


UNIVERSITY OF CAPE COAST



ACADEMIC STAFF RETENTION IN THE UNIVERSITY OF CAPE COAST:
THE IMPACT OF INCENTIVES

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature Date

Name: Josephine Aba Nketsiah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name: Prof. Nana Yaw Oppong

ABSTRACT

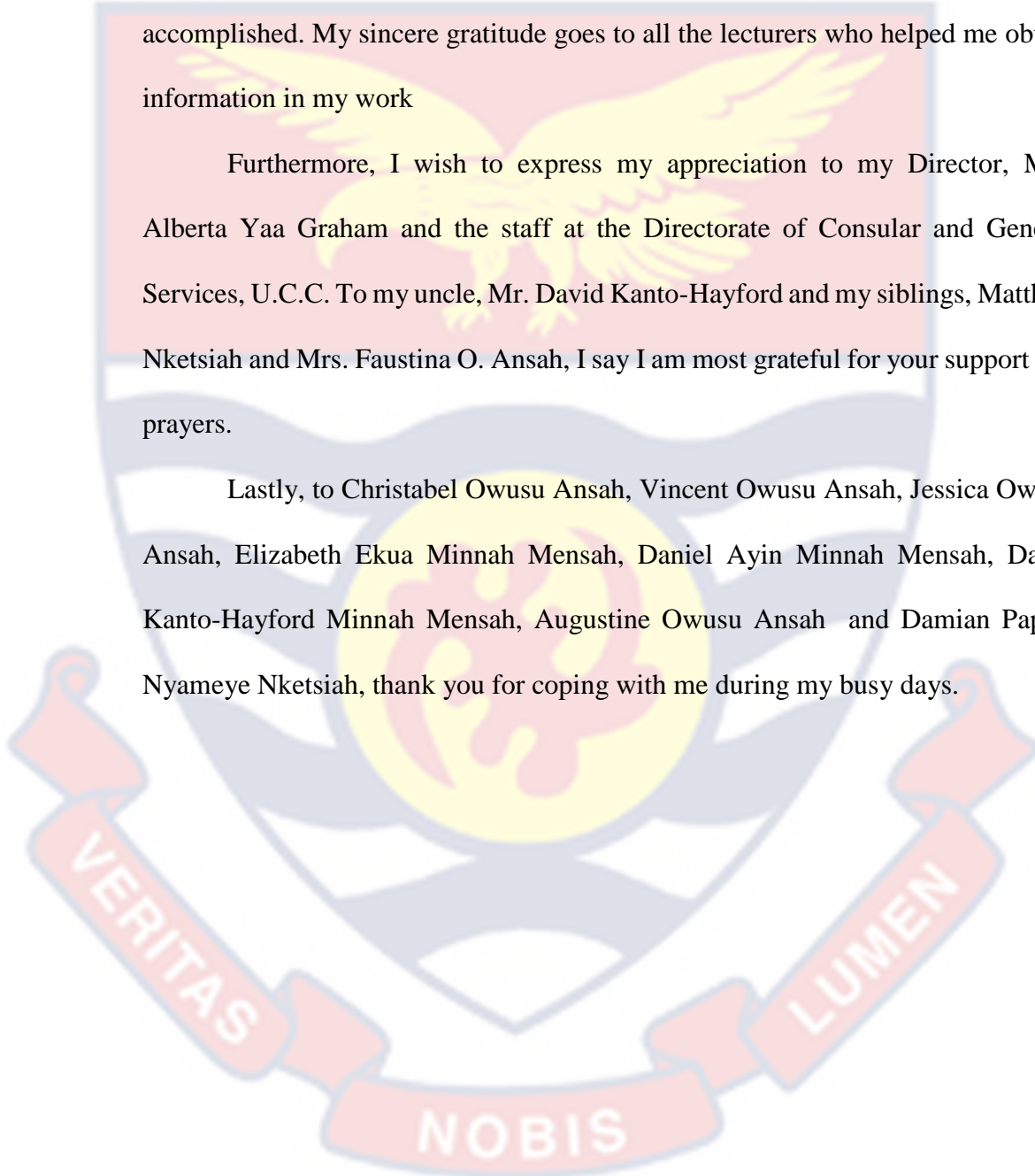
This study delved into the impact of financial and non-financial incentives on the retention of academic staff in the University of Cape Coast. Specifically, the research objectives investigated were to: identify the financial and non-financial incentives that affect academic staff retention in the University of Cape Coast; investigate the factors leading to academic staff turnover in the University of Cape Coast; and to identify the type of incentive that has a greater impact on the retention of academic staff at the Cape Coast University. The study is rooted in the quantitative research approach and it employed a descriptive correlational design, using a questionnaire completed by 174 lecturers who were conveniently sampled from the University of Cape Coast. Data analysis involved both descriptive (percentage, mean, and standard deviation) and inferential (correlation and regression) statistics. The study revealed that financial incentives, encompassing salary and fringe benefits, were identified as significant contributors to staff retention. However, the study also recognized the importance of non-financial incentives, though their impact was comparatively less pronounced. The study identified poor working conditions, lack of opportunities for continuous professional development, and dissatisfaction with salary as specific factors contributing to staff turnover. The study recommended that management of the University of Cape Coast should consider enhancing its incentives strategies, both financial and non-financial to attract and retain its academic staff.

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DEDICATION

To my mother, Mrs. Elizabeth Nketsiah, my late father Jerome K. Nketisah Snr,
my brother Dr. Jerome K. Nketsiah Jnr. and my husband Mr. Thomas Minnah

Mensah.



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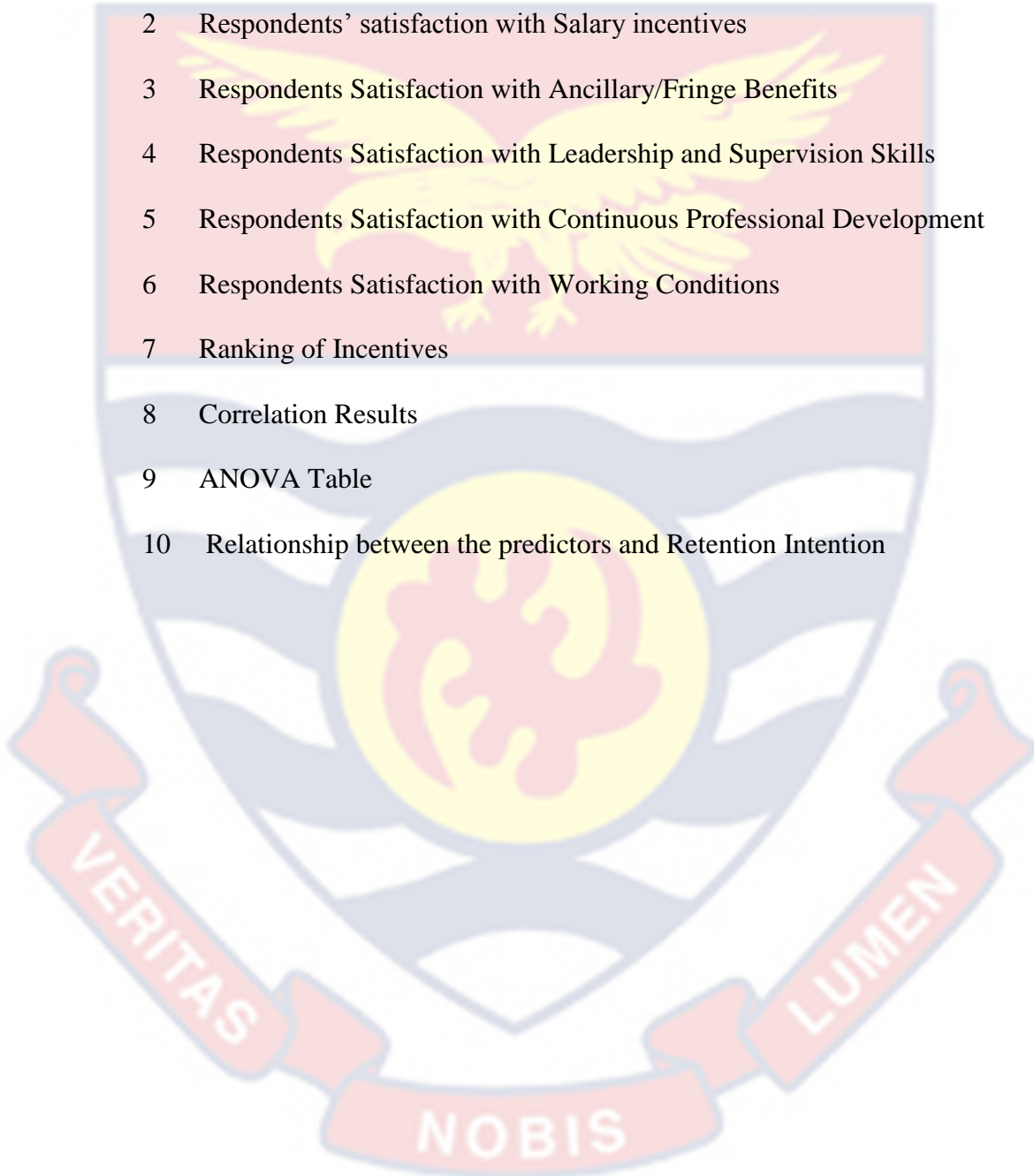
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CHAPTER ONE

INTRODUCTION

The attention of Human Resource management researchers has been on employee retention and turnover of late because employees are seen to be the driving force of every organisation or institution. The efficiency of employees who have been trained can be maximised only when they stay in the organisation for a longer period. Employers therefore have a role to play in retaining the employees and if such role is ignored, they risk losing their competent employees. Literature suggest that there may be several reasons responsible for why employees leave their jobs (Al-Qarshoubi, 2020; Amartey, 2020). It could be out of free will, where the worker just decides to leave, or it could also be for reasons that may include better opportunities and incentives elsewhere. This study looks at the impact of incentives on academic staff retention in the University of Cape Coast. The chapter covers the background to the study, statement of the problem, purpose of the study, objectives and research questions, significance, delimitations, limitations and organisation of the study.

Background to the Study

The human resource of every organisation or institution is found in literature to be the backbone of the institution (Singh, 2018; Hu, 2020; Oduntan, 2020; Boakye et al., 2022). This is due to the fact that an institution's employees have a significant impact on its long-term viability and growth. When the employees are utilised as a vital resource in a strategic manner, an institution can gain a competitive edge. Employees are the ones that invent, and innovation is what

ultimately ensures a company's longevity and success. Recognising the vital role that human resources play in organisations, maintaining a high level of employee retention is essential to the long-term success of every institution (Rombaut & Guerry, 2019).

Employee retention refers to an organisation's capacity to find and hire competent workers as well as keep them on board by providing a high-quality work environment, a supportive work environment, and a dedication to best practices in talent and human resource management (Al-Qarshoubi, 2020). Therefore, it is possible to define employee retention as the process through which employees are motivated or encouraged to remain with an institution for the longest possible time or until the project is finished. It has advantages for the institution, the employees, and their employers. To be able to achieve this, it requires a number of conditions to be met, including appropriate incentives (both financial and non-financial).

Financial incentives have long been acknowledged as one of the primary factors influencing the decisions of academic staff regarding employment and retention (Al-Qarshoubi, 2020; Bruni et al., 2019). Adequate remuneration, benefits, and financial support for research activities are integral components in attracting and retaining high-calibre faculty members. However, the efficacy of financial incentives alone in ensuring academic staff retention is a subject that warrants careful examination, particularly within the unique context of UCC. Beyond monetary considerations, non-financial incentives have gained prominence in recent years as influential factors in academic staff retention (Bruni et al., 2019). These incentives encompass a broad spectrum, including professional development

opportunities, a conducive work environment, recognition, mentorship programmes, and a supportive institutional culture (Bruni et al., 2029). Understanding the nuanced impact of these non-financial elements on the retention of academic staff is imperative for crafting comprehensive retention strategies.

The retention of employees has become a major challenge for human resource managers worldwide. For instance, according to the US Bureau of Labour Statistics (2021), the national average annual turnover in the US was 57.3% in the year 2021. Since an organisation's competitive advantage frequently depends on the knowledge and abilities of its employees, it is crucial for human resource managers to establish effective retention methods to keep critical employees. Employers should be concerned about keeping key personnel because their departure results in a loss of an organisation's intangible assets such as intellectual capital.

For the University of Cape Coast to be efficient in rendering its services as the number one university in Ghana and West Africa, it needs academic staff who have the experience and such experience is gathered overtime. The smooth operation of the university would be disrupted by a high personnel turnover rate at UCC since new employees must undergo recurrent training sessions to fill the void left by departing employees. Every organisation spends time and money to train a new employee, forming him or her into a corporate body and ready material, bringing him or her on level with the current workers. When people quit their jobs after receiving the necessary training, the organisation is entirely at a loss.

The biggest issue confronting universities and other higher educational institutions, according to Sackey et al. (2022), is their inability to employ and keep skilled academic staff with the necessary practical and professional expertise. This is due to the fact that the kind of highly sought-after experts that universities need are also those that industry highly values (Acquah et al., 2017; Bourne, 2017). In this regard, universities are unable to compete with industry for workers because the latter may provide greater financial and non-financial incentive packages (Acquah et al., 2017; Afeti et al., 2014). As a result, to keep talented academic staff in HEIs, effective employee retention methods, especially incentive strategies, need to be created.

Statement of the Problem

The availability and sustainability of the appropriate human resource at the appropriate time and location determines whether an organisation will succeed or fail (Bedon & van Mourik, 2016). As a result, the University of Cape Coast (UCC) has, since its inception, embraced HRM methods and procedures to encourage and retain outstanding employees taking into account the value of personnel to its future performance as well as the expense of staff loss. For example, every year, the university allocates huge sums of money to sponsor employees, especially the academic staff, to further their studies and/or for other professional developments here in Ghana and outside the country (Vice Chancellor's congregation report, 2022). It is the expectation of the university that such staff will come on board with the new knowledge and skills acquired to help push the institution forward.

Evidence on the ground, nevertheless, appears to indicate that despite these efforts by the university, majority of the academic staff are leaving their jobs. For instance, according to the Division of Human Resources (DHR), UCC Annual Report (2021), the university is seeing a consistent level of senior members' turnover. Records and anecdotal evidence reveal that the academic staff category of employees has been the most unpredictable over the past decade (2011 to 2021), with a turnover rate ranging from 15.3 percent to 30.3 percent per year. This calls for urgent attention and investigation because failure to retain such crucial employees will increase institutional issues such as high cost of training new members and loss of competent staff. It is said that if skilled and qualified staff leave frequently, the institution must spend significant amount of money to hire and train replacements. However, if management acts and retains these employees, the resources that will be invested in recruiting and training new staff can be better spent elsewhere in the university. Again, retaining qualified academic staff is crucial, as their departure affects the quality, consistency and stability of higher education institutions. When an academic staff leaves the institution, it brings an adverse effect on the remaining staff as their workload increases. In addition, students also suffer from the departure of academic staff, because if they fill their positions with inexperienced or less qualified people, they tend to suffer in their studies. Here, too, the reputation of the university can be damaged if experienced academic staff repeatedly leave the institution. This is because people may think something is not being done right which is why such people leave. Ultimately, this

can also lead to the remaining academic staff also considering leaving (Selesho & Naile, 2014).

