

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

SCHOOL OF BUSINESS, KNUST

Impact of Employee Retention Strategies on Employee Performance in some selected

Private Universities in the Kumasi Metropolis

MASTER OF BUSINESS ADMINISTRATION

IN

HUMAN RESOURCE MANAGEMENT

SAMUEL OSEI-POKU

PG5759811

JUNE 2013

IMPACT OF EMPLOYEE RETENTION STRATEGIES ON EMPLOYEE

PERFORMANCE IN SOME SELECTED PRIVATE UNIVERSITIES IN THE KUMASI

METROPOLIS

By

Samuel Osei-Poku

PG5759811

(c) 2013 Department of Managerial Science

A Thesis submitted to the Department of Managerial Science, Kwame Nkrumah University of
Science and Technology in partial fulfillment of the requirements for the degree of

MASTER OF BUSINESS ADMINISTRATION

(HUMAN RESOURCE MANAGEMENT OPTION)

College of Art and Social Sciences

School of Business, KNUST

June 2013



DECLARATION

I hereby declare that this submission is my own work towards the Master of Business Administration (Human Resource Management Option) and that to the best of my knowledge it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

SAMUEL OSEI-POKU (PG5759811)

.....

Name of Student Signature Date

Certified by:

ROSEMARY BOATENG COFFIE (MRS.)

.....

Name of Supervisor Signature Date

Certified by:

J. K. TURKSON (MR.)

.....

Name of Head of Department Signature Date

ABSTRACT

The importance of adequate expertise on the part of private universities in Ghana in managing their employee retention strategies cannot be overemphasized. This study therefore investigates the impact of employee retention strategies on employee performance in some selected private universities in the Kumasi Metropolis. The study identified some of the employee retention strategies to include career training, growth and development opportunities, employee

recognition, compensation reward and systems, management-employee relationships, as well as work-life balance programmes. The study was conducted using both qualitative and quantitative methods. Structured questionnaire and interview were distributed to respondents, the results of which were presented and analyzed with the aid of SPSS version 16.0 software programme. The findings depicted that some selected private universities in the Kumasi Metropolis were relatively in good position with regards to such retention strategies as competitive compensation and reward systems, career training, growth and development opportunities, management-employee relationship as well as employee recognition. However, some areas such as effective communication, job security, and work-life balance programmes need urgent attention. The study also found out that there was a positive relationship between employee retention strategies and employee performance. This result is consistent with findings of earlier researches. It would therefore be imperative on the part of private universities in Ghana to formulate and implement effective employee retention strategies that would increasingly motivate and retain their employees. This would help to unleash employees' maximum contribution and commitment in the attainment of organizational as well as individual goals and objectives.

iii

ACKNOWLEDGEMENTS

To God Be the Glory and Honour!

Thanks Be Unto My Lord & Savior Jesus Christ!

The completion of this thesis depended on the effort, support and guidance of a number of people to whom I should express my heartfelt appreciation.

My ineffable and utmost gratitude goes to my supervisor, Rosemary Boateng Coffie (Mrs.), for her productive guidance and constructive criticisms throughout the development of this thesis.

Mum, God Bless You!

I am highly indebted to my selfless parents; Mr. Samuel Opoku and Madam Comfort Gyamfua (Amono) for their continuous support, inspiration, and prayers throughout my education. I Am

Because You Are! I also appreciate my siblings Peter, Emma, Frank (deceased) and Beatrice for their unflinching moral support.

Thanks to Mr. Alexander Kofi Anning of KNUST, Dept. of Theoretical and Applied Sciences, for his immense support in the development of this thesis in particular and my entire education in general. Alex, you have amply demonstrated that “A Friend In Need Is A Friend Indeed”!

My sincere appreciation goes to the late Prof. Steve Sobotie, Ph.D, for being there for me when I needed him most.

I would also like to express my profound gratitude to the entire management and staff of Garden City University College, Kenyase-Kumasi, for their solidarity and support during my MBA programme.

I am indeed grateful to my MBA classmates especially Aleem, Salomey, Lawal, Eddy, Gloria, Milly, Sandra (all of HRM class - 2013), Amoako, Rufai, and Kamal.

And finally, I owe a great debt of gratitude to my wife, Anita, for her unbroken support, encouragement, selflessness, patience and unending love in every aspect of my life. I could not have completed this thesis without her, like many other things. Her belief in me has given me the power to stand the difficult times. Thank you so much for everything. I love you.

iv

DEDICATION

I wholeheartedly dedicate this thesis to my beloved wife:

Anita Osei-Poku (Mrs.)

and

children:

Nhyira Abena Gyamfua Osei-Poku

&

Nkunim Kwadwo Opoku Osei-Poku

TABLE OF CONTENTS

Declaration	i
Abstract	ii
Acknowledgements	iii
Dedication	iv
Table of Contents	v
List of Tables and Figures	viii
Tables	viii
Figures	ix
CHAPTER ONE	1
INTRODUCTION	1
1.0 Background of the study	1
1.1 Problem statement	2
1.2 Objectives of the study	3
1.3 Research questions	3
1.4 Statement of hypothesis	4
1.5 Significance of the study	4
1.6 Methodology	4
1.7 Scope of the study	5
1.8 Limitations of the study	5
1.9 Organization of the study	5
CHAPTER TWO	7
LITERATURE REVIEW	7
2.0 Introduction	7

2.1 Employee Retention	7
2.2 Employee retention strategies.....	9
vi	
2.2.1 Career training and development opportunities as a strategy for employee retention.....	9
2.2.2 Compensation, rewards and incentives as a strategy for employee retention	10
2.2.3 Employee work-life balance as a strategy for employee retention	11
2.2.4 Employee-management relationship as a strategy for employee retention	12
2.2.5 Involvement in decision-making process as an employee retention	13
2.3. Effects of employee retention strategies	14
2.3.1 Employee loyalty	14
2.3.2 Job satisfaction	14
2.3.3 Employee turnover	15
2.4 Employee performance	16
2.6 Relationship between employee retention strategies and employee performance.....	18
CHAPTER THREE	20
METHODOLOGY AND ORGANISATIONAL PROFILE	20
3.0 Introduction	20
3.1 Research design	20
3.2 Population	20
3.3 Sampling technique and sample size	21
3.4 Sources of data	23
3.5 Data collection tools	23
3.6 Data collection procedure	23

3.7 Reliability and validity of the data	24
3.8 Data analysis techniques	24
3.9 Ethical considerations.....	25
3.10.0 Profile of private university “A”	27
3.10.1 Vision statement	27
3.10.2 Mission statement	27
3.11.0 Profile of private university “B”	27
3.11.1 Vision statement	29
3.11.2 Mission statement	29
3.11.3 Core values.....	29
vii	
3.12.0 Profile of private university “C”	30
3.12.1 Vision statement	31
3.11.2 Mission statement	31
3.11.3 Core values	31
CHAPTER FOUR	32
DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS	32
4.0 Introduction	32
4.1 Research results	32
4.2 Demographic information of respondents	32
4.2.1 Gender distribution of respondents.....	33
4.2.2 Age distribution of respondents.....	33
4.2.3 Marital statuses of respondents.....	34
4.2.4 Highest educational achievements of respondents.....	35
4.2.5 Length of service of respondents.....	36

4.2.6 Work category of respondents.....	37
4.3 Employee retention strategies used in the selected private universities	38
4.3.1 Career training, growth and development opportunities as a retention strategy.....	40
4.3.2 Compensation and rewards/incentives as a retention strategy	44
4.3.3 Management-employee relationship as a retention strategy	47
4.3.4 Work-life balance programmes as a retention strategy	51
4.3.5 Involvement in decision making as a retention strategy	54
4.4 Effectiveness of employee retention strategies in the selected private universities.....	56
4.5 Relationship between employee retention strategies and employee performance.....	62
4.6 Tests for significance in the relationship between employee performance indicators and employee retention strategies.....	71
4.7 Responses to interview guide.....	72
CHAPTER FIVE	75
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	75
5.0 Introduction	75
5.1 Summary of research findings	75
viii	
5.2 Conclusion	76
5.3 Recommendations	77
REFERENECES	79
APPENDICES	85
APPENDIX 1	85
QUESTIONNAIRE:	85
APPENDIX 2.....	92

INTERVIEW GUIDE.....	92
----------------------	----

LIST OF TABLES AND FIGURES

TABLES

Table 1 Responses received	22
Table 2 Gender distribution of respondents	33
Table 3 Age distribution of respondents	33
Table 4 Marital status of respondents	34
Table 5 Work category of respondents.....	37
Table 6 Career training, growth and development opportunities.....	38
Table 7 Compensation, rewards/incentives and employee recognition as an employee retention strategy.....	42
Table 8 Management-employee relationship as an employee retention strategy.....	46
Table 9 Work-life balance programmes as an employee retention strategy.....	49
Table 10 Involvement in decision-making process as an employee retention strategy	52
Table 11 Effectiveness of employee retention strategies used in the selected private universities.....	56
Table 12 Relationship between employee retention strategies and employee performance in the selected private universities.....	60
Table 13 Test for significance in relationship between timeliness as a performance ix indicator and employee retention strategies.....	64
Table 13 Test for significance in relationship between employee effectiveness/ efficiency as performance indicator and employee retention strategies.....	66
Table 14 Test for significance in relationship between quality academic delivery	

and employee retention strategies.....68

Table 15 Test for significance in relationship between production of competent graduates and employee retention strategies.....70

FIGURES

Figure 1 Highest educational achievement of respondents35

Figure 2 Length of service of respondents36



CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

The most valuable asset available to an organization is its people, thus retaining staff in their jobs is essential for any organization (Ng'ethe et al, 2012). Employee retention could be considered as one of the pivotal roles of the Human Resource Management professionals of every organization. Hence, organizations require deliberate and serious efforts to retain their competent employees; otherwise, their competitors especially in same or similar industry are likely to attract and snatch the talented workforce already nurtured in an organization over a period of time (Lewis and Sequeira, 2012).

The concept of employee retention is increasingly gaining attention in the field of Human Resource Management for several reasons. First, organizations depend on their employees' knowledge, skills and abilities for efficient and effective delivery of services to keep abreast with new changes, and to achieve the mission and vision of the institution (Naris and Ukpere, 2010). Thus, attracting and retaining skilled employees, both academic and non-academic, have become an important strategy for most organizations including tertiary institutions. Without clear retention strategies, the ultimate goals of the institution may be difficult to achieve. Second, employee retention reduces the employee turnover cost leading to a reduction in overall organizational cost while improving inter-organizational networking relationships among employees (Lewis and Sequeira, 2012). Third, employees are increasingly mobile today and they feel they are not owned, like any other assets, by the organization, hence, they need to be motivated to stay otherwise, they leave. Fourth,

retaining employees minimizes the cost of hiring innovative substitutes, selection between competing substitutes, and cost of training among others (Eskildesen, 2000).

Creating sustainable corporate culture, structures and strategies that lead to promote retention of existing core employees is critical to the success of every modern organization (Nwokocha and Iheriohanma, 2012).

1.1 Problem Statement

There are many strategies including growth and development opportunities as well as attractive compensation/reward systems that are used to retain employees in organizations.

These strategies are basically aimed at increasing employee's satisfaction, boosting employee morale, and ultimately achieving employee retention (Akuoko and Ansong, 2012).

However, as noted by Akuoko and Ansong (2012), many organizations have simply failed to achieve the desired results due to the use of wrong strategies. Ineffective retention strategies could lead to high employee turnover, which could, in turn, engender far-reaching consequences that may jeopardize efforts to attain organizational objectives (Hill and Jones, 2001). Hill and Jones (2001) postulated that when an organization loses a critical employee, there is a negative impact on innovation, consistency in providing service may be jeopardized, and major delays in the delivery of services to customers may occur.

The number of private universities in Ghana has increased considerably within the last decade. However, many of these private universities apparently lack certain appropriate employee retention strategies such as work-life balance programmes, attractive compensation system, career development opportunities required to keep their competent employees. Some private universities which have these retention strategies in place may

3

also feel reluctant to effectively implement them to retain the competent employees in their institutions. This could be attributed to a lack of appreciation of the relatively positive impacts that effective employee retention strategies can have on the performance of their employees.

Absence or ineffective implementation of appropriate staff retention strategies may result in employee dissatisfaction, poor academic delivery, erosion of core intellectual capital, disruption in the institutions' operations, low profitability and high rate of employee turnover, which could adversely affect the overall performance of private universities in Ghana. It is for these reasons that the study sought to investigate the impact of employee retention strategies on job performance in some selected private universities in the Kumasi Metropolis.

1.2 Objectives of the Study

The overall purpose of the study was to investigate the impact of employee retention strategies on employee performance in some selected private universities in the Kumasi Metropolis.

The specific objectives of this study are:

To ascertain the employee retention strategies exist in the selected private universities in the Kumasi Metropolis.

To evaluate the effectiveness of the employee retention strategies exist in these selected private universities.

To elucidate the correlation between the employee retention strategies and job performance.

4

1.3 Research Questions

This study sought to answer the following empirical questions:

What employee retention strategies are available at the selected private universities in the Kumasi Metropolis?

What is the effectiveness of the employee retention strategies available at the selected private universities in the Kumasi Metropolis?

What is the correlation between the employee retention strategies and job performance?

1.4 Statement of Hypothesis

1.4.1 Null Hypothesis (H₀)

): There is no significant correlation between employee retention strategies and employee performance in the selected private universities.

1.4.2 Alternative Hypothesis (H₁)

): There is a significant correlation between employee retention strategies and employee performance in the selected private universities.

1.5 Significance of the Study

This study would help to identify and address some flaws in the formulation and implementation of employee retention strategies in organizations especially among private universities. It would also provide a useful reference material for administrators, especially non-human resource professionals, in the various private universities in particular and other organizations in general who intend to use these strategies.

1.6 Methodology

The study looked into the impact of employee retention strategies on employee performance in some selected private universities in the Kumasi Metropolis. An explanatory cross-sectional case study was carried out in three selected private universities in the Kumasi

5

Metropolis. The sampling methods in this study involved non-probability and probability sampling techniques. Firstly, simple random sampling and convenience sampling techniques were used to select two hundred and fifty four (254) employees, and the three selected private universities respectively for this study. For the primary source of data, structured questionnaires were administered to employees (both teaching and non-teaching staff) in the three selected private universities to find out about the impact of employee retention

strategies on employee performance. Also, interview was held with the management members of the three selected private universities to find out the availability, importance and challenges of employee retention strategies in their respective institutions. Results were presented and analyzed using Statistical Package for Social Scientists (SPSS 16.0 version), averages, percentages, frequencies and correlations. Secondly, I relied on secondary sources of information to complement the primary data received was obtained through the existing literature.

1.7 Scope of the Study

This study was designed to expound the impact of employee retention strategies on employee performance in some selected private universities in the Kumasi Metropolis, which is the capital city of the Ashanti Region in Ghana. The selected private universities were private university “A”, private university “B” and private university “C”. These institutions were selected for the study because of their relatively high student strength, high level of faculty/staff capacity, market niche, and easy accessibility.

1.8 Limitations of the study

While capturing many private universities in Ghana would have greatly enriched the outcome of the study, such an endeavor was nearly impossible due to the limitation of funds,

6

distance and time. Further studies covering a larger cross-section of private universities in Ghana could provide a better basis for generalization of the results.

1.9 Organization of the study

The study is organized under five chapters. Chapter one deals with the introduction, which gives the background of the study, problem statement, purpose of the study, scope of the study, significance of the study, and limitations of the study. In chapter two, the literature pertinent to the present study is reviewed. Review of the literature helps to develop the

appropriate theoretical framework for the study. Chapter three presents the research methodology. Chapter four presents analysis and discusses the results whilst chapter five summarizes the key findings of the study, suggests appropriate recommendations and also concludes the study.

7

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter synthesizes current knowledge on employee retention strategies and employee performance. The chapter is organized into six sections. Section 2.1 is the overview of employee retention. Section 2.2 discusses some of the employee retention strategies. Some of the effects of employee retention strategies are discussed in section in 2.3. Sections 2.4 and Section 2.5 reviews employee performance as well as some indicators used to assess employee performance, respectively. Finally, section 2.6 evaluated the impact of employee retention strategies on employee performance.

2.1 Employee Retention

“Effective employee retention is a systematic effort by employers to create and foster an environment that encourages current employees to remain employed, by having policies and practices in place that address their diverse needs” (Chandiok, 2012). According to Akila, (2012), ‘employee retention is a process in which the employee is encouraged to remain with the organization for the maximum period of time or until the completion of the project’. Akila (2012) also postulated that employee retention is beneficial for the organization as well as the employee.

Chaminade (2007) noted that employee retention is a deliberate effort by an organization to build conducive working environment, which engages employees for a long term.

Johnson (2000) defined employee retention as the ability to hold onto those employees an organisation wants to keep, for longer than its competitors. Zineldin (2000) thought of employee retention as the commitment of an employee to remain attached with a particular

8

organisation in order to do business for an unending period of time. “Employee retention involves the policies, plans or set of decisions put in place by organizations to retain their skilled workforce for performance (Gberevbie, 2008)

According to Samuel and Chipunza (2009), the main purpose of retention is to prevent the loss of competent employees from leaving the organization as this could have adverse effect on productivity and profitability. In many institutions, the issue of employee retention is increasingly gaining attention due to the heavy expenses associated with hiring of innovative employees in a competitive labour market (Eskildesen, 2000).

According to the Society for Human Resources Management (SHRM), USA (2008), employee replacement costs can reach as high as 50 to 60 percent of an employee’s annual salary. Strategies geared towards retaining good workers helps offset employee replacement costs and reduces the indirect costs such as decreased productivity and lost clients.

Numerous studies have demonstrated that employees who are satisfied with their jobs work with more dedication and contribute towards satisfaction of customers (Denton, 2000). It has also been established that retaining the best employees ensures satisfied colleagues and reporting staff, effective succession planning, and deeply embedded organizational knowledge and learning (Chandiok, 2012).

When an employee leaves the organization, he takes with him the valuable information about the organization, the customers, the current projects and also the past history of the organization to the new employer/competitor (Sandyha and Kumar, 2011). An organization

can significantly benefit from employee retention strategies because of a direct effect on an employer's goals and objectives (Klein and Kozlowski, 2000; Raudenbush & Bryk, 2002;

9

Yammarino and Dansereau, 2004). "Retention is one of the HR challenges that needs serious attention by organizations" (Freyermuth, 2007).

Retention is not concerned with one specific dimension of the HR. Rather, it starts with the application of different strategies at the time of recruitment for hiring the right person for the right job, training, developing activities, and program to re-orient individual interests with organizational interests to keep them engaged and committed to the organizations (Freyermuth, 2007). It requires sincere efforts to ensure the satisfaction and progress of employees in their current assignments (Denton, 2000).

2.2 Employee retention strategies

2.2.1 Career training and development opportunities as a strategy for employee retention

Hall (2002) indicated that career development is important for both the organization and individual. It is a mutual benefit process because career development provides the important outcomes for both parties (Kyriakidou and Ozbilgin, 2004). Organizations need talented employees for maintaining the sustainable competitive advantage and individuals require career opportunities to develop and grow their competencies (Prince, 2005).

Training consists of variety of instructional techniques extracted from behavioral theories so training impact the employee job relationship in a positive way that results into employee job satisfaction in the long run into employee retention (Goldstein, 1989). Gaining innovative skills and getting benefit of many diverse systems of learning beneficial to employees and organizations is what studies demonstrated as "Development" (Hall, 2002).

Employees perceive skill development opportunities and career progress as major attractors to organizations. Thus, training and development of employees is an essential component of the employee retention. There is the need to prioritize these activities in order to pursue the organizational retention goals.

A company that wants to strengthen its bond with its employees must invest in the development of their employees (Hsu, Jiang, Klein & Tang, 2003; Steel et al., 2002).

According to Chandiok (2012), career development opportunities restrict employees from leaving the organization and increase in loyalty. The lack of training and promotional opportunities, were the main causes for the high-performers, to leave their organizations (Allen, Shore & Griffeth, 2003; Steel et al., 2002).

2.2.2 Compensation, rewards/incentives and employee recognition as a strategy for employee retention

Compensation, rewards and incentives are given to the employees in response of their contributions and better performance outcomes as per the organisational policy and the employee interests (Hall, 2000). Attractive remuneration packages are one of the very important strategies of retention because it relatively fulfills the financial and material desires of employees.

William and Werther (1996) explain reward as what employees receive in exchange for their contributions to the organization. This reward could come in the form of salary, promotion, recognition, bonuses and other incentives (Chiboiwa et al., 2010). When the reward system is effectively managed, it helps in achieving organisation's corporate objectives, and maintains and retains a productive workforce (Chiboiwa et al., 2010). If employees perceived they are inadequately rewarded, it is often likely that they will leave; and

1999).

The ability of the organization to align the rewards and incentives with the individual requirements and interest makes it a competitive tool in retaining its employees. It is also very important that the rewards and incentives may have a lasting impression on the perception of employee about the organisational policies. A positive perception about the organisational behavior, will lead towards the retention (Silbert, 2005). An organization's attractive reward system can impact positively the performance of the employee and their desire to remain within the organisation (Bamberger and Meshoulam, 2000).

2.2.3 Employee work-life balance as a strategy for employee retention

In a society filled with conflicting responsibilities and commitments, work-life balance has become a predominant issue in the workplace (Lockwood, 2003). Work-life balance, in its broadest sense, is defined as a satisfactory level of involvement or 'fit' the multiple roles in a person's life (Hudson, 2005). Lockwood (2003) also defines work-life balance as the dilemma of managing work obligations and personal/family responsibilities.

Retention is achieved by flexible work schedules, family friendliness, childcare assistance, leave entitlements and immediacy to their homes (Dubie, 2000). Research showed that there is greater organizational commitment if employees have access to work life policies. Work-life balance programmes cover a variety of interventions, and include such practices as dependent care leave, childcare subsidies, eldercare programmes, counseling and referral, and flexible working hours (Muchinsky, 1977). Workplace flexibility is really demanding in today's world as money alone is not enough; employees are willing to trade a certain amount of money for reduced work hours in their schedules (Dubie, 2000). A large amount of time

12

at work is not a good predictor of productivity and it is observed that periods of time away from work can be extremely beneficial to the quality and productivity of a person's work

(Kyriakidon and Ozbilgin, 2004). So it is more cost-effective and productive for management to design the work arrangements to fit the human than it forces the human to fit the system (Barnet and Hall, 2001).

2.2.4 Employee-management relationship as a strategy for employee retention

“People leave managers and supervisors more often than they leave companies or jobs”

(Heathfield, 2011). According to Eisenberger et al. (1990), a worker's view of the organisation is strongly influenced by their relationship with their supervisor. Supervisors are the link between Management and the employees. They are communicators of the organisational goals and objectives.

If an employee-supervisor relationship is adverse, then, employee will continuously look for the other opportunities and will switch to other organization when he or she would have option. Organizations need to address this properly, as it is being said that the employee leave people not the job (Ontario, 2004). Borstorff and Marker (2007) found that employees want trustful supervisors who know them, understand them and treat them fairly.

Employees who feel esteemed will actively take part in organisation's goals, exhibit prolific workplace behaviors such as increased in job involvement, reduced absenteeism and have less turnover rates Borstorff and Marker (2007).

Regardless of whether the environment is personal or professional, workforce's response to praise, appreciation, encouragement and support in every organization is almost always positive (Silbert, 2005 cited in Madiha et al., 2009). The manager or supervisor largely controls the factors that enhance employee satisfaction and commitment (Kaye and Evans,

13

2003). Consequently, employee retention is positively and directly influenced by supervisor's support.

2.2.5 Involvement in decision-making process and employee retention

The challenging trends in the competitive global economic market and workplace require organizations to involve the participation of workers in the decision-making process of the organizations in order to retain their critical employees and to secure their loyalty, commitment, dedication and ensure their security (Nwokocha and Iheriohanma, 2012). According to Nwokocha and Iheriohanma (2012), this involves the integration of these choices employees in organizational participation, management and administration that will usher in industrial and organizational efficiency and harmony.

Participatory management, as postulated by Nwokocha and Iheriohanma (2012), is a power-sharing mechanism under both managers and workers, in an accommodating, cooperative and complementary manner, do their jobs better. It gives workers some personal voice in the decisions that govern their workplace (Iheriohanm, 2007). The implication here is that when workers are integrated into the decision-making process of the organization, they will feel valued, accommodated and this will stifle or blur their intentions to leave or quit the organisation (Nwokocha and Iheriohanma, 2012).

2.3. Effects of employee retention strategies

2.3.1 Employee loyalty

The contribution of employees toward the success of organization does not depend only on their time spent at the organization but also on their loyalty (Aityan and Gupta, 2011). According to Aityan and Gupta (2011), there is a link between employee loyalty and their dedication towards the interests of the organization.

