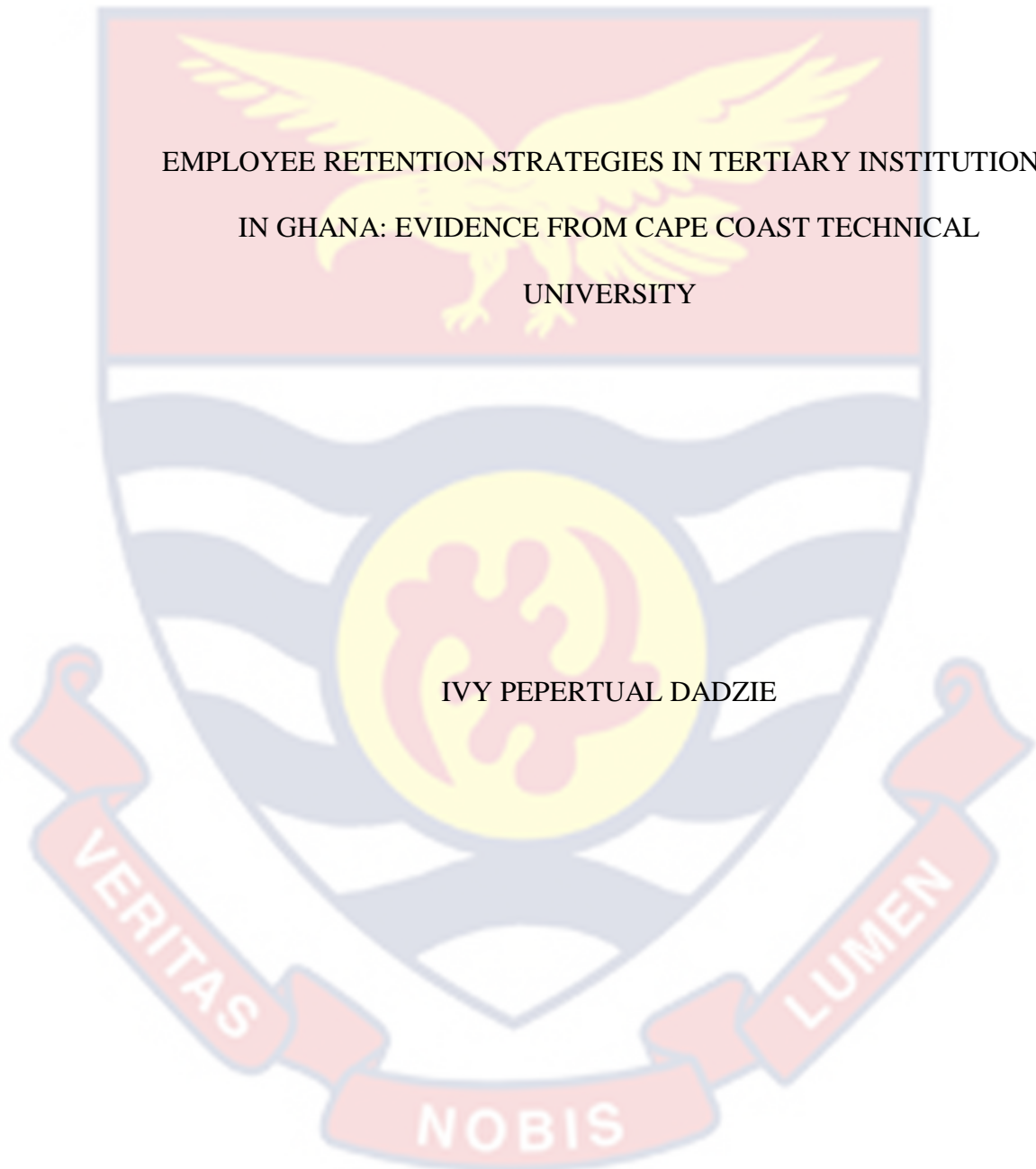


UNIVERSITY OF CAPE COAST



EMPLOYEE RETENTION STRATEGIES IN TERTIARY INSTITUTIONS
IN GHANA: EVIDENCE FROM CAPE COAST TECHNICAL
UNIVERSITY

IVY PEPERTUAL DADZIE

2024

UNIVERSITY OF CAPE COAST



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IN GHANA: EVIDENCE FROM CAPE COAST TECHNICAL
UNIVERSITY

BY

IVY PEPERTUAL DADZIE

Dissertation submitted to the Department of Management of the School of
Business, College of Humanities and Legal Studies, University of Cape Coast,
in partial fulfilment of the requirements for the award of Master of Business
Administration degree in Management

APRIL 2024

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:

