturing posts in various Zimbabwean universities. Furthermore, Zimbabwean universities' websites display an average of five vacancies in a given day. This means that there is a mass exodus for lecturers in Zimbabwe. The specific problem is that lecturer exodus leads to brain drain and this has got an effect on the quality of products (graduates). Hence, it was vital to carry out this investigation.

### **Research Objectives**

- a. To investigate the causes of job hopping among Zimbabwean university lecturers.
- b. To determine the impact of job hopping to Zimbabwean universities
- c. To suggest solutions for preventing job hopping in Zimbabwean universities.

### **Literature Review**

#### **Meaning of Job Hopping**

Even though job-hopping is a recent phenomenon in Zimbabwe, Ghiselli (1974) first identified it 40 years ago and coined the term "hobo syndrome" to describe it. Ghiselli (1974) claimed that employees with mobility in their blood or a dispositional tendency to change employment merely due to their own internal impulses tend to do so. Each author's description of job-hopping varies greatly (Khatri, Budhwar, Pawan & Chong, 1999). Friedell et al. (2011) defined the term as quitting an employer to progress one's career or improve one's own career success. Job hopping is the practice of constantly changing occupations (Cumming, 2012). Meanwhile, Naresh and Rathnam (2015) expressed similar opinions and noted that individuals routinely change jobs, relocate from one position to another, or change firms to make a fast financial gain or progress in their careers.

Some authors have changed job hopping to "job shopping" and incorporate its causes in the definition, (Fabricant, Miller, & Stark 2013). People who regularly change jobs are not always restless or unpredictable, according to Settersten and Ray (2010). Other authors tried to include the motivations behind frequent job changes in their definitions of the term "job hopping." It is obvious that switching jobs frequently or within a short period of time is the key component when describing job hopping, regardless of whether it is simply defined as changing jobs regularly, switching jobs for different reasons, or even renamed job shopping. Therefore, in this study, "job hopping" refers to employees often switching employment within a short period of time at their own volition, not because of being fired.

People who frequently change jobs are thought to be unreliable and unable to hold on to a job for a prolonged period (Bills, 1990; Kaila, 2006; Mtungwa, 2009). They may also put little effort into their work and show little passion for it. However, when viewed from the individual's perspective, there appear to be two sides to the job-hopping debate: the negative, where the

job-hopper is, for example, perceived as a disloyal employee, and the positive, where the job-hopper is perceived as someone taking charge of their own career, who acquires a lot of valuable job expertise through job-hopping. Employees' aspirations of increasing their income as cited by Kruse (2014) was a further explanation for job hopping.

## **Factors Affecting Job Hopping**

### **Organisational Factors**

According to Griffith, Hom, and Gaertner (2000), the act of job-hopping begins with an employee's discontent with his current position and follows with a search for other options. According to Payne and Huffman (2005), a recognised factor in voluntary turnover is the lack of mentorship in organisations. Although guaranteed employment and alluring benefits may be "pull" considerations (Bretz, Boudreau, & Judge, 1994), the situation is unclear due to other unknowable factors including relationships with co-workers and the new supervisor, in addition to other organisational culture-related concerns. Leadership, according to Marn (2012), affects job satisfaction, commitment, and productivity as well as the job-hopping of university academics.

According to Taylor and Zimmer (1992), working extra hours, anxieties, confusion, and restructuring are some of the reasons why employees change jobs. Other factors contributing to the high rate of job hopping include leadership issues, coworkers being treated poorly, and being overlooked for promotion (Dharmawansha & Thennakoon, 2016). Another factor is being asked to do something that goes against one's moral conviction (Mitchell et al., 2005). Furthermore, Hamori (2010) discovers that 24% of job-hopping moves are from a small company to a big company and an additional 17% of employees had expertise in three or more industries. Additionally, 30% of moves from one firm to another are demotions. Employees regularly job-hop because of the unconducive work environment, career development, leadership style, and lack of adequate remuneration.