14

Keininghan (2009) stated that the success of organizations is a function of the performance length of service and loyalty of its workforce. Loyal employees of an organization attract the attention of customers and inculcate loyalty in them as well (Keininghan, 2009).

The loyalty in employees can be enhanced by providing them job security with effective retention strategies that contribute towards decreasing employee turnover (Buhler, 2006).

In today's market it has become very important for organizations to retain talented and loyal employees as they provide long-lasting benefits to the organizations. Studies conducted by Opkara (2004) and Samad (2007) concluded that if workforce is satisfied with their job as well as the organizational environment including its colleagues, compensation, and leadership, they will be more loyal with their organization as compared to when they are not satisfied.

2.3.2 Job Satisfaction

Job satisfaction is an emotional situation related to the positive or negative judgment of job experiences (Locke, 1969). Job satisfaction is personal assessment of individual for his/her job and work context (Thoms, Dose, and Scott, 2002). According to Locke (1976), job satisfaction is a positive state originating from appraisal of someone's work or work experience. Job satisfaction is phenomenon of different aspects to which employees in organization respond affectively (Kreitner and Kincki, 2006). Job satisfaction is a general attitude toward an individual's current job. This encompasses the feelings, beliefs and thoughts about the job (Nwokocha and Iheriohanma, 2012). Compensation systems may affect faculty's job satisfaction and thus influence intentions to quit as well as retention rates (Lortie, 1975). According to Lortie (1975), higher compensation level leads to higher job

15

satisfaction and retention rates for faculty are also higher. An enhanced reward system in organizations also enhances job satisfaction (Boyd et al., 2000).

Job satisfaction can be influenced by a variety of factors such as pay practice, quality of workers' relationship with their supervisor, and quality of the physical environment in which they work (Hamdia and Phadett, 2011). Job satisfaction and turnover are basically related to the extent that job satisfaction has direct effect on employee retention and turnover (Nwokocha and Iheriohanma, 2012). Al-Hussami (2008) affirmed that if employees are

more satisfied with their job, it will enhance their ability of creativity and productivity. It implies that employee retention can be achieved and turnover minimized if management is able to identify and apply appropriate variables that will create job amongst employees (Nwokocha and Iheriohanma, 2012).

2.3.3 Employee Turnover

Employee turnover is defined as the rotation of workers around the labour market; between the status of employment and unemployment (Abassi and Hollman, 2000). For employees, high turnover can negatively affect employment relationships, morale and workplace safety (Muchinsky, and Morrow, 1980).

Herzberg's (1959) two-factor theory as cited in Bassett-Jones and Llyod (2005) argued that employees are motivated by internal values rather than values that are external to the work. These intrinsic variables (motivators) include achievement, recognition, the work itself, responsibility, advancement and growth.

Conversely, Herzberg's "hygiene" factors which must be present in the workplace to make employees happy, although they do not motivate employees (Chiboiwa et al., 2010). The dissatisfiers include company policies, salary, co-worker relationships and supervisory styles

16

(Bassett-Jones and Llyod, 2005, p. 929). Herzberg argued further that motivation would only occur through the use of intrinsic factors, and necessarily by eliminating the causes of dissatisfaction (through hygiene factors) which only result in a state of satisfaction.

However, empirical studies (Kinnear and Sutherland, 2001; Meudell and Rodham, 1998; Maertz and Griffeth, 2004) have revealed that extrinsic factors such as competitive salary, good interpersonal relationships, friendly working environment, and job security as key motivational variables that influenced their retention in the organizations. Essentially, a combination of both intrinsic and extrinsic variables should be considered as an effective

retention strategy (Chiboiwa et al., 2010).

2.4 Employee performance

In today's highly competitive business world, organizations rely heavily on their employees' performance. Manpower is arguably the most important resource for achieving corporate objectives. Humans or the workforce utilize other resources to perform tasks and accomplish goals.

The topic of performance is not a straightforward one (Corvellec, 1995). Despite its extensive usage, the precise meaning of performance is rarely explicitly defined by authors. Often performance is identified or equated with effectiveness and efficiency (Neely, Gregory and Platts, 1995). Performance is a relative concept defined in terms of some referent employing a complex set of time-based measurements of generating future results (Corvellec, 1995).

Amos et al. (2004:63) state that "the effective management of individual performance is critical to the execution of strategy and the organization achieving its strategic objectives".

17

Performance cannot be left in anticipation that it will develop naturally, despite the employee's natural desire to perform and be rewarded for it. This desire needs to be accommodated, facilitated and cultivated (Amos, et al., 2004).

Individual performance has become a topical issue in today's business environment, so much so that organizations go to great lengths to appraise and manage it (Armstrong and Baron, 1998). Whetten and Cameron (1998) state that individual performance is the product of ability multiplied by motivation. Cummings and Schwab (1973) also concur with the belief that performance is ultimately an individual phenomenon with environmental factors influencing performance primarily through their effect on the individual determinants of performance – ability and motivation.

Performance indicators are statements of the performance expectations or requirements necessary for achieving the critical results of the position (Foot and Hook, 1999). They are either qualitative or quantitative metrics for assessing the quality or efficiency of the execution of an activity, or demonstrating progress towards a goal or desired outcome. Performance indicators clearly communicate to employees what has to be done and how it has to be done. Performance indicators include quality, productivity, timeliness, absenteeism or tardiness, cost-effectiveness, teamwork, and customer service measures (HYPERLINK:<http://www.valuenetwork.sandcollaboration.com/advanced/performanceindicators.html>).

2.6 Relationship between employee retention strategies and employee performance

According to Accenture (2001), study on high performance issue found that organization strategy regarding employee retention primarily started from US, Europe, Asia then Australia. Successful organizations share a fundamental philosophy of creating value and

investing in their employees in order to improve their performances (Maguire, 1995; Annand, 1997). Managing retention of promising employees is considered as fundamental means of achieving competitive advantage and high performance among organizations (Walker, 2001).

Researchers found that human resource management practices in compensation & rewards, job security, training & developments, supervisor-support culture, work environment and job satisfaction can help to reduce absenteeism, employee turnover and better quality work, (Meyer and Allen, 1991; Solomon, 1992).

According to Osteraker (1999), the employee's satisfaction and retention is considered the cornerstone for success and growth of an organization. Van Knippenberg (2000) suggested that employee can become more loyal and stay in the organization when they identify

themselves within a group and contribute to the performance as a group. This suggestion relies on work performed by Locke and Latham (2002) who developed goal-setting theory of motivation. According to Locke and Latham (2002), the goal is team performance and the individual's feeling part of the group. The focus of Locke and Latham was on the goal, but in order to reach the goal one must associate oneself with the group and task. Glen (2006) described another framework that manager can use when communicating with his employees to know that the cause of retention consists of nine different predictors: organizational processes, role challenge, values, work-life balance, information, stake/leverage/recognition, management, work environment and product or service. Accordingly, organization utilizes extensive range of employee retention strategies that influence employee's commitment, retention and performance (Stein, 2000; Beck, 2001; Clarke, 2001; Parker and Wright, 2001).

19

Performance of employees and their desire to remain employed is affected by organization's retention strategies including reward system (Madiha et al, 2009). Employees are motivated to perform up to expectations due to the perception of career development opportunities in organizations (www.iiste.org, ISSN 224-6096 (online), Vol.1, No.1, 2011). Ontario (2004) stated that employees leave bosses not jobs as a supervisor support is a significant factor to retention. According to Ontario (2004), relationship between an employee and a manager is most important factor that affects employee retention. Cole (2000) scrutinized that a sense of pride makes the employees to stay in that company and work to their fullest potential. Environment, rewards, growth and development as well as work-life balance are the reasons to stay in organization and work better (Madiha et al, 2009). Employee's participation in decision has found some positive effects on the performance of employees (Cotton et al., 1988). Fatima (2011) deduced that employee retention strategies have a positive

relationship with employee performance. Also, Akuoko and Ansong's (2012) found out that employee retention strategies impacted positively on workers' commitment and performance.

20

CHAPTER THREE

METHODOLOGY AND ORGANISATIONAL PROFILE

3.0 Introduction

This chapter discusses the research design, defines the population, the sample size and sampling techniques, the instruments for the data collection, validation, data collection procedure and data analysis techniques. The chapter also presents the organisational profiles of the three selected private universities used for this study.

3.1 Research Design

This research was conducted using an explanatory case study. According to Zainal (2007), variations in terms of intrinsic, instrumental and collective approaches to case studies allow for both quantitative and qualitative analysis of the data. Both qualitative and quantitative methods were adopted for the research because they form the base of strong research; they complement each other. Quantitative research is predominantly used as a synonym for any data collection technique (such as questionnaires) or data analysis procedures (such as graphs) that generates or uses numeric data. In contrast, qualitative is used predominantly as a synonym for any data collection technique (such as interview) or data analysis procedure (such as categorising data) that generates or uses non-numeric data (Saunders et al., 2009). Quantitative and qualitative research design methods both have their strengths and weaknesses (Smith, 1983).

3.2 Population

The study population comprised all employees, including management, faculty,

administrative (senior and junior), technical and other support staff, of private universities in

21

the Kumasi Metropolis. Usually it was not possible to collect data from all employees of the private universities in the Kumasi Metropolis. For this reason, a representative part of the population from some selected private universities in the Kumasi Metropolis was chosen. These selected private universities were represented as private university “A”, private university “B” and private university “C”.

3.3 Sampling Technique and Sample Size

The representative part of population is called sample. The technique by which sample is selected is called sampling techniques (Struwig and Stead, 2007). There are two types of sampling techniques; namely, probability sampling and non-probability sampling. In probability sampling, every member of the population gets equal chance of being selected in the sample. Example of the probability sampling techniques is simple random sampling. In non-probability sampling, members of the population do not have equal chance of being selected. Non-probability sampling has further types i.e. quota sampling and convenience sampling (Struwig and Stead, 2007). In this research, a sample size of two hundred and fifty four (254) employees was chosen from a total population of three hundred and twenty four (324) representing all employees in the three selected private universities using simple random sampling technique. This comprised one hundred and twenty (120) academic staff/faculty, and one hundred and thirty four (134) administrative/support staff from the selected private universities. The researcher also referred to a table developed by Saunders et al (2007; Pg. 212) for the estimation of the sample size. The selection of the private universities for this study was done using convenience sampling technique. For the probability sampling, simple random sampling was used because besides being highly representative of a population, it also simplifies data interpretation and analysis. Also, the

researcher used convenience sampling technique because it ensured convenient accessibility and proximity to respondents. It was also chosen because of budget and time constraints.

In order to gain a clearer understanding of what actually exist in terms of employee retention strategies within the selected private universities, there was a follow up interview for twenty (20) management members from all the three selected private universities through the use of purposive sampling. The management members consisted of heads of the selected institutions, registrars, finance officers, librarians, and heads of departments.

Table 1: Responses received

Private

university

Category of staff Total

population

Sample size Responses

received

'A'

Administrative/support

staff

Academic staff/faculty

Total:

72

60

132

67

55



122

67

54

121

'B'

Administrative/support

staff

Academic staff/faculty

Total:

50

57

107

47

30

77

46

30

76

'C'

Administrative/support

staff

Academic staff/faculty

Total:

48

37

KNUST



85

20

35

55

19

32

51

Total: 324 254 248

Source: Researcher's field survey data, 2013

23

3.4 Sources of Data

The study used both primary data and secondary data. A closed questionnaire was used for the case study. A closed question is one that has pre-coded answers. A 5-Point Lickert Scale from 1 for Strongly Disagree, 2 for Disagree, 3 for Neutral, 4 for Agree and 5 for Strongly Agree was used. Closed questions were used because the answers are easy to analyze, and straightforward. Also, structured (open-ended) interview was held for the management members of the three selected private universities. Secondary source of information, which included books, articles, journals, and websites, was used in this study.

3.5 Data Collection Tools

Before an attempt was made to collect the information from the selected employees, a desk research was conducted to identify the literature and other library materials available on the subject. Many studies were reviewed to have a thorough knowledge before considering how to collect the information from the respondents. After obtaining the necessary background information, a structured questionnaire was prepared to obtain answers pertinent to the objectives of the study. The researcher used a structured questionnaire because it enabled

him to contact relatively a large number of respondents quickly, easily and efficiently. It was also easy for the researcher to create and code the questions as well as interpret the results of the research.

3.6 Data Collection Procedure

The researcher used drop-off/pick-up method to collect data from the sampled employees of the selected private universities. The self-administered questionnaires and structured interviews were hand-delivered (drop-off) and hand retrieved (pick-up) by the researcher.

24

This data collection procedure helped to maintain high response rates, and reduced non-coverage error.

3.7 Reliability and Validity of the Data

This particular research was reliable and valid. This was in relation to questionnaire design.

The researcher took all measures to produce a reliable and valid piece of work. Consistency of results of research measures its reliability (Charles, 1995). To obtain reliable and valid results, it was ensured that the adopt methodologies were consistent with the research aims and objectives. After the questions were answered, respondents were asked to make suggestions or any necessary corrections to ensure further improvement and validity of the instrument. The researcher again examined the content of the interview questions to find out the reliability of the instrument. The researcher excluded irrelevant questions and changed words that were deemed difficult by the respondents to much simpler terms.

3.8 Data Analysis Techniques

The data gathered on the sampled respondents were thoroughly examined, presented and analyzed with the help of Microsoft Excel and SPSS (16.0 version). Tables, charts, frequencies, percentages, averages and descriptive explanations were also employed to illustrate the data that were collected from the field and this made the research findings more meaningful.

According to Saunders et al (2007; pg. 441), if the probability (p-value) of your test statistic or one more extreme having occurred by chance alone is very low (usually $p=0.05$ or lower), then you have a statistically significant relationship. Statisticians refer to this as rejecting

25

the null hypothesis and accepting the hypothesis often abbreviating the terms null hypothesis to H_0

and hypothesis to H_2

(Saunders et al, 2007; pg. 441). Analysis of Variance (ANOVA)

was therefore used to determine whether the null hypothesis (H_0)

0

): "There is no significant

correlation between employee retention strategies and employee performance in the selected private universities" or alternative hypothesis (H_1)

1

): "There is a significant correlation

between employee retention strategies and employee performance in the selected private universities", formulated for the performance of the study was to be rejected or accepted respectively. This enabled the researcher to draw the necessary conclusions about the statistical plausibility and relevance of the study findings.

3.9 Ethical Considerations

Since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, anonymity, confidentiality, mutual respect, and fairness (Resnik, 2011). For ethical reasons and also due to the sensitivity of the study, the results of the study did not use the actual names of the

selected private universities but were represented by the letters of alphabet, namely; A, B and C to ensure confidentiality and anonymity agreed upon during the research.

3.10.0 Profile of private university “A”

Private university “A”, which is situated in the Kumasi Metropolis, was founded by a renowned entrepreneur based in United States of America. Private university “A” started in 2001 but began formal classes in 2002 with four main courses: Certificate in Auto Cad, Certificate in Integrated Business Computer Application, Diploma in Computer Programming and Operations, and Diploma in Network Information Systems. Its focus, as observed from the above courses, was on Information Technology Training. In 2004, the

26

quality of physical and academic facilities and staff had improved to the extent that the Board of Trustees decided to convert the institution to a tertiary status. It was officially accredited by the National Accreditation Board in July 2005 to run degree and diploma Programs.

Private university “A”, which is under the authorization of National Accreditation Board, commenced operation in 2005 with forty five (45) students (ending the 2005-2006 academic year with 82 students). It currently has approximately 2,016 students. For the 2012-2013 Academic year, this private university, based on its previous admissions, is expecting about 700 students. It currently has hostel with a total capacity for 480 students.

Private university “A” currently offers the following courses in four schools:

School of Business: Bachelor of Science: Accounting and Computing, Finance and Banking, and Economics and Statistics.

School of Business: Bachelor of Business Administration: Marketing, Banking & Finance, Accounting, Marketing, Human Resource Management, and Management

School of Nursing: Degree Program: Bachelor of Science (Nursing) and Diploma in

Nursing

School of Information Communication Technology: Bachelor of Science (Computer Science), and Bachelor of Science (Information Technology)

School of Midwifery: Bachelor of Science (Midwifery) and Diploma in Midwifery
It has a management team with proven management, and administrative background. It has also recruited academic and supporting staff of high caliber. Its current staff strength stands at 150 comprising 7 management members, 55 faculty members, and 88 administrative/support staff. In principle, the minimum qualification of a member of the

27

teaching staff is a Masters Degree with at least two years of teaching experience. Staff members in the technical and administrative category have a minimum of Higher National Diploma (HND).

3.10.1 Vision Statement

The vision of Private university “A” is to develop the next generation of innovators, who will become agents of social change in the development process of our society. The university seeks to become a premier institution in West Africa with distinctive scholarship and competence in the four core areas of education, research, enterprise and community service. To this end, the university aims to be a world renowned centre of research and scholarship, learning and teaching.

3.10.1 Mission Statement

The mission of the university college is to effectively blend communication and information technology, business managerial education and rigorous education in arts and sciences as the engine of development and change in the Ghanaian society.

3.11.0 Profile of private university “B”

Private university “B” began as a merger of two visions in January 1974. A group of

Ghanaian Christians had a vision of an interdenominational, evangelical institution of a high academic standard, which would train men and women for all types of Christian Ministry.

The second group comprised expatriate missionaries who had a vision of an institution to train workers from the well-established church in southern Ghana for a thrust into northern Ghana and neighboring countries where the church was relatively very small. Evangelical Christianity in Ghana in the late 1960's and 1970's was characterized, among other things,

28

by intimate interaction and collaboration and blurring of denominational, mission and group distinctions. The Worldwide Evangelization for Christ (WEC), which was one of the missionary groups in the second group of missionaries, had acquired property in Kumasi on which they had built four dwelling houses and a radio studio with plans to construct a large building to serve as the beginning of a training college. Soon the two visions merged.

The aims of private university “B” were as follows:

To be a first class evangelical Christian university that produces men and women with moral uprightness, academic excellence and passion to serve and transform society.

First Class: The private university “B” aims to provide first class training, excellent facilities and generally good outlook – surroundings; that is, first in everything.

Evangelical Christian University: The University College heralds the good news of Jesus Christ and believes in the historic doctrines of the Christian faith.

Moral Uprightness: Conduct based on Christian morality and lifestyle which shows consistent regard to the Word of God and the rule of law.

Academic Excellence: Professionally and academically competent and ability to apply knowledge to solving or handling contemporary issues affecting church and society.

Passion to Serve: Serving with great zeal and enthusiasm.

Private university “B” currently has approximately 1,839 students comprising 1,028 males and 811 females (NCTE Statistics, 2013). Also, the current staff strength stands at 107 comprising 57 Academic/Faculty staff, and 50 Administrative/support staff. In principle, the minimum qualification of a member of the teaching staff is a Masters Degree with at least two years of teaching experience. Staff members in the technical and administrative category have a minimum of Higher National Diploma (HND).

3.11.1 Vision Statement

Private university “B” seeks to be an internationally recognized academic centre of excellence for teaching and research in theology, information technology, business and liberal arts, in an ecumenical and sound ethical environment to all persons of diverse backgrounds.

3.11.2 Mission Statement

To be a first class Evangelical Christian University that promotes knowledge about Christ through the training of men and women with moral uprightness, academic excellence and passion to serve and transform society.

3.11.3 Core Values

Private university “B” cherishes and upholds the following core values which it deems as central and basic to the institution. They are:

The Lordship of Jesus Christ.

Integrity

Hard Work

Good Stewardship of Resources

Mutual Support and Care

3.12.0 Profile of private university “C”

Private university “C” is an initiative of one of the renowned churches in the Kumasi Metropolis. It is incorporated and operated as a tertiary institution with the status of a university college offering degree and diploma programmes with authorization of the National Accreditation Board.

Private university “C” has been founded to provide education primarily for people who desire cross-pollination between intellectual pursuit and spiritual formation.

The university college has four programmes:

Bachelor of Theology

Bachelor of Science (Business Administration)

Diploma in Church Music

Diploma in Theology

Private university “C”’s current staff strength stands at 80 comprising management members, faculty members, and administrative/support staff. The minimum qualification of a member of the teaching staff is a Masters Degree with at least two years of teaching experience. Staff members in the technical and administrative category have a minimum of Higher National Diploma (HND). It currently has approximately 945 students comprising 569 males and 376 females (NCTE Statistics, 2013).

3.12.1 Vision Statement

The vision of private university “C” is to be a centre of excellence for creative teaching and learning, innovative and relevant research, professional competence, and godly ethics in academic disciplines from a biblical Christian worldview.

3.12.2 Mission Statement

The mission of the private university “C” is to educate, develop, train, and mentor men and women who will excel in influencing and impacting society through integration of academic learning and Christian faith.

3.11.3 Core Values

The core values of the Private university “C” are:

Scholarship: Educating the head of students, faculty and staff through academics formation.

Discipleship: Educating the head of students, faculty and staff through academics formation.

Stewardship: Educating the head of students, faculty and staff through academics formation.

Leadership: Educating the head of students, faculty and staff through academics formation.

32

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS

4.0 Introduction

The findings of the present study are summarized in this chapter. Data are presented as tables, bar charts and pie charts. The results from the data presented are also interpreted and analysed.

4.1 Research results

Out of the two hundred and fifty four (254) questionnaires administered, two hundred and forty eight (248) valid responses were received from the three selected private universities. The research was conducted based on the following question categories and this formed the basis for my analysis. Each had its own set of questions of which the responses are captured and analysed below.

- a. Demographic representation of respondents.
- b. Effectiveness of the employee retention strategies in the selected private universities
- c. Employee retention strategies used in the selected private universities

d. Relationship between employee retention strategies and employee performance.

4.2 Demographic Information of Respondents

This section presents, interprets and analyses the gender distribution, age distribution, marital status, educational achievements, length of service, and work category of respondents.

33

Table 2: Gender distribution of Respondents

	Frequency	Percent
--	-----------	---------

Male	140	56.5
------	-----	------

Female	102	41.1
--------	-----	------

Unanswered	6	2.4
------------	---	-----

Total	248	100.0
-------	-----	-------

Source: Researcher's Field Survey, 2013

4.2.1 Gender distribution of Respondents

Majority of the respondents were males having a frequency of 140 (56.5%) with the remaining 102 (41.1%) being females. The rationale for finding out this information was to relate respondents' gender and how they would be prepared to stay and perform in their organizations with respect to employee retention strategies such as competitive compensation package, career development opportunities, and work-life balance programmes.

Table 3: Age Distribution of Respondents

	Frequency	Percent
--	-----------	---------

Below 20 years	3	1.2
----------------	---	-----

20-30 years	88	35.5
-------------	----	------

31-40 years	89	35.9
-------------	----	------

41-50 years 39 15.7

51-60 years 11 4.4

61 years or older 5 2.0

Unanswered 13 5.3

Total 248 100.0

Source: Researcher's Field Survey, 2013

4.2.2 Age Distribution of Respondents

As can be seen in Table 3, most of the respondents were aged from 31-40 years with a frequency of 89 (35.9%) followed by those aged from 20-30 years (35.5%). The least represented was respondents aged 61 years or older with a count of 5 (2.0%). The rationale

for finding out this information was to ascertain the probability of employees' willingness to move from a particular institution to another. Thus, it is believed that a more youth age employee will have a greater propensity to move than its counterpart elderly employee. Stated alternatively, it is assumed that employers will also have a greater propensity to retain a more youthful staff than the elderly staff. It could clearly be deduced therefore that the workforce of the selected private universities is relatively within the youthful age bracket, 20 to 40 years, who might be relatively motivated by employee retention strategies such as career development opportunities and competitive compensation/reward systems that have been put in place by their institutions. This confirms the conclusion by Opkara (2004) and Samad (2007) that if workforce is satisfied with their job and the organizational environment including its colleagues, career growth and development opportunities, compensation, and leadership, they would be more loyal and remains with the organization.

Table 4: Marital Statuses of Respondents

Frequency Percent

Single	110	44.4
Married	122	49.2
Divorced	5	2.0
Separated	9	3.6
Unanswered	2	0.8
Total	248	100.0

KNUST

Source: Researcher's Field Survey Data, 2013

4.2.3 Marital Statuses of Respondents

Among the respondents who indicated their marital status, 122 of them representing 49.2% were married, 110 (44.4%) were single, 9 (3.6%) had separated from spouses while 5 (2.0%) had divorced. The reason for finding out this information was to investigate which retention strategies respondents were much interested in with regards to their marital

35

statuses. With majority of the respondents falling within the marital status, it is indicative that indeed work-life balance programmes would be more appropriate for such a workforce who might desire to manage work obligations and personal/family responsibilities.