Literature (Selesho & Naile, 2014; Al-Qarshoubi, 2020) suggest that several factors are responsible for employee turnover and several factors can lead to employee retention so to be able to overcome this canker, institutions need to first become aware and understand clearly the reasons employees leave and the factors that influence their retention. Al-Qarshoubi (2020), for instance, suggests that incentives (financial and non-financial) can impact retention and their absence can also drive employees away. The University of Cape Coast, therefore, needs to understand which of the incentives motivates their academic staff to stay and which of them drives them to leave in order to decide which retention programmes to implement to control the overall level of employee retention. This calls for empirical studies.

A cursory review of literature indicates that most of the studies on employee retention in Ghana (Agbitor, 2021; Amartey, 2020; Nyarko, 2020;) were conducted in the banking, hospitality and other sectors other than the higher educational institutions. The few studies (e.g. Boakye et al. 2022; Sackey et al., 2022) that have been conducted on the retention of academic staff at HEIs in Ghana were also done in institutions other than the University of Cape Coast. It is important to note that what is applicable to these institutions or contexts might not be applicable to the University of Cape Coast context. Also, the few (e.g. Ashmond et al., 2022; Saani & Tawiah, 2017) that were done in the University of Cape Coast concentrated on other categories of employees other than the academic staff (who appear to be the

backbone of every academic institution). It is in this light that this study explores the determinants of academic staff retention in the University of Cape Coast, particularly, the impact incentives have on academic staff retention.

Purpose of the Study

The study seeks to explore the impact of financial and non-financial incentives on the retention of academic staff in the University of Cape Coast.

Objectives of the Study

The objectives of the study were as follows:

1. Identify the financial and non-financial incentives that affect the retention of university staff at Cape Coast University.
2. Investigate the factors leading to academic staff turnover in the University of Cape Coast.
3. Identify the types of incentives (financial and non-financial) that have a greater impact on the retention of academic staff at Cape Coast University.

Research Questions

In order to attain the goals of the investigation, the subsequent research questions were addressed:

1. Which financial and non-financial incentives affect the academic staff retention in the University of Cape Coast?
2. Which factors lead to academic staff turnover in the University of Cape Coast?
3. Which type of incentive (financial and non-financial) has greater influence on academic staff retention in the University of Cape Coast?

Significance of the Study

The study's findings will aid in the recognition of the relationship between financial and non-financial incentives as factors influencing academic staff retention at the University of Cape Coast and other public universities and institutions. This will also alert UCC and other public universities and institutions' human resource management teams to develop plans to address the impact of these issues on keeping vital and valuable staff. Furthermore, the conclusions of this study will draw to the notice of employers who read it some of the probable causes contributing to employee turnover, urging them to seek appropriate actions.

Finally, the study will be useful to future academics who wish to do research on staff retention in universities or elsewhere. The study will also add to the limited body of knowledge on staff retention that exists in higher education institutions.

Delimitations

This study specifically focused on the academic staff of the University of Cape Coast, excluding the non-teaching staff from its scope. The rationale for this exclusion is to streamline the investigation and maintain a concentrated examination of factors influencing retention among academic staff. Consequently, the study does not encompass the performances of employees, and their direct impacts on students' learning outcomes are not measured. By deliberately narrowing the focus to retention, the research aims to provide a targeted and in-depth analysis of the factors influencing the academic staff's sustained commitment to the university, without delving into broader aspects of employee performance or their educational impacts.

Limitations

While the findings of this study offer valuable insights into the factors influencing retention among academic staff at the University of Cape Coast, some limitations must be acknowledged, which impact the generalizability and comprehensiveness of the results. Firstly, the lack of representativeness in the selected sample restricts the external validity of the study. The results may not be inferred broadly beyond the specific academic staff at the University of Cape Coast, limiting the applicability of the findings to other institutions. Despite this limitation, the study provides a focused examination of retention factors within the chosen context. However, it is important to note that the sample size, while not conducive to broad generalization, was deemed adequate for the specific objectives of this investigation. The study provided meaningful insights into retention factors within the University of Cape Coast, although caution should be exercised when applying these findings to other academic settings.

Secondly, the absence of responses from personnel who have previously departed the institution hindered the study's capacity for comprehensive comparative analysis. Understanding the perspectives of those who have left could have enriched the study by allowing for a more robust comparison between factors influencing retention and attrition. This limitation underscores the need for future research to include departed personnel in order to obtain a more holistic understanding of the dynamics surrounding staff turnover.

Organisation of the Study

The research is organised into five chapters. In Chapter One, an introduction and background to the study are presented, which include the problem statement, purpose, objectives, research questions, significance of the study, delimitation, constraints, and study structure. Chapter Two provides a complete overview of relevant literature connected to the subject, divided into theoretical and empirical evaluations. Chapter Three describes the study methods used, including research design, population, sample, and sampling procedures, data collection tools, assessments of validity and reliability, data gathering procedures, ethical issues, and data processing and analysis. Chapter Four discusses the findings and engages in discussion. Finally, the final chapter includes a summary, conclusions, recommendations, contributions to knowledge, and suggestions for further research.

Definition of terms

Employee Retention: This refers to the process through which employees are motivated or encouraged to remain with an institution for the longest possible time or until the project is finished.

Academic Staff: For the purpose of this study, academic staff includes individuals engaged in teaching, research, and academic administration roles at the University of Cape Coast.

Financial Incentives: Financial incentives in this context represent monetary rewards (salary and fringe/ancillary benefits) provided to academic staff at the University of Cape Coast as a means to enhance retention.

Non-financial Incentives: Non-financial incentives refer to the non-monetary rewards and benefits offered to academic staff at the University of Cape Coast, such as leadership and supervision skills, continuing professional development and working conditions aiming to influence retention.

University of Cape Coast: This specifically denotes the academic institution under investigation, encompassing its faculty, administrative structures, and academic environment.

Staff Turnover: Staff turnover, within the context of this study, encompasses both voluntary and involuntary departures of academic personnel from the University of Cape Coast, influencing the overall composition and stability of the academic workforce.

Summary of the Chapter

A detailed background of the study and the problem it wants to solve have been discussed in this chapter. The objectives, research questions and the significance of the study have also been outlined in the chapter. The chapter ends with how the whole thesis has been structured.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature on employee retention to provide context for the current study, support or refute previous findings, and provide new information. The review is structured into three sections: theoretical, conceptual and empirical reviews. The theoretical overview covers equity theory, expectancy theory and two-factor theory. The conceptual review looks at the concept of employee retention and its relevance, the concept of incentives and an introduction to the different types. The chapter further discusses relevant empirical studies before concluding with a summary of the research gap and its implications for the current investigation.

Theoretical Framework

The present section encompasses the underpinning theoretical framework of this inquiry. The utilization of two-factor theory, equity theory, and expectancy theory has been undertaken to elucidate the influence of incentives on the preservation of academic personnel, as there exist numerous theories for the assessment of employee retention.

Equity Theory

According to John S. Adams, the originator of the equity theory in 1963, employees strive for fairness in relation to their contributions to their jobs, such as education, time, experience, and effort, and the rewards they receive, such as promotions, recognition, and higher pay. This comparison is made against the

contributions and rewards perceived by other employees (Adams, 1965). The effectiveness of individuals in carrying out their job duties is influenced by their perception of how they are treated in comparison to others. One consequence of a lack of equity is the inclination to leave or resign from the organisation (Amarthey, 2020). Given that the structure of equal opportunity in the workplace is predicated on the ratio of inputs to outputs, it is crucial to employ the equity theory in order to retain employees. This is based on the belief that treating individuals fairly in terms of their workload and the efficiency with which they fulfill their responsibilities motivates them to maintain relationships with their colleagues and the organisation. An employee will feel that they are being treated appropriately if they perceive that their ideas and results are at par with those of their co-workers.

As employees experience greater satisfaction, if one employee becomes aware that another individual is receiving more praise and rewards for their contributions, despite both having provided an equivalent amount and caliber of effort, this can lead the employee to become dissatisfied and consequently experience low job satisfaction. The employee would feel undervalued and unappreciated as a result of this dissatisfaction. The equity theory argues that outcomes (incentives) must be closely aligned with the level and quality of employee inputs (effort), which stands in stark contrast to reality (Agbitor, 2021). If workers in the same category were to receive the same incentives, it would demonstrate to the workforce that the company is fair, satisfied with their performance, and appreciative. The greatest strength of this theory lies in its recognition of the importance of individual inputs, such as education, work history,

and skills, being valued in a manner that promotes equity (Amartey, 2020; Agbitor, 2021). Additionally, it highlights the need for every worker to be treated fairly as they are all integral parts of a larger system. People value fairness in their contributions and interactions at work, therefore, the application of the principle of justice is essential if an organisation aims to retain its skilled personnel. The main flaw of this theory lies in the subjective nature of the comparison process. Human nature has a tendency to bias inputs, especially in terms of effort, making comparisons subjective (Beardwell & Claydon, 2007).

Expectancy Theory

Victor Vroom formulated the expectancy hypothesis in 1964. According to Vroom (1964), an individual's decision-making process, when faced with multiple choices, is influenced by psychological factors. The hypothesis is founded on the belief that employees hold the expectation that their efforts will result in satisfactory performance, which in turn will lead to the attainment of desired rewards (Skripak, 2016). In this context, the term "reward" encompasses both financial and non-financial incentives, rather than being limited to monetary compensation. Expectation theory, as proposed by Vroom (1964), is based on four key assumptions. Firstly, employees enter into employment with preconceived notions regarding their desires, motivations, and previous experiences, all of which influence their reactions towards their employers. Secondly, employee actions are the outcome of deliberate decision-making, indicating that employees possess the autonomy to select actions in accordance with their expectations. Thirdly, individuals hold diverse expectations from organisations, with some employees

prioritizing decent income while others may place more importance on factors such as job security, career advancement, or challenges. Lastly, workers will choose options that yield the most favorable outcomes for themselves (Lunenburg, 2011).

Prior research (e.g. Agbitor, 2021; Amartey, 2020; Al-Quashoubi, 2020) has frequently utilized expectation theory as the conceptual foundation for their studies. According to Kim et al. (1996), employees enter an organisation with certain expectations, and if those expectations are met, they are more likely to exhibit greater commitment to the organisation and retain. However, if those expectations are not met, they are likely to leave the organisation or search for better opportunities elsewhere. Expectation theory distinguishes between three types of expectations: structural, psychological, and environmental. Structural expectations encompass elements of the work environment such as autonomy, communication, equity, and workload; psychological expectations encompass job satisfaction and organisational commitment; and environmental expectations pertain to the availability of future employment opportunities. For example, when structural expectations are fulfilled, individuals are more inclined to have strong intentions to remain with the organisation, leading to lower turnover rates (Dee, 2004). Expectancy theory is employed in this study to comprehend the findings, as academic staff members in the University of Cape Coast's expectations may have an impact on their intention to remain or leave their current universities.

Two-Factor Theory

Frederick Herzberg introduced this theory in 1959. The motivational hygiene hypothesis, which is an alternative term for Herzberg's two-factor theory, serves as the basis for studying the relationships between job satisfaction, job dissatisfaction, and employee retention in an organisation (David & Venatus, 2019). Herzberg et al. conducted the initial study in 1959 to examine employees' perceptions of job satisfaction and dissatisfaction. Based on this research, Herzberg developed the motivational hygiene theory, which identified various factors that influence employees' attitudes toward their work. Herzberg (1968) continued to explore employees' feelings about their jobs and their level of satisfaction or dissatisfaction. Subsequently, the author formulated the two-factor theory, which categorized the intrinsic (motivators) and extrinsic (hygiene) factors as two distinct groups that impact employee job satisfaction.

According to Herzberg (1974), the factors that lead to dissatisfaction are referred to as hygienic aspects, which are also known as satisfiers. Herzberg identifies several fundamental components of satisfaction, such as achievement, recognition, the nature of the work itself, responsibility, opportunities for growth and advancement. On the other hand, the hygiene factors include workplace policies, management, work environment, compensation, job security, and interpersonal relationships (Ozguner & Ozguner, 2014). The Two-Factor theory was employed in the study to investigate the factors that can lead to academic staff dissatisfaction and turnover intention in the University of Cape Coast and the factors (hygiene factors) that can lead to retention among the academic staff.

The present study also employs this idea to investigate whether both hygienic elements and motivational variables have weak or significant effects on attachment. It is important to acknowledge the limitation of the theory's prediction that all workers will react uniformly to changes in motivational and hygienic elements (Bushe, 2012). Therefore, this study incorporates two additional theories into its theoretical framework, aiming for a more comprehensive investigation and compensating for the limitations of each individual theory.

All of the aforementioned theories, including the two-factor theory, equity theory, and expectation theory, have the limitation of not being exhaustive or comprehensive. Consequently, they cannot be solely relied upon to interpret employee behaviour, making it advisable to utilize multiple theories when researching this topic. Since human nature, behaviour, and attitudes are subjective and cannot be completely objectified or explained, this observation applies to all social science theories. Therefore, it is always necessary to embrace multiple theories in order to fully and accurately explain the issue under study (Parijat & Bagga, 2014). In light of this constraint, this study incorporates multiple theories to elucidate the effects of incentives on the retention or dismissal of academic personnel.

Conceptual Review

The concept of employee retention

It has been difficult for academics to define employee retention as it is a complex topic (Ju & Li, 2019). As the sector continues to develop and deepen, employee retention has been passionately contested and has seen many

changes. The majority of definitions found in the literature all differ in their scope of application, level of abstraction and scope of boundaries. For example, Baison (2020) defines retention as the process of encouraging individuals to stay with a company for the longest time or until the project is completed. This stance is reinforced by Sang (2021) and Yao, Qui, and Wei (2019), who argue that employee retention takes into account the number of people serving or working in the organisation who are motivated to remain employed for longer periods of time. Also, according to Moncraz et al. (2009), employee retention refers to organisations' strategies and practices to retain their high-quality employees over a longer period of time by positively influencing their loyalty to the organisation and their job satisfaction. Ongori (2007) also defines employee retention as the strategies companies use to retain their valuable employees.