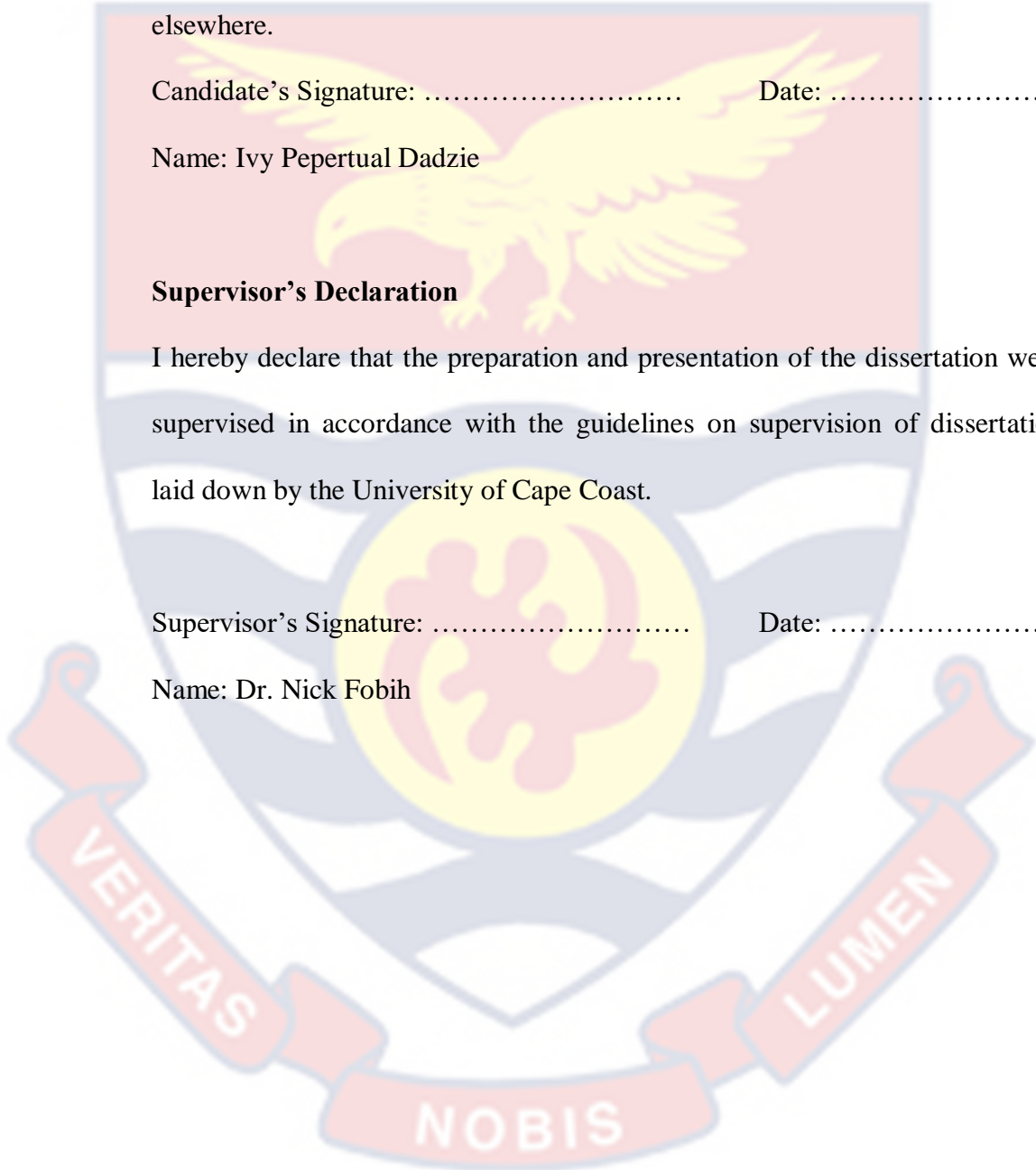
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Supervisor's Declaration

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: Dr. Nick Fobih



ABSTRACT

The study assessed employee retention strategies in tertiary institutions in Ghana, Cape Coast Technical University in the Central Region being the study area. Descriptive research design and quantitative research approach were adopted to address the research objectives. A well-designed questionnaire was used to collect the data. A survey of 175 sampled employees were selected using a census sampling methodology. In the analysis, both descriptive (mean and standard deviation) and inferential (multiple regression by partial least squares) statistics were employed. The results of the Smart PLS structural equation modelling revealed that working environment positively influences employee retention in Cape Coast Technical University. The study further revealed that compensation and staff training have a positive influence on the retention of Cape Coast Technical University employees. The study recommended that Cape Coast Technical University's management should approve working environment conditions that meet the requirements of the employees in which they manage. In addition, Cape Coast Technical University management should strengthen their compensation packages to meet employees' complaints. Lastly, Cape Coast Technical University's management should consider leveraging their employees' training policies to improve customer loyalty and employee retention.