Figure 1: Highest educational achievements of respondents

Source: Researcher's own construct, 2013

4.2.4 Highest Educational Achievements of Respondents

With respect to the highest educational achievement of respondents as shown in Figure 1, it was recorded that most of the respondents had acquired first degree and represented 91 of the total respondents representing 36.7% held bachelor's degree, 66 of the total respondents representing 26.6% held master's degree, 46 (18.5%) had Higher National Diploma (HND) whilst 39 (15.7%) held other academic qualifications. Twelve (4.8%) respondents did not indicate their responses. The high number of respondents possessed first degree, which is

indicative that the workforce of the selected private universities would relatively have keen interest in retention strategies such as career growth and development opportunities, and job

6

66

91

46

39

2.5

26.6

36.7

18.5

15.7%

0 20 40 60 80 100

PhD

Master's Degree

First Degree

HND

Other

ercent

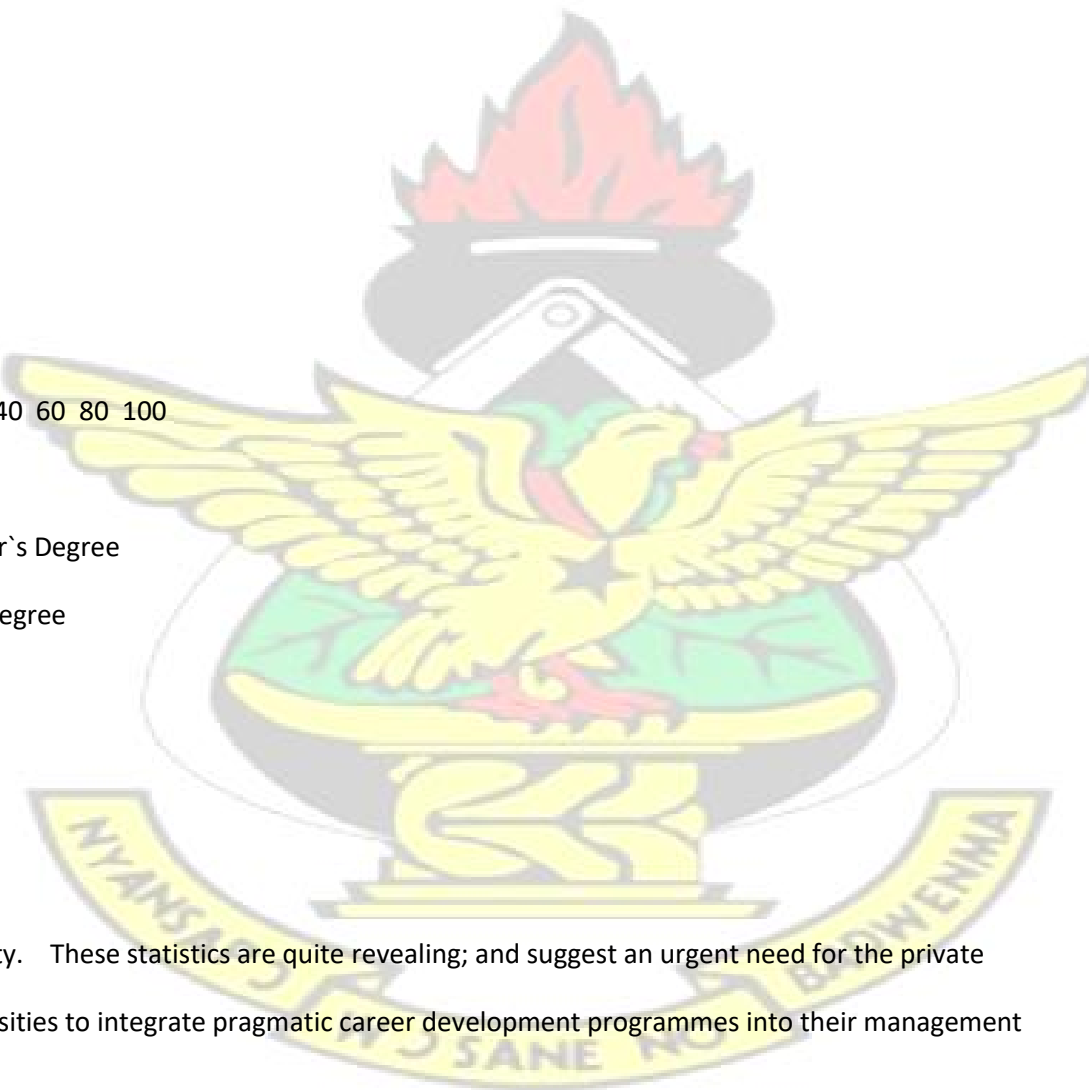
36

security. These statistics are quite revealing; and suggest an urgent need for the private universities to integrate pragmatic career development programmes into their management plans.

Figure 2: Length of Service of Respondents

Source: Researcher's Field Survey Data, 2013

KNUST



4.2.4 Length of Service of Respondents

The length of service in the selected private universities, ranged between 1 and 20 years (Figure 2), obviously reflecting the short time since these institutions had been in existence or assumed active roles in training and developing the human resource capital of this country. Majority of the respondents, thus, 137 of the total respondents representing 55.2% had been with their respective institutions for 1-5 years; 59 of the total respondents representing 23.9% had worked for 5-10 years, whilst 38 (15.3%) and 11-15 years 10(4%) respectively had been at post for less than 1 year and 11-15 years. As expected, only a small proportion of the respondents, 4 (1.6%), had been working for at least 16-20 years. It is

Less than 1 year

38 (15.3%)

1-5 years

137 (55.2%)

5-10 years

59(23.9%)

11-15 years

10(4%)

16-20 years

4(1.6%)

Frequency

37

assumed that the length of service of respondents would presumably be attributed to the effectiveness of the available retention strategies in such institutions.

Table 5: Work Category of Respondents

Frequency Percent

Administrative/Support

Staff

155 62.5

Academic Staff/Faculty 93 37.5

Total 248 100.0

Source: Researcher's Field Survey, 2013

4.2.5 Work Category of Respondents

Among the respondents sampled, administrative workers were more represented as 155 (62.5%) of them indicated that they had administrative/support job description whilst academic or faculty staff constituted 93 (37.5%) of the respondents. The highest percentage of respondents comprising administrative staff is an indication that there was an imbalance in terms of administrative/teaching staff ratio for attaining their missions and visions.

38

4.3 Employee retention strategies used in the selected private universities

Table 6: Career training, growth and development opportunities (n=248)

Strategy Statements

Private

University

Strongly

disagree

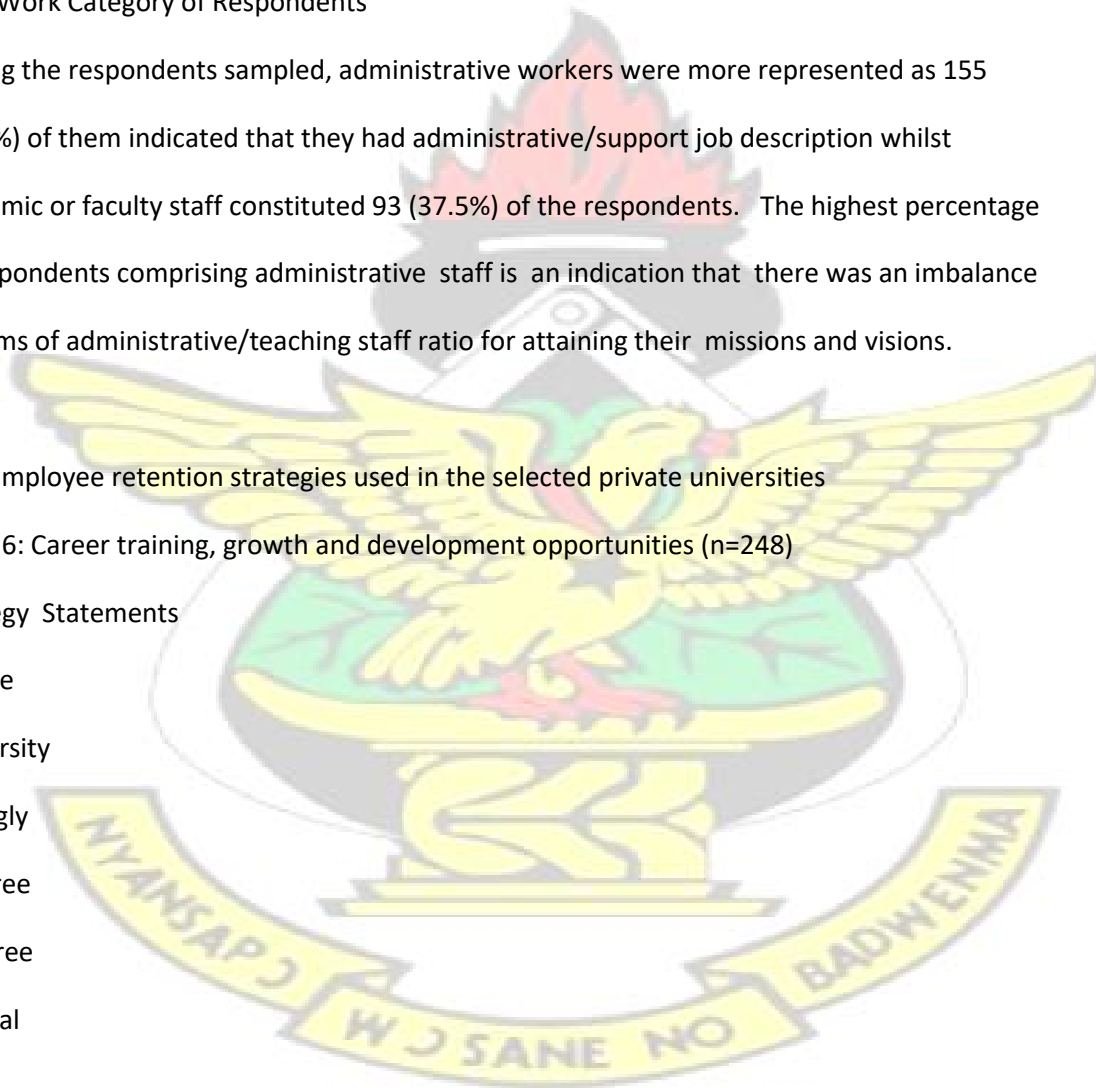
Disagree

Neutral

Agree

Strongly

Agree



Unanswered

Total

Career

training,

growth and

development

opportunities

Respondent being

able to attest that

there are

opportunities such as

leave with pay in this

institution for staff

who want to advance

in education

“A”

7

5.8%

24

19.8%

23

19.0%

38

31.4%

25

KNUST



20.7%

4

3.3%

121

48.8

%

“B”

2

2.6%

14

18.4%

16

21.1%

27

35.5%

15

19.7%

2

2.7%

76

30.6

%

“C”

1

1.9%

KNUST



9

17.6%

9

17.6%

24

47.2%

5

9.8%

3

5.9%

51

20.6

%

Respondents having

benefited from the

staff development

plan(if any) of this

institution

“A”

13

10.7%

40

33.1%

14

11.6%

KNUST



39

32.2%

12

9.9%

3

2.5%

121

48.8

%

“B”

14

18.5%

39

51.3%

3

3.9%

11

14.5%

6

7.9%

3

3.9%

76

30.6

%

KNUST



“C”

9

17.6%

23

45.2%

3

5.9%

7

13.7%

4

7.8%

5

9.8%

51

20.6

%

Respondents having

realized that this

institution feels

reluctant to invest in

training and

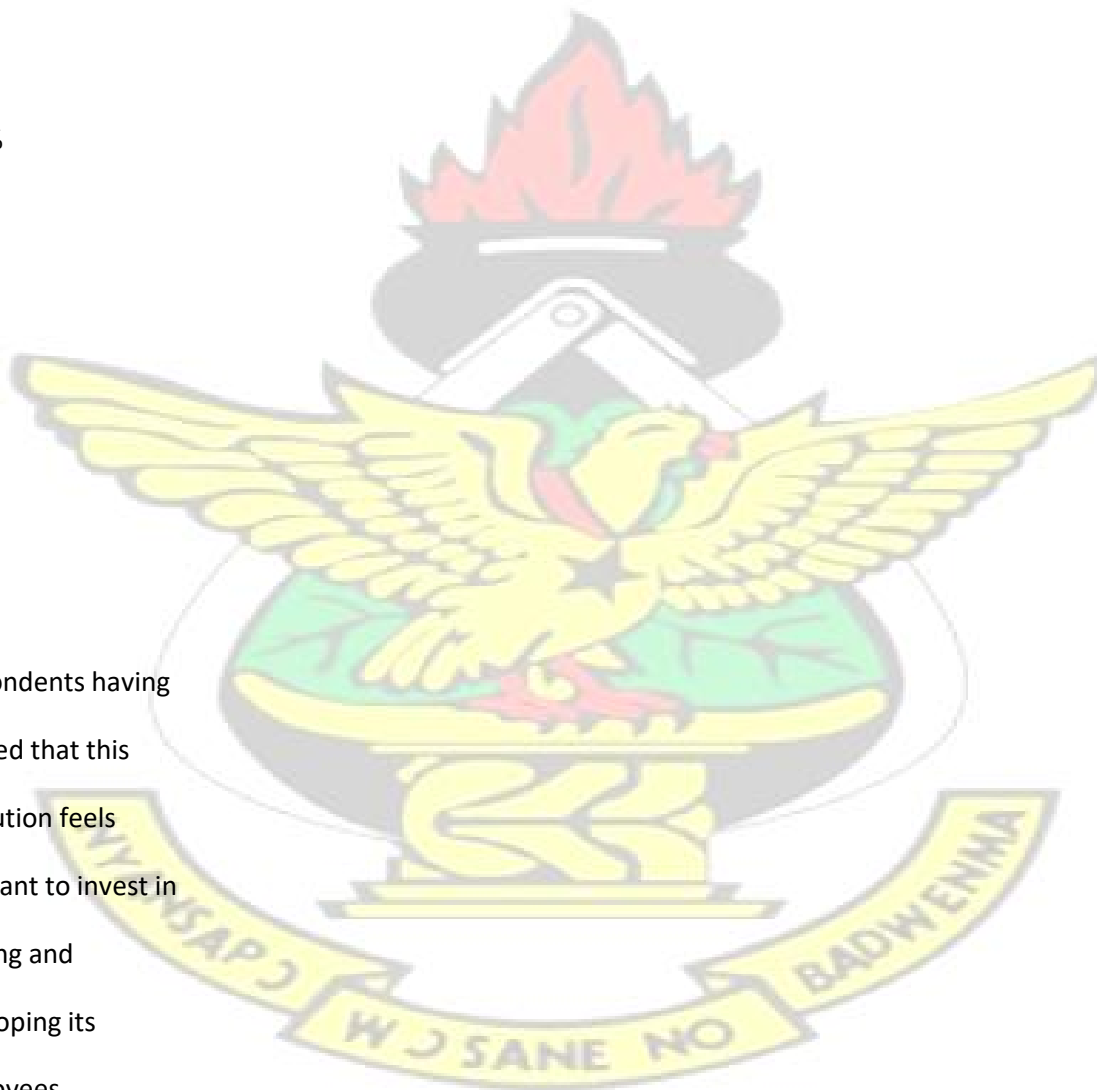
developing its

employees.

“A”

17

KNUST



14.0%

36

29.8%

15

12.4%

42

34.7%

10

8.3%

1

0.8%

121

48.8

%

“B”

17

22.4%

21

27.5%

10

13.2%

18

23.7%

10

13.2%

KNUST



0

0

76

30.6

%

“C”

13

25.5%

1

1.9%

4

7.9%

31

60.8%

2

3.9%

0

0

51

20.6

%

39

Respondents think

there are too few

growth and

KNUST



advancement

opportunities in this

institution

“A”

13

10.7%

27

22.3%

27

22.3%

37

30.7%

17

14.0%

0

0

121

48.8

%

“B”

6

7.9%

18

23.7%

14

KNUST



18.4%

32

42.1%

6

7.9%

0

0

76

30.6

%

“C”

6

11.8%

6

11.8%

10

19.6%

26

50.9%

3

5.9%

0

0

51

20.6

KNUST



%

Respondents being
satisfied with the
mode of employees
selection for training
and development

“A”

6

4.9%

24

19.8%

35

28.9%

46

38.0%

8

6.7%

2

1.7%

121

48.8

%

“B”

4

5.3%

KNUST



15

19.3%

16

21.5%

25

32.9%

15

19.7%

1

1.3%

76

30.6

%

"C"

15

29.4%

15

29.4%

10

19.6%

11

21.6%

0

0

0

KNUST



0

51

20.6

%

Respondent thinks
there is a mismatch
between my
qualification, skills,
abilities, experience
and current job.

“A”

25

20.7%

41

33.9%

8

6.6%

32

26.4%

15

12.4%

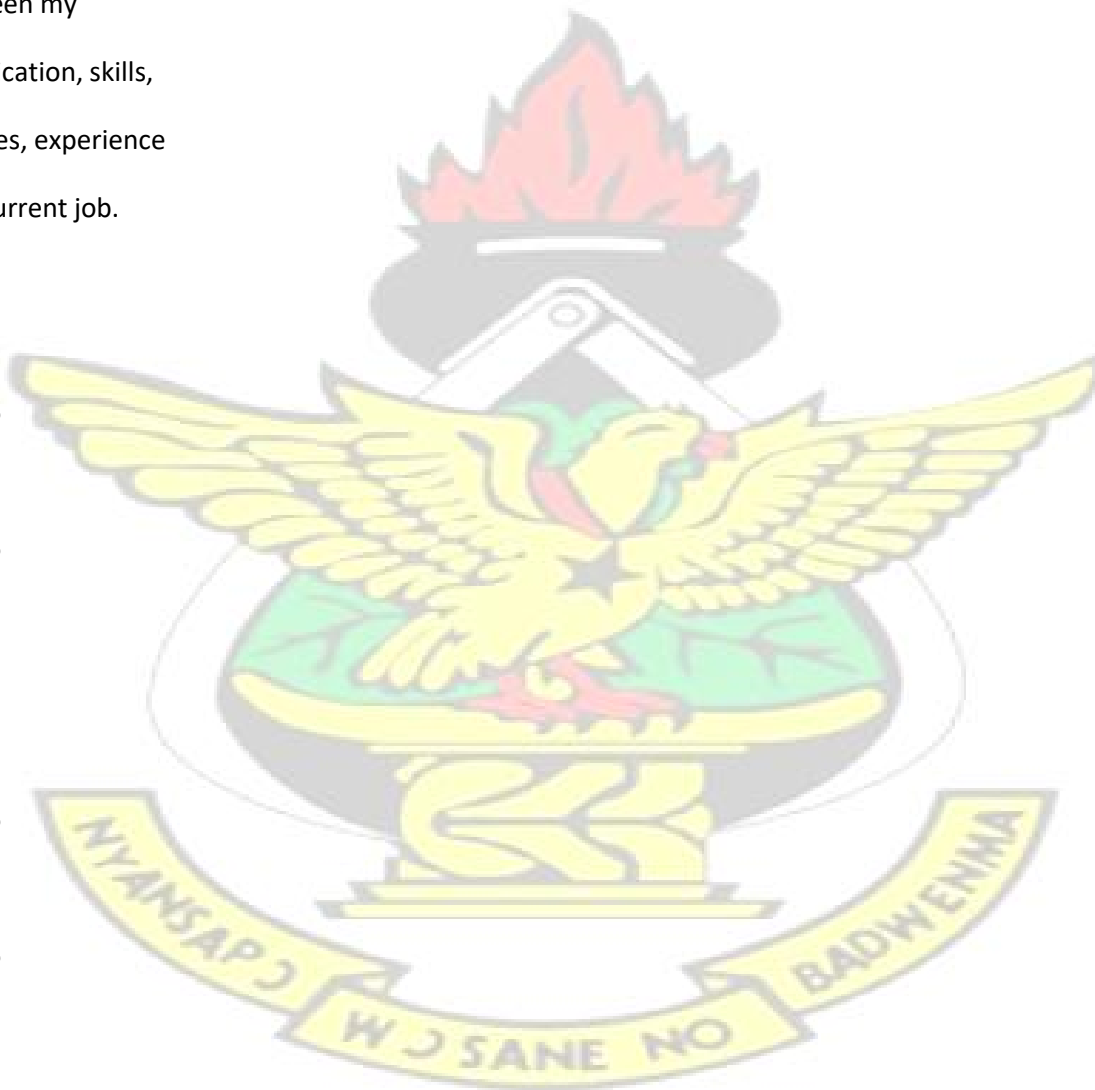
0

0

121

48.8

KNUST



%

“B”

15

19.7%

23

30.3%

6

7.9%

24

31.6%

8

10.5%

0

0

76

30.6

%

“C”

11

21.6%

25

49.0%

9

17.6%

6

KNUST



11.8%

0

0

0

0

51

20.6

%

Total Sub Averages:

“A”

13.5

11.2%

32.0

26.5%

20.3

16.8%

39.0

32.2%

14.5

11.9%

1.7

1.4%

121

100

%

KNUST



“B”

9.7

12.5%

21.7

28.4%

10.8

14.2%

22.8

30.0%

10.0

13.6%

1.0

1.3%

76

100

%

“C”

9.2

18.0%

13.2

25.9%

7.5

14.7%

17.5

34.4%

KNUST



2.3

4.5%

1.3

2.5%

51

100

%

40

Overall Averages for the three private
universities:

32.4

13.6%

66.9

26.1%

38.6

15.8%

79.3

31.9%

26.8

10.9%

4

1.7%

248

100

%

KNUST



Source: Researcher's Field Survey Data, 2013

4.3.1 Career Training, Growth and Development Opportunities

Private University "A": Based on the total sub-averages as shown in table 6.1, majority of the responses, representing 39.0 (32.2%), agreed in relation to the availability, implementation, and satisfaction with career training, growth and development opportunities in this private university. On the other hand, an average response of 32.0 (25.9%) disagreed that such career opportunities were available and implemented in their institution. This result was an indicative that private university "A" relatively had in place career training, growth and development opportunities. Also, the total sub-averages of the responses showed that 20.3 (16.8%) were neutral, 14.5(11.9%) strongly agreed, while 13.5 (11.2%) strongly disagreed in relation to the availability, implementation, and satisfaction with career training, growth and development opportunities in this private university. From this result, the management of private university "A" must take note of Lortie's (1975) assertion that compensation systems may affect faculty's job satisfaction and thus influence their intentions to quit or remain with an organization.

Private University "B": The total sub-averages as indicated in table 6.1 showed that 22.8 (30.0%) agreed while 21.7 (28.4%) disagreed respectively in relation to the availability, implementation, and satisfaction with career training, growth and development opportunities in this private university. This result might be an implication that career opportunities were

41

relatively present and implemented in the private university "B". Also, the total sub-averages of the responses showed that 10.8 (14.2%) were neutral, 10.0 (13.6%) strongly agreed, while 9.7 (12.5%) strongly disagreed in relation to the availability, implementation, and satisfaction with career training, growth and development opportunities in the private university "B".

Private University "C": According to table 6.1, the total sub-averages showed that 17.5

(34.4%) of the responses agreed while 13.2 (25.9%) disagreed respectively in relation to the availability, implementation, and satisfaction with career training, growth and development opportunities in this University College. This result might be an indication that private university “C” relatively had in place career opportunities which were being implemented. Also, the total sub-averages of the responses showed that 9.2 (18.0%) strongly disagreed, 7.5 (14.7%) were neutral, while 2.3 (12.5%) strongly disagreed in relation to the availability, implementation, and satisfaction with career training, growth and development opportunities in the private university “C”.

Overall Averages: The overall averages of the responses as shown in table 6.1 indicated that 76.3 (31.9%) of the responses agreed whilst 66.9 (26.1%) disagreed in relation to the availability, implementation and satisfaction with the career opportunities in their institutions. The overall average responses also showed that 38.6 (15.8%) were neutral, 32.4 (13.6%), strongly disagreed while 26.8 (10.9%) strongly agreed respectively in relation to the availability, implementation, and satisfaction with career training, growth and development opportunities. It can be deduced from the overall results that the selected private universities were relatively doing well in the area of training, development and growth of their employees. However, the considerable number of respondents who indicated that they were dissatisfied with the available retention strategies might due to the reluctance on the part of the top management of these private universities to implement such opportunities. This would be a serious limitation to the staff retention efforts of these institutions, which lead to loss of competent employees and its concomitant adverse effects on productivity and profitability (Samuel and Chipunza, 2009).

Table 7: Compensation, rewards, incentives and employee recognition as an employee retention strategy

Strategy Statements

Private

University

Strongly

disagree

Disagree

Neutral

Agree

Strongly

Agree

Unanswered

Total

Compensatio

n, rewards,

incentives,

recognition.

Respondents

consider all my

effort and

performance, my

salary/income is

relatively

competitive and

attractive

“A”

KNUST



11

9.1%

15

12.4%

30

24.8%

25

20.7%

37

30.6%

3

2.5%

121

48.8%

"B"

5

6.6%

21

27.6%

17

22.4%

24

31.6%

8

10.5%

KNUST



1

1.3%

76

30.6%

“C”

3

5.9%

33

64.7%

13

25.5%

0

0

2

3.9%

0

0

51

20.6%

Respondent being
assured of annual
award and /or
citations by this
institution if I
perform my duties

KNUST



excellently.