From the definitions given, it can be deduced that employee retention means that a company is able to attract and retain talented employees by providing them with a quality work-life balance, a motivated work environment and a commitment to best practices in talent and people management (Al-Qarshoubi, 2020). When job satisfaction and organisational engagement are encouraged, they help persuade employees to dedicate themselves to the institution. Taking action to retain high-level employees is well understood by the management of organisations because of its importance. The next section looks at the importance of employee retention.

The Importance of Employee Retention

Any organisation or institution must take specific steps to retain its qualified employees if it hopes to be successful in its business. This means that the success

and viability of an organisation depends on its ability to maintain the skills that form its foundation (Al-Qarshoubi, 2020). According to Sinha and Sinha (2012), an organisation with competent, dedicated and qualified employees enables to achieve innovation, creativity and adaptability, which are the hallmarks of organisational success. This indicates that it is vital for an organisation to retain its employees. Retaining employees helps an organisation save money on labour costs, which is one of its benefits. It is said that if skilled and qualified employees leave frequently, an organisation must spend a significant amount of money to hire and train replacements (Chukwu et al., 2013). However, if those who leave the company do so with negative feelings, it can affect their peers' opinion of the company, which could lead to more resignations and make it harder to find replacements. However, if management acts and retains these employees, the resources invested in hiring and training new employees can be better spent elsewhere in the company.

Retaining qualified academic staff is crucial, as their departure affects the quality, consistency and stability of higher education institutions. When an academic staff leaves the institution, it brings an adverse effect on the remaining staff as their workload increases. In addition, students also suffer from the termination of academic staff, because if they fill their positions afterwards or fill them with inexperienced or less qualified people, they tend to suffer in their studies. Here, too, the reputation of an organisation can be damaged if experienced academic staff repeatedly leave the institution. This is because people may think something is not being done right which is why such people leave. Ultimately, this

can also lead to the remaining academic staff also considering leaving (Selesho & Naile, 2014).

Academic staff expectations of the workplace must be understood by any higher education institution if it hopes to retain its academic staff. Once institutions have a clear understanding of the nature of retention issues, they can decide which retention programmes to implement to control the overall level of employee retention. This effectively guarantees that they have a sufficient number of experienced and qualified employees (Musah & Nkuah, 2013; Al-Qarshoubi, 2020). According to Selesho and Naile (2014, p. 296), the first step in reducing fluctuation is to create awareness of reasons for termination and their preliminary stages. Employers therefore need to understand what motivates their employees to stay in this field and what drives them to leave in order to retain employees effectively. Another important benefit of employee retention is preventing the loss of skilled employees, which could negatively impact production and profitability (Samuel & Chipunza, 2009 cited in Al-Qarshoubi, 2020). An organisation must develop effective tactics for recruiting and retaining employees if it wants to increase performance. Therefore, the main strategy in any organisation is to continually work to find and retain the best performers, regardless of their age.

Once again, any institution that wants to outperform its competitors must make a concerted effort to retain its talented workforce. This means that maintaining a constant team of employees over a longer period of time promotes more harmony in the workplace, which has a positive impact on productivity and speeds up business operations (Hong et al., 2012). Universities are by nature the

main sources of knowledgeable and competent intellectuals, and a university ranking is influenced by how well qualified academic staff are retained at that institution (Selesho & Naile, 2014). They reiterate that colleges' high turnover rates among academic staff are a significant handicap for these organisations, making staff retention a serious concern. Excessive staff turnover negatively affects both an organisation's effectiveness and the well-being of its employees (Al-Qarshoubi, 2020). When positions in higher education remain vacant or are filled by less qualified academic staff, the remaining qualified staff struggle to keep up and students suffer from an inferior education. According to Selesho and Naile (2014), high turnover rates can make students have even less faith in the education system and deter other academic professionals from staying in or even entering the sector.

Patgar and Vijayakumar (2015) have also emphasised the value of employee retention. In their view, hiring staff is not an easy process, so it can be expensive and difficult to fire staff after institutions have devoted time and money to their training, especially if they have been with the institution for a long time and are familiar with its policies and guidelines. According to Netswera et al. (2005) high staff turnover also costs the institutions a lot of money due to the lost productivity and cost of hiring replacements.

Incentives and the Concept of Incentives

In the modern world, it has become a difficult task for companies to retain staff (Selesho & Naile, 2014), and universities are no exception when it comes to retaining their academic staff. Institutions often use incentives to motivate their employees to keep them happy and to reduce their desire to leave. Institutions need

to identify and select the incentives that best suit the needs of their employees, as they occur in different ways. This section is mostly about rewards. After a discussion of the incentive idea, a list of the different incentives is provided.

Finally, both the general and more specific effects of financial and non-financial incentives on employee retention are discussed.

When it comes to defining incentives, numerous definitions have been given by scholars from their views and perspectives. According to Bruni et al. (2019), all the driving forces behind human actions are commonly referred to as incentives. A workplace incentive has been defined in various ways, such as any stimulus or means that motivates employees to improve their performance and put in more effort (Ijaz & Khan, 2013). It has also been described as a strategy employed by an organisation to foster a positive work environment and fulfil employees' moral and material needs (Aziri, 2011; Palmer, 2012; Alsharah, 2014). Incentives can also be viewed as tools for inspiring or attaining a specific behaviour (Sanderson, 2016). In the context of this study, the desired behaviour that educational institutions aim to promote among their academic staff is the intention to stay on their jobs.

In Al-Nsour's (2012) view, incentives play a significant role in enhancing an individual's skills and motor abilities, acting as motivators for skill improvement, and striking a balance between an organisation's needs and an individual's personal aspirations. All of these factors contribute to enhancing an organisation's performance. This information suggests that incentives serve as a tool for fostering and sustaining employee performance while also promoting

retention by providing employees with something in return. The following sections will explore the effects of both financial and non-financial incentives.

Types of incentives

There exist various classifications for incentives. This segment provides an overview of the initial categorization, which differentiates between financial (monetary) and non-financial (non-monetary) incentives as it pertains to the present study.

Financial Incentives and Non-financial incentives

Al-Nsour (2012, p. 79) provides a definition for financial incentives, which are also known as monetary incentives. According to Al-Nsour, financial incentives can be described as sums of money that are paid to employees, either as a one-time payment or on a regular basis. These incentives often take the form of direct cash payouts (Ijaz & Khan, 2013). It is crucial to understand the needs and demands of employees in order to effectively design and evaluate targeted financial incentives. Lawzi (1995) asserts that monetary rewards, such as salaries, bonuses, allowances, profit-sharing, and awards, are provided to employees in order to fulfill their basic needs and motivate them to work hard and enhance their skills. The earliest form of incentives is believed to be financial in nature, as they offer a quick and direct approach. Financial incentives have the immediate and significant ability to incentivize individuals to work harder, increase productivity, contribute more to the organisation's bottom line, and ultimately achieve better results. Employees who are interested in boosting their purchasing power are also likely to be highly motivated by financial incentives from a psychological and social perspective (Al-

Nsour, 2012). Mannion (2014) states that a large number of economists and psychologists believe that monetary rewards can elicit behavioural changes, such as improvements in job quality and performance. Moreover, numerous studies have indicated a direct correlation between employee dissatisfaction with financial incentives and the likelihood of them leaving the organisation (e.g. De Gieter & Hofmans, 2015). As a result, these research findings have unveiled a negative relationship between the intention to quit and satisfaction with incentives.

On the contrary, non-financial incentives, also known as non-monetary incentives, are rewards that do not involve cash and encompass items, vacation opportunities, and gift cards from stores that hold monetary value but cannot be converted into cash (McPhee, 2013). Other non-monetary incentives comprise autonomy, flexible work schedules, and participation in decision-making (Al-Nsour, 2012; Ijaz & Khan, 2013). Brandes and Darai (2017) argue that the impact of monetary incentives on employee performance has conventionally been the focus of motivation research. Nevertheless, the significance of non-financial incentives has garnered more attention in the past decade. According to certain scholars, non-financial incentives, or moral incentives, pertain to psychological aspects (Al-Nsour, 2012). The foundation of moral incentives lies in respecting an individual who possesses emotions, goals, and aspirations. Non-financial incentives hold significant power as they greatly influence employee engagement and productivity (Tausif, 2012; Cassar & Meier, 2018). Abdullah and Wan (2013) contend that non-financial incentives are even considered the most crucial methods of rewarding employees. In fact, Atambo et al. (2013) and Kosfeld et al. (2017)

argue that non-financial incentives are more effective tools in the workplace compared to monetary ones. Jeffrey (2004), who examined the use of financial and non-financial incentive strategies and their psychological effects, suggests that cash lacks a trophy value as it has a short lifespan and is transient. On the other hand, non-financial incentives possess a larger trophy value, rendering them more valuable and efficient than monetary incentives. Consequently, Jeffrey maintains that non-financial rewards have a more profound and enduring impact on motivation than cash rewards.

The assertion that employee motivation primarily hinges on financial incentives has been challenged by psychologists and behavioural economists (Corgnet et al., 2018). According to Corgnet et al., non-financial incentives can remain effective even when financial incentives are readily available. Therefore, they argue that both financial and non-financial incentives are equally successful in motivating workers, and non-financial incentives should only be considered as a last resort when financial incentives are excessively costly to implement. Furthermore, Corgnet et al. emphasize that research typically focuses on the effectiveness of monetary incentives as motivational tools, while the effectiveness of non-financial incentives has often been overlooked. Henderson and Tulloch (2008) highlight that numerous studies indicate that financial incentives alone are inadequate for retaining employees. Instead, a comprehensive package that encompasses a range of non-financial incentives is necessary to attract and motivate employees to stay with a particular organisation. In addition to financial incentives, this package should include broad areas of non-financial incentives such as

favorable working conditions, ongoing professional development through education and training, and enhanced managerial and supervisory skills.

According to Mahmood and Zaman (2010), the efficacy of incentives varies depending on the circumstances. For example, non-financial rewards may not be effective in low-income environments where individuals struggle to fulfill their basic needs. However, there are instances in which employees respond to non-financial incentives during difficult times, even without financial incentives, and choose not to leave their current company, despite receiving a more lucrative offer from another organisation (Mahmood & Zaman, 2010). Researchers in the field of economics have explored the impact of incentives on human behaviour (Erkal et al., 2018). This economic perspective is based on the notion that individuals react to incentives. “With this understanding, economists view incentives as effective tools for analyzing and modifying individual behaviour. While most studies differentiate between internal and extrinsic motives and examine how they influence specific behaviours, this study distinguishes between financial and non-financial incentives to investigate their impact on a particular action.

The focus of this study is to specifically examine the disparity between financial and non-financial incentives and their influence on the retention of academic staff, specifically their decision to remain or depart from their current universities. According to Erkal et al. (2018), both financial and non-financial incentives have a substantial effect on real-world behaviour. Abu Bakar et al. (2017) state that the purpose of financial and non-financial incentives is to motivate employees to exert their utmost efforts and dedicate their time and talents to support

the attainment of organisational goals. Dee and Wyckoff (2015) also assert that incentives impact teacher retention and performance. The subsequent sections delve into a more comprehensive exploration of these two types of incentives (financial and non-financial).

Financial Incentives

Salary and ancillary benefits are the fiscal encouragements that are emphasized in this particular section. This section combines salary and ancillary benefits due to the fact that numerous investigations perceive them as a unified entity and categorize them as wages or remuneration.

Salary and Ancillary Benefits

Salary and supplementary benefits, referred to by some authors as compensation, are widely recognized as the primary factors influencing employee retention. The concept of salary encompasses the base salary, allowances, overtime pay, and additional benefits such as bonuses, health insurance, and pensions. Metcalf et al. (2005) emphasize that pay is a significant workplace variable that impacts both employee retention and recruitment. Neog and Barua (2015) highlight the critical role of a comprehensive compensation structure, including salary and benefits, in attracting and retaining talented long-term employees while reducing attrition. According to Metcalf et al. (2005), dissatisfied pay rates or a perceived lack of fairness in compensation may lead academic staff members to leave their respective institutions.

Fulbeck (2014) asserts that inadequate pay for teachers can contribute to dismissals. Therefore, providing greater financial incentives, such as improved

salaries or supplementary benefits (e.g., bonuses), would enhance instructors' job satisfaction and increase their retention. Conversely, a reduction in incentives leads to higher attrition rates. Feng and Sass's (2018) study on the influence of incentives, such as bonuses, on high school teachers' retention in the United States reveals that a one-time payment bonus of \$1,200 resulted in a 25% decrease in turnover/exit rates. According to Jeffrey and Shaffer (2007), benefits hold more significance than salary raises as motivators. Henderson and Tulloch (2008) suggest that employees may resign from their positions to seek higher pay or access better educational opportunities for their children. They emphasize that financial incentives, including higher salaries, allowances, and perks, serve as crucial motivators for workers, particularly in countries where government salaries fail to meet the basic needs of workers and their families. The authors stress that improved pay and benefits are vital in encouraging workers to remain in their current positions.

Osibanjo et al.'s (2014) research findings indicate a significant correlation between the dependent variable (employee retention) and the examined independent variables (salary, allowances, incentives, and benefits). They argue that management and decision-makers should evaluate compensation packages at various levels to enhance employee satisfaction and reduce excessive staff turnover. According to Randy et al. (2002), basic salary, overtime compensation, performance-related pay/individual bonuses, year-end bonuses, mortgage loans or housing provisions, and profit-sharing are the most effective retention incentives in Hong Kong and China. Various studies (e.g., Oyagi & Kembu, 2014; Osibanjo et

al., 2014) have demonstrated the positive impact of salary and social benefits on the retention of academic staff in universities.

Non-Financial Incentives

Recognition and appreciation, enhanced working and living conditions, education, training, and professional development; supportive supervision and effective leadership; positive interpersonal relationships in the workplace and a conducive team climate; the provision of appropriate resources; and the ability to exert influence over one's work processes are non-monetary incentives that have a positive impact on employee motivation and performance (Henderson & Tulloch, 2008; De Gieter et al., 2008; Ijaz & Khan, 2014). Consequently, this section encompasses four categories of non-financial incentives, namely leadership and supervisory skills, continuous professional advancement, working conditions, and appreciation and recognition.

Leadership and Supervision Skills

According to Mehta et al. (2014), leadership refers to a specific set of behaviours employed by a leader to inspire their followers to achieve the objectives of their organisation. Examples of managerial and supervisory skills that serve as non-financial incentives include involving staff in decision-making, demonstrating concern for individual issues, treating all staff fairly, maintaining open communication, implementing an open door policy, and promptly addressing employee inquiries (Ijaz & Khan, 2013; Mehta et al., 2014).