### **Individual Factors**

The urge to work in teams, the need for greater remuneration and the desire for connection and challenge are some of the individual factors that contribute to job hopping (Alper, 1994). Employee work satisfaction affects both the employees' intentions to stay at the company and their understanding of their attitudes and behaviour on the job (Kim & Jogaratnam, 2010). As proven by Taylor and Zimmer (1992), emotional stress, overwork, and insecurity are additional person-specific causes of job hopping. In the same spirit, a person may be persuaded to leave a job due to personal factors such as peer departure, peer troubles, geographic issues, issues with co-workers, or family duties (Naresh & Rathman, 2015), a trade or an unexpected employment offer (Mitchell et al., 2005).

Furthermore, job hopping is influenced by a variety of factors, including income dissatisfaction, the availability of jobs on the market, career progression, finding the ideal job fit, acquiring new skills or opportunities, and achieving work-life balance (Dharmawansha & Thennakoon, 2014; Ghazali, Jules & Othman, 2018, Ramkumar, et al., 2016). According to Human Capital Theory, workers are more likely to leave a low-paying position than one that pays well (Huang, Lin, and Chuang, 2006). Job hopping, according to Pranaya (2014), is a growing opportunity to upgrade skills and have a wide range of employment options. Unfortunately, employees who behave poorly will also believe that their employer is unjust

(Tingül, 2018). As a result, employees frequently quit their jobs and look for alternative employment.

## **Consequences of Job Hopping**

### **Consequences of Job Hopping on Organisations**

According to Liu et al. (2010), job turnover is frequently cited as having high costs, including administrative expenses, additional hiring and training expenses, and a loss of knowledge and skills. Additionally, the attitude of those who decide to stay may suffer if an employee departs for greater opportunities elsewhere or due to discontent with the job. The problem of job hopping also contributes significantly to company failure since it results in the loss of technical skills and talent which has a negative impact on an organisation's productivity, quality, and profitability. Therefore, the loss of an employee could have a detrimental impact on the productivity and job satisfaction of those that remain (Sheehan, 1993).

Along with the expenses, job-hopping may also benefit the economy because it encourages knowledge spill overs and makes it easier to quickly reallocate resources to companies that have the best inventions (Fallick et al., 2006). Trade secrets, however, could leak and be disclosed to competitors' businesses. Some businesses assert that they cannot train and develop workers who are prone to changing professions because their competitors would steal their trained workers after they have already made such a significant investment in training (Lim, 2013). Additionally, the existing employees' workloads will increase, this will lead to subpar productivity (Memon et al., 2015). As a result, managers had to plan how to handle the issues of increasing costs of labour and productivity reductions.

### **Consequences of Job Hopping to the Job Hopper**

The negative connotations of job-hopping include disloyalty, impatience, a short attention span, less productivity, and a high likelihood of turnover (Fan & DeVaro, 2015), as well as experiences with unemployment and a decrease in status mobility (Gangl, 2003). According to Bills (1990), employers consider a candidate's prior employment history when hiring them. Hence having expertise in various positions and companies means that the worker provides diverse knowledge and expertise; qualities that have value in the labour market and which may boost their careers (Fan & DeVaro, 2015). This may promote all-round employees that possess the skills to perform well, especially in management and executive functions (Fan & DeVaro, 2015).

The acquisition of new skills is greatly aided by prior employee job experience (Rosen, 1972). Employees who change jobs frequently may be able to find a position that best fits their needs and enhanced talents (Jovanovic, 1979). Even though the employee may be happy with their current position or employer, Halbourne (1995) goes a step further by arguing that it is Utopian to expect skilled workers to stay with one employer for an extended period because switching behaviour offers more opportunities for growth. A particular kind of ego satisfaction might also result from the change. Good experience in remuneration and professional status improvements have further favourable mobility impacts on careers (Mincer, 2012). In addition, this perspective of young workers frequently changing job is considered an essential mechanism of professional development and improving their financial situation.

## **Theory of Planned Behaviour**

The Theory of Planned Behaviour (TPB) is concerned with how people's intentions to engage in a certain activity are influenced by their attitude toward the conduct, subjective norms, and perceived behavioural control. Behavioural belief, normative belief, and control belief are the three salient beliefs that produce these three determinants (Ajzen, 2002, 2001). One's intent to engage in a certain action is influenced by these three key determinants. Individual perceptions of a particular behaviour are expressed by their attitude toward it, which can be either positive or negative. Subjective norms are the perceived societal pressure to engage in or refrain from a particular action. According to past experiences and the anticipated obstacles or hindrances, perceived behavioural control refers to the perceived accessibility of opportunities and resources that would influence how likely a person is to achieve certain behaviours. It refers to whether people believe it is simple or challenging for them to perform behaviours. An employee's job-hopping behaviour is dependent upon past experiences on the job as well as the opportunities and resources available to them.