“A”

21

17.4%

38

31.4%

25

20.7%

29

23.9%

7

5.8%

1

0.8%

121

48.8%

“B”

16

21.1%

20

26.3%

11

14.5%

16

21.1%

KNUST



9

11.7%

4

5.3%

76

30.6%

"C"

10

19.6%

14

27.5%

8

15.8%

12

23.4%

3

5.9%

4

7.8%

51

20.6%

Benefits/rewards

such as transport

and rent

allowance, fuel,

KNUST



care maintenance

allowance,

recognition,

respect,

appreciation that

respondents

“A”

8

6.6%

16

13.2%

5

4.1%

65

53.7%

27

22.3%

0

0

121

48.8%

“B”

6

7.9%

12

KNUST



15.8%

14

18.4%

27

35.5%

15

19.7%

2

2.6%

76

30.6%

"C"

4

7.8%

13

25.5%

2

3.9%

29

56.9%

3

5.9%

0

0

51

KNUST



20.6%

43

receive here are

relatively better

than elsewhere

Respondent has

concessions

during my

ward/children

admission into the

university

programmes.

“A”

11

9.1%

80

66.1%

29

23.9%

1

0.8%

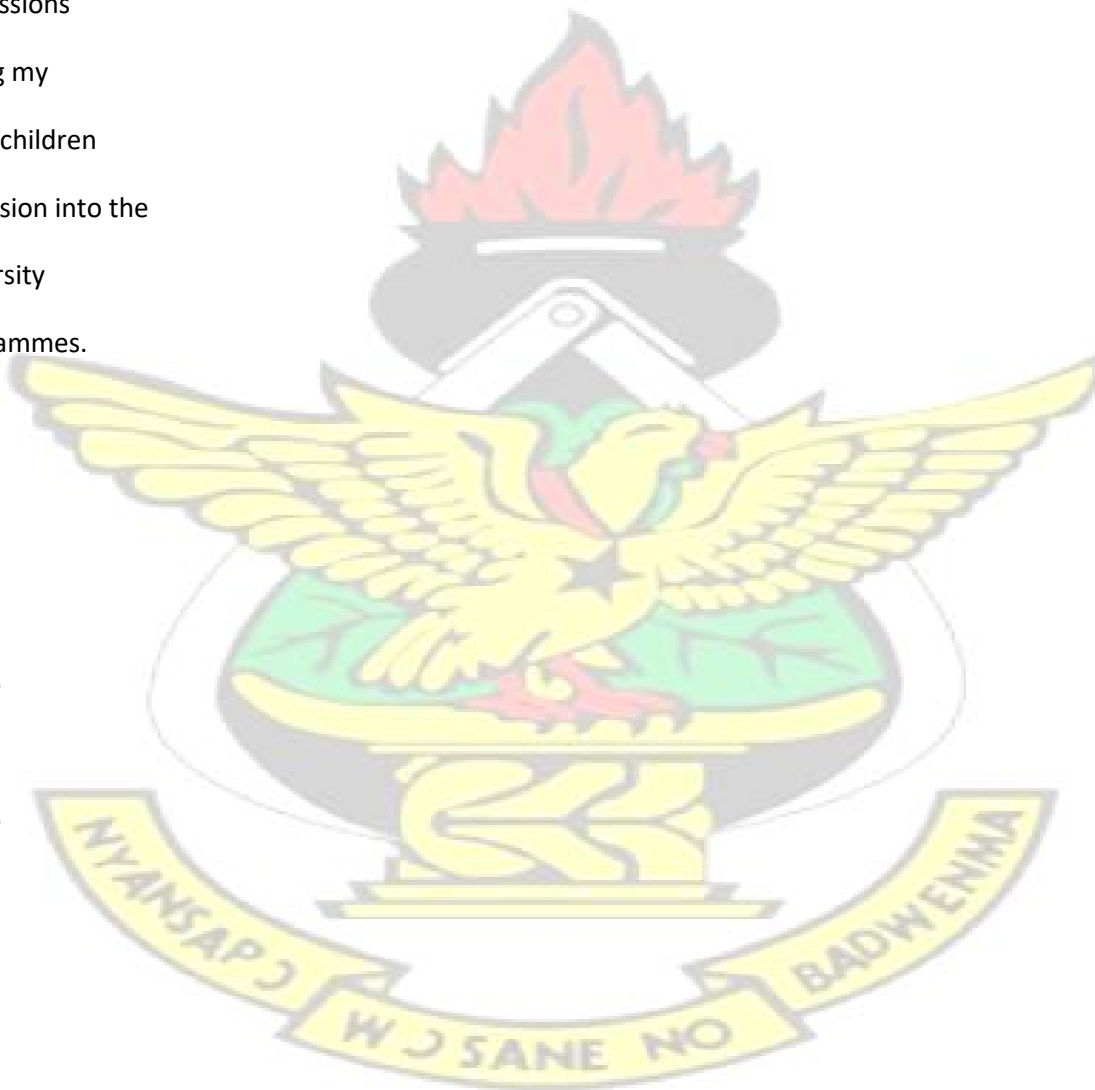
0

0

0

0

KNUST



121

48.8%

“B”

13

17.1%

36

47.4%

19

25.0%

7

9.2%

1

1.3%

0

0

76

30.6%

“C”

1

1.9%

2

3.9%

3

5.9%

29

KNUST



56.9%

16

31.4%

0

0

51

20.6%

Respondent being

aware that this

institution

promotes equal

opportunity

working

environment such

as equal pay for

equal jobs,

protection from

sexual

harassment, non-discrimination,

etc.

“A”

13

10.7%

17

14.0%

KNUST



20

16.5%

42

34.7%

27

22.4%

2

1.7%

121

48.8%

“B”

3

3.9%

10

13.2%

3

3.9%

36

47.4%

23

30.3%

1

1.3%

76

30.6%

KNUST



“C”

3

5.9%

7

13.7%

0

0

26

50.9%

13

25.5%

2

3.9%

51

20.6%

Respondents feel
devalued and
unrecognized by
current institution

“A”

7

5.8%

48

39.7%

31

KNUST



25.6%

15

12.4%

19

15.7%

1

0.8%

121

48.8%

“B”

22

36.8%

37

48.7%

3

3.9%

9

11.8%

5

6.6%

0

0

76

30.6%

“C”

KNUST



9

17.6%

16

31.4%

16

31.4%

5

9.8%

5

9.8%

0

0

51

20.6%

Total Sub

Averages:

“A”

11.7

9.7%

35.5

29.3%

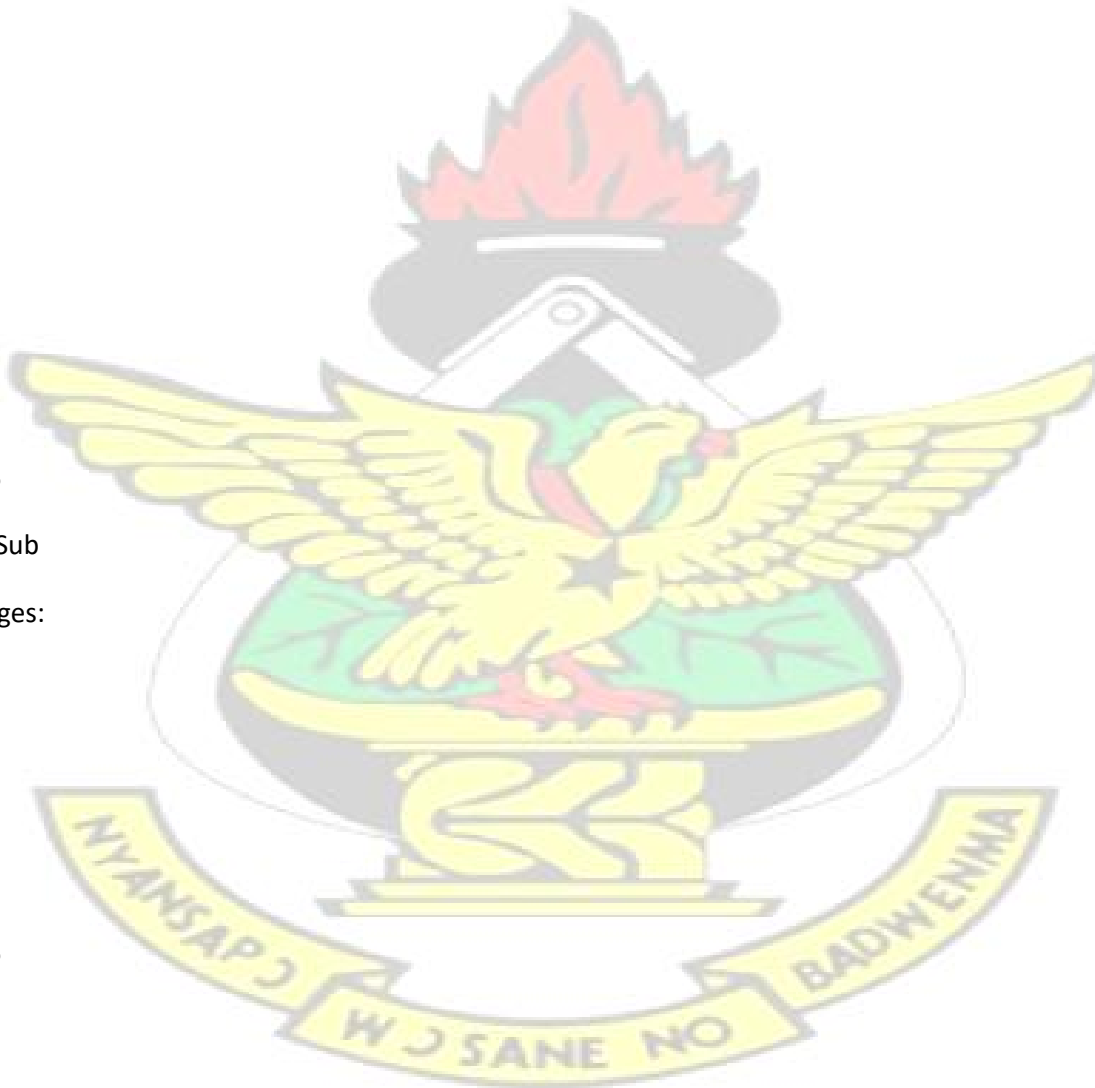
23.3

19.3%

29.5

24.4%

KNUST



19.5

16.1%

1.5

1.2%

121

48.8%

“B”

10.8

14.2%

22.7

29.9%

11.2

14.7%

10.2

13.4%

19.8

26.1%

1.3

1.7%

76

30.6%

“C”

5.0

9.8%

12.2

KNUST



23.9%

7.0

13.7%

18.8

36.9%

7.0

13.7%

1.0

1.9%

51

20.6%

44

Overall Averages for the three private
universities :

27.5

11.1%

70.4

28.4%

41.5

16.7%

58.5

23.6%

46.3

18.7%

3.8

KNUST



1.5%

248

100%

Source: Researcher`s Field Survey Data, 2013

4.3.2 Compensation, Rewards/Incentives as an employee retention strategy

Private University “A”: It is discernible from table 6.2 that 35.5 (29.3%) whilst 29.5 (24.4%) of the total sub-average responses disagreed, and agreed respectively in relation to the competitiveness and attractiveness of compensation, rewards and incentive systems in this private university. This result clearly showed that employees of the private university “A” were relatively not satisfied with the available compensation, reward and incentive systems. Also, the total sub-averages of the responses showed that 23.3 (19.3%) were neutral, 19.5(16.1%) strongly agreed, while 11.5 (9.7%) strongly disagreed in relation to the competitiveness and attractiveness of the compensation, rewards and incentive systems in this University College.

Private University “B”: The total sub-averages as indicated in table 6.2 showed that majority of the average responses representing 22.7 (29.9%) disagreed whilst 19.8 (26.1%) strongly agreed respectively with regards to the competitiveness and attractiveness of the compensation, rewards and incentive systems in this private university. This result indicated that employees of the private university “B” were equally not satisfied with the compensation, reward and incentive systems of their institution. Also, the total sub-averages of the responses showed that 11.2 (14.7%) were neutral, 10.8 (14.2%) strongly disagreed, whilst 10.2 (13.4%) strongly disagreed in relation to the in the private university “B”.

45

Private University “C”: From table 6.2, it is shown that 18.8 (36.9%) of the total sub-averages agreed whilst 12.2 (23.9%) disagreed respectively in relation to the competitiveness and attractiveness of the compensation, rewards and incentive systems in this private university.

This result might be a suggestion that employees of private university “C” were comparatively satisfied with the compensation, rewards and incentive systems in their institution. Also, the total sub-averages of the responses showed that 7.0 (13.7%) were neutral, 7.0 (13.7%) strongly agreed, whilst 5.0 (9.8%) strongly disagreed in relation to the competitiveness and attractiveness of the compensation, rewards and incentive systems in the private university “C”. Overall Averages: The overall averages of the responses as shown in table 6.2 indicated that 70.4 (28.4%) disagreed whilst 58.5 (23.6%) agreed with regards to the competitiveness and attractiveness of the compensation, rewards and incentive systems in the selected private universities. This result was an indication that employees of the selected private universities were comparatively not satisfied with the available compensation packages. The unattractive and uncompetitive compensation packages in some of the selected private universities might be attributed to the relatively financial challenges faced by these institutions, which are basically self-financed. This is incongruent with an assertion made by Bamberger & Meshoulam (2000) that organization’s attractive compensation and reward systems can impact positively on the performance of the employee and their desire to remain within the organization.

46

Table 8: Management-employee relationship as an employee retention strategy

Strategy Statements

Private
University
Strongly
disagree
Disagree
Neutral
Agree



Strongly

Agree

Unanswer

ed

Total

Management

-employee

relationship.

Respondents being

delegated sometimes

to perform higher

duties.

“A”

6

4.9%

12

9.9%

18

14.9%

59

48.8%

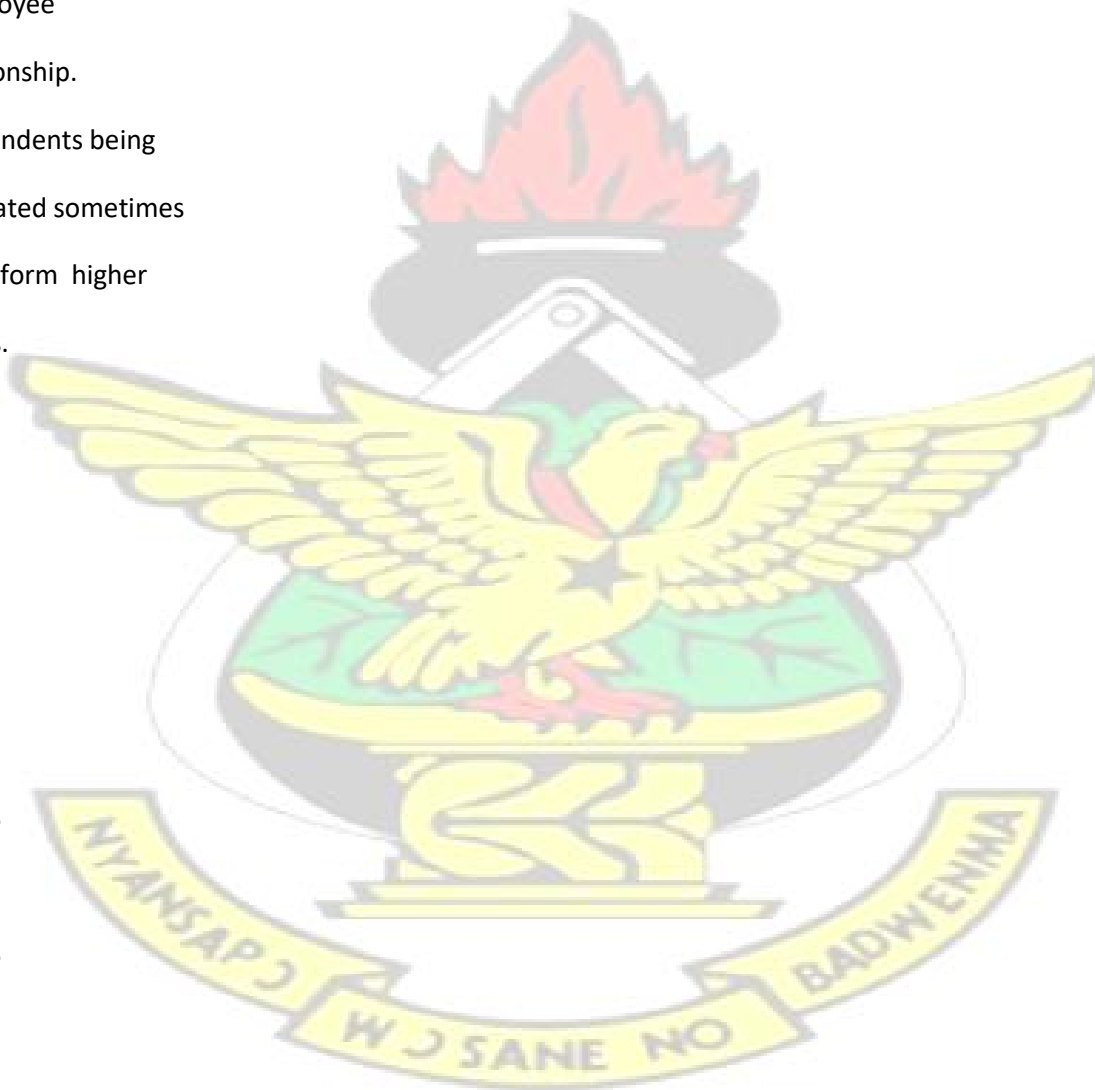
25

20.7%

1

0.8%

KNUST



121

48.8%

“B”

4

5.3%

6

7.9%

11

14.5%

37

48.7%

16

21.0%

2

2.6%

76

30.6%

“C”

0

0

1

1.9%

5

9.8%

29

KNUST



56.9%

13

25.5%

3

5.9%

51

20.6%

Respondents having
trust and confidence
in the management
of current institution

“A”

15

12.4%

20

16.5%

16

13.2%

68

56.2%

2

1.7%

0

0

121

KNUST



48.8%

"B"

4

5.3%

9

11.8%

3

3.9%

47

61.8%

10

13.3%

3

3.9%

76

30.6%

"C"

3

5.9%

6

11.8%

2

3.9%

21

41.2%

KNUST



18

35.3%

1

1.9%

51

20.6%

Respondents have

little coaching and

mentoring from

Management of this

current institution

“A”

9

7.4%

32

26.4%

27

22.3%

50

41.3%

2

1.7%

1

0.8%

121

KNUST



48.8%

“B”

13

17.1%

36

47.4%

7

9.2%

19

25.0%

1

1.3%

0

0

76

30.6%

“C”

10

19.6%

14

27.5%

8

15.7%

12

23.5%

KNUST



3

5.9%

4

7.8%

51

20.6%

Respondents'

performance being

hardly appreciated

or recognized by

management of

current institution.

"A"

27

22.3%

42

34.7%

20

16.5%

17

14.0%

13

10.8%

2

1.7%

KNUST



121

48.8%

“B”

6

7.9%

27

35.5%

14

18.5%

12

15.8%

15

19.7%

2

2.6%

76

30.6%

“C”

10

19.6%

14

27.5%

8

15.7%

12

KNUST



23.5%

3

5.9%

4

7.8%

51

20.6%

47

Respondents having
experienced
adequate formalized
support/assistance in
difficult situation
from Management
of current
institution.

“A”

17

14.0%

42

34.7%

15

12.4%

36

29.8%

KNUST



10

8.3%

1

0.8%

121

48.8%

“B”

10

13.2%

22

28.9%

9

11.8%

18

23.7%

16

21.1%

1

1.3%

76

30.6%

“C”

4

7.8%

10

KNUST



19.7%

4

7.8%

31

60.8%

2

3.9%

0

0

51

20.6%

Respondents being

treated fairly at

work by

Management of

current institution

“A”

15

12.4%

36

29.8%

17

14.0%

42

34.7%

KNUST



7

5.8%

4

3.3%

121

48.8%

“B”

7

9.2%

18

23.8%

10

13.1%

31

40.8%

10

13.1%

0

0

76

30.6%

“C”

2

3.9%

1

KNUST



1.9%

4

7.8%

31

60.8%

13

25.6%

0

0

51

20.6%

Management

-employee

relationship.

(contd.)

Total Sub

Averages:

“A”

14.9

12.3%

30.8

25.5%

18.8

15.5%

45.5

KNUST



37.6%

9.4

7.7%

1.6

1.4%

121

48.8%

“B”

9.2

12.1%

19.7

25.9%

9.0

11.8%

25.1

33.0%

11.3

14.8%

1.7

2.4%

76

30.6%

“C”

4.8

9.4%

KNUST



7.7

15.1%

5.2

10.2%

22.6

44.3%

8.7

18.1%

2.0

3.9%

51

20.6%

Overall Averages for the
three private universities:

28.9

11.6%

58.2

23.5%

33

13.3%

93.2

37.6%

29.4

11.9%

5.3

KNUST



2.1%

248

100%

Source: Researcher`s Field Survey Data, 2013

4.3.3 Management-employee relationship as a retention strategy

Private University “A”: As it is visible in table 6.3, majority of the average responses representing 45.5 (37.6%) agreed whilst 30.8 (25.5%) disagreed respectively that they were satisfied with management-employee relationship in this private university. This result clearly indicated that employees of the University College “A” were relatively content with their relationship with management members. The total sub-averages of the responses also showed that 18.8 (5.5%) were neutral, 14.9(12.3%) strongly disagreed, while 9.4 (7.7%) strongly

48

agreed that they were in good relationship with Management in this private university.

Private University “B”: The total sub-averages as indicated in table 6.3 showed that 25.1 (33.0%) agreed whilst 19.7 (25.9%) disagreed respectively that they were satisfied with the management-employee relationship in this University College. This result showed that the relationship between management and employees of the private university “B” was relatively convivial. Also, the total sub-averages of the responses showed that 11.3 (14.8%) agreed, 9.2 (12.1%) strongly disagreed, while 9.0 (11.8%) were neutral in relation to their satisfaction with the management-employee relationship in the private university “B”.

Private University “C”: Based on the total sub-averages as indicated in table 6.3, it was indicated that 22.6 (44.3%) while 7.7 (15.1%) of the average responses agreed and disagreed respectively that they were satisfied with management-employee relationship in this private university. This result clearly indicated that employees of the private university “C” were comparatively satisfied with management-employee relationship. The total sub-averages of

the responses also showed that 8.7 (18.1%) strongly agreed, 5.2 (10.2%) were neutral, while 4.8 (9.4%) strongly disagreed, that they were satisfied with the relationship between Management and employees in this private university.

Overall Averages: The overall averages of the responses as shown in table 6.3 indicated that 93.2 (37.6%) and 58.2 (23.5%) of the responses respectively agreed and disagreed with regards to their satisfaction with the management-employee relationship in the selected private universities. This result depicted that employees of the selected private universities were comparatively satisfied with their relationship with managements in terms of trust, confidence, communication, delegation, coaching and mentoring, fairness and employee appreciation.

49

Here, the relative positive relationship between management and employees might be due to the support and assistance given to employees by managements as well as their understanding of the delegation process. This result is in agreement with finding by Kaye and Evan (2003), which indicates that managers largely control the factors that enhance employee satisfaction and commitment and for that matter; employee retention is positively and directly influenced by manager's formalized support in terms of coaching and mentoring, and their ability to delegate responsibility with authority. The total sub-averages of the responses also showed that 33.0 (13.3%) were neutral, 29.4 (11.9%) strongly agreed, whilst 28.9 (11.6%) strongly disagreed, that they were satisfied with the relationship between Management and employees in this private university.

Table 9: Work-life balance programme as an employee retention strategy

Strategy Statements

Private

University

Strongly

disagree

Disagree

Neutral

Agree

Strongly

Agree

Unanswer

ed

Total

Work-Life

Balance

programmes

Respondents having

access to

regular/casual/annua

I /maternity leaves

with pay

“A”

3

2.5%

7

5.9%

25

20.7%

67

KNUST



55.4%

17

14.0%

2

1.7%

121

48.8%

“B”

0

0

18

23.7%

14

18.4%

32

42.1%

6

7.9%

6

7.9%

76

30.6%

“C”

3

5.9%

KNUST



6

11.8%

8

15.7%

26

50.9

6

11.8%

2

3.9%

51

20.6%

Respondents having
many interruptions
in job that affect my
private or family
life.