Furthermore, actively engaging employees in decision-making processes enhances their motivation and loyalty towards their employer. This leadership

technique contributes to employee retention as dedicated employees are less likely to contemplate leaving their organisation (Mehta et al., 2014). Selesho and Naile (2014) assert that staff members are more likely to remain with an organisation if they believe that the organisation genuinely cares about their well-being, clearly communicates expectations for assigned roles that align with their skills, and provides regular feedback and recognition. Additionally, actively listening to employees' perspectives and fostering a sense of ownership further strengthens loyalty, consequently reducing turnover and improving organisational success (Costello, 2006). Netswera et al. (2005) recommend frequent communication as a means to achieve high staff retention, ensuring that each employee understands their role in the institution's vision and mission, as well as being aware of their individual needs. Training is critical not only for the workforce, but also for the management team, who must acquire effective management and leadership techniques. Furthermore, offering competitive compensation to top personnel is essential in promoting a culture of trust among staff members and fostering long-term commitment.

Musah and Nkuah (2013) identify effective working relationships between academic staff and management as one of the key factors that guarantee employee motivation and retention. Metcalf et al. (2005) propose that a lack of initiative and dissatisfaction with connections to executives increase the likelihood of employees leaving the industry. Ngethes' (2013) research supports the idea that the decisions of academics to remain or leave have a significant impact on leadership. Similar findings were reported by Bigirimana et al. (2016), who discovered that an

unfavorable leadership style prompts academic personnel to leave their university as soon as possible. Mehta et al. (2014) emphasize the importance of university leaders possessing a diverse range of leadership competencies in order to be effective.

Continuing Professional Development

The activities or continuous and lifelong process entailed in an individual's career growth are referred to as continuous professional development, or simply career development, as stated by Abu Bakar et al. (2017). A transition to a different position within the same organisation is considered a form of ongoing professional development, as is the acquisition of new skills through continuous education and training, as well as the assumption of greater levels of professional responsibility. Mustafa and Ali (2019) argue that companies provide employees with opportunities to enhance their talents through initiatives such as job rotation, education, and training. According to Holbeche (1999), employees in organisations have traditionally placed a strong emphasis on continuing their professional advancement. Abu Bakar et al. (2017) further state that ongoing professional development contributes to boosting employee morale in relation to their day-to-day tasks within their organisation and enhances job performance. It is also utilized as a means of motivating employees and is considered essential for recognizing outstanding accomplishments within a business (Rose, 1998). The significance of professional development as a non-financial incentive is emphasized by Abu Bakar et al. (2017). They argue that it is primarily regarded as a successful strategy for attracting and retaining personnel. Mustafa and Ali (2019) suggest that employees

generally appreciate strategies for skills development, and those with strong growth prospects demonstrate positive performance outcomes and a greater inclination to remain with their current employer. Growth-oriented behaviours communicate to employees that their employer values their employability and appreciates their contributions.

Opportunities for development also indicate that the organisation has confidence in the abilities of its current workforce and is committed to assisting them in advancing. This implies that development strategies are a reflection of an organisation's focus on fostering employees' competence and skills, as well as their sense of worth and belonging to the organisation. Additionally, it is important to uphold fairness when implementing development initiatives. According to Bushe (2012), employees should be provided equal opportunities and the necessary support to pursue higher positions when openings arise within an organisation. Employees are more likely to align their personal and career aspirations with the organisation when they believe there is potential for advancement, which can positively influence their intention to stay. Managers should also prioritize supporting employees in advancing their careers. This is particularly crucial for newly hired employees, as they are more likely to seek other job opportunities if they perceive better employment prospects elsewhere (Al-Quarshoubi, 2020).

Opportunities for advancement are significantly and positively correlated with job satisfaction, which in turn contributes to employee retention (Das & Baruah, 2013). Several studies have found that opportunities for professional development (such as further education, learning, and promotions) have a

significant and favorable impact on the retention of academic staff in higher education (e.g., Oyagi & Kembu, 2014; Onah & Anikwe, 2016).

Working Conditions

An all-encompassing motivating factor, working conditions encompass a broad spectrum of components. These components can be categorized into (i) factors associated with employee independence and the workplace (e.g., flexible work schedules (Burns & McKinnon, 1993; Abu Bakar et al., 2017; Mustafa & Ali, 2019), team outings, planned social events in the office (Mahmood & Zaman, 2010; Donze & Gunnes, 2018), job security (Jandaghi et al., 2011).

According to Mustafa and Ali (2019), an organisation's endorsement of employee autonomy, expressed through granting workers the freedom to make decisions and organise themselves, has a positive impact on employee performance by enabling them to fulfill their fundamental psychological needs. Moreover, flexible working hours contribute to enhanced employee performance as they foster higher morale and a more harmonious work-life equilibrium, as stated by Burns and McKinnon (1993). Employees exhibit improved performance at work when they have a positive perception of their work, as indicated by a study conducted by Abu Bakar et al. (2017). Another aspect of workplace autonomy is the workload. Qureshi et al. (2013) define workload as the total volume of tasks assigned to an individual. Xiaoming et al. (2014) refer to the mental and physical effort required by an employee to complete their assigned activities as workload. If an employee perceives their workload to be overwhelming, they may experience fear, stress, or

frustration. Such responses can impact an individual's physical and psychological well-being, as well as their behaviour, ultimately leading to discontentment.

Work-related factors, such as the amount of work, flexible work schedules or the option to work remotely, safety policies, social activities, adequate office space, accessibility to restrooms, and the availability of tools and equipment, can have an impact on an employee's satisfaction with their working conditions and their decision to stay or leave their job (Jandaghi et al., 2011; Bushe, 2012; Das & Baruah, 2013; Mehta et al., 2014; Donze & Gunnes, 2018). The primary reason for individuals leaving their jobs is the need for more appealing working conditions, as stated by Henderson and Tulloch (2008, pp. 2–9). Therefore, the workplace significantly influences job satisfaction and employee retention. According to Metcalf et al. (2005) and Tettey (2006), academic staff members who perceive their workload as excessively heavy are more likely to leave their institution, particularly in the higher education sector. Their demanding schedules, which involve teaching and administrative tasks, prevent them from conducting adequate research.

Furthermore, academics are more inclined to quit their jobs if they are dissatisfied with their relationships with their colleagues, as highlighted by Metcalf et al. (2005). Adverse working conditions, such as heavy workloads, prompt academic personnel to leave their universities as soon as possible, as pointed out by Bigirimana et al. (2016).

Several studies (e.g., Netswera et al., 2005; Oyagi & Kembu, 2014; Onah & Anikwe, 2016) have demonstrated the influence of autonomy and the work environment on the intentions of academic staff members to stay or quit. The

likelihood of faculty members leaving their colleges also increases when resources and infrastructure are deemed unsatisfactory, as stated by Metcalf et al. (2005), Tetley (2006), and Samuel & Chipunza (2013).

Recognition and Appreciation

A non-monetary motivator that can manifest in various ways, such as modest offerings like restaurant gift cards, merchandise, or shop gift cards, may be presented to employees who perform well. (Kosfeld et al., 2017; Mustafa & Ali, 2019; Mahmood & Zaman, 2010; Al-Nsour, 2012; Ijaz & Khan, 2013; McPhee, 2013). According to Mustafa and Ali (2019), providing positive feedback for an employee's contributions, engagement, and commitment in the workplace should be constructive in nature. Demonstrating appreciation and valuing an employee's efforts and achievements signifies the company's recognition. Praise from immediate supervisors, as highlighted by Gunawan and Febrianto (2014), is particularly effective as it cultivates a sense of worth and belongingness among employees.

Empirical Review

Al-Qarshoubi (2020) investigated the determinants that influence the retention of employees in higher education institutions in Oman. The primary objective of the research was to ascertain the type of incentive that is most likely to have a significant effect on the ability of academic staff members to maintain their employment in Omani public and private higher education institutions. The research was conducted using a mixed methods approach. A total of three hundred and seventeen (317) participants were selected for the study through the

convenience sampling technique. Both a questionnaire and a semi-structured interview guide were utilized to gather the necessary data. The findings of the research reveal that both financial and non-financial incentives have a considerable impact on the retention of academic staff. Given that there is no singular secret to retaining employees, combining both types of incentives may prove to be advantageous. The research concludes that higher education institutions can save time and effort by fostering better communication with academic staff in order to explore their expectations and perceptions, and ultimately develop an effective retention strategy. This would prevent the loss of qualified academic staff and the subsequent need to hire new personnel, which would require significant time and effort on the part of the institutions. By incorporating both quantitative and qualitative data in one study, a more comprehensive understanding of the issues at hand can be achieved. However, the research fails to specify the particular type of mixed methods design employed, thereby making it challenging to discern how the two sets of data were integrated to complement each other. If this aspect had been addressed adequately, many of the issues identified in the research could have been clarified by either the qualitative or the quantitative data.

Agbitor (2021) conducted a study that examined the influence of job satisfaction on employees' inclination to depart from their current roles at the North Tongu District Assembly in Ghana. The specific objectives of the study were to assess the level of job satisfaction among employees, determine their perception of their own intentions to leave their jobs, and evaluate the impact of job satisfaction on those intentions. For the quantitative investigation, data was gathered from 86

respondents through the use of a questionnaire, employing a descriptive correlational design. The data analysis techniques utilized included mean, standard deviation, and regression analysis for descriptive and inferential purposes respectively. The findings of the study indicated that the staff at the district assembly displayed a low degree of job satisfaction and exhibited strong tendencies to leave their positions. Furthermore, the influence of job satisfaction on employees' intentions to leave their jobs was found to be unfavorable. In view of these findings, the study recommended that District Chief Executives and Coordinating Directors engage in periodic communication with employees to address workplace-related issues.

Amartey (2020) conducted a separate study in Ghana to investigate the factors influencing retention in the National Disaster Management Organisation (NADMO) in the Greater Accra area. The study employed a descriptive cross-sectional survey design and randomly selected 288 respondents using a simple random sampling procedure. Both primary and secondary data were utilized, with primary data being collected through the administration of questionnaires. The findings of the study revealed a positive correlation between employee retention and favorable outcomes in the areas of hiring and selection, employee competency, logistical support, and compensation. Additionally, the study demonstrated that recruitment and selection, employee competency, logistical support, and employee compensation all significantly influenced staff retention at NADMO. As a recommendation, the report advised NADMO to closely monitor its hiring practices

and select candidates for positions solely based on merit in order to maximize retention.

In a related study conducted by Tiwari (2015), an examination was carried out on the various factors that influence staff turnover and retention within the hotel sector in Ireland. To collect data for the quantitative investigation, an online survey was administered to a total of 42 respondents. Additionally, the study incorporated specific open-ended questions in order to gain insights from the respondents' perspectives on the subject matter. The findings of the study indicated that the hotel sector should focus on improving its work-life balance, training and development procedures, as well as reward and recognition policies in order to retain its staff effectively.

A study conducted by Stanford (2013) delved into the perspective of the Mwanza Regional Secretariat regarding the factors that impact staff retention within Tanzanian governmental organisations. The sample for this study consisted of 40 workers, including personnel from top, middle, and lower-level positions. The analysis of the data revealed that factors such as job security, training opportunities, salary, working conditions, participative decision-making, availability of allowances, relationships at work, retirement benefit plans, and promotion opportunities significantly influenced employee retention at the Mwanza Regional Secretariat. It was observed that the proper implementation of job security and retirement benefit plans had a positive effect on employee retention, whereas inadequate implementation of other factors resulted in negative outcomes such as high labor turnover, decreased employee morale, and incomplete achievement of

organisational goals. Considering that the respondents prioritized financial incentives over non-financial incentives, it is strongly recommended that the secretariat places greater emphasis on financial incentives, such as salary increments and work bonuses.

A similar research endeavor was undertaken by Boakye, Appoh-Baah, Odoom, Afram, Addai, and Agyemang (2022) to investigate the issue of employee retention in private tertiary institutions in Ghana. The study revealed that Senior Members of these institutions had certain expectations, including a higher salary, improved working conditions, increased training opportunities, career development prospects, a favorable work environment, and the acquisition of specific skills, before accepting employment in these institutions. The study employed a descriptive survey design and utilized a mixed method approach. A total of 111 respondents were sampled for the study using the convenience sampling technique, and data were collected through an interview guide and questionnaire. The data were analyzed using frequency and percentage analysis, Kruskal-Wallis test, and thematic analysis. The study identified several factors, such as better compensation, employer concern and care, enhanced training and development opportunities, an improved promotion system, a pleasant work environment, and increased employee engagement, that significantly influenced the retention of senior members within the organisations. To effectively provide appropriate training and development programs that encourage employee retention, it is recommended that the HR Units of the selected institutions collaborate effectively with HRM specialists from the universities. It is evident that the design utilized in the study does not align with the

principles of mixed methods research. Consequently, it is difficult to discern how the integration of the two collected datasets was achieved in the study.

Another investigation was conducted in Ghana by Quansah (2021) to determine the factors that impact the retention and turnover of employees. The purpose of this study was to assist HR managers and businesses in retaining their valuable and costly employees by uncovering the variables that contribute to job resignation in the Ghanaian context. Additionally, the study aimed to identify strategies that these parties should consider. This mixed-method study involved 125 participants who completed a questionnaire to gather quantitative data, while 22 HR managers participated in a semi-structured interview to provide qualitative data. The quantitative data was analyzed using Stepwise Multiple Regression, while the qualitative data was analyzed through content analysis. The results revealed that crucial factors influencing employee turnover in Ghana include organisational fit, satisfaction with promotion, behavioural motivational forces, satisfaction with pay and work, as well as alternative motivational forces, in order of priority. On the other hand, strategies for employee retention involve offering competitive compensation and benefits, fostering strong employee engagement, providing training and development opportunities, offering incentives, and fostering positive employee-manager relationships.

Conceptual Framework

It is debated that a conceptual framework serves as the foundation upon which research is constructed (Grant & Osanloo, 2014) and offers clarity and guidance to the concepts conveyed in said research (Adom et al., 2016). The

conceptual framework of the investigation is depicted in Figure 1. The independent factors consist of the financial and non-financial incentives, while the dependent variable is the academic staff retention.