## **Research Methodology**

This study was purely qualitative in nature because it sought to understand the causes, impact and solutions to job hopping of lecturers in Zimbabwe. The population of this study was 3000 lecturers in all Zimbabwe's 15 universities. Data was saturated at the 10th interview as the other interviewees kept on repeating the same information already given by others. Face-to-face interviews were conducted with the lecturers and HR personnel in universities, as they helped the researchers to tap into the non-verbal cues which told the whole story. Data trustworthiness, credibility, confirmability, dependability and transferability were guaranteed through time sampling. The first interviews were conducted on 15 May 2024, and the second interviews were conducted on 30 May 2024. The second interview was conducted to check if the interviewees still held their beliefs. The study participants were consistent in their responses. Secondary data in the form of exit interviews were also used to understand the problem at hand. Triangulation of interviews was also done as all three researchers participated in the study. No research participant was coerced to participate in this study, and at every stage of the research, participants were reminded that they are autonomous agents. NVivo software was useful in grouping, comparing and contrasting data from study participants.

## **Results and Discussion**

### **Causes of Job Hopping in Zimbabwean Universities**

In terms of causes of job hopping of lecturers in Zimbabwean Universities, five themes were developed via NVivo software, and these are poor remuneration, lack of resources, work pressure, career growth and red tapism.

#### **Poor Remuneration**

Poor remuneration was found to be the major cause of the job hopping of lecturers in Zimbabwean universities. All the study participants were at pains to show that remuneration in Zimbabwean universities is inadequate. Participants were all in agreement that lecturers are leaving universities due to low salaries. The salaries were deemed inadequate for lecturers to afford basic amenities and look after their dependents. All respondents indicated that lecturer

salaries were below the poverty datum line and lecturers in Zimbabwe are in abject poverty. These are some of the extracts from some of the respondents on poor remuneration:

#### Participant III

*“Most lecturers are leaving their jobs because of low salaries.....the lowest grades in the private sector such as general hands and cleaners are earning more than University professors as we speak.”*

#### Participant X

*“This profession used to pay, but these days the lecturer’s salary can hardly sustain their dependents, and they have seen that there is no hope, and they have resorted to leaving their jobs and to join universities in other countries.”*

### **Lack of Resources**

The second major cause of job hopping established by this study is a lack of resources. The study participants explained that universities are not giving them resources to use for their work. They explained that lecturers are attracted to universities outside Zimbabwe because they are working without laptops, and data bundles and they are expected to finance their own research articles. This was also a major theme identified in many exit interviews of lecturers. Below are some extracts from study participants on the lack of resources:

#### Participant I

*“Our institution does not buy us data bundles, and we are not given laptops. They want us to publish in high-quality journals and expect us to pay for publication using our depreciated salaries. This has been the breaking point, and it has resulted in many of lecturers leaving Zimbabwean Universities.”*

#### Participant V

*“Lecturers in other countries are given laptops and data bundles to use for online learning. In addition, research publications are funded. This attracts Zimbabwean lecturers to go outside the country.”*

#### Participant VII

*“There is no office space, chairs, desks, accessories and toiletries and this is frustrating.”*

### **Work Pressure**

The third major cause of job hopping is work pressure. Education 5.0 came up with additional demands of innovation and industrialization on top of teaching, research and community service. This is also frustrating to lecturers given the fact that they are being poorly remunerated and lack resources to fulfil these demands. One of the study participants mentioned this on work pressure:

### Participant III

*“Education 5.0 increased our workload, and nothing was improved on our remuneration. These new duties stemming from innovation and industrialization pillar of education 5.0 are stressing in this economic environment worse coupled with lack of resources.”*