“A”

9

7.4%

45

37.2%

27

22.3%

37

KNUST



30.6%

1

0.8%

2

1.7%

121

48.8%

“B”

10

13.2%

32

42.1%

7

9.2%

19

25.0%

5

6.6%

3

3.9%

76

30.6%

“C”

5

9.8%

KNUST



14

27.6%

12

23.5%

13

25.5%

4

7.8%

3

5.8%

51

20.6%

Respondents being
able to testify that
work-life balance in
“A”

30

24.8%

60

49.6%

9

7.4%

19

15.7%

2

KNUST



1.7%

1

0.8%

121

48.8%

50

terms of flexible

working hours,

childcare support, is

supported by

institution

“B”

13

17.1%

36

47.4%

7

9.2%

19

25.0%

0

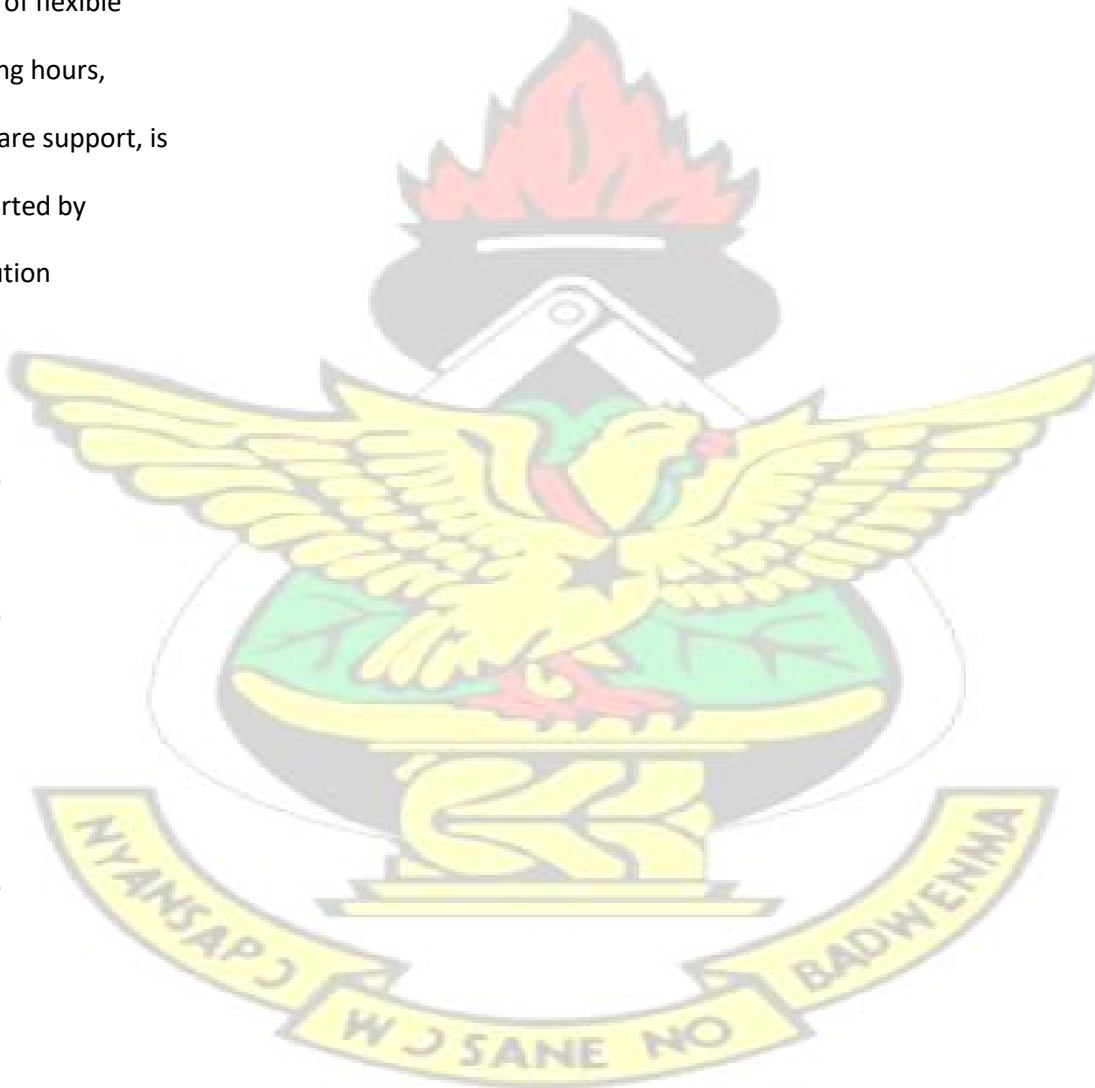
0

1

1.3%

76

KNUST



30.6%

“C”

10

19.6%

14

27.5%

8

15.7%

12

23.5%

3

5.9%

4

7.8%

51

20.6%

Respondents' high

need for

achievement and

propensity for work

involvement

adversely affects

family life.

“A”

4

KNUST



3.3%

24

19.8%

18

14.9%

60

49.6%

12

9.9%

3

2.5%

121

48.8%

"B"

4

5.3%

7

9.2%

10

13.2%

41

53.9%

12

15.8%

2

KNUST



2.6%

76

30.6%

“C”

3

5.9%

1

1.9%

5

9.8%

29

56.9%

13

25.5%

0

0

51

20.6%

Respondents

observed that

institution has social

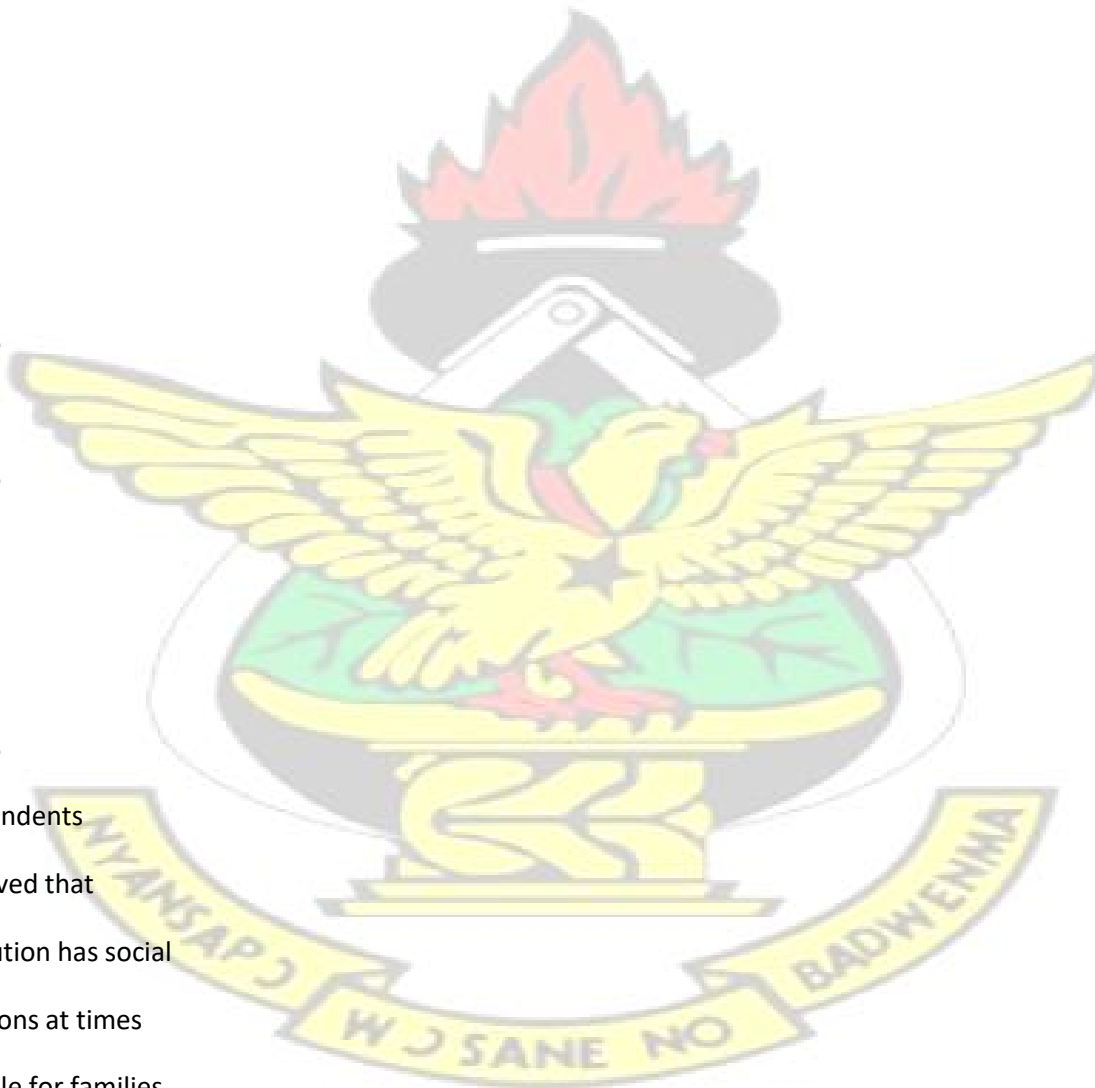
functions at times

suitable for families.

“A”

15

KNUST



12.4%

60

49.6%

12

9.9%

19

15.7%

13

10.7%

2

1.7%

121

48.8%

"B"

14

18.4%

39

51.3%

3

3.9%

10

13.2%

7

9.2%

3

KNUST



3.9%

76

30.6%

“C”

9

17.6%

32

62.7%

3

5.9%

7

13.7%

4

7.8%

5

9.8%

51

20.6%

Respondents feel
stressed from
overwork and an
imbalanced work-life.

“A”

9

7.4%

KNUST



24

19.8%

19

15.7%

53

43.8%

15

12.4%

1

0.8%

121

48.8%

“B”

5

6.6%

37

48.7%

3

3.9%

23

30.3%

6

7.9%

2

2.6%

KNUST



76

30.6%

"C"

8

15.7%

13

25.5%

5

9.8%

20

39.2%

5

9.8%

0

0

51

20.6%

Total Sub

Averages:

"A"

11.7

9.7%

36.7

30.3%

18.3

KNUST



15.1%

42.5

35.1%

10.0

8.3%

1.8

1.5%

121

48.8%

“B”

7.7

10.1%

28.2

37.1%

7.3

9.6%

24.0

31.6%

6.0

7.9%

2.8

3.7%

76

30.6%

“C”

KNUST



6.3

12.4%

13.3

26.1%

6.8

13.3%

16.6

32.5%

5.8

11.4%

2.2

4.3%

51

20.6%

Overall Averages for the three private

universities:

25.7

10.4%

78.2

31.5%

32.4

13.1%

83.1

33.5%

21.8

KNUST



8.8%

6.8

2.7%

248

100%

51

KNUST

Source: Researcher's Field Survey Data, 2013

4.3.4 Work-life balance programmes as a retention strategy

Private University "A": According to the total sub-averages as depicted in table 6.4, it was shown that 42.5 (35.1%) and 36.7 (30.3%) of the average responses agreed and disagreed respectively that work-life balance programmes in terms of flexible working hours, childcare support, were supported and implemented in this private university. This result clearly indicated that this private university comparatively understood the importance of work-life balance in retaining its employees. The total sub-averages of the responses also showed that 18.3 (15.1%) were neutral, 11.7(9.7%) strongly disagreed, whilst 10.0 (8.3%) strongly agreed with regards to the availability, implementation of, and satisfaction with, work-life balance programmes in this private university.

University College "B": The total sub-averages as shown in table 6.4 showed that 28.2 (37.1%) disagreed while 24.0 (31.6%) agreed respectively that with regards to the availability, implementation of, and satisfaction with work-life balance programmes in this University College. This result might be attributed to the supposition that private university "B" had not yet recognized the importance of, and the need to promote, work-life balance programmes. Also, the total sub-averages of the responses showed that 7.7 (10.1%) agreed, 7.3 (9.6%) were neutral, while 6.0 (7.9%) strongly agreed in relation to the availability, implementation of, and satisfaction with work-life balance programmes in the private university "B".

Private University “C”: Based on the total sub-averages as indicated in table 6.4, it was indicated that 16.6 (32.5%) while 13.3 (26.1%) of the average responses agreed and disagreed respectively in relation to the availability, implementation of, and satisfaction with work -life balance programmes in this private university. This result indicated that employees of the private university “C” were comparatively satisfied with the available work-life balance programmes in this institution. The total sub-averages of the responses also showed that 6.8 (13.3%) were neutral, 6.3 (12.4%) strongly disagreed, while 5.8 (11.4%) strongly agreed in relation to the availability, implementation of, and satisfaction with work-life balance programmes in this private university.

Overall Averages: The overall averages of the responses as shown in table 6.4 indicated that 83.1 (33.5%) and 78.2 (31.5%) of the responses agreed and disagreed respectively with regards in to the availability and implementation of, as well as satisfaction with the work -life balance programmes in the selected private universities. This result was an indication that employees of the selected private universities were comparatively satisfied with the available work -life balance programmes. The total sub-averages of the responses also showed that 32.4 (13.1%) were neutral, 25.7 (10.4%) strongly disagreed, while 21.8 (8.8%) strongly agreed with regards in to the availability and implementation of, as well as satisfaction with the work -life balance programmes in this private university.

Table 10: Involvement in decision-making process as an employee retention strategy

Strategy Statements

Private

University

Strongly

disagree

Disagree

Neutral

Agree

Strongly

Agree

Unanswered

Total

Respondent's

views being

considered when

it comes to

decision-making

by management,

which makes

him/her feel

valued or

accommodated.

"A"

13

10.7%

20

16.5%

17

14.0%

25

KNUST



20.7%

44

36.4%

2

1.7%

121

48.8

%

“B”

3

3.9%

10

13.2%

3

3.9%

36

47.4%

23

30.3%

1

1.3%

76

30.6

%

“C”

KNUST



3

5.9%

7

13.7%

6

11.8%

20

39.2%

13

25.5%

2

3.9%

51

20.6

%

53

Involvement in

decision

making/

communication

process

Respondents

being

appropriately

informed of

KNUST



decision that
concerns them.

“A”

19

15.7%

30

24.8%

9

7.4%

62

51.2%

0

0

1

0.8%

121

48.8

%

“B”

0

0

15

19.7%

5

6.6%

KNUST



19

25.0%

36

47.4%

1

1.3%

76

30.6

%

“C”

10

19.6%

14

27.5%

8

15.7%

12

23.5%

3

5.9%

4

7.8%

51

20.6

%

KNUST



Respondents

enjoy a more

humane working

environment that

appreciated the

suggestions/viewp

oints of

employees in the

current institution

“A”

11

9.1%

21

17.4%

25

20.7%

1

0.8%

59

48.8%

4

3.3%

121

48.8

%

KNUST



“B”

10

13.2%

36

47.4%

1

1.3%

7

9.2%

19

25.0%

3

3.9%

76

30.6

%

“C”

0

0

2

3.9%

6

11.8%

26

50.9%

KNUST



16

31.5%

1

1.9%

51

20.6

%

Respondents get

quick feedback

for performance.

“A”

13

10.7%

29

23.9%

12

9.9%

50

41.5%

15

12.4%

2

1.6%

121

48.8

KNUST



%

“B”

14

18.5%

39

51.3%

3

3.9%

10

13.2%

7

9.2%

3

3.9%

76

30.6

%

“C”

9

17.6%

7

13.7%

3

5.9%

32

KNUST



62.7%

4

7.8%

5

9.8%

51

20.6

%

Respondents think

the

communication

system of current

institution is

highly

bureaucratic.

“A”

13

10.7%

27

22.3%

20

16.5%

42

34.7%

17

KNUST



14.0%

2

1.7%

121

48.8

%

“B”

6

7.9%

2

2.6%

14

18.5%

12

15.8%

27

35.5%

15

19.7%

76

30.6

%

“C”

3

5.9%

KNUST



12

23.5%

8

15.7%

14

27.5%

10

19.6%

4

7.8%

51

20.6

%

54

Respondents

having face-to-face/open-door

communication

access to

management as

and when need

arises.

“A”

20 50 9 29 12 1 121

48.8

%

KNUST



“B”

13 19 7 36 0 1 76

30.6

%

“C”

10 14 8 12 3 4 51

20.6

%

Total Sub

Averages:

“A”

14.8

12.2%

29.6

24.5%

15.3

12.6%

34.8

28.8%

24.5

20.2%

2.0

1.7%

121

48.8

KNUST



%

“B”

7.7

10.1%

20.2

26.6%

5.5

7.2%

20.0

26.3%

18.6

24.5%

4.0

5.3%

76

30.6

%

“C”

5.8

11.4%

9.3

18.2%

6.5

12.7%

17.9

KNUST



35.1%

8.2

16.1%

3.3

6.5%

51

20.6

%

Overall Averages for the three private
universities:

28.3

11.4%

59.1

23.8%

27.3

11.0%

72.7

29.3%

51.3

20.7%

9.3

3.8%

248

100

%

KNUST



Source: Researcher's Field Survey Data, 2013

4. 3.5 Involvement in decision-making as an employee retention strategy

University College "A": Based on the total sub-averages as depicted in table 6.5, it was shown that 34.8 (28.8%) and 29.6 (24.5%) of the average responses agreed and disagreed respectively with regards to their involvement in the decision-making process in this private university. This indicated that this private university comparatively encouraged its employees to partake in its decision-making process. The total sub-averages of the responses also showed that 24.5 (20.2%) strongly agreed, 15.3 (12.6%) were neutral, while 14.8 (12.2%) strongly

55

disagreed, with regards to their involvement in the decision making process in this University College.

University College "B": Based on the total sub-averages as depicted in table 6.5, it was shown that 20.2 (26.6%) and 20.0 (26.3%) of the average responses agreed and disagreed respectively with regards to their involvement in the decision-making process in this private university. This indicated that this University College comparatively encouraged its employees to partake in its decision-making process. However, it was observed that almost the same responses were recorded for those who disagreed that they were involved in the decision making process in this institution. The total sub-averages of the responses also showed that 8.2 (16.1%) strongly disagreed, 6.5 (12.7%) were neutral, while 5.8 (11.4%) strongly disagreed with regards to their involvement in the decision making process in this private university.

Private University "C": Based on the total sub-averages as depicted in table 6.5, it was shown that 17.9 (35.1%) and 9.3 (18.2%) of the average responses agreed and disagreed respectively with regards to their involvement in the decision-making process in this University College. These results depicted that the University College comparatively

encouraged its employees to partake in its decision-making process. The total sub-averages of the responses also showed that 18.6 (24.5%) strongly agreed, 7.7 (10.1%) strongly disagreed, while 5.5 (7.2%) were neutral with regards to their involvement in the decision making process in this University College.

Overall Averages: The overall averages of the responses as shown in table 6.5 indicated that 72.7 (29.3%) and 59.1 (23.8%) of the responses agreed and disagreed respectively with

56

regards the employee's involvement in the decision-making process in this University College. As postulated by Nwokocha and Iheriohanma (2012), when workers are integrated into the decision-making process of the organization, they will feel valued, accommodated and this will blur their intentions to leave the organization. Thus, the seemingly dissatisfaction of employees of these private universities, if not adequately addressed, could eventually result in some of the few quality for other organizations. The total sub-averages of the responses also showed that 51.3 (20.7%) strongly agreed, 28.3 (11.4%) strongly disagreed, while 27.3 (11.0%) were neutral with regards to the employee's involvement in the decision-making processes of the selected private universities.

4.4 Effectiveness of employee retention strategies in the selected private universities

Table 11: Effectiveness of employee retention strategies (n=248)

Statements

Private

University

Strongly

disagree

Disagree

Neutral

Agree

Strongly

Agree

Unanswered

Total

Respondents being

comparatively satisfied with

the quality of the working

environment of this institution.

“A”

8

6.6%

29

23.9%

9

7.4%

51

42.2%

21

17.4%

3

2.5%

121

48.8%

“B”

6

KNUST



7.9%

12

15.8%

14

18.4%

27

35.5%

15

19.7%

2

2.6%

76

30.6%

"C" 4

7.8%

31

60.8%

2

3.9%

13

25.5%

3

5.9%

0

0

KNUST



51

20.6%

Respondents being highly
satisfied with my current job.

“A”

13

10.7%

27

22.3%

20

16.5%

42

34.7%

17

14.0%

2

1.7%

121

48.8%

“B”

6

7.9%

27

35.5%

2

KNUST



2.6%

12

15.8%

14

18.4%

15

19.7%

76

30.6%

"C"

3

5.9%

12

23.5%

8

15.7%

14

27.5%

10

19.6%

4

7.8%

51

20.6%

57

KNUST



Respondents feel loyal and committed to current institution because of its attractive compensation package.

“A”

13

10.7%

27

22.3%

20

16.5%

43

35.5%

15

12.4%

3

2.5%

121

48.8%

“B”

3

3.9%

25

32.9%

KNUST



19

25.0%

26

34.2%

3

3.9%

0

0

76

30.6%

"C"

8

15.7%

15

29.4%

9

17.6%

13

25.5%

4

7.8%

2

3.9%

51

20.6%

KNUST



Respondents being determined
to contribute maximum output
due to the training and
development opportunities
such as study leave with
pay/scholarship given to me
by this institution.

KNUST

“A”

7

5.8%

51

42.1%

6

4.9%

55

45.5%

2

1.7%

0

0

121

48.8%

“B”

5

6.6%



15

19.7%

13

17.1%

28

36.8%

7

9.2%

3

3.9%

76

30.6%

"C"

10

19.6%

7

13.8%

8

15.7%

23

45.1%

1

3.9%

1

1.9%

KNUST



51

20.6%

Respondents would not leave
current organization right now
owing to a sense of obligation
and belongingness to it.

KNUST

“A”

19

15.7%

30

24.8%

9

7.4%

59

48.8%

3

2.5%

1

0.8%

121

48.8%

“B”

5

6.6%

36



47.4%

5

6.6%

19

25.0%

10

13.2%

1

1.3%

76

30.6%

"C"

6

11.8%

18

35.3%

8

15.7%

12

23.5%

3

5.9%

4

7.8%

51

KNUST



20.6%

Respondents probably decided

to look for a job in the near

future due to ineffective

retention strategies.

“A”

4

3.3%

54

44.6%

18

14.9%

30

24.8%

12

9.9%

3

2.5%

121

48.8%

“B”

4

5.3%

12

15.8%

KNUST



10

13.2%

31

40.8%

17

22.4%

2

2.6%

76

30.6%

"C"

3

5.9%

10

19.6%

3

5.9%

23

45.1%

11

21.6%

1

1.9%

51

20.6%

KNUST



Respondents being always
prepared to demonstrate
organizational citizenship
behaviour to the institution
due to its competitive and
attractive retention strategies

KNUST

“A”

10

8.3%

25

20.7%

7

5.8%

56

46.3%

23

19.0%

2

1.7%

121

48.8%

“B”

6

7.9%

16



21.0%

10

13.2%

37

48.7%

5

6.6%

2

2.6%

76

30.6%

"C"

4

7.8%

23

45.1%

2

3.9%

19

37.3%

3

5.9%

0

0

51

KNUST



20.6%

58

Respondents being motivated

by the work-life balance

strategies of this institution.

“A”

6

4.9%

57

47.1%

15

12.4%

37

30.6%

5

4.1%

1

0.8%

121

48.8%

“B”

7

9.2%

42

55.3%

KNUST



7

9.2%

19

25.0%

0

0

1

1.3%

76

30.6%

“C”

4

7.8%

16

31.4%

4

7.8%

20

39.2%

7

13.7%

0

0

51

20.6%

KNUST



Respondents remaining in
institution due to the good
management-employee
relationship.

“A”

7

5.8%

41

33.9%

17

14.0%

43

35.5%

11

9.1%

2

1.7%

121

48.8%

“B”

2

2.6%

21

27.6%

2

KNUST



2.6%

37

48.7%

13

17.1%

1

1.3%

76

30.6%

“C”

1

1.9%

9

17.6%

6

11.8%

20

39.6%

14

27.5%

1

1.9%

51

20.6%

Total Sub-Averages:

KNUST



“A”

9.7

8.0%

37.9

31.3%

13.4

11.1%

46.2

38.2%

12.1

10.0%

1.7

1.4%

121

48.8%

“B”

4.9

6.4%

22.9

30.1%

9.6

12.6%

26.3

34.4%

9.3

KNUST



12.2%

3.0

3.9%

76

30.6%

"C"

4.8

9.4%

15.7

30.8%

5.6

10.9

17.3

33.9%

6.2

12.3%

1.4

2.7%

51

20.6%

Overall averages for the three private
universities:

19.4

7.9%

76.5

KNUST



30.8%

28.6

11.5%

89.8

36.2%

27.6

11.1%

6.1

2.5%

248

100%

Source: Researcher's Field Survey Data, 2013

Private University "A": From the total sub-averages as depicted in table 7, it was shown that 46.2 (38.2%) of the average responses agreed that the available employee retention strategies in this private university to be somewhat effective. On the other hand, 37.9 (31.3%) of the average responses disagreed that the available employee retention strategies were effective. It could be deduced from these results that the available employee retention strategies in this private university were comparatively effective. The total sub-averages of the responses also showed that 13.4 (11.1%) were neutral 12.1 (10%) strongly agreed, while 9.7 (8%) strongly disagreed, with regards to the effectiveness of the employee retention strategies in this private university.