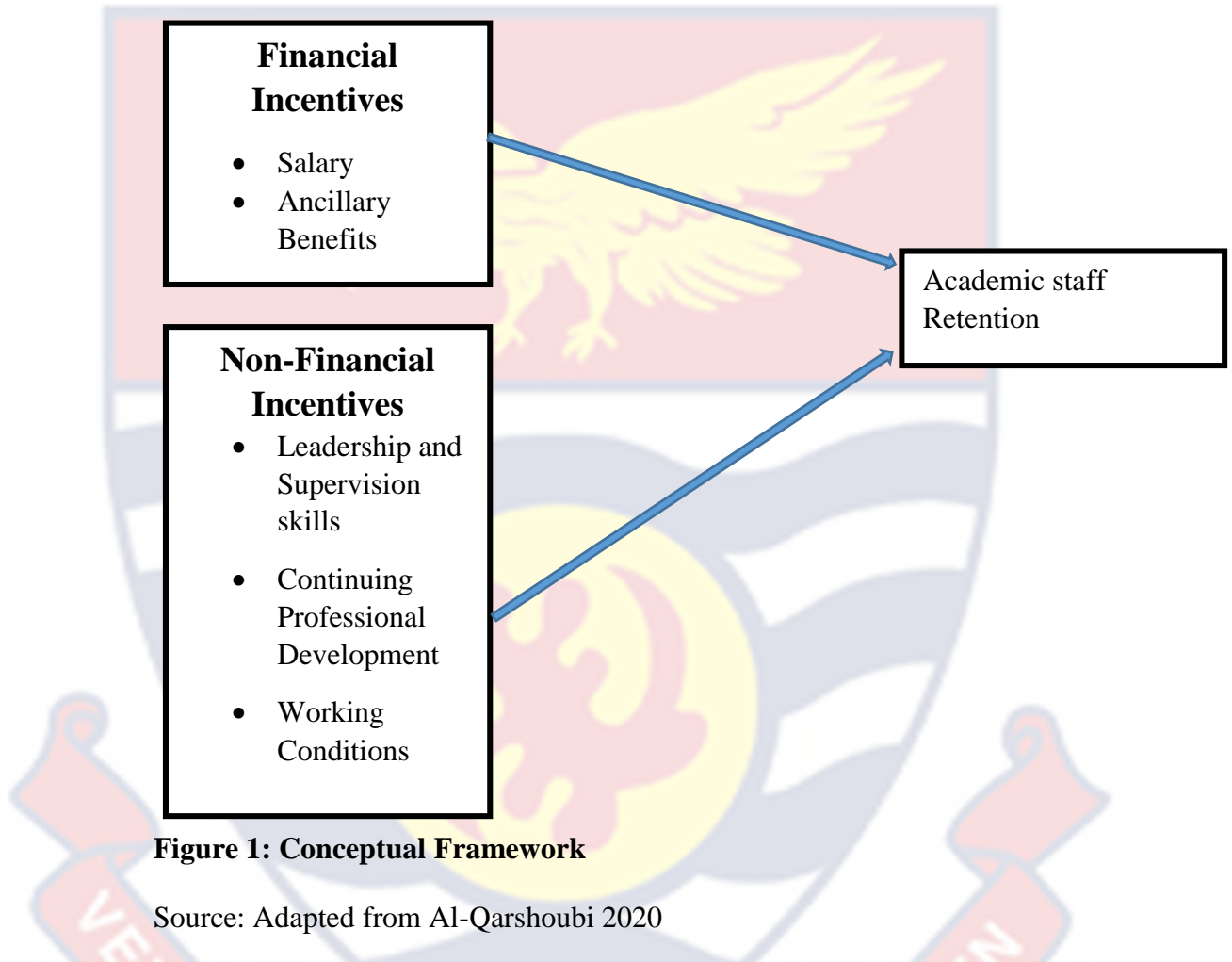


Figure 1: Conceptual Framework

Source: Adapted from Al-Qarshoubi 2020

In Figure 1, the independent variables examined in this study are financial and non-financial incentives. The financial incentives examined in this study relate to salary (e.g. housing and transportation allowances, overtime) and ancillary benefits (e.g. bonuses, pension, conference and training fees, and health insurance, as well as transportation). On the other hand, the non-financial incentives pertain to leadership and supervision skills, continuous professional development opportunities and working conditions.

Academic staff retention serves as the dependent variable in this study. While retention strategies may exhibit common characteristics across different industries, it is crucial that they are tailored to the specific context and supported by evidence in order to be effective (Thite, 2010). In the context of this study, retention strategies for academic staff at universities should be appropriately designed. The measurement of attachment typically involves assessing intention to stay and intention to leave (Ngethe, 2013). Therefore, these measures are employed in this study to evaluate academic staff retention.

Summary

This chapter has presented a comprehensive examination of the literature that has been published regarding the subject matter of this study. The definition of staff retention and its importance for organisations in general, as well as higher education institutions specifically, were elucidated. Furthermore, a comprehensive exposition and discourse on the concept of incentive and its diverse manifestations were also incorporated. Additionally, the underlying conceptual framework and theoretical basis of this study have been presented and explicated. The chapter concludes with a review of empirical studies pertaining to this topic.

CHAPTER THREE

RESEARCH METHODS

Overview

The study's research methods, which were used to carry out the investigation, were explicated in this chapter. Initially, the research design utilized for the study was deliberated upon. This was succeeded by the establishment of the study's setting, a comprehensive portrayal of the data collection procedures, encompassing the creation of the tools, the selection of the sample, and the implementation of the methods, as well as the techniques applied to scrutinize the data. Additionally, measures were implemented to ensure the credibility of the data, and the chapter was concluded with a presentation of ethical concerns and a comprehensive summary of the entire chapter.

Research Approach

The three major research approaches that are frequently used by researchers in their studies are quantitative, qualitative and mixed-methods research approaches. The quantitative research approach involves the collection of numerical data and statistical analysis to draw conclusions. It relies on structured surveys, experiments, and statistical tools (Tashakkori & Teddie, 2003). Qualitative research on the other hand focuses on exploring and understanding the nuances of human behaviour, experiences, and perceptions. It involves collecting non-numeric data, such as interviews, observations, and open-ended surveys (Creswell et al., 2003). The Mixed-methods research approach combines both qualitative and quantitative approaches in a single study to provide a comprehensive understanding

of a research problem. It offers a more complete view by addressing both the what and why of a research question (Nketsiah, 2021). Each of these approaches has its own strengths and weaknesses.

The current study employed the quantitative research approach. This approach was chosen because it allowed the researcher to be more objective and less bias in finding the factors that impact academic staff retention in the University of Cape Coast. Quantitative research findings can also be applied to a larger population. Other researchers can replicate the study to validate results and it allows for precise data collection and analysis.

Research Design

The study employed a descriptive correlational design, which is a methodology utilized for identifying correlations between variables in situations where researchers lack control over the independent variables (Tashakkori & Teddie, 2003; Creswell et al., 2003). The primary objective of this study was to examine the factors that contribute to the retention of academic staff at the University of Cape Coast and evaluate the influence of different types of incentives on their retention. This particular design was selected because it provided the researcher with the opportunity to describe how specific factors impact respondents' intentions to remain in their respective positions.

Study Unit

The research was conducted at the University of Cape Coast (UCC) in Ghana. The University of Cape Coast was established as a University College in October 1962, and it was placed under the supervision of the University of Ghana,

Legon. On October 1, 1971, the College became a fully independent university with the authority to confer its own degrees, diplomas, and qualifications through the University of Cape Coast Act, 1971 (Act 390) and subsequently the University of Cape Coast Law, 1992 (PNDC Law 278).

The primary motivation behind the establishment of the University was the immediate need for highly skilled and qualified teachers for secondary educational institutions in Ghana. Consequently, its primary responsibility was to train professional graduate teachers to meet the demands of the country's accelerated education program at the time. Currently, the University has expanded its faculties and schools and offers a wide range of programs, enabling it to meet the workforce requirements of various ministries and industries in the country (UCC website, 2020).

The University is composed of five colleges, each led by provosts. These colleges include the College of Agriculture and Natural Sciences, College of Humanities and Legal Studies, College of Education Studies, College of Health and Allied Sciences, and College of Distance Education. Under these colleges, there are eighteen faculties and schools, each headed by deans. These include the School of Agriculture, School of Biological Sciences, School of Physical Sciences, Faculty of Arts, Faculty of Law, Faculty of Social Sciences, School of Business, School of Economics, and School for Development Studies. Additionally, there are the Faculty of Humanities and Social Science Education, Faculty of Educational Foundations, Faculty of Science and Technology Education, School of Educational Development and Outreach, School of Medical Sciences, School of Nursing and

Midwifery, School of Allied Health Sciences, School of Pharmacy and Pharmaceutical Sciences, and School of Graduate Studies (UCC website, 2020).

The university was selected for this investigation due to its status as one of the longest-standing public universities in Ghana. Additionally, it has achieved the distinction of being ranked as the foremost university in both Ghana and West Africa, as well as the fourth-ranked university in Africa. Furthermore, it has been recognized as one of the top 400 universities worldwide according to Times Higher Education in 2023. However, there is evidence of a low rate of retention among the academic staff. Therefore, the researcher deems it appropriate to conduct a more thorough examination of this matter.

Population

The individuals or groups that a researcher aims to obtain information from and draw conclusions or make inferences about are commonly referred to as the population (Leedy & Ormrod, 2010; Malhotra & Birks, 2006). In this particular study, the population consisted of the entire academic staff, specifically the lecturers, affiliated with the University of Cape Coast. This encompasses individuals of both genders, spanning across various age groups and ranks. As stated by the Directorate of Human Resource of the UCC (2023), the total count of academic staff members is 904, with 692 being male and 212 being female. This includes individuals in positions such as professors, associate professors, senior lecturers, lecturers, and assistant lecturers.

Sample and Sampling Procedure

The convenience sampling technique was selected as the sampling method for this study due to the university being in recess, rendering traditional methods challenging. With most teaching staff off-campus, accessibility was a significant concern. The decision aimed at expediting the data collection process, considering the time-sensitive nature of the study. Convenience sampling facilitated a more efficient approach, enabling the researcher to quickly engage 174 lecturers (107 males and 67 females) who were readily available during the recess period. Despite its limitations in generalizability, this method was justified by its practicality in navigating the unique circumstances of the research setting, providing a diverse representation of the teaching staff for an in-depth exploration of their perspectives.

Data Collection Instruments

Questionnaire was the instrument used for data collection in this study. The questionnaire was used to gather quantitative data on the incentives that impact academic staff retention. A questionnaire was chosen for this study because it is extensively utilized for the purpose of gathering data from large samples due to their cost-effectiveness, reliability, validity, efficiency, and ease of completion (Cohen et al., 2018)". In this particular study, a structured closed-ended questionnaire was employed to collect quantitative data from the academic staff members affiliated with the University of Cape Coast. According to Cohen et al. (2018: 471), "the guideline for selecting the appropriate type of questionnaire for data collection is as follows: the larger the sample size, the greater the need for a structured, closed, and numerical questionnaire, whereas the smaller the sample

size, the lesser the need for structure, allowing for more openness and reliance on text-based responses.” Additionally, it is worth noting that data obtained through questionnaires can be coded and analyzed more swiftly compared to text-based data (Bailey, 1994). The questionnaire utilized in this study was primarily adapted from Al-Qarshoubi (2020) and subsequently modified by the researcher to align with her specific context and objectives.

The constructed questionnaire encompassed four sections. Section A was designed to capture the demographic information of the respondents and comprised a total of six items. Section B focused on financial incentives and was further divided into two subsections, each containing its own set of items. Subsequently, Section C aimed to collect data regarding non-financial incentives and was also divided into five subsections. Lastly, Section D requested respondents to rank the incentives. Following the preparation of the survey questions, they underwent validation by my supervisor and two other research experts affiliated with the University of Cape Coast and Foso College of Education, respectively. Subsequently, the questionnaire was piloted among 10 academic staff members at Cape Coast Technical University, allowing the researcher to ensure that the participants clearly understood the questions and minimize the potential for misinterpretations of the items. The pilot test results indicated that the items in the questionnaire were self explanatory and easy to understand. As a result, nothing was changed and no modification was made.

Data Collection Procedure

The data collection process began with the acquisition of introductory letters from the Institutional Review Board and the Department of Human Resource Management of the University of Cape Coast. The researcher made personal visits to the various departments to seek permission from both the Heads of Department and the lecturers. In order to gather the necessary information, questionnaires were meticulously printed and dispatched to the respective offices of the lecturers alongside a consent form. The lecturers were granted a time frame of one week to complete the questionnaires, upon which the researcher returned to retrieve them. All the 174 questionnaires distributed were completed and returned, therefore, giving a return rate of 100%. This means that all the 174 questionnaires distributed to the lecturers were retrieved back.

Data Analysis

The questionnaire was utilized to gather quantitative data, which was then carefully sifted to eliminate any irrelevant responses and ensure completeness. Subsequently, the data was meticulously coded and manually inputted into SPSS Version 22 software, a Statistical Package for the Social Sciences, for the purpose of conducting analysis. Both descriptive and inferential statistics were employed to analyze the data. Descriptive statistics, including percentages, mean, and standard deviation, were utilized to present the demographic data and to effectively describe, interpret, and compare the participants' responses in relation to each of the financial and non-financial incentives, which serve as the independent variables. Inferential statistics, such as correlation and regression, were then employed to investigate the

relationship between the incentives (independent variables) and academic staff retention (dependent variable).