### Career Growth

The other factor that has caused job hopping amongst lecturers in Zimbabwean universities is career growth. There was conformity between interview participants and information on exit interviews on this issue. The information showed that it is hard to get tenure and to be promoted to senior lectureship and professorship, and this is causing lecturers to leave. Below are extracts from interview participants on this issue:

### Participant II

*“In my institution, you are told that you get tenure in your third year, but that’s not the case. ....some have been working for over 10 years and are yet to be tenured. Lecturers want job security hence they take permanent roles in other organizations.”*

### Participant X

*“Lecturers are going to universities in countries such as South Africa and Namibia because they know that it is easier to be promoted to senior lectureship and professorship positions.”*

### Red tapism

This study also established that red tapism is another cause for a mass exodus of lecturers. There is too much bureaucracy, and this frustrates lecturers. One participant said this on red tapism:

### Participant VII

*“When one has an opportunity that can benefit the university, it takes too long for that opportunity to be pursued. This is because a decision has to be taken by the department, then the faculty until it reaches the senate.”*

These findings are unique to the Zimbabwean context. In Zimbabwe, job hopping is caused by poor salaries. In South Africa, Van den Born (2009) found that job hopping among lecturers is a consequence of strained relations. In the USA, Arthur et al., (2005) academics who left their institutions did this because of the need for autonomy and job complexity. This may be because of hyperinflation where prices of basic commodities change three times per month, and the inflation index is above 700 percent. Hence, it makes sense that lecturers leave because of lower salaries. The other difference is that in the USA lecturers leave because they want challenging tasks, but in Zimbabwe, lecturers leave because they are overwhelmed with Education 5.0 requirements. The difference may be, in the USA lecturers are given resources to pursue these challenging tasks. In Zimbabwe, lecturers are expected to use their small salaries to pursue research, industrialization and Education 5.0. For this cause, they may also be willing to have complex tasks, but they have to be well-resourced.



## **Consequences of Job Hopping of Lecturers in Zimbabwean Universities**

In terms of consequences of job hopping of lecturers in Zimbabwean Universities five themes were developed via NVivo software and these are brain drain, poor quality of graduates, increased workload, lack of continuity and unfilled posts.

### **Brain drain**

Brain drain was the major consequence of job hopping in Zimbabwean Universities. Universities are losing out on Professors, PhD holders and experienced academics. Some participants indicated the following on brain drain:

Participant IV

*“We had high-profiled professors who put our institution on the map now they left, and we are back to square one.”*

Participant IX

*“Our institutions have lost professors and Ph.D. holders en mass who were effective and had excelled in this university.”*

### **Poor quality of graduates**

This is the second major consequence of job-hopping. The study participants explained that university job hopping leads to poor quality graduates as there is disrupted learning as the university enters the recruitment cycle to fill in the posts. The posts are then filled by someone new to the academic world who is inexperienced. Below are some extracts from study participants on the quality of graduates:

Participant III

*“I am not confident of our graduates because for some courses they just study on their own because there is no lecturer.”*

Participant VIII

*“These new lecturers are new to the academic world, and we don’t expect them to make an instant impact.”*

### **Increased workload**

The third major consequence of job hopping is increased workload. The few lecturers left are given additional responsibilities to cover for those who left. One of the study participants mentioned this on increased work pressure:

Participant I

*“The recruitment cycle is generally long as it can even take up to two semesters to replace the lecturers. For that period, you will be expected to cover for those lecturers who left, and the pressure is too much.”*

### **Increased recruitment and administration costs**

The other factor that is a product of job hopping amongst lecturers in Zimbabwean universities is increased recruitment and administration costs. There was agreement among interview participants on this issue. Universities are always on the labour market, and it faces costs in advertising, recruiting, interviewing and induction costs. Some participants indicated this on these costs.

#### **Participant IV**

*“In my university, there are always interviews, and these are a cost. The adverts that are posted through Herald Newspaper cost a fortune.”*

#### **Participant X**

*“Time is money.....the production time lost through unending interviews and inductions is not recovered.”*

### **Unfilled posts**

This study also established that unfilled posts are another consequence. Universities have failed to find replacements for other lectureship positions. They are failing to find people who match the profile of these lectureship positions. This is leading to a lack of productivity as there are staff shortages. The other reason is that remuneration packages are not attracting candidates.