59

Private University "B": From the total sub-averages as shown in table 7, the result indicated that 26.3 (34.4%) of the average responses agreed that the available employee retention strategies in this private university College were effective. However, 22.9 (30.1%) of the

average responses disagreed the available employee retention strategies in this University College were effective. This result indicated that the available employee retention strategies in this private university somewhat effective. The total sub-averages of the responses also showed that 9.6 (12.6%) were neutral 6.5 (12.7%), 9.3 (12.2%) strongly agreed while 4.9 (6.4%) strongly disagreed with regards to the effectiveness of employee retention strategies in this private university.

Private University "C": Based on the total sub-averages as depicted in table 7, it was shown that 17.3 (33.9%) and 15.7 (30.8%) of the average responses agreed and disagreed respectively with regards to the effectiveness of the available employee retention strategies in this private university. This result indicated that the available employee retention strategies in this private university were relatively effective. The total sub-averages of the responses also showed that 6.2 (12.3%) strongly agreed, 4.8 (9.4%) strongly disagreed, while 5.6 (10.9%) were neutral with regards to the effectiveness of the employee retention strategies in this private university.

Overall Averages: The overall averages as shown in table 7 indicated that 89.8 (36.2%) of the responses agreed that the employee retention strategies of the selected private universities were comparatively effective and satisfactory. This finding supports Al-Hussami's (2008) conclusion that when employees are more satisfied with retention strategies, it will enhance their ability of creativity and productivity. However, an overall average of 76.5 (30.8%)

60

disagreed that the employee retention strategies of the selected private universities were comparatively effective and satisfactory. Also, based on the overall averages, 28.6 (11.5%) were neutral, 19.4 (7.9%) strongly disagreed, 27.6 (11.1%) strongly agreed to the effect that employee retention strategies of the selected private universities were comparatively effective and satisfactory. These results indicate that some of the selected private universities are

relatively doing pretty well in terms of implementing their employee retention strategies. However, they could do fare better by concentrating resources on effective implementation and sustainability of the various strategies such as competitive and attractive compensation package, work-life balance programmes, career growth and development opportunities th at would help to retain their employees. This is supported by Maguire (1995) and Annand (1997) who found out that successful organizations share a fundamental philosophy of creating value and investing in their employees in order to improve their performances.

Table 12: Relationship between employee retention strategies and employee performance (n=248)

Statements

Private

University

Strongly

disagree

Disagree

Neutral

Agree

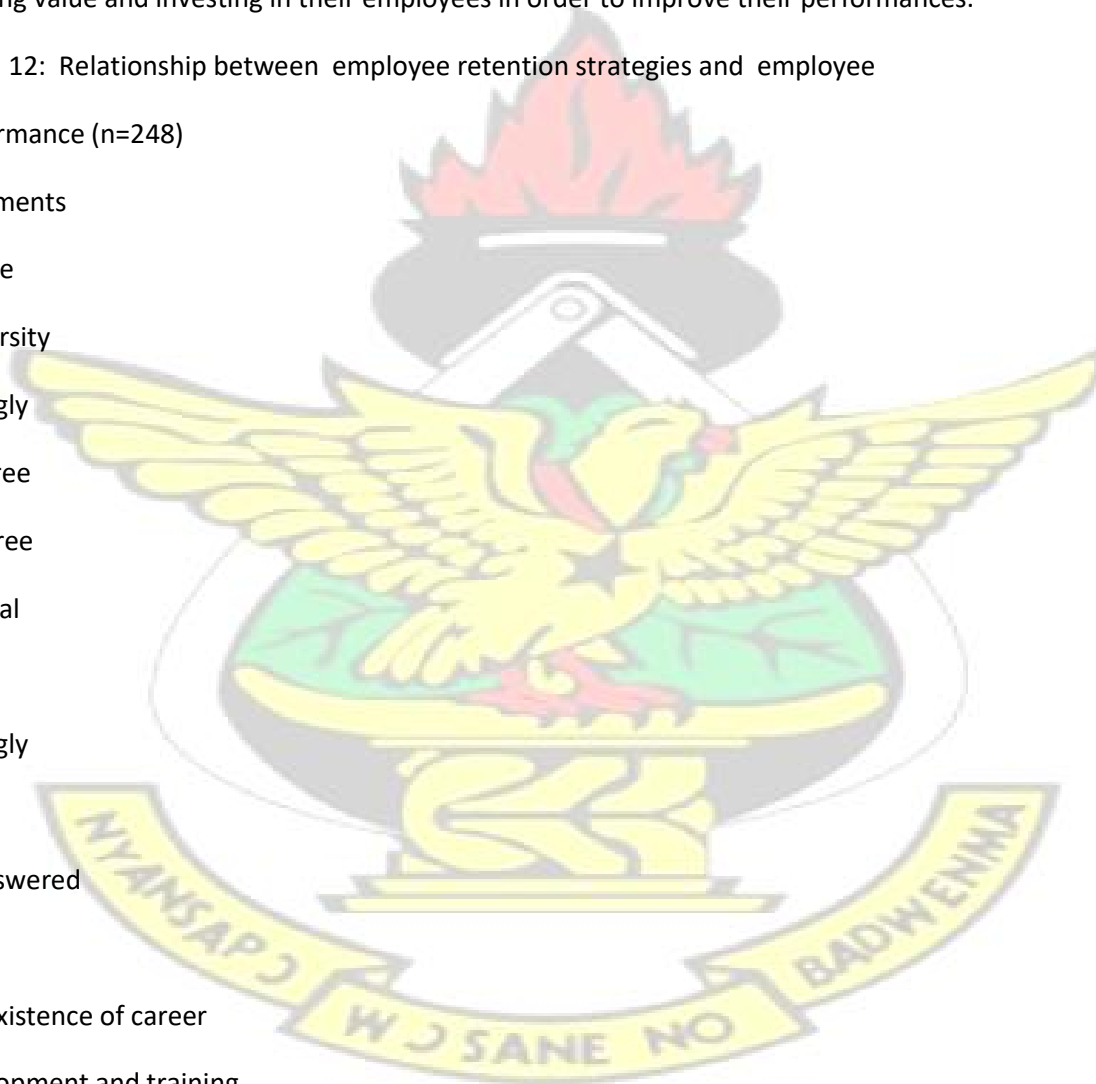
Strongly

Agree

Unanswered

Total

The existence of career development and training opportunities will motivate respondents to



work harder.

“A”

8

6.6%

13

10.7%

9

7.4%

82

67.8%

5

4.1%

4

3.3%

121

48.8%

“B”

6

7.9%

19

25.0%

1

1.3%

36

47.4%

KNUST



11

14.5%

3

3.9%

76

30.6%

“C”

1

1.9%

5

9.8%

3

5.9%

32

62.8%

8

15.7%

2

3.9%

51

20.6%

The availability of work-life balance programs can
boost respondents` morale

“A”

2

KNUST



1.7%

17

14.0%

9

7.4%

68

56.2%

25

20.7%

0

0

121

48.8%

"B"

2

2.7%

19

25.0%

3

3.9%

47

61.8%

4

5.3%

1

KNUST



1.3%

76

30.6%

61

to perform effectively and
efficiently.

“C”

0

0

11

21.6%

2

3.9%

29

56.9%

9

17.6%

0

0

51

20.6%

Cordial management-employee relationship
will play key role in
discharging assigned day-to-day activities by
respondents.

KNUST



“A”

0

0

17

14.0%

15

12.4%

63

52.1%

25

20.7%

1

0.8%

121

48.8%

“B”

1

1.3%

6

7.9%

4

5.3%

52

68.4%

13

KNUST



17.1%

1

1.3%

76

30.6%

“C”

4

7.8%

5

9.8%

4

7.8%

31

60.9%

7

13.7%

0

0

51

20.6%

Availability of attractive
and competitive
compensation package
will tend to boost
respondents`

KNUST



performance.

“A”

1

0.8%

2

1.7%

7

5.8%

59

48.8%

51

42.1%

1

0.8%

121

48.8%

“B”

5

6.6%

15

19.7%

13

17.1%

28

36.8%

KNUST



7

9.2%

3

3.9%

76

30.6%

“C”

0

0

7

13.7%

2

3.9%

31

60.8%

10

19.7%

1

1.9%

51

20.6%

Communication/feedback

system can facilitate

respondents`

performance.

KNUST



“A”

3

2.5%

19

15.7%

9

7.4%

59

48.8%

30

24.8%

1

0.8%

121

48.8%

“B”

2

2.6%

9

11.8%

5

6.6%

40

52.6%

19

KNUST



25.0%

1

1.3%

76

30.6%

“C”

1

1.9%

5

9.8%

3

5.9%

25

49.0%

13

25.5%

4

7.8%

51

20.6%

The positive work

environment in terms of

organizational culture,

values, relationships and

resources can promote

KNUST



high performance on

respondents` part.

“A”

4

3.3%

17

14.0%

9

7.4%

62

51.2%

25

20.7%

4

3.3%

121

48.8%

“B”

6

7.9%

19

25.0%

1

1.3%

36

KNUST



47.4%

11

14.5%

3

3.9%

76

30.6%

“C”

1

1.9%

5

9.8%

3

5.9%

32

62.7%

8

15.8%

2

3.9%

51

20.6%

Respondents will work

diligently because of

respect, trust and

KNUST



appreciation institution

has for him/her.

“A”

8

6.1%

13

10.7%

9

7.4%

82

67.8%

5

4.1%

4

3.3%

121

48.8%

“B”

2

2.6%

23

30.3%

1

1.3%

38

KNUST



50.0%

11

14.5%

1

1.3%

76

30.6%

"C"

1

1.9%

6

11.8%

2

3.9%

22

43.2%

18

35.3%

2

3.9%

51

20.6%

"A"

8

6.6%

KNUST



5

4.1%

3

2.5%

87

71.9%

14

11.6%

4

3.3%

121

48.8%

62

Strong sense of job

security in this institution

will encourage

respondents to perform

well.

“B”

6

7.9%

19

25.0%

1

1.3%

KNUST



36

47.4%

11

14.5%

3

3.9%

76

30.6%

“C”

1

1.9%

7

13.7%

1

1.9%

25

49.1%

15

29.5%

2

3.9%

51

20.6%

Total Sub-Averages:

“A”

KNUST



4.3

3.6%

12.2

10.1%

8.1

6.7%

70.2

58.0%

24.1

19.9%

2.1

1.7%

121

48.8%

"B"

3.8

5.0%

16.3

21.3%

3.7

4.9%

39.4

51.8%

10.9

14.3%

KNUST



2.0

2.6%

76

30.6%

"C"

1.1

2.2%

6.4

12.5%

2.5

4.9%

28.4

55.7%

11.0

21.6%

1.6

3.1%

51

20.6%

Overall averages for the three
private universities:

9.2

3.7%

34.9

14.1%

KNUST



14.3

5.7%

138.0

55.6%

46

18.5%

5.7

2.3%

248

100%

Source: Researcher's Field Survey, 2013

4.5 Relationship between employee retention strategies and employee performance

Private University "A": From the total sub-averages as depicted in table 8, it was shown that 70.2 (58.0%) of the average responses agreed that there was a significant relationship between employee retention strategies and employee performance. On the other hand, 12.2 (10.1%) of the average responses disagreed that there was a significant relationship between employee retention strategies and employee performance. It could be deduced that the employees of the private university "A" were aware that there was a significant relationship between employee retention strategies and employee performance. This awareness on the part of the respondents might indicate the importance of employee retention strategies in motivating employees to remain with their employers. This is noted by Madiha et al, (2009) that performance of employees and their desire to remain employed is affected by organization's retention strategies including reward system. The total sub-averages of the responses also showed that 24.1 (19.9%) strongly agreed, 8.1 (6.7%) were neutral while 4.3 (3.6%) strongly disagreed that there was a significant relationship between employee retention strategies and employee

performance in the selected private universities.

63

Private University “B”: From the total sub-averages as depicted in table 8, it was shown that 39.4 (51.8%) of the average responses agreed that there was a relationship between employee retention strategies and employee performance. On the other hand, 16.3 (21.3%) of the average responses disagreed that there was a significant relationship between employee retention strategies and employee performance. It could be inferred that the employees of the private university “B” were also aware that there was a significant relationship between employee retention strategies and employee performance. The total sub-averages of the responses also showed that 10.9 (14.3%) strongly agreed, 3.7 (4.9%) were neutral while 3.8 (5.0%) strongly disagreed that there was a significant relationship between employee retention strategies and employee performance in the selected private universities.

Private University “C”: From the total sub-averages as depicted in table 8, it was shown that 28.4 (55.7%) of the average responses agreed that there was a significant relationship between employee retention strategies and employee performance. On the other hand, 6.4 (12.5%) of the average responses disagreed that there was a significant relationship between employee retention strategies and employee performance. It could be deduced that the employees of the private university “C” were also aware that there was a significant relationship between employee retention strategies and employee performance. The total sub-averages of the responses also showed that 11.0 (21.6%) strongly agreed, 2.5 (4.9%) were neutral while 1.1 (2.2%) strongly disagreed that there was a significant relationship between employee retention strategies and employee performance in the selected private universities.

Overall Averages: With respect to relationship between employee retention and their performance as shown in table 8, the highest overall average, namely, 138.0 (55.6%) was

64

attained by the respondents who agreed that retention strategies such as positive work environment, job security, respect and appreciation for employees, cordial management-employee relationship, compensations and rewards/incentives, work-life balance programmes, career development and training opportunities, can positively affect their performance. This confirms Akuoko and Ansong's (2012) finding that employee retention strategies impacted positively on workers' commitment and performance. However, an overall average of 34.9 (14.1%) of the responses disagreed that there was a significant relationship between employee retention strategies and employee performance. The total sub-averages of the responses also showed that 46.0 (18.5%) strongly agreed, 14.3 (5.7%) were neutral while 9.2 (3.7%) strongly disagreed that there was a significant relationship between employee retention strategies and employee performance in the selected private universities. Also, the overall implication is that employers' willingness and ability to implement pragmatic employee retention strategies would maximize employees' level of loyalty and ultimately, their overall performance. This is confirmed by Maguire (1995) and Annand (1997) to the effect that successful organizations share a fundamental philosophy of creating value and investing in their employees in order to improve their performances.

Table 13: Test for significance in relationship between timeliness and employee retention strategies.

Testing the ability to perform duties timely without difficulty versus points on employee retention strategy provided by management of institution below.

Private

University

P-value for

ANOVA

1. The existence of career development and training opportunities in this institution will motivate respondents to work harder.

"A" 0.000

"B" 0.000

65

"C" 0.000

2. The availability of work-life balance programs in this institution can boost respondents' morale to perform effectively and efficiently.

"A" 0.000

"B" 0.000

"C" 0.000

3. Cordial management-employee relationship will play key role in discharging assigned day-to-day activities by respondents.

"A" 0.000

"B" 0.000

"C" 0.000

4. Availability of attractive and competitive compensation package of this institution will tend to boost respondents' performance.

"A" 0.000

"B" 0.000

KNUST



"C" 0.000

5. Communication/feedback system of this institution can facilitate respondents` performance.

"A" 0.000

"B" 0.000

"C" 0.000

6. The positive work environment in terms of organizational culture, values, relationships and resources will promote high performance on respondents` part.

"A" 0.000

"B" 0.000

"C" 0.000

7. Respondent will work diligently because of

"A" 0.000

66

respect, trust and appreciation institution has for him/her

"B" 0.000

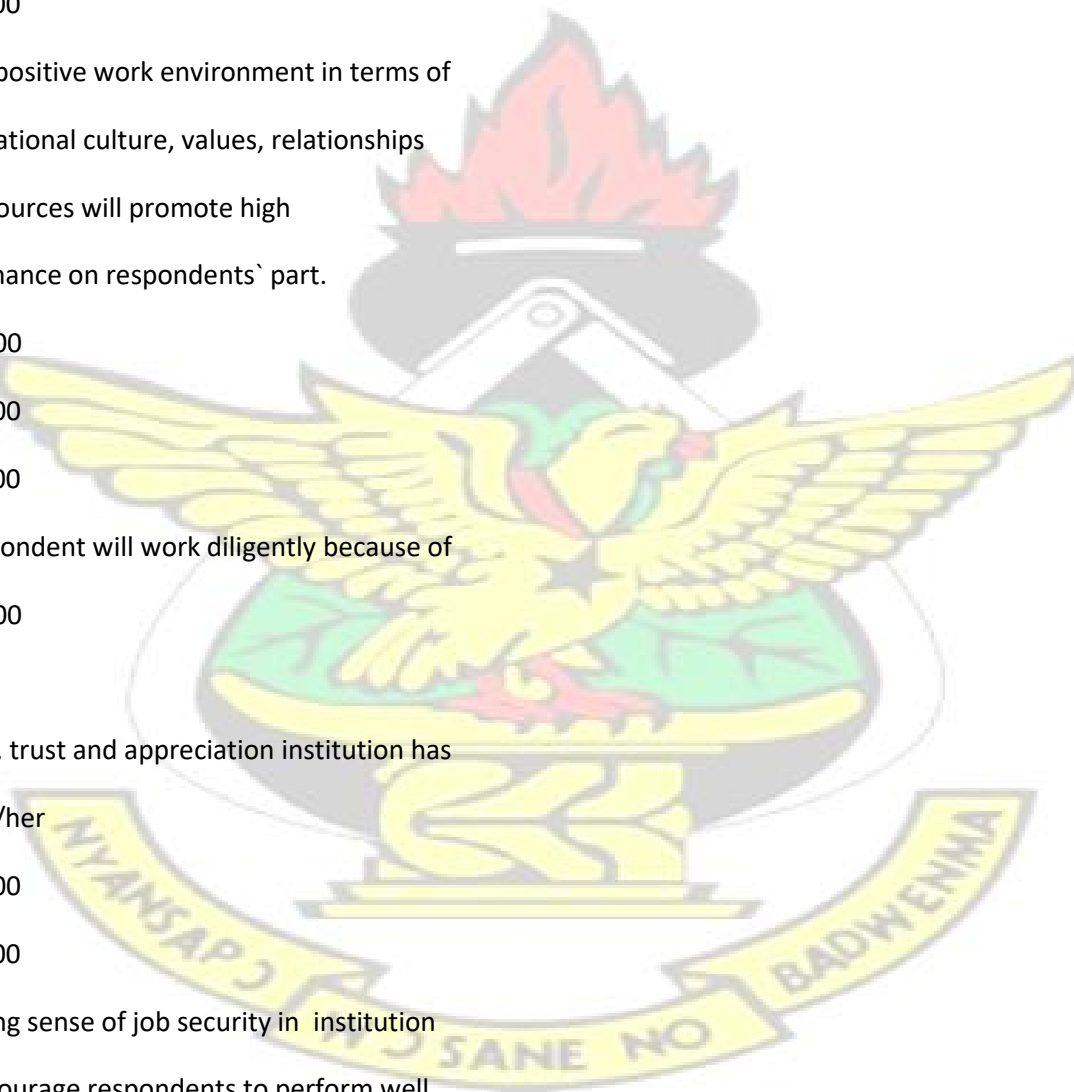
"C" 0.000

8. Strong sense of job security in institution will encourage respondents to perform well.

"A" 0.000

"B" 0.000

KNUST



“C” 0.000

Source: Researcher’s Field Survey Data, 2013

Table 14: Test for significance in relationship between employee effectiveness and efficiency, and employee retention strategies

Testing performing routine duties effectively

and efficiently versus points on employee

retention strategy provided by management of

institution below.

Private

University

P-value

1. The existence of career development and training opportunities in this institution will motivate respondents to work harder

“A” 0.003

“B” 0.001

“C” 0.000

2. The availability of work-life balance programs in this institution boost respondents’ morale to perform effectively and efficiently.

“A” 0.000

“B” 0.000

“C” 0.009

3. Cordial management-employee relationship



plays key role in discharging assigned day-to-day activities by respondents

"A" 0.000

"B" 0.002

67

"C" 0.009

4. Availability of attractive and competitive

compensation package of this institution

tends to boost respondents' performance.

"A" 0.000

"B" 0.000

"C" 0.000

5. Communication/feedback system of this

institution facilitated respondents'

performance

"A" 0.001

"B" 0.000

"C" 0.000

6. The positive work environment in terms of

organizational culture, values, relationships

and resources promotes high performance

on respondents' part

"A" 0.000

"B" 0.09

"C" 0.01

7. Respondent works diligently because of

KNUST



respect, trust and appreciation institution

has for him/her

"A" 0.000

"B" 0.000

"C" 0.000

8. Strong sense of job security in institution

encourages respondent to perform well

"A" 0.000

"B" 0.000

68

"C" 0.000

Source: Researcher's Field Survey Data, 2013

Table 15: Test for significance in relationship between quality of academic delivery and employee retention strategies

Testing attestation that competent workforce is engaged by current institution to ensure quality academic delivery versus points on employee retention strategy provided by management of institution below.

Private

University

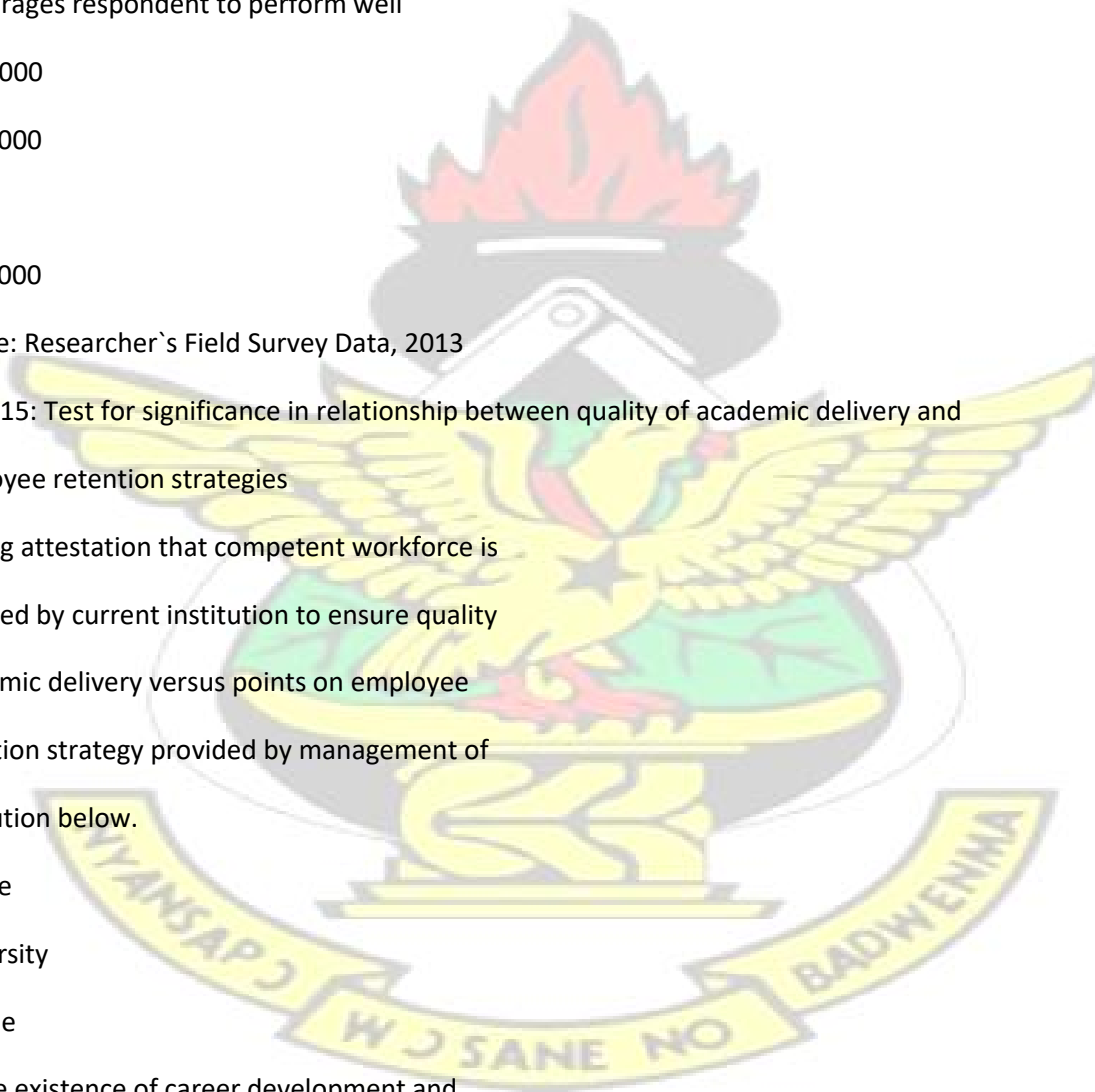
P-value

1. The existence of career development and

training opportunities in this institution

motivates respondents to work harder.