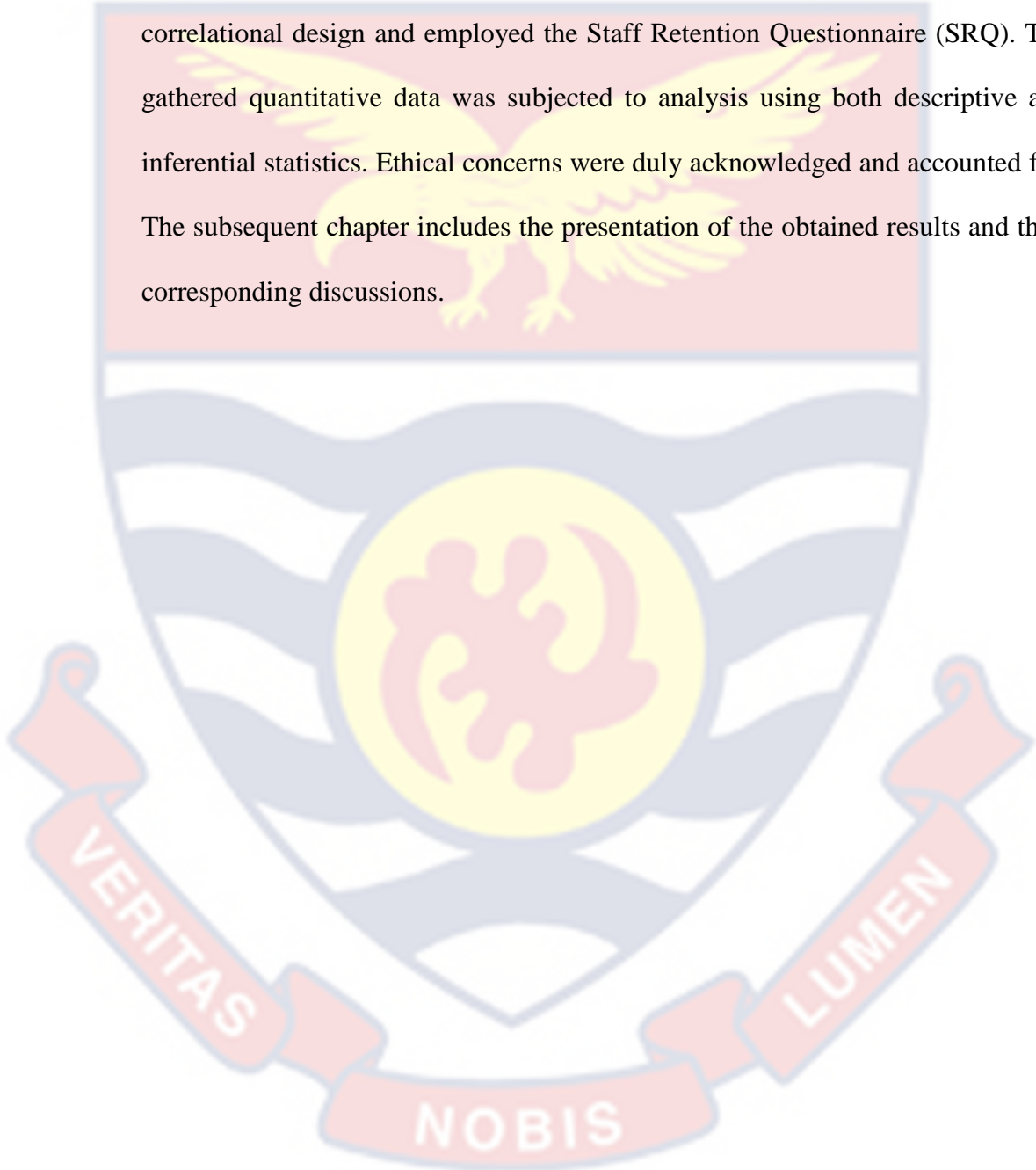
Ethical Considerations

Ethical considerations refer to the moral principles and values that guide decision-making and behaviour in various contexts, ensuring that actions and choices align with accepted standards of right and wrong (Nketsiah, 2021). Ethical considerations are particularly important in every research because they help to safeguard the well-being of individuals, uphold integrity, and maintain trust in research. Ethical considerations involve issues related to fairness, honesty, respect, responsibility, and justice, among others.

Knowing the importance of ethical considerations in research, the researcher first sought ethical clearance from the Institutional Review Board and an introductory letter from the Department of Human Resource Management of the University of Cape Coast before collecting data. In order for the respondents not to feel reluctant in giving their fair responses, as was the case in one or two instances, the objectives of the study were explained to the respondents and their consent was sought before the questionnaires were distributed. Moreover, participants were assured that any data or information provided by them would solely be utilized for academic purposes and not for any other intentions. As far as academic ethics were concerned, the act of plagiarism was diligently avoided.

Chapter Summary

The chapter provides a detailed discussion on the methodology employed in this study. To collect quantitative data, the study utilized a descriptive correlational design and employed the Staff Retention Questionnaire (SRQ). The gathered quantitative data was subjected to analysis using both descriptive and inferential statistics. Ethical concerns were duly acknowledged and accounted for. The subsequent chapter includes the presentation of the obtained results and their corresponding discussions.



CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter is arranged into three sections. The demographic characteristics of the respondents are presented first. This is followed by the presentation of the quantitative results and the final section presents the overall discussions of the findings. The need to facilitate readers' comprehension of the results and discussion and the design adopted for the study influenced this organisation.

Demographic Results

This part of the results outlines the demographic features of the respondents (lecturers). The characteristics captured in this study were their gender, age, highest qualification, professional rank, professional experience and teaching status. Frequency and percentage were used to analyse the data due to its categorical nature. The results are presented in Table 1.

Table 1: Characteristics of Respondents (n = 174)

Variable	Subscale	Frequency	Percentage
Gender	Male	107	61.5
	Female	67	38.5
Total		174	100
Age (in years)	20 – 30	9	5.2
	31 – 40	43	24.7
	41 – 50	105	60.3
	Above 50	17	9.8
Total		174	100

Table 1 cont'd

Highest Qualification	Masters	52	29.9
	Doctorate	122	70.1
Total		174	100
Professional Rank	Assistant lecturer	48	27.6
	Lecturer	36	20.7
	Senior lecturer	62	35.6
	Associate Professor	18	10.3
	Full Professor	10	5.7
Total		174	100
Professional Experience (in years)	1 – 5	21	12.1
	6 – 10	90	51.7
	Above 10	63	36.2
Total		174	100
Teaching Status	Full-time	165	94.8
	Part-time	5	2.9
	Contract	4	2.3
Total		174	100

Source: Field survey (2023)

Majority of the lecturers teaching in this university were males (n = 107). Even though of late females have also shown keen interest in pursuing postgraduate studies, it could be that most of them were not interested in teaching at the university level of education. This might have contributed to the male dominance among the lecturers.

Most of the lecturers also possessed the minimum requirement needed to teach at the university level. Normally, the minimum qualification required to teach at the university level in Ghana is a doctorate degree. Out of the 174 participants, 122 (70.1%) of them possessed their doctorate degrees with only 52 (29.9%) possessing masters degrees. Usually, masters graduates are not made to teach at the

university level unless there is a critical need for their services. When this happens, such lecturers are placed at the assistant lecturer rank. It is therefore not surprising that 48 (27.6%) of the participants were assistant lecturers. A good number of them were within the ranks of senior lecturer ($n = 62$, 35.6%), associate professor ($n = 18$, 10.3%) and professor ($n = 10$, 5.7%).

Despite their qualifications, the lecturers have had considerable experience in teaching at the university level. A greater number of them ($n = 153$) had taught in the university for six years and beyond. Just a handful of them ($n = 21$) had taught for less than six years in the university. With this vast experience, it is expected that they would use effective pedagogies in the teaching of their respective programmes.

The next section presents the quantitative and qualitative results.

Presentation of Results

This part presents the quantitative results gathered to address the research questions. All quantitative results are presented in tables.

Research Question one: Which financial and non-financial incentives impact academic staff retention in the University of Cape Coast?

The first research question delved into the financial and non-financial incentives that influences academic staff retention in the University of Cape Coast. The financial incentives considered in this study are salary and ancillary/fringe benefits. The non-financial are leadership and supervision skills, continuing professional development and working conditions. Data were gathered on a five-point Likert-type scale from lecturers on these variables. Results on the financial incentives are presented first followed by the results of the non-financial incentives.

Financial incentives

This part presents the results of the financial incentives variables that impact academic staff retention. The responses of the respondents concerning each incentive type – salary and ancillary/fringe benefits are presented in this part.

Table 2: Respondents' satisfaction with Salary incentives

<i>Statement</i>	<i>M</i>	<i>SD</i>
I am satisfied with the amount of salary I earn compared to employees in other institutions with similar qualifications.	3.25	1.38
Salary raises are regular in this institution.	3.37	1.27
The salary I earn is adequate to meet my desired needs and aspirations.	2.68	1.35
This institution provides an overtime payment for extra working hours.	1.89	1.11
The institution offers attractive allowances (e.g. housing, electricity, water, transportation, telephone) to academic staff.	3.35	.84
The salary given by this institution increases academic staff retention.	3.17	1.27
Average Mean/Standard Deviation	2.95	1.20

Scale: 1.00-1.49 (*Very low*); 1.50-2.49 (*low*); 2.50-3.49 (*Moderately*); 3.50-4.49 (*High*) 4.5-5.00 (*Very High*).

Source: Field survey (2023)

Salary

Salary was assessed on the basis of adequacy, attractiveness, consistency and fairness. The results are presented in Table 2.

Generally, corroborated evidence was gathered from the respondents about their satisfaction with the salary incentive which was assessed based on adequacy, attractiveness, consistency and fairness. A careful observation of the mean scores

indicate that the academic staff members' average satisfaction with the amount of salary they earn compared to employees in other institutions with similar qualifications was moderate ($M = 3.25$, $SD = 1.38$). This indicates that, on average, the staff members are somewhat satisfied with their salary in comparison to similar institutions. However, the relatively high standard deviation suggests that there is variability in individual perceptions.

The staff members perceived that salary raises are moderately regular at the University ($M = 3.37$, $SD = 1.27$). This suggests that there is a perception of consistency in the frequency of salary raises. Again, the high dispersion estimate does not imply homogeneity in how staff members perceive the regularity of these raises. Academic staff members, on average, indicated that the salary they earn is somewhat inadequate to meet their desired needs and aspirations ($M = 2.68$, $SD = 1.35$) and there was a perception that the institution does not adequately provide overtime payment for extra working hours ($M = 1.89$, $SD = 1.11$). It was moderately perceived by the respondents that the institution offers attractive allowances, such as housing, electricity, water, transportation, and telephone ($M = 3.35$, $SD = 0.84$). The low standard deviation suggests a consistent perception among staff members regarding the institution's provision of these allowances. The respondents, on average, perceived that the salary provided by the institution has a moderate positive impact on academic staff retention ($M = 3.17$, $SD = 1.27$).

In summary, the results of the study provide insights into the perceptions of academic staff members at the University of Cape Coast regarding their salary and its implications for staff retention. The findings suggest varying levels of

satisfaction with salary-related aspects and a perceived positive influence of salary on retention.

Ancillary/Fringe Benefits

The ancillary/fringe benefits were assessed based on whether they were equal, competitive and fair. The results are presented in Table 3.

Table 3: Respondents Satisfaction with Ancillary/Fringe Benefits

<i>Statement</i>	<i>M</i>	<i>SD</i>
The institution provides bonuses for academic staff according to their position and consistent with their level of performance.	2.97	.62
The institution offers suitable health services/health insurance for academic staff.	3.73	.96
Health services/insurance granted by the institution cover all members of the academic staff's family.	3.54	.68
Financial support is regularly given by the institution to attend conferences and/or workshops.	3.43	.77
Financed scholarships are offered by the institution to its academic staff to continue their higher education.	3.21	1.07
I am satisfied with the amount of rewards, bonuses, and other extras I receive for my work.	2.50	1.01
The fringe benefits in this institution increase academic staff retention.	3.21	.57
Average Mean/Standard Deviation	3.25	.80

Scale: 1.00-1.49 (*Very low*); 1.50-2.49 (*low*); 2.50-3.49 (*Moderately*); 3.50-4.49 (*High*); 4.5-5.00 (*Very High*).

Source: Field survey (2023)

The average mean ($M = 3.25$) of the results indicates that all the respondents were moderately satisfied with the ancillary/fringe benefits variable. This variable

was assessed based on whether they were equal, competitive and fair. For the respondents, the highest means aligned to their satisfaction that the institution offers suitable health services for academic staff ($M = 3.73$, $SD = .68$) and that these health services cover all members of the academic staff's family ($M = 3.54$, $SD = .96$) respectively. Their dispersion estimates respectively show that there was a high congruity in their responses that health services are provided to academic staff and it extends to their families as well.

The results again indicate that the respondents were moderately satisfied with the financial support given by the institution to attend conferences and workshops ($M = 3.43$, $SD = .77$) and to continue their higher education ($M = 3.21$, $SD = 1.07$). The least mean score ($M = 2.50$) which was recorded on their satisfaction with the amount of rewards, bonuses and other extras they receive for work was still in the moderate range. The dispersion estimate ($SD = 1.01$) however does not suggest homogeneity in their responses.

In conclusion, the study found that the respondents were all moderately satisfied with the ancillary/fringe benefits offered in the University of Cape Coast. Regarding the impact of fringe benefits on academic staff retention, the mean score ($M = 3.21$) suggests that, on average, academic staff members tend to agree to some extent that fringe benefits contribute to staff retention. The relatively low standard deviation ($SD = 0.57$) indicates that there is relatively low variability in responses, meaning the respondents' opinions on this variable are somewhat consistent.

Non-Financial incentives

This part presents the results of the non-financial incentives variables that impact academic staff retention. The responses of the respondents concerning each incentive type – leadership and supervision skills, continuing professional development and working conditions are presented in this section.

Leadership and Supervision Skills

The academic staff's perceptions of their treatment, communication and involvement in decision-making were used to assess the Leadership and supervision skills. The results are presented in Table 4.

Table 4: Respondents Satisfaction with Leadership and Supervision Skills

<i>Statement</i>	<i>M</i>	<i>SD</i>
My HoD treats everyone fairly.	4.26	.52
My HoD assists academic staff in their personal problems.	3.66	.70
My HoD does not make me do things that go against my will and/or conscience.	4.07	.39
My HoD conveys my needs, ideas, and suggestions to management.	3.73	.65
Management often involves staff in decision making, problem solving, and policy making in the institution.	3.52	.84
I have the opportunity to interact with management above my HoD.	3.40	1.00
The leaders of this institution listen to staff issues and address them promptly.	2.81	.79

Table 4 cont'd

My HoD communicates to staff regularly on matters important to them.	4.13	.70
I always receive feedback from my HoD that helps to improve my performance.	2.92	.86
I am satisfied with the leadership style of the management in this institution.	3.24	.51
The supervision skills and leadership style of the management in this institution increase academic staff retention.	3.14	.51
Average Mean/Average Standard Deviation	3.53	.68

Scale: 1.00-1.49 (*Very low*); 1.50-2.49 (*low*); 2.50-3.49 (*Moderately*); 3.50-4.49 (*High*); 4.5-5.00 (*Very High*).

Source: Field survey (2023)

A careful study of the results indicate that respondents were highly satisfied that they were treated fairly ($M = 4.26$, $SD = .52$), they were not made to do things contrary to their will or conscience ($M = 4.07$, $SD = .39$) and matters important to them were regularly communicated to them ($M = 4.13$, $SD = .70$). They were again highly satisfied that their supervisors assisted them in their personal problems ($M = 3.66$, $SD = .70$) and management involved them often in decision-making, problem solving and policy making in the institution ($M = 3.52$, $SD = .84$). This suggests that management and leaders of the institution practiced democracy in their system of governance hence, respondents' high satisfaction ($M = 3.53$, $SD = .68$) with the leadership and supervision skills of management.

When the respondents were asked if leaders in this institution promptly addressed staff issues, their responses recorded the lowest mean score which

indicated a moderate satisfaction ($M = 2.81$, $SD = .79$). It can be concluded that respondents felt the supervision skills and leadership style of the management in the University of Cape Coast were generally good and this increased academic staff retention.

Continuing Professional Development

This variable was measured based on opportunity for career growth, regularity, fairness and equity. The results are presented in Table 5.