Participant III highlighted this:

*“We have many unfilled posts because our remuneration is not stimulating interest in the labour market.”*

There are areas of similarities and differences to what is presented in the literature in terms of consequences of job hopping in Zimbabwe universities. For example, Prunaya (2014) found that recruitment and administration costs are a consequence of job hopping in Indian universities. This means that regardless of the context, job hopping results in some monetary loss because you would not have planned for this recruitment. However, Bansall (2014) studies do not detect increased workload, unfilled posts and poor quality of graduates as consequences of job hopping in universities in the United Kingdom. This may be caused by shorter recruitment cycles and attractive benefits in United Kingdom universities, whereas in Zimbabwe the salaries are below the poverty datum line.

### **Solutions to Job Hopping of Lecturers in Zimbabwean Universities**

In terms of solutions for job hopping of lecturers in Zimbabwean Universities, seven themes were developed via NVivo software, and these are competitive remuneration, mentoring, decreasing workload, flexible work arrangements, provision of resources, career growth and adoption of organic structures.

## **Competitive remuneration**

All research participants indicated that Zimbabwean universities need to introduce competitive salaries if they are to stop job hopping. These are some of the extracts from the respondents on this issue:

Participant IV

*“Universities to retain their high-quality staff they have to introduce salaries that are competitive.”*

Participant X

*“Our institutions have to match salaries in the SADC region. To stop job hopping there has to be regional parity.”*

## **Mentoring**

The second major solution to job hopping suggested by study participants is mentoring. Participants indicated the need to recruit teaching assistants and assistant lecturers who take over when lecturers leave and are mentored by the remaining experienced lecturers. Below are some extracts from study participants on this issue:

Participant III

*“I suggest to my university to recruit as many teaching assistants as they can, as these are vital in succeeding the lecturers who leave.”*

Participant VIII

*“Assistant lecturers and teaching assistants would have been mentored by lecturers and it is easier for them to take over when lecturers leave.”*

## **Decreasing Workload**

The third major solution to job hopping is decreasing the workload for lecturers. Study participants argued that the workload is too much due to the requirements of Education 5.0 and it is making lecturers leave because the workload is not matched by the salary and resource provision. One of the study participants mentioned this on decreasing workload:

Participant V

*“The current economic environment does not support too much workload.”*

## **Flexible work arrangements**

Study participants also insisted on the introduction of flexible work arrangements. This is seen as vital in helping lecturers manage transport costs, and also balance their work and life. This was also viewed as a measure that can retain lecturers and abate job hopping.

## **Provision of resources**

Study participants also indicated that job hopping can be stopped or reduced if Zimbabwean universities avail adequate resources to staff. There should be adequate data bundles, laptops, research funds, journal article publication funds, office space, chairs and desks. One participant highlighted this:

Participant VI

*“Universities must take the initiative and fund their academic staff on research activities.”*

## **Career Growth**

Study participants noted that the universities should reign in on issues to do with tenure, appointments to senior lectureship and professorship positions. The investigation found that it should be made easier for lecturers to be tenured and promoted if universities are determined to stop job hopping among lecturers.

## **Adoption of organic structures**

The study also established the need to have organic structures. These lead to quick decision-making and turnaround. These can also avoid issues to do with long recruitment cycles that disrupt productivity.

In terms of solutions to job hopping, there are some similarities and differences between what is unearthed in this study and what is in the literature. For example, in terms of mentoring teaching assistants and adoption of flexible work arrangements, this study is corroborated by Prunaya (2014) and Bansall (2014) who found the same solutions in Asia and Europe respectively. However, there is divergence in the introduction of competitive salaries and provision of resources and career growth with Van den Born's (2009) study carried out in South Africa. This may be because lecturers in South Africa may be covered on this issue hence come Zimbabwean lecturers migrating to South Africa.

## **Conclusion**

Job hopping amongst Zimbabwean universities is caused by poor remuneration. This has an impact on the quality of graduates and recruitment costs. Therefore, Zimbabwean universities are recommended to introduce competitive remuneration to stop and or reduce the job hopping of lecturers and its consequences.

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