KNUST



"A" 0.000

"B" 0.000

"C" 0.000

2. The availability of work-life balance programs

in this institution boost respondents' morale to

perform effectively and efficiently.

"A" 0.000

"B" 0.000

"C" 0.000

3. Cordial management-employee relationship

plays key role in discharging assigned day-to-day activities by respondents.

"A" 0.000

"B" 0.000

"C" 0.000

4. Availability of attractive and competitive

compensation package of this institution tends

to boost respondents' performance.

"A" 0.000

"B" 0.000

"C" 0.000

69

5. Communication/feedback system of this

institution facilitated respondents'

performance.

"A" 0.000



“B” 0.001

“C” 0.006

6. The positive work environment in terms of organizational culture, values, relationships and resources promotes high performance on respondents` part

“A” 0.000

“B” 0.000

“C” 0.000

7. Respondent works diligently because of respect, trust and appreciation institution has for him/her

“A” 0.000

“B” 0.000

“C” 0.000

8. Strong sense of job security in institution encourages respondent to perform well

“A” 0.09

“B” 0.003

“C” 0.000

Source: Researcher`s Field Survey Data, 2013

70

Table 16: Test for significance in relationship between production of competent graduates and employee retention strategies.

Testing individual contribution leading to



competent graduates being produced annually
versus points on employee retention strategy
provided by management of institution below.

Private

University

P-value

KNUST

1. The existence of career development and
training opportunities in this institution
motivates respondents to work harder

"A" 0.000

"B" 0.006

"C" 0.000

2. The availability of work-life balance programs
in this institution boost respondents' morale to
perform effectively and efficiently

"A" 0.01

"B" 0.08

"C" 0.002

3. Cordial management-employee relationship
plays key role in discharging assigned day-to-day activities by respondents

"A" 0.000

"B" 0.000

"C" 0.000

4. Availability of attractive and competitive
compensation package of this institution tends



to boost respondents` performance

"A" 0.000

"B" 0.000

"C" 0.000

5. Communication/feedback system of this institution facilitated respondents` performance

"A" 0.01

"B" 0.000

71

"C" 0.000

6. The positive work environment in terms of organizational culture, values, relationships and resources promotes high performance on respondents` part

"A" 0.000

"B" 0.000

"C" 0.000

7. respondent works diligently because of respect, trust and appreciation institution has for him/her

"A" 0.000

"B" 0.000

"C" 0.000

8. Strong sense of job security in this institution will encourage respondent to perform well



“A” 0.01

“B” 0.003

“C” 0.000

Source: Researcher`s Field Survey Data, 2013

4.6 Test for significance in relationship between the various performance indicators and employee retention strategies.

With respect to testing for significance done between the various performance indicators and employee retention strategies among the three selected private universities as shown in tables 10-13, it was realized that there was an overall indication of significant relationship between employee retention strategies and employee performance as evidenced by predominantly an attained p-value = 0.000. This could arguably be as a result of respondents' quest for the

72

formulation and implementation of the various employee retention strategies in their respective institutions.

The study could therefore reject the null hypothesis and accept the hypothesis based on the above results.

From the above results so far, it could be confirmed that there is a significant relationship between employee retention strategies and their performance in the selected private universities. This affirms Fatima's (2011) finding that indicates that employee retention strategies have a positive relationship with employee performance.

4.7 Responses to Interview

In all, fifteen (15) management members of the three selected private universities, namely; presidents, registrars and heads of departments, were interviewed. Their responses were based on appendix 2, and discussed below.

Private University “A”: Based on the responses received from the six (6) top management

members, it was generally confirmed that private university “A” had staff training and development opportunities, staff housing facilities, and increasing salary levels as its employee retention strategies. The inference here is that the selected private universities had at least made some efforts to retain its employees. However, it is not only enough to formulate these strategies but also having effective implementation and management of these strategies would play pivotal role in retaining core employees. The management members indicated that retention strategies are very necessary in motivating employees to remain loyal and committed to their institution. The implication here is that the management members’ duly recognise the key role that retention strategies play in their employees’ motivation

73

towards the attainment of both organisational and personal goals. However, the major challenge faced by private university “A” was financial constraint due to its on-going infrastructural developments. According to the top management, this had hindered the successful implementation of some of the available strategies required to keep their core employees. The indication is that disgruntled employees might look elsewhere for more attractive job opportunities.

Private University “B”: Four (4) set of responses were received from the management members who were interviewed. According to their responses, they had implemented the single spine salary structure as one of its employee retention strategies. It was also disclosed that the formalised management-employee relationship was very convivial as well as career training, and development opportunities were used as retention strategies in this institution. The implication here is that management members of private university “B” had at least recognised the need for, and importance of employee retention strategies such as competitive compensation package and ensuring supportive relationship between management and employees. Nevertheless, the top management of this institution unanimously indicated that

insincerity after educational sponsorships on the part of employees had been their major challenge. The implication could be that the management of the private university “B” might be discouraged to commit its available resources to implementing the career development opportunities.

Private University “C”: Five (5) set of responses were received from the management members who were interviewed from this private university. The responses received generally pointed out that the employee retention strategies used in this institution were

74

compensation/reward system, partial fulfilment of work-life balance programmes in the areas of maternity leaves and annual family get-together activities, and effective communication systems. It is important to note that the management of this institution were also aware of the necessary role that employee retention strategies play in keeping core employees in their institution. The major challenge of this institution was the high drift of their core employees (faculty) into the public tertiary institutions due to the implementation of the single spine salary structure by the public sector. The implication is that the importance of, and need for effective implementation of employee retention strategies especially in terms of attractive and competitive compensation packages by the private universities cannot be overemphasised.

Overall Results: From the above responses, it could be deduced that the top management members of the selected private universities employee retention strategies duly recognised the pivotal role that employee retention strategies play in improving both organisational and individual performances. Thus, the interviewees commonly accepted that employee retention strategies tend to increase the level of employee commitment, focus on core competencies, and reduce recruitment and selection costs. This is attested by Denton (2000) to the effect that employees who are satisfied with their jobs work with more dedication and contribute towards satisfaction of customers. The above finding is also in congruent with SHRM, USA (2008)

postulates that strategies geared towards retaining good workers helps offset employee replacement costs and reduces the indirect costs such as decreased productivity and lost clients.

75

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In the present business scenario of fierce competition for competent workforce, retention of core employees has become the primary concern of each and every organization.

Organizations are increasingly mindful of the need to recruit and retain a proficient workforce that will be ready to help them attain their set goals and objectives. The current study is focused on investigating the impact of employee retention strategies on employee performance.

5.1 Summary of Research Findings

The study generally revealed that the selected private universities in the Kumasi Metropolis had some employee retention strategies in place. The employees of the selected private universities generally attested to the existence of such retention strategies as career training, growth and development opportunities, cordial management-employee relationship, as well as attractive compensation and reward systems. However, it was realized that most of the studied institutions were reluctant to effectively implement these strategies especially work-life balance programmes, job security, attractive reward/compensation systems, participative management-employee relationships as well as career development and training opportunities. Majority of the employees of the selected private universities indicated that they were relatively satisfied with the effectiveness of the employee retention strategies put in place by

76

their institutions. However, a considerable number of the employees also expressed their

dissatisfaction in relation to the availability and implementation of these employee retention strategies especially in relation to work-life balance programmes and compensation/reward systems, and were therefore prepared to look for more attractive and challenging jobs elsewhere.

Employees of the selected private universities generally accepted the fact that there is a significant relationship between employee retention strategies and their performances. This was clearly supported by the rejection of the null hypothesis stated in the study.

5.2 Conclusion

Based on the foregoing evidence, it is clear that the selected private universities are confronted with challenging responsibility as far as formulation and implementation of effective employee retention strategies is concerned. It could also be deduced that most of these institutions feel reluctant to effectively implement these strategies to the satisfaction of their employees.

The research has also highlighted the significant relationship that exists between effective employee retention strategies and employee performance so far as the selected private universities were concerned. It would therefore be imperative on the part of the selected private universities to formulate and implement employee retention strategies that would increasingly motivate their employees. This would help to unleash employees' maximum contribution in the attainment of their set goals and objectives.

77

5.3 Recommendations

In the view of this research, the following recommendations, if implemented, will go a long way to help not only to boost the retention of competent employees of the private universities in Ghana but also to enhance their overall performances.

Participative Leadership/Management-Employee Relations

Leaders and for that matter, managements of private universities should encourage their employees to actively partake in the decision-making process. In other words, employees' voices should be heard in an accommodating, cooperative and harmonizing manner. There is the need for management of private universities to create conducive working environment in terms of relationships, resources, values and cultures where contributions of employees will be recognized and appreciated.

Career Training and Development Opportunities

It is also recommended that private universities should invest more in the training, growth and development of their employees. Employees' career needs should be well-considered, planned and implemented by creating competitive opportunities for development, training and promotion of employees.

Promotion of Work-life Balance

With the increasing diversity of family structures represented in the workforce, it is important that human resource professionals of private universities better understand the interface of work and family relationships and the resulting impact in the workplace.

78

It is therefore recommended that work-life balance programmes (such as flexible working hours and social activities) and strategies should be effectively supported by managements of the selected private universities.

Job Security

It is recommended that private universities should protect their employee against labour market risks by guaranteeing their job security. This will go a long way to increase employees' stability, commitment and loyalty to their institutions.

79

REFERNECES

Abassi, S. M., Hollman, K. W. (2000). Turnover: The Real Bottom Line, Public Pers.

Manage. 2(3): 303-342.

Accenture (2001): The high performance workforce: separating the digital economy's winners from losers. In the battle for retention Accenture's study: pp 1-5

Aityan, S. K.; Gupta, T. K. P. (2011). Challenges of Employee Loyalty in Corporate America.

Business and Economics Journal, Vol. 2011: BEJ 55, Research Article, accepted version, Nov 19, 2011

Akila, R. (2012). A Study on Employee Retention Among Executives at BGR Energy Systems Ltd., Chennai." International Journal of Marketing, Financial Services & Management Research Vol.1 Issue 9, September 2012, ISSN 2277 3622

Akuoko, K. O., & Ansong, F. (2012). Employee Retention Strategies and Workers' Performance: General Views of Employees in Ashanti Region of Ghana. International Journal of Business and Management Tomorrow Vol. 2 No. 8

Al-Hussami M (2008). A Study of nurses' job satisfaction: The relationship to organizational commitment, perceived organizational support, transactional leadership, transformational leadership, and level of education. Eur. J. Sci. Res., 22(2): 286-295

Allen, D. G., Shore, L. M., & Griffeth, R. W. (2003). The Role of Perceived Organisational Support and Supportive Human Resource Practices in the Turnover Process. Journal of Management, 29(1), 99-118.

Amos, T.L., Ristow, A. and Ristow, L. (2004). Human Resource Management (2nd Edition).

Lansdowne: Juta and Co Ltd.

Annand, K. N. (1997). Give success a chance. Quality progress.

Armstrong, M.; Baron, A. (1998). Managing performance: Performance management in

action. Published by the Chartered Institute of Personnel and Development. CIPD House,
Camp Road, SW194, UK

Bamberger, P.; Meshoulam, I. (2000). Human Resource Strategy: Formulation,
Implementation and Impact. Advanced Topics in Organisational Behavior. Sage Publications,
Inc., Thousand Oaks, California, USA.

Basset-Jones, N.; Lloyd, G. C. (2005). Does Herzberg's motivation theory have staying
power? J. Manage. Dev. 24(10): 929-943.

Borstorff, P. C., & Marker, M. B. (2007). Turnover Drivers and Retention Factors Affecting
Hourly Workers: What is Important? Management Review An International Journal, 2, 14-27

Buhler, P. (2006). Engaging the workforce: A critical initiative for all organizations.
Supervision Magazine

80

Chaminade, B. (2007). A Retention Checklist: How Do You Rate?
<http://www.hcamag.com/article/a-retention-checklist-how-do-you-rate-112621.aspx>

Chandiok, S (2012). Employee Retention in Indian Textile Industry: A Study on Grasim
Bhiwani Textile Limited. Asian Journal of Multidimensional Research Vol.1 Issue 6,
November 2012, ISSN 2278-4853

Chiboiwa, M. W., Samuel, M. O. & Chipunza, C. (2010). An Examination of Employee
Retention Strategy in a Private Organisation in Zimbabwe. African Journal of Business
Management Vol. 4(10): 2103-2109

Cole, C. L. (2000, August). Building loyalty. Workforce, 79, 42-47. Available EBSCO host
full display.

Corvellec, H. 1995. Stories of Achievement: Narrative Features of Organisational
Performance. Sweden: Lund University Press.

Cotton, L. et al (1988), Employee Participation: Forms and Different Outcomes, Academy of

Management Review, Vol. 13, No. 1, pp 8-22.

Cummings, L. L.; Schwab, D. P. (2000). Performance in organizations: Determinants & appraisal. Scott, Foresman (Glenview, Ill).

Dansereau, F.; Yammarino, F. (2004). Introduction to multilevel issues in organizational behavior and processes. In Research in Multilevel Issues (Volume 3). Amsterdam: JA1 Press/Elsevier(BC)

Denton, J. (2000), "Using Web-based projects in a systems design and development course", Journal of Computer Information Systems, Vol. 40 No.3, pp. 85-7.

Dubie, D. (2000). Should you stay or should you go? Network world, 19(29), 66.

Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. (1990). Percieved organizational support and employee diligence, commitment, and innovation. Journal of applied psychology, 75, 51-59.

Eskildesen, J. K. (2000). The managerial drivers of employee satisfaction and loyalty. Total Quality Management. Vol.11 Issue 4-6, Taylor and Francis Online. Denmark.

Fatima, H. (2011) Industrial Engineering Letters (www.iiste.org ISSN 2224-6096 (print) ISSN 2225-0581 (online), Vol 1, No.1, 2011

Feryermuth, R. Wilson (2007). Retaining Employees in a Tightening Labor Market. RSM McGladrey. Website: www.cfo.com/whitepapers/index.cfm/displaywhitepaper/10308654?topicid=1024037 – 22k –

Foot, M. and Hook, C. 1999. Introducing Human Resources Management. London: Longman. 81

Gberevbie, D. E. (2008). Staff recruitment, retention strategies and performance of selected public and private organizations in Nigeria. Ph.D Thesis, College of Business and Social Sciences, Covenant University, Nigeria.

Glen, C. (2006). Key skills retention and motivation: the war for talent still rages and retention is the high ground. Industrial and commercial training. Vol. 38 iss:1

Goldstein, L. L. (1989). Training and development in Organisations: Jossey-Bass.

Hall, D. T. (2002). Career in and out of organizations. Thousand Oaks, CA: Sage Publications, USA.

Hamdia, M; Phadett T. (2011). Conceptual framework on the relationship between human resource management practices, job satisfaction, and turnover. Journal of Economics and Behavioral Studies, 2(2), 41-49

Heathfield, S. M. (2011). Beyond traditional SMART goals. About.com Human Resources. Retrieved from <http://humanresources.about.com/cs/performance/a/goalsetting.htm>

Herzberg, Frederick (1959), The Motivation to Work, New York: John Wiley and Sons

Hill, C. and Jones, G., (2001), Strategic Management Theory, Boston, MA: Houghton-Mifflin.

Hsu, M. K., Jiang, J. J., Klein, G., & Tang, Z. (2003). Perceived career incentives and intent to leave. Information & Management, 40, 361-369.

Hudson. (2005). The Case for Work Life Balance: Closing the Gap Between Policy and Practice, 20:20 Series. Hudson Global Resources. <http://www.valuenetwork.sandcollaboration.com/advanced/performanceindicators.html>.

Iheriohanma, E. B. J. (2007). The Socio-Economic Issues Challenging Workers' Participation in Management and Productivity in Nigeria. IKOGHO: A Multi-Disciplinary Journal, 4(4), 1-11.

Johnson, M. (2000). Winning the People War, Talent and the Battle for Human Capital. Copyright Licensing Agency, London.

Kaye, B. and Evans, S.J. (2003) 'How to Retain High-Performance Employees', The 2003 Annual, vol. 2, pp. 291-298.

Kinnear, L., Sutherland, M. (2000). Money is Fine, But What is the Bottom-line? J. South African Institute People Management. 19(1): 15-18.

Kyriakidou, O., & Ozbilgin, M. (2004), Individuals, organizations and careers: a relational perspective. *Career Development International*, 9(1), 7-11.

Lewis, A.; Sequeira, A. H. (2012). Effectiveness of employee retention strategies in industry. Social Science Research Network. National Institute of Technology, Surathkal, India.

Locke, E. A. (1976). The Nature and Causes of Job Satisfaction. In Dunnette, M.D.(Ed.), *Handbook of the Industrial and Organizational Psychology*. Chicago: Rand McNally.

Locke, E. A. (1969), "What is Job Satisfaction?", *Organizational Behavior and Human*, Vol: 4, pp: 309-336.

Locke, E. A.; Latham, G. P. (2002). New direction in goal-setting theory. *Current directions in psychological sciences*.

Lockwood, N. R. (2003). *Work-life balance: Challenges and Solutions*. SHRM Research, USA.

Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.

Madiha, S. et al (2009). Determinants of employee retention in telecom sector of Pakistan.

Army Public College of Management Sciences (APCOMS) Ordnance Road, Rawalpindi

Maguire, S. et al (1995). Learning to change. *European quality*. 2 (8):23-28.

Maertz Jr., C. P.; Griffeth, R. W. (2004). Eight motivational forces and voluntary turnover. A theoretical synthesis with implications for research. *Journal of management*, 30(5) 667-683

Meudel, K., Rodham, K., (1998). Money Isn't Everything – Or Is It? A preliminary research study into money as a motivator in the licensed house sector. *International Journal Contemporary Hospitality Management*. 10(4): 128-132.

Meyer, J.P. and Allen, N.J. (1991). A three component conceptualization of organizational commitment. In *Human resource Management Review*. 1:89-93.

Muchinsky, P.M. (1977). Employee absenteeism: A review of the literature. *Journal of*

Vocational Behavior, 10, 316-340.

Muchinsky, P.M., & Morrow, P.C. (1980). A multidisciplinary model of voluntary employee turnover. *Journal of Vocational Behavior*, 17, 263-290.

Naris, N. S., & Ukpere, I. W. (2010). Developing a retention strategy for qualified staff at the Polytechnic of Namibia. *African Journal Business Management*, Vol. 4(6), pp. 1078-1084

83

Neely, A., Gregory, M. and Platts, K. (1995). "Performance Measurement System Design", *International Journal of Operational and Production Management*, 15(4): 80-116.

Ng'ethel, J. M. et al (2012). Determinants of Academic Staff Retention in Public Universities in Kenya: Empirical Review. *International Journal of Humanities and Social Science* Vol. 2 No. 13;

Nwokocha, I., Iheriohanma, E. B. J. (2012) Emerging Trends in Employee Retention Strategies in a Globalizing Economy: Nigeria in Focus. *Asian Social Science* Vol. 8, No. 10; August 2012

Okpara, J. O., (2004), "Job Satisfaction and Organizational Commitment: Are there differences between American and Nigerian Managers Employed in the US MNCs in Nigeria?", *Academy of Business & Administrative Sciences*, Briarcliffe College, Switzerland.

Ontario, (2004). Ministry of Health and Long-Term Care (Report No. Learning series; booklet 4). Long-term care facility worker retention. Ministry of Health and Long-Term Care, recruitment & retention tactics for the long-term care facility sector, Recruitment & retention tactics for the long-term care (127.3K).

Osteraker, M.C. (1999), Measuring motivation in a learning organization, *Journal of Work Place Learning*

Pfeffer, J., (1998). Six myths about pay. *Harvard Business Review*, May-June, 38-57.

Prince, B.J. (2005). Career-focused employee transfer processes. *Career Development*

International, 10(4), 293-309.

Thoms, Dose and Scott, (2002), "Relationships between Accountability, Job Satisfaction, and Trust", Human Resource Development Quarterly, Vol: 13, pp: 307-323.

Resnik, D.B., (2011). What is ethics in research and why is it important?

<http://www.niehs.nih.gov/research/resources/bioethics/whatis>

Samad, (2007), "Assessing the Effects of Job Satisfaction and Psychological Contract on Organizational Commitment among Employees in Malaysian SMEs", The 4thSMES In A Global Economy Conference 2007.

Samuel, M. O., Chipunza, C. (2009). Employee Retention & Turnover: Using Motivational Variables as a Panacea. African Journal Business Management. 3(8): 410-415

Sandhyal, K., Kumar, D. P., (2011). Retention of Employees. Indian Journal of Science and Technology Vol. 4 No. 12 (Dec 2011) ISSN: 0974- 6846

Saunders, M. et al. (2007). Research Methods for Business Students (4th Edition). Prentice

Hall. Indian Journal of Science and Technology Vol. 4 No. 12 (Dec 2011) ISSN: 0974- 6846 84

Silbert, L.T. (2005). The effect of Tangible Rewards on Perceived Organizational Support. Management Sciences. Website: uwspace.uwaterloo.ca/bitstream/10012/872/1/lsilbert2005.pdf

Smith, J. K. (1983). Quantitative versus qualitative research: An attempt to clarify the issue. Educational Researcher 12: 6-13.

Society for Human Resource Management (2008). Employee Benefits. Alexandria, VA 22314, USA.

Solomon, C.M. (1992). The loyalty factor. In Personnel Journal. 52:32-37.

Steel, R. P., Griffeth, R. W., & Hom, P. W. (2002). Practical retention policy for the practical

manager. Academy of Management Executive, 18(2), 149-169.

Stein, N.; et al (2000). Winning the war to keep top talent: yes you can make your workplace invincible. In fortune. 141(11):132-38.

Struwig and Stead (2007). Planning, Designing and Reporting Research.

Van Knippenberg, D. (2000), Work motivation and performance: a social identity perspective, applied psychology; an international review.

Whetten, D.A. and Cameron, K.S. 1998. Developing Management Skills (4th Edition).
London: Addison-Wesley Educational Publishers Inc.

William, B., Werther, J. (1996). Human Resource and Personnel Management, 5th Edition,
Mc Graw-Hill, New York.

Woodruffe, C. (1999). Winning the talent war: A strategic approach to attracting, developing and retaining the best people. Chichester, UK: John Wiley & Sons.

www.iiste.org, ISSN 224-6096 (online), Vol.1, No.1, 2011

Zineldin, M (2000). TRM: Total relationship management, student literature. Lund.

85

APPENDICES

APPENDIX 1

QUESTIONNAIRE:

A QUESTIONNAIRE TO EVALUATE“THE IMPACT OF EMPLOYEE RETENTION

STRATEGIES ON EMPLOYEE PERFORMANCE IN SOME SELECTED PRIVATE

UNIVERSITIES IN THE KUMASI METROPOLIS”

Dear Respondent:

The purpose of this questionnaire is to gather information regarding the impact of employee retention strategies on employee performance in some selected private universities in the Kumasi Metropolis. This study will not only highlight the numerous challenges that confront Private Universities in relation to retaining their employees, but also yield useful information to help boost productivity in these challenging working environments.

The questions pertain to your perception on how employee retention strategies might affect their performance. Kindly mark the number of your choice in answering these questions.

All information provided will be treated anonymously and with strict confidentiality.

Thank you very much for your cooperation and participation

Samuel Osei-Poku (Mr.)

(Candidate: MBA (Human Resource Management))

86

SECTION A: DEMOGRAPHICS

This section refers to demographical information. Please mark as appropriate.

1. Gender:

2. Age:

Below 20 20 – 30 31 – 40 41 – 50 51 – 60 61+

3. Marital Status:

4. Highest level of education:

5. How long have you been working in this organisation?

6. Category of Staff

Male

Female

Single Married Divorced Separated

PhD Master's Degree First Degree HND Other

Less than 1

year

1 – 5 years 6 – 10 years 11 – 15 years 16 – 20 years More than 20

years

Administrative/Support Staff

Academic Staff/Faculty

87

SECTION B: EMPLOYEE RETENTION STRATEGIES

This section explores the employee retention strategies in your institution. Please indicate your opinion on each strategy by using the scale below.

(1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree

Strategy Statement 1 2 3 4 5

Career Training, Growth

and Development

Opportunities

I can attest that there are opportunities such as leave with pay in this institution for staff who want to advance in education.

I have benefited from the staff development plan (if any) of this institution

I have realized that this institution feels reluctant to invest in training and developing its employees.

I think that there are too few growth and

advancement opportunities in this institution.

I am satisfied with the mode of employee selection for training and development.

I think that there is a mismatch between my qualification, skills, abilities, experience and my job.

Compensation,

Rewards,

Incentives,

Recognition, etc.

Considering all my efforts and performance, my salary/income is relatively competitive and attractive.