Table 5: Respondents Satisfaction with Continuous Professional Development

<i>Statement</i>	<i>M</i>	<i>SD</i>
The institution provides the opportunity for academic growth and career advancement.	4.19	.50
The institution implements appropriate methods to raise the level of learning of its academic staff.	3.71	.69
Training opportunities are offered regularly in this institution.	3.56	.86
I am regularly given the opportunity to attend conferences and/or workshops to enhance my professional growth.	3.51	.87
I am satisfied with the professional development opportunities provided by this institution.	3.79	.83
Fairness is practiced all the time in the implementation of learning/training policies for the academic staff.	3.28	.85
This institution has good professional development opportunities compared with other institutions.	3.16	.79
Average Mean/Average Standard Deviation	3.60	.77

Scale: 1.00-1.49 (*Very low*); 1.50-2.49 (*low*); 2.50-3.49 (*Moderately*); 3.50-4.49 (*High*); 4.5-5.00 (*Very High*).

Source: Field survey (2023)

Evidence from Table 6 indicates that generally, respondents unanimously showed high satisfaction ($M = 3.60$, $SD = .77$) with the continuous professional development opportunities provided by the institution. Specifically, respondents showed high satisfaction with the opportunities provided by the institution for academic growth and career advancement ($M = 4.19$, $SD = .55$). Almost all the items under this variable recorded high satisfaction except the item that talks about fairness in the implementation of learning/training policies for the academic staff which recorded a moderate satisfaction ($M = 3.28$, $SD = .85$). This could be that despite the available opportunities for academic staff to continuously develop themselves professionally, respondents might have experienced some challenges in accessing such opportunities hence the moderate satisfaction.

Working Conditions

Working conditions can refer to many aspects of human resource practices. In this study, working conditions looked at work environment, infrastructure and resources. Work environment was assessed based on perceptions of freedom, flexibility, job security, and environment whiles infrastructure and resources were measured based on perceptions of appropriateness and continuous improvement.

Table 8 presents the results.

Table 6: Respondents Satisfaction with Working Conditions

<i>Statement</i>	<i>M</i>	<i>SD</i>
I feel safe and secured in my job.	3.86	1.14
Working hours are flexible for academic staff in this institution.	4.25	.66
The institution organises social activities for its academic staff.	3.14	1.12
The institution has recreational facilities for its academic staff members.	2.72	1.13
Colleagues treat one another well within this institution.	4.11	.76
The institution provides appropriate and well-furnished offices for its academic staff.	3.11	1.04
I am satisfied with the infrastructure and resources available in this institution.	2.67	1.30
I am satisfied with the overall working environment in the institution.	2.82	1.18
A positive working environment in this institution increases academic staff retention.	3.70	2.65
Average Mean/Average Standard Deviation	3.38	1.22

Scale: 1.00-1.49 (*Very low*); 1.50-2.49 (*low*); 2.50-3.49 (*Moderately*); 3.50-4.49 (*High*); 4.5-5.00 (*Very High*).

Source: Field survey (2023)

It can be deduced from the table that respondents had mixed feelings with regards to the working conditions in the institution. Specifically, academic staff were highly satisfied with their safety and security in their jobs ($M = 3.86$). The dispersion estimate ($SD = 1.14$) however suggests that they were not homogeneous in their responses. This could be that while others felt secured and safe in their jobs, others had different views. Respondents also found high satisfaction with working hours in the institution ($M = 4.25$). They found flexibility in the times they use to work and that members were at liberty to schedule themselves to suit their own times.

On the contrary, members showed moderate satisfaction when it came to infrastructure and resources available in the institution ($M = 2.67$, $SD = 1.30$). Respondents, again, showed moderate satisfaction with the availability of recreational facilities available for academic staff in the university. These are facilities that are deemed necessary for members of staff to go and freshen up and reduce stress after a hard day or a long week's work.

In conclusion, it can be said that both financial and non-financial incentives impact academic staff retention. Specifically, the financial incentives that mostly impact academic staff retention, according to the respondents, include salary, fringe/ancillary benefits and promotion. The non-financial incentives that also impact retention among academic staff members include leadership and supervision skills, continuing professional development and working conditions. Management of higher educational institutions including the University of Cape

Coast should take these incentives into consideration if they want to retain their academic staff members.

Research Question Two: Which factors lead to academic staff turnover in the University of Cape Coast?

The purpose of this research question was to find out some possible factors that could influence academic staff in the University of Cape Coast to leave their jobs. To do this, respondents were made to rank how important certain factors were in influencing their intention to leave their current institution. The ranking was made from 1 = Not important at all to 4 = Very important. Table 7 presents the results.

Table 7: Ranking of Incentives

Factor	Not important at all %	Of little importance %	Important %	Very important %	Total
Salary	1.1	0.0	42.5	56.5	100
Ancillary Benefits	1.1	0.6	56.9	41.4	100
Leadership and Supervision Skills	1.7	16.7	35.1	46.6	100
Continuous Professional Development	0.6	0.6	27.0	71.8	100
Working Conditions	1.7	0.6	9.2	88.5	100

Source: Field survey (2023)

Corroborated evidence from the table indicates that a greater percentage (88.5%) of the respondents ranked working conditions as the major incentive that can influence their intention to leave their current jobs. To them, if the working conditions are not favourable, the higher their intention of leaving. Continuous professional development was ranked as the next most important incentive that could influence their intention to leave. 71.8% of the respondents indicated that if the institution does not provide opportunities for continuous professional development, they would not hesitate to leave to another institution that gives such opportunity. This could be that the respondents believe that it is by developing one's self continuously that can make one relevant in the institution hence the high rating.

Salary was ranked the fourth factor that respondents would consider before leaving their current jobs. Only 56.5% ranked salary to be very important with 42.5% ranking it as important. This is not unexpected because aggregating the important and very important replies for salary results in a total (99%) that is very close to 100%, showing that the factor is usually regarded as vital. Even though salary is very important and crucial in the life of every worker, the respondents did not see it as their topmost priority. This could be that if the working conditions are good and workers are given the opportunities to develop themselves continuously, salary raise or financial uplift will come automatically. The respondents considered leadership and supervision skills to be of little importance (16.7%) in their decisions to leave their current institution.

Research Question Three: Which type of incentive (financial and non-financial) has greater impact on academic staff retention in the University of Cape Coast.

This research question sort to determine the incentive type that hard the higher chance to influence academic staff retention intention in the University of Cape Coast. To do this, both correlation and regression analysis were conducted. The ensuing sections present them into details.

Correlation Analysis

In this study, the Pearson correlation coefficient was employed to assess if there exists a connection between the independent variables and to determine if there is any interdependence among them. Additionally, it was utilized to ascertain both the direction and intensity of the examined relationship between the independent variables and the dependent variable. The level of significance was measured at $p < 0.05$. Table 8 presents the correlation results.

Table 8: Correlation Results

	Variable	RI	SAL	FB	LSS	CPD	WC
Pearson correlation	RI	1.000	.252	.349	.034	.105	.158
	SAL	.252	1.000	.477	.664	.373	.705
	FB	.349	.477	1.000	.179	.478	.483
	LSS	.034	.664	.179	1.00	.357	.660
	CPD	.105	.373	.478	.357	1.000	.682
	WC	.158	.705	.483	.660	.682	1.000
Sig. (1-tailed)	RI	-	.000	.000	.330	.085	.018
	SAL	.000	-	.000	.000	.000	.000
	FB	.000	.000	-	.009	.000	.000
	LSS	.330	.000	.009	-	.000	.000

Table 8 cont'd

	CPD	.085	.000	.000	.000	-	.000
	WC	.018	.000	.000	.000	.000	-
N	RI	174	174	174	174	174	174
	SAL	174	174	174	174	174	174
	FB	174	174	174	174	174	174
	LSS	174	174	174	174	174	174
	CPD	174	174	174	174	174	174
	WC	174	174	174	174	174	174

Source: Fieldwork, 2023

It can be seen that the correlation table is clearly divided into three portions. The first section, presents a positive relationship between the independent variables – Salary (SAL), Fringe Benefits (FB), Leadership and Supervision Skills (LSS), Continuing Professional Development (CPD), and Working Conditions (WC), and the dependent variable – Retention Intention (RI). Furthermore, there is a clear positive relationship between these dependent variables. Notably, the matrix has diagonal values of 1.000, indicating that each variable has complete self-correlation. It is important to emphasize, however, that there is no case of absolute multicollinearity among these autonomous elements.

The significance levels of the relationships are shown in the table's second section. The one-tailed significance for each correlation reveals its strong statistical significance, with all correlations demonstrating p-values less than 0.001 except LSS, CPD, and WC, which demonstrated p-values greater than 0.001 with their association with the dependent variable - retention intention. Cohen et al. (2018, p.769) define significance levels as $p < 0.05$, $p < 0.01$, $p < 0.001$, $p = 0.05$, $p = 0.01$,

or $p = 0.001$. Moving on to the third component, it indicates the sample size, or the number of people engaged in each correlation, which in this case is 174.

Regression Analysis

Following a correlation analysis that identified a positive relationship between the dependent and independent variables, as well as connections among the independent variables, a multiple regression analysis was performed to investigate how the independent variables collectively influenced the dependent variable. Because the primary purpose of this study is to analyze the factors that influence staff retention, the researcher used a multivariate linear regression approach to evaluate a single dependent variable, academic staff retention intention. This investigation included six human resource policies-related factors, including salary, fringe benefits, promotion, leadership and supervision skills, continuous professional development, and working conditions. Table 9 presents the ANOVA results followed by the coefficient table.

Table 9: ANOVA Table

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.761	6	.960	5.824	.000
	Residual	27.535	167	.165		
	Total	33.296	173			

a. Dependent variable: RI

b. Predictors: (Constant), WC, FB, CPD, LSS, SAL

The ANOVA table indicates a positive correlation between the predictors, and the dependent variable, as the ratio of regression to residual is positive. Additionally, it is worth noting that the p-value (0.000) is less than the significance level of 0.05. This implies that the predictors are significant and the model was appropriate. However, the number of predictors and type of predictor which is significant is not indicated by the ANOVA table. To know which type of predictor that was significant, the coefficient table is presented.

Table 10: Relationship between the predictors and Retention Intention

Model	Unstandardized		Standardized	t	Sig.	
	Coefficients		Coefficient			
	B	Std. Error	Beta			
Constant	2.700	.474		5.700	.000	
1	SAL	.185	.067	.350	2.751	.007
	FB	.340	.099	.311	3.427	.001
	LSS	-.004	.159	-.003	-.024	.981
	CPD	-.009	.076	-.012	-.118	.906
	WC	-.027	.083	-.045	-.327	.744

a. Dependent variable: RI

Source: Field data (2023)

Evidence from table 10 indicates that all the financial incentives, salary (.007) and fringe benefits (.001) had p-values lesser than the significance level of 0.05. This indicate that these three factors were statistically significant and they had bearing on academic staff retention intention. On the other hand, the non-financial

incentives, leadership and supervision skills (0.981), continuous professional development (0.906) and working conditions (0.744) did not have any significant bearing or impact on retention intention because they had p-values greater than the significance level of 0.05. Based on the findings, it can be said that financial incentives dominate over non-financial incentives when it comes to retaining academic staff in the University of Cape Coast. Human resources policies should therefore not joke with their variables to maintain their staff.

Discussion of Results

Academic staff retention is a critical concern for educational institutions worldwide. In the context of the University of Cape Coast, Ghana, this issue takes on a particular significance due to its impact on academic quality and institutional reputation. Demographic characteristics of the academic staff at the university reveal interesting insights. While a majority of lecturers are male, a significant number of them hold doctoral degrees. These demographic characteristics lay the groundwork for understanding the factors influencing academic staff retention.

One of the key determinants of staff retention is the provision of incentives, which can be categorized into financial and non-financial factors. The financial incentives included in this study were salary and fringe benefits. The study revealed that salary satisfaction among academic staff is moderate, with some variations in individual perceptions. This aligns with findings from other studies (Al-Quarshoubi, 2020; Stanford, 2013) that highlight the importance of competitive salary structures in retaining academic talent.

Fringe benefits, such as health services and support for conferences and workshops, also play a role in staff retention. The study shows that the majority of academic staff are moderately satisfied with these benefits, underscoring their importance in complementing overall compensation packages. This aligns with Amartey (2020) and Boakye et al. (2022) who also indicate that compensation has some bearing on staff retention. Non-financial incentives encompass elements like leadership and supervision skills, continuing professional development, and working conditions. Effective leadership and supervision are vital for staff retention. The study reveals that respondents at the University of Cape Coast are highly satisfied with fair treatment and assistance from department heads.

Continuing professional development opportunities are essential for career growth and job satisfaction among academic staff. The study suggests that the institution offers adequate opportunities for professional growth, a finding consistent with research in the field (Boakye, et al., 2022). Working conditions also influence staff retention, with comfortable and conducive work environments being paramount. The research identifies working conditions as the most crucial factor influencing staff's intention to leave their current jobs. This highlights the importance of infrastructure and resource allocation in enhancing retention (Tiwari, 2015).

The study again attempted to explore factors that could lead to academic staff turnover in the University of Cape Coast. It was revealed that working conditions were ranked as the most important factor influencing staff's intention to leave their current jobs. This suggests that a comfortable and conducive work

environment is crucial for retaining academic staff. Continuous professional development is the next significant factor, emphasizing the importance of providing opportunities for professional growth to retain staff. Salary was ranked as the fourth factor, indicating that while it is important, other factors like working conditions and professional development hold more weight in staff retention decisions. This implies that the factors that lead to academic staff turnover are highly likely to be the same factors that influence their retention. This finding is a confirmation of Quansah (2021) and Al-Quarshoubi's (2020) study that outline that the same factors that impact staff retention can also cause staff turnover when not handled properly.

In an attempt to examine the relative impact of financial and non-financial incentives on academic staff retention, the study employed correlation and regression analysis to determine which incentive type has a greater influence on academic staff retention. The results reveal a positive relationship between all independent variables (salary, fringe benefits, leadership and supervision skills, continuous professional development and working conditions) and academic staff retention intention. However, the regression analysis identifies that financial incentives (salary and fringe benefits) significantly impact staff retention, while non-financial incentives (leadership and supervision skills, continuous professional development and working conditions) do not have a significant bearing on retention intention. This finding aligns with Stanford (2013) but contrast to Al-Quarshoubi's (2020) finding which states that there is no dominance of one type of incentive (financial or non-financial) over the other, and, therefore, a combination of both types is likely to be most effective for retaining staff.

As the findings suggest that financial incentives play a more critical role in academic staff retention in the University of Cape Coast, there is the need to ensure the importance of competitive salary structures, attractive fringe benefits and fair promotion policies in retaining qualified lecturers. However, it is essential to recognize the non-financial incentives, such as leadership and supervision skills, continuous professional development opportunities and improved working conditions, still hold value in creating a positive work environment and enhancing job satisfaction among academic staff.

For the University of Cape Coast and other similar institutions, the implications are clear. They should prioritize and maintain competitive financial incentives while also investing in non-financial incentives to create a holistic and conducive work environment for their academic staff. This balanced approach can significantly contribute to improving staff retention rates, which are vital for maintaining academic quality and institutional reputation.

In conclusion, academic staff retention at the University of Cape Coast is influenced by a combination of financial and non-financial incentives. While financial incentives carry more significant statistical weight, non-financial factors play a vital role in creating a positive work environment and enhancing job satisfaction. To ensure a robust staff retention strategy, the university, and similar institutions should focus on maintaining competitive financial incentives while simultaneously investing in non-financial incentives to create a conducive and holistic work environment.

Chapter Summary

In summary, the chapter provides a detailed analysis of the study's findings, highlighting the importance of financial incentives in academic staff retention in the University of Cape Coast. The results also emphasize the significance of working conditions, continuous professional development and salary in influencing decisions. These findings can inform human resource policies to retain academic staff effectively.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This section provides a comprehensive overview of the study, with a focus on the research methodologies employed for data collection and analysis in order to establish the principal findings in relation to the formulated research inquiries regarding the retention of academic personnel at the University of Cape Coast: The influence of incentives. Conclusions were drawn based on the findings to offer pertinent recommendations for policy formulation and to provide guidance for practical implementation. Additionally, suggestions for future research endeavors have been duly recorded.

Summary of the Study

The purpose of this study was to investigate the impact of both financial and non-financial incentives on the intention of academic staff to remain employed at the University of Cape Coast. Additionally, the study aimed to identify the underlying factors contributing to the resignation of academic staff and determine whether these factors are similar or different from the incentives influencing staff retention. In order to achieve these objectives, the following research questions were formulated:

1. Which financial and non-financial incentives affect the retention of academic staff at the University of Cape Coast?
2. Which factors lead to the turnover of academic staff at the University of Cape Coast?

3. Which type of incentive, financial or non-financial, has a greater influence on the retention of academic staff at the University of Cape Coast?

The study employed a descriptive correlational research design as its methodological framework. A total of 174 lecturers participated in the study and completed a questionnaire designed on a 5-point Likert scale. To address the research questions, various statistical techniques were used. Descriptive statistics, such as mean, standard deviation, and percentages, were used to analyze the first two research questions, while inferential statistics, such as correlation and regression, were utilized for the third research question. Additionally, the research instruments underwent rigorous validation and reliability assessments to ensure the credibility and accuracy of the collected data.

Summary of Key Findings

Based on the analysis conducted, the following key findings emerged:

Regarding the first research question, it has been determined that financial incentives, encompassing salary and fringe benefits (such as housing, health insurance, and allowances), exert a substantial impact on the retention of academic staff. Lecturers have expressed varying degrees of satisfaction with these financial incentives. In particular, salary has been regarded as moderately adequate. Moreover, non-financial incentives have also undergone examination. Despite their importance, the study has revealed that they do not possess a significant influence on the intention of retaining academic staff at the University of Cape Coast. Lecturers, on the whole, are content with how they are treated by their Heads of Department and appreciate the flexibility in their working hours. Nevertheless,

there are areas that require improvement, such as addressing staff concerns in a timelier manner.

With regard to the second research question, the study has identified several factors that could contribute to the turnover of academic staff at the University of Cape Coast. The most influential factors are Working Conditions, Continuous Professional Development, and Salary. Dissatisfaction with these conditions could potentially contribute to staff turnover. It has been determined that the same factors that impact retention are also capable of leading to turnover if not adequately addressed.

Finally, the investigation has determined that financial incentives possess a more substantial impact on the desire to maintain academic personnel at the University of Cape Coast in comparison to non-financial incentives. More specifically, salary and ancillary benefits have been identified as noteworthy factors that affect the intention to retain personnel. These financial incentives are regarded as crucial in the preservation of academic personnel. Conversely, non-financial incentives, such as leadership and supervisory abilities, ongoing professional development, and working conditions, do not exert a significant sway on the intention to retain academic personnel. Although these factors are generally satisfactory, they are not as strongly linked to retention intentions as financial incentives.

Conclusion

The investigation explored the intricate dynamics involved in the retention of academic staff members within the University of Cape Coast (UCC). The

objective of the research was to provide insight into the effects of financial and non-financial incentives on retention, the factors that contribute to turnover, and the comparative impact of both types of incentives on the retention of academic staff.

The findings of the study have brought forth several crucial revelations. While financial incentives are important, they do not operate in isolation. The prevailing belief that higher salaries alone ensure staff retention has been discredited. Instead, the interaction between non-financial incentives, like a conducive work environment, opportunities for professional development, and mentorship, has emerged as equally influential. The balance between financial and non-financial incentives has been identified as crucial, highlighting the necessity for a comprehensive approach to retention.

Financial incentives can be enhanced through the implementation of competitive salary packages and performance-based bonuses. Comparing faculty salaries with those of peer institutions both nationally and internationally provides a tangible strategy for improvement. Furthermore, the provision of research grants, sabbatical leaves, and tuition waivers for further education can serve as appealing financial incentives.

Non-financial incentives can be strengthened by investing in modern research facilities, updating classroom technologies, and cultivating a culture of academic collaboration. The establishment of well-equipped research centers, modern libraries, and formal mentorship programs can significantly enhance job satisfaction and retention. Administrative processes, which often cause frustration, should be streamlined through digital systems and centralized portals. This reduces

paperwork and empowers academic staff to allocate more time to their core activities.

In conclusion, the study sought to investigate the impact of incentives on academic staff retention in the University of Cape Coast. The study has found and concluded that financial incentives have greater impact on academic staff retention, therefore, salaries of lecturers and other ancillary benefits should be strengthened and made competitive to keep their members.

Recommendations

1. It was found that financial incentives exert greater impact on academic staff retention. The University of Cape Coast should consider enhancing its financial incentives to attract and retain academic staff. This can include competitive salary packages, performance-based bonuses, and opportunities for financial growth. For instance, benchmarking faculty salaries against comparable institutions both nationally and internationally can help identify areas where improvements are needed. Additionally, expanding the offer of research grants, sabbatical leaves with pay, or tuition waivers for staff pursuing higher degrees can further incentivize faculty to stay.
2. The study reveals that non-financial incentives play a vital role in academic staff retention. It is therefore recommended that authorities of the university should focus on creating a conducive work environment by investing in modern research facilities, updating classroom technologies, and providing access to high-quality academic resources. For example, establishing well-

equipped research centres or laboratories, maintaining up-to-date libraries, and fostering a culture of academic collaboration through seminars and workshops can enhance job satisfaction and retention.

3. Also, the study reveals that academic staff often face administrative challenges such as processing of documents. In this regard, it is recommended that the university should, therefore, streamline administrative processes, making them more efficient and user-friendly. This could involve implementing digital systems for tasks like proposal submissions. For instance, adopting a centralized online portal for administrative tasks can reduce paperwork and save time for academic staff, allowing them to focus more on teaching and research.

Suggestions for future research

1. As the study only provided questions to respondents to tick, the quantitative study predicted responses for the lecturers, therefore, preventing them from providing fully their views, expectations and beliefs about their retention. In this regard, it is recommended that further research should be conducted using the mixed-method approach to investigate the topic. This will give a deeper understanding to the issues and also allow participants to provide a more detailed, qualitative data together with the quantitative data for a more exhaustive analysis of the issue.

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APPENDIX A: RESEARCH INSTRUMENT**UNIVERSITY OF CAPE COAST****COLLEGE OF HUMANITIES AND LEGAL STUDIES****DEPARTMENT OF HUMAN RESOURCE MANAGEMENT****Topic: Academic Staff Retention in the University of Cape Coast: The
impact of incentives****Dear Prof/Dr./Sir/Madam,**

This questionnaire has been designed to help me complete my dissertation as part of the requirement for the award of Master of Business Administration in Human Resource Management. The study seeks to explore the determinants of academic staff retention in the University of Cape Coast and to investigate the type of incentive which has greater influence on their retention. You have been chosen to take part in this research because you are a member of the academic staff in the University of Cape Coast. In order for me to understand staff perspectives and to gain deeper understanding on the topic of the study, you are kindly asked to complete this questionnaire wholeheartedly. It will take about 10 - 15 minutes to complete. Respondent's anonymity and confidentiality is fully assured. The data collected will be used for research and publication purposes only. If you have any query, do not hesitate to contact me at the following details:

Researcher: Josephine Aba Nketsiah

Email: j.nketsiah@ucc.edu.gh

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SECTION A

Demographic Description

INSTRUCTION: Please tick [] in the appropriate box under each statement below.

1. GenderMale []Female []**2. Age**20 -30 years []31 – 40 years []41 – 50 years []Above 50 years []**3. Highest Qualification**First Degree []Masters []Doctorate []**4. Professional Rank**Assistant Lecturer []Lecturer []Senior Lecturer []Associate Professor []Full Professor []**5. Professional Experience**1 – 5 years []6 – 10 years []Above 10 years []**6. Teaching Status**Full-time []Part-time []Contract []

SECTION B: FINANCIAL INCENTIVES

Data on financial incentives, which include salary and ancillary/fringe benefits are needed to assess the rate at which financial incentives influence academic staff retention. For each of the statements, please tick the category that best describes your opinion about the financial incentives you receive from your current institution and how it can influence your retention. indicate your opinion based on the following scales: (1) **SD** = Strongly Disagree, (2) **D** = Disagree, (3) **U**= Uncertain, (4) **A** = Agree, (5) **SA**= Strongly Agree.

A. Salary

This is one of the financial incentives and data is required to assess the impact of this type of incentive on academic staff retention.

S/N	Salary Variables	Scales				
		SD	D	U	A	SA
1	I am satisfied with the amount of salary I earn compared to employees in other institutions with similar qualifications.					
2	Salary raises are regular in this institution.					
3	The salary I earn is adequate to meet my desired needs and aspirations.					
4	This institution provides an overtime payment for extra working hours.					
5	The institution offers attractive allowances (e.g. housing, electricity, water, transportation, telephone) to academic staff.					
6	The salary given by this institution increases academic staff retention.					

B. Ancillary/Fringe Benefits

These are types of financial incentives that are not directly related to salary. This type of incentive is also believed to have some influence on academic staff retention. Data is required to assess its impact on retention.

S/N	Ancillary/Fringe Benefits Variables	Scales				
		SD	D	U	A	SA
7	The institution provides bonuses for academic staff according to their position and consistent with their level of performance.					
8	The institution offers suitable health services/health insurance for academic staff.					
9	Health services/insurance granted by the institution cover all members of the academic staff's family.					
10	Financial support is regularly given by the institution to attend conferences and/or workshops.					

11	Financed scholarships are offered by the institution to its academic staff to continue their higher education.					
12	I am satisfied with the amount of rewards, bonuses, and other extras I receive for my work.					
13	The fringe benefits in this institution increase academic staff retention.					

SECTION C: NON-FINANCIAL INCENTIVES

This section seeks to gather data on variables that are not financial but can also influence retention. They include leadership and supervision skills, continuing professional development and working conditions. For each of the statements, please tick the category that best describes your opinion about the non-financial incentives you receive from your current institution and how it can influence your retention.

A. Leadership and Supervision Skills

Data on leadership and supervision skills are required to examine the extent to which they influence staff retention.

S/N	Leadership and Supervision skills Variables	Scales				
		SD	D	U	A	SA
22	My HoD treats everyone fairly.					
23	My HoD assists academic staff in their personal problems.					
24	My HoD does not make me do things that go against my will and/or conscience.					
25	My HoD conveys my needs, ideas, and suggestions to management.					
26	Management often involves staff in decision making, problem solving, and policy making in the institution.					
27	I have the opportunity to interact with management above my HoD.					
28	The leaders of this institution listen to staff issues and address them promptly.					
29	My HoD communicates to staff regularly on matters important to them.					
30	I always receive feedback from my HoD that helps to improve my performance.					
31	I am satisfied with the leadership style of the management in this institution.					
32	The supervision skills and leadership style of the management in this institution increase academic staff retention.					

B. Continuing Professional Development

Data on this variable is needed to know the extent to which continuing professional development opportunities in an institution influence academic staff retention.

S/N	Continuing Professional Development Variables	Scales				
		SD	D	U	A	SA
33	The institution provides the opportunity for academic growth and career advancement.					
34	The institution implements appropriate methods to raise the level of learning of its academic staff.					
35	Training opportunities are offered regularly in this institution.					
36	I am regularly given the opportunity to attend conferences and/or workshops to enhance my professional growth.					
37	I am satisfied with the professional development opportunities provided by this institution.					
38	Fairness is practiced all the time in the implementation of learning/training policies for the academic staff.					
39	This institution has good professional development opportunities compared with other institutions.					

C. Working Conditions

Data on working conditions is solicited to know the extent to which this variable influences academic staff retention.

S/N	Working Conditions Variables	Scales				
		SD	D	U	A	SA
40	I feel safe and secured in my job.					
41	Working hours are flexible for academic staff in this institution.					
42	The institution organises social activities for its academic staff.					
43	The institution has recreational facilities for its academic staff members					
44	Colleagues treat one another well within this institution.					
45	The institution provides appropriate and well-furnished offices for its academic staff.					
46	I am satisfied with the infrastructure and resources available in this institution.					

47	I am satisfied with the overall working environment in the institution.					
48	A positive working environment in this institution increases academic staff retention.					

D. Academic Staff's Retention Intention

The data needed here helps to assess academic staff's retention intention. This will help to know the rate at which they intend to leave or remain in their current institutions.

S/N	Academic Staff's Retention Intention	Scales				
		SD	D	U	A	SA
49	I plan to work at my present job for as long as possible.					
50	I am actively searching for an alternative to this institution.					
51	I would hate to quit this job.					
52	As soon as possible, I will leave the institution.					
53	I am in this institution for lack of an alternative employer.					
54	If I wanted to do another job or function, I would look first at the possibilities available within this institution.					
55	It does not matter if I am working for this institution or another, as long as I have work.					
56	If I received an attractive job offer from another institution/organisation, I would take the job.					

SECTION D: RANKING OF INCENTIVES

If you were to leave your current position at your institution to accept a position in another institution or outside academia, how important would each of the following be in your decision?

1 = Not Important at all (NI)

3 = Important (I)

2 = Of Little Importance (LI)

4 = Very Important (VI)

S/N	Ranking of Incentives	Scales			
		NI	LI	I	VI
A	Salary				
B	Ancillary or Fringe Benefits				
C	Promotion				
D	Leadership and Supervision Skills				
E	Continuing Professional Development				
F	Working Conditions				

Thank you very much!