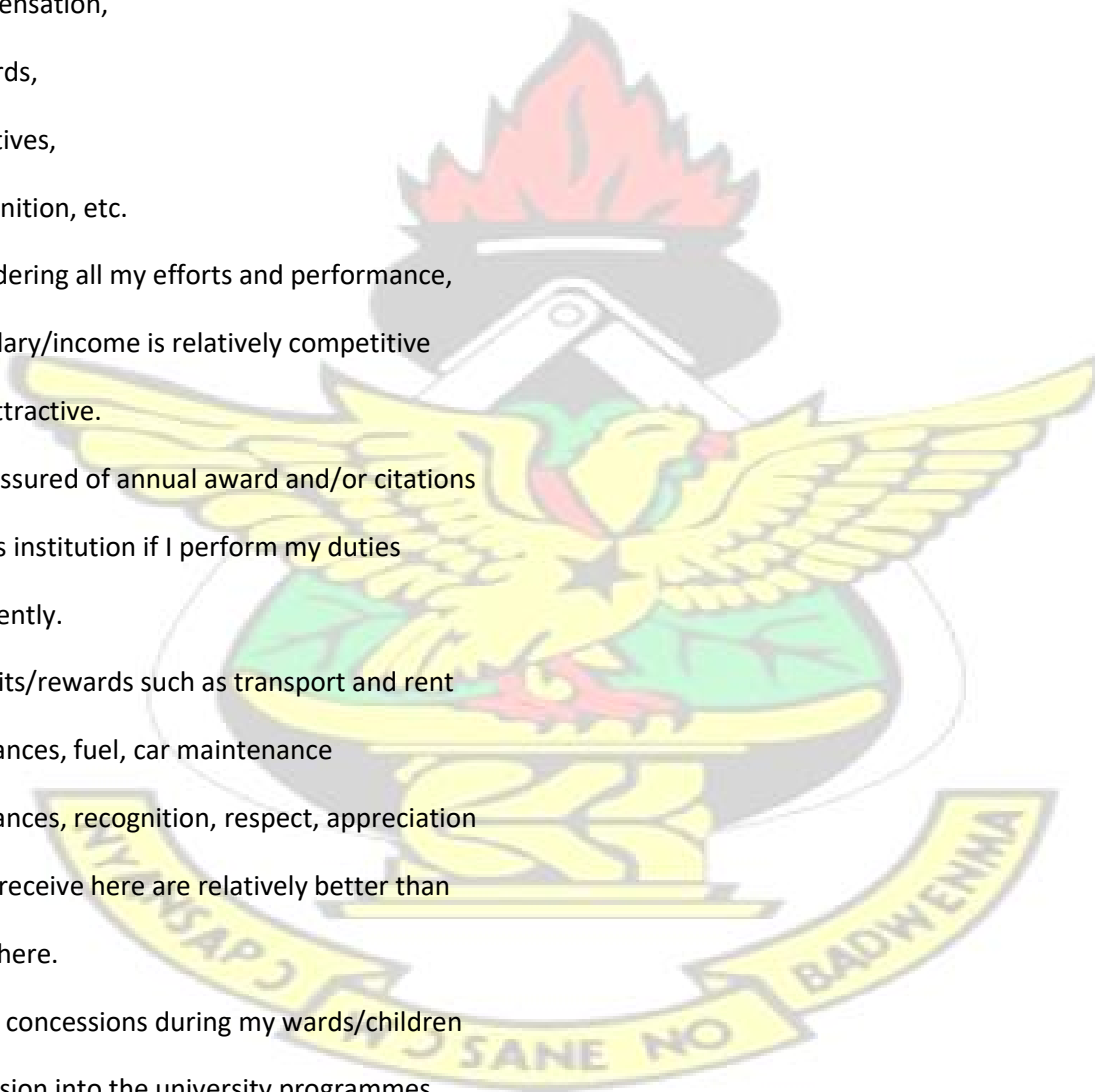
I am assured of annual award and/or citations by this institution if I perform my duties excellently.

Benefits/rewards such as transport and rent allowances, fuel, car maintenance allowances, recognition, respect, appreciation that I receive here are relatively better than elsewhere.

I have concessions during my wards/children admission into the university programmes.

I am aware that this institution promotes equal opportunity working environment such

KNUST



as equal pay for equal job, protection from sexual harassment, non-discrimination, etc.

I feel devalued and unrecognized by this institution.

88

Management-Employee

Relationship

I am sometimes delegated to perform other responsibilities with authority.

I have trust and confidence in the Management of this institution.

I have little coaching and mentoring from Management of this institution.

My performance is hardly appreciated or recognized by management of this institution.

I experience adequate support/assistance in difficult situations from Management of this institution.

I am treated unfairly at work by Management of this institution.

Work-Life Balance

I have access to regular/casual/annual/maternity leaves with pay.

I have many interruptions in my job that

KNUST



affect my private or family life.

I can testify that work-life balance in terms of flexible working hours, childcare support, is supported by this institution.

My high need for achievement and propensity for work involvement adversely affect my family life.

I have observed that this institution has social functions at times suitable for families.

I feel stressed from overwork and have a work-life imbalance.

Involvement in

Decision-Making/Communication

My views are considered when it comes to decision-making by management, which makes me feel valued and accommodated.

I am appropriately informed of any decision that concerns me.

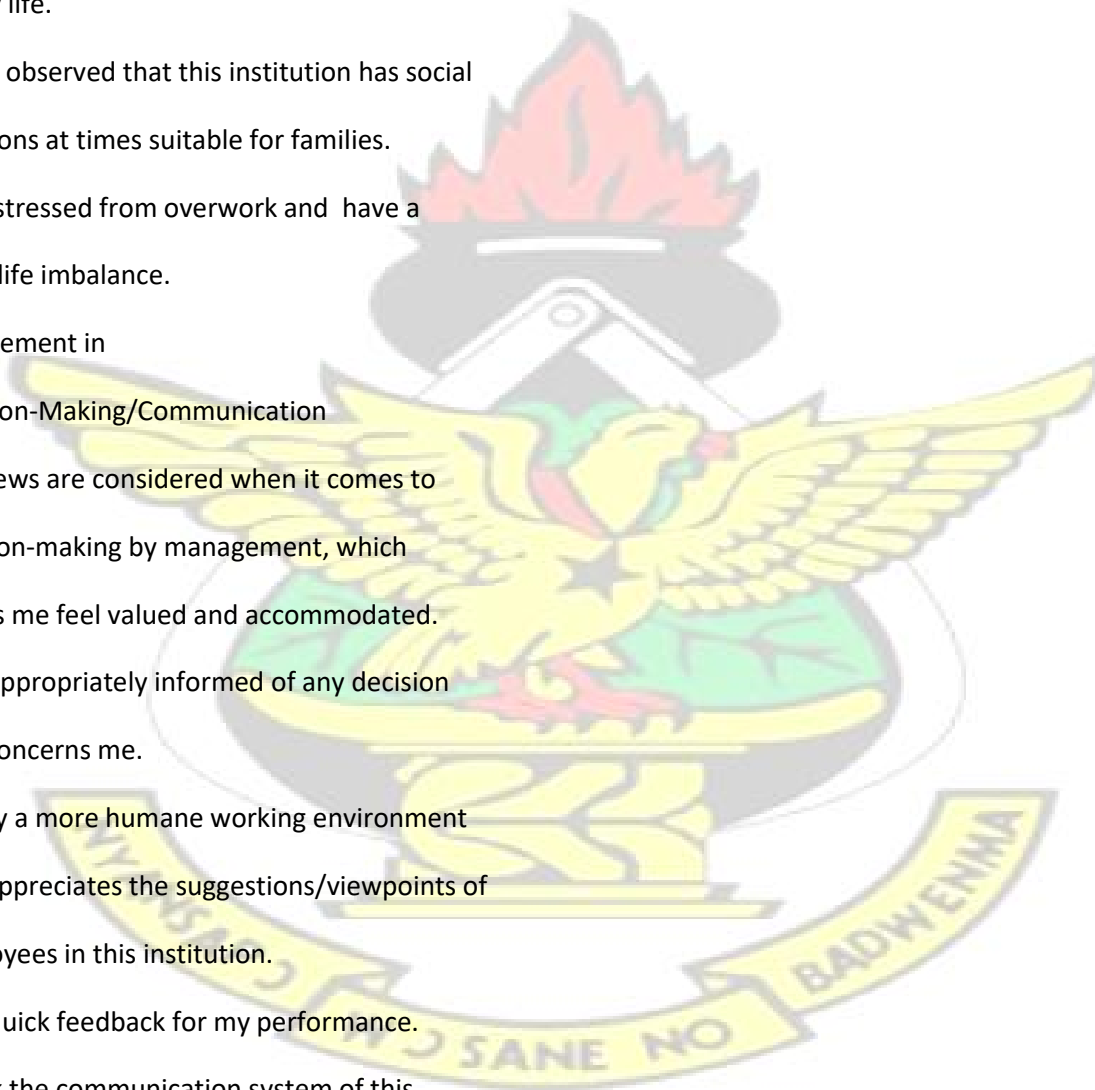
I enjoy a more humane working environment that appreciates the suggestions/viewpoints of employees in this institution.

I get quick feedback for my performance.

I think the communication system of this institution is highly bureaucratic.

I have face-to-face/"open door"

KNUST



communication access to Management as and
when the need arises.

89

SECTION C: EFFECTIVENESS OF EMPLOYEE RETENTION STRATEGIES

This section examines the effectiveness of employee retention strategies in your organization.

Please indicate your idea using the scale below:

(1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree

S/No. Statement 1 2 3 4 5

1. I am comparatively satisfied with the quality of the working environment of this institution.

2. I am highly satisfied with my current job.

3. I feel loyal and committed to this institution because of its attractive compensation package.

4. I am determined to contribute my maximum output due to the training and development opportunities such as study leave with pay/scholarship given to me by this institution.

5. I would not leave my organization right now because I have a sense of obligation and belongingness to it.

6. I will probably look for a new job in the near future due to ineffective retention strategies.

7. I would always be prepared to demonstrate organizational citizenship behavior to this institution due to its competitive and attractive retention strategies.

8. I am motivated by the work-life balance strategies of this institution.

9. I will remain in this institution due to the good management-employee relationship.

10. I am satisfied with the management-employee relationship of this institution.

SECTION D: PERFORMANCE INDICATORS

This section identifies the indicators used to assess employee performance. Please indicate your opinion on each strategy by using the scale below.

1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree

Performance

Indicators

Statement 1 2 3 4 5

Timeliness

I am able to perform my duties timely without difficulty.

I have immediate access to all the resources/logistics needed to perform my duties on time.

90

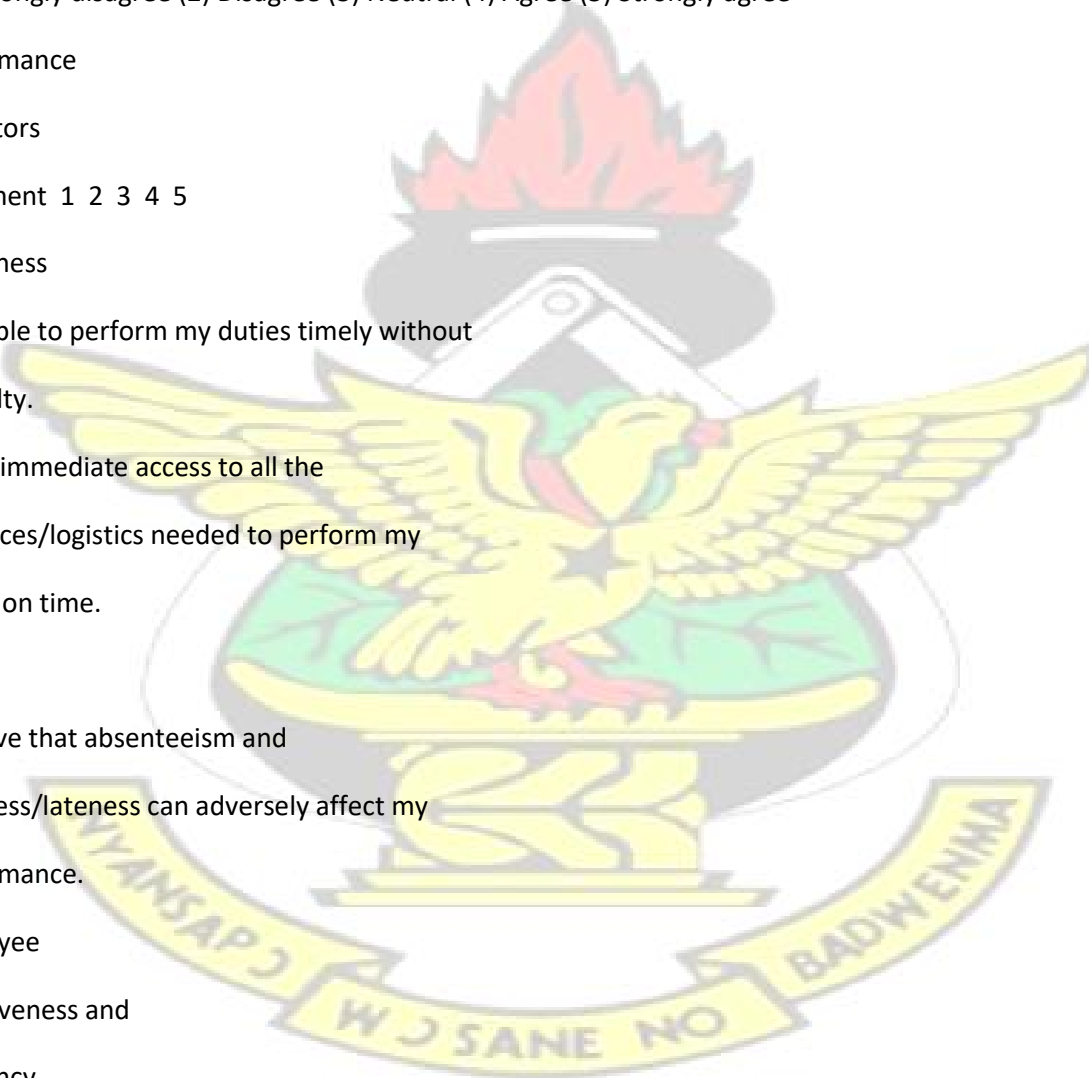
I believe that absenteeism and tardiness/lateness can adversely affect my performance.

Employee

Effectiveness and

Efficiency

I perform my routine duties effectively and efficiently.



I know that making frequent mistakes can
undermine my job performance.

I consider cost-effectiveness as an integral
part of my performance.

Satisfaction

I have observed that students are generally
satisfied with the performance of both the
faculty and support staff.

I am generally satisfied with the academic
performance of students.

I think that the general performance of the
Management of this institution is satisfactory.

Quality of academic
delivery

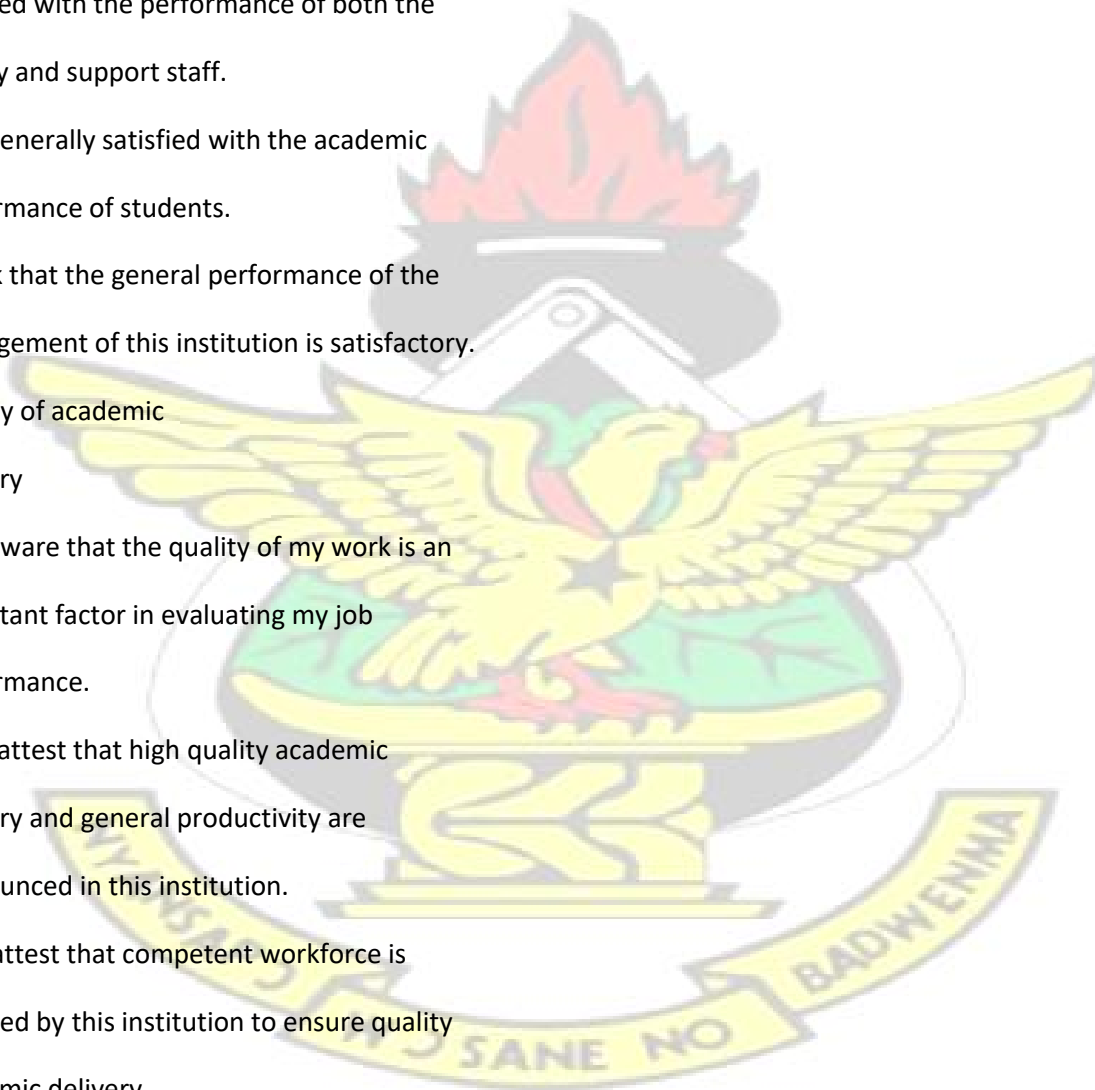
I am aware that the quality of my work is an
important factor in evaluating my job
performance.

I can attest that high quality academic
delivery and general productivity are
pronounced in this institution.

I can attest that competent workforce is
engaged by this institution to ensure quality
academic delivery.

Student recruitment and
retention

KNUST



Due to my individual contribution, students'

enrolment and retention is very high.

I know that high student enrolment and

retention also play key role in the

implementation of employee retention

strategies.

I am determined to ensure that student

enrolment is improved progressively.

Production of

competent graduates

Due to my individual contribution, competent

graduates are produced annually.

The administrative/support staff of the

institution positively contribute to the

production of competent graduates.

Logistically, the institution has what it takes

to produce competent graduates.

91

SECTION E: RELATIONSHIP BETWEEN EMPLOYEE RETENTION STRATEGIES

AND EMPLOYEE PERFORMANCE.

This section elucidates the relationship between employee retention strategies and employee

performance. Please indicate your idea using the scale below:

(1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree

S/No. Statement 1 2 3 4 5

1. The existence of career development and training opportunities

in this institution motivates me to work harder.

2. The availability of work-life balance programs in this institution boost my morale to perform effectively and efficiently.

3. The cordial management-employee relationship plays key role in discharging my assigned day-to-day activities.

4. The availability of attractive and competitive compensation package of this institution tends to boost my performance.

5. The communication/feedback system of this institution facilitates my performance.

6. The positive work environment in terms of organizational culture, values, relationships and resources promote high performance on my part.

7. I work diligently because I am respected, trusted and appreciated by this institution.

8. The strong sense of job security in this institution encourages me to perform well.

92

APPENDIX 2

INTERVIEW GUIDE

This interview guide is designed for Management of the selected private universities including Presidents/Rectors, Registrars, Finance Officers and Assistant Registrars (HR/General Administration for academic purpose on the topic: THE IMPACT OF EMPLOYEE RETENTION STRATEGIES ON EMPLOYEE PERFORMANCE IN SOME SELECTED PRIVATE UNIVERSITIES IN THE KUMASI METROPOLIS. Please this is strictly confidential and purely for academic purpose.

1. a) Do you have employee retention strategies in your institution? Yes [] No []

b) If yes, please what are these employee retention strategies used by your institution?

2. a) Are there any challenges with regards to the implementation of these employee retention strategies? Yes [] No [] b) If yes, please state the challenges.

.....

3. a) Do you experience frequent employee turnover? Yes [] No []

b) If yes, please state the reasons.

.....

4. a) In your opinion, please do you think employee retention strategies are necessary?

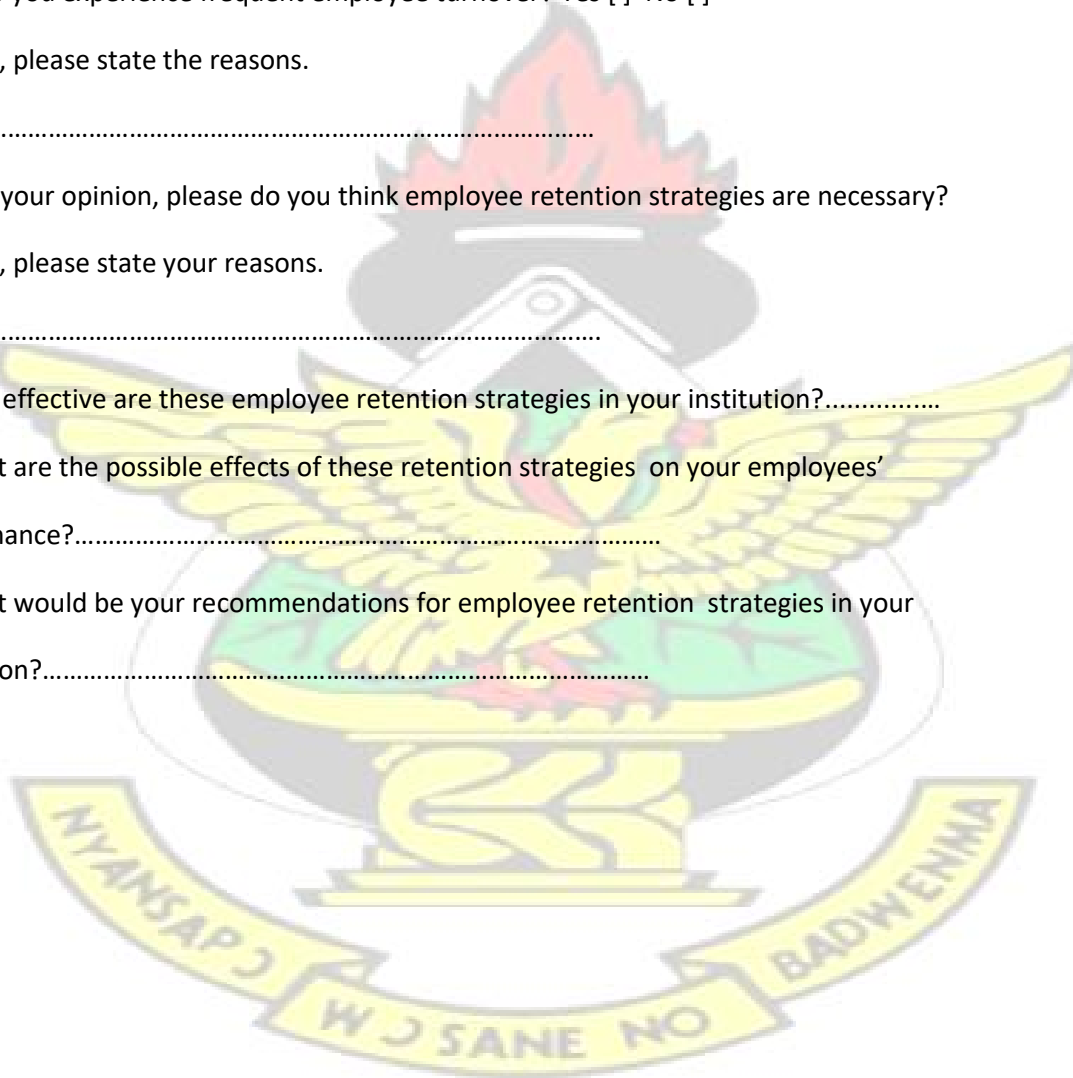
b) If yes, please state your reasons.

.....

5. How effective are these employee retention strategies in your institution?.....

6. What are the possible effects of these retention strategies on your employees' performance?.....

7. What would be your recommendations for employee retention strategies in your institution?.....



KNUST