KEYWORDS

Cape Coast Technical University

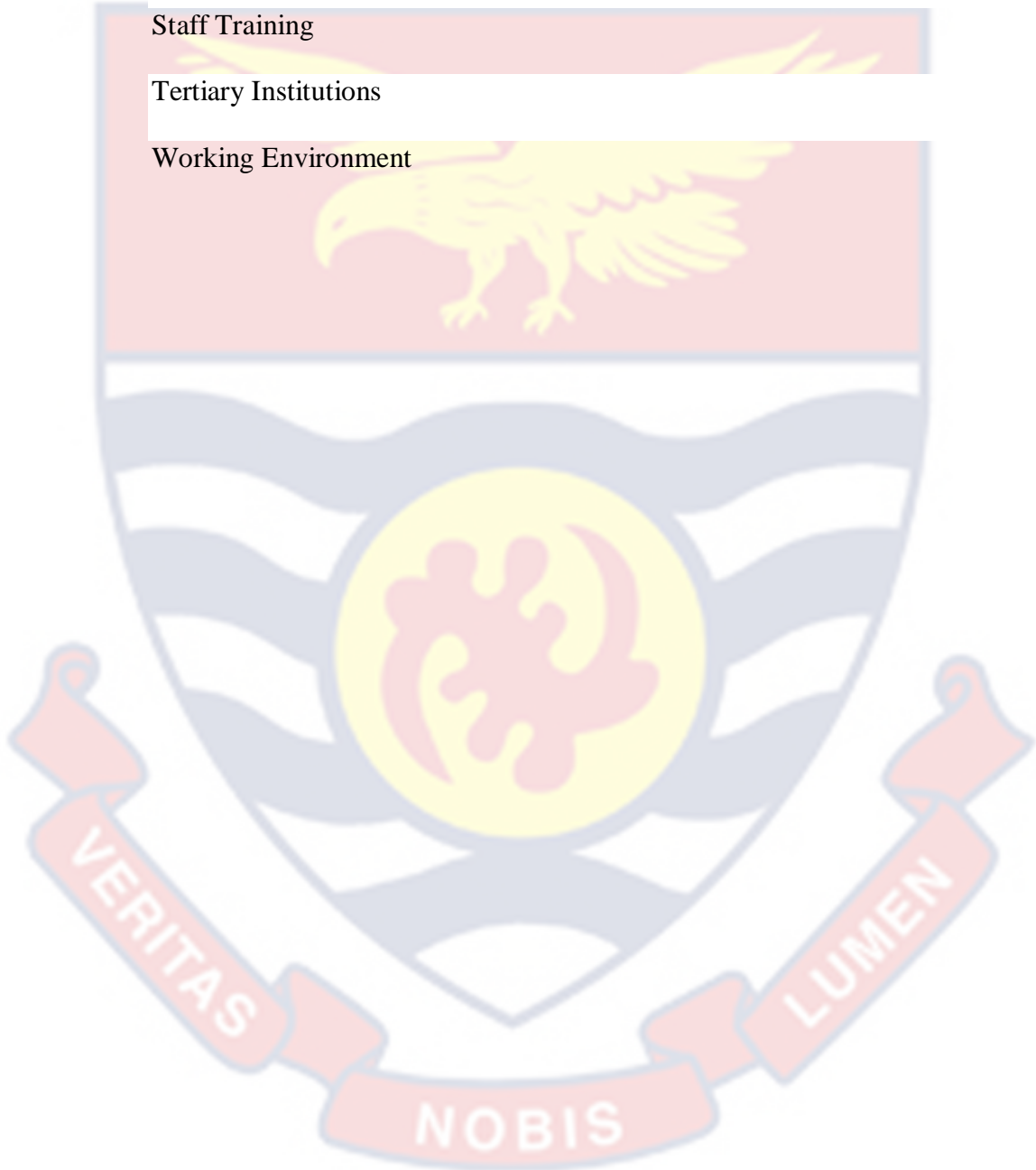
Compensation

Employee Retention Strategies

Staff Training

Tertiary Institutions

Working Environment



ACKNOWLEDGMENTS

My heartfelt gratitude goes to my supervisor for his encouragement, directions and devoted supervision from the beginning of this dissertation to its logical conclusion. Finally, to anyone who has helped in the completion of this work in diverse ways. God richly bless you.



DEDICATION

To my family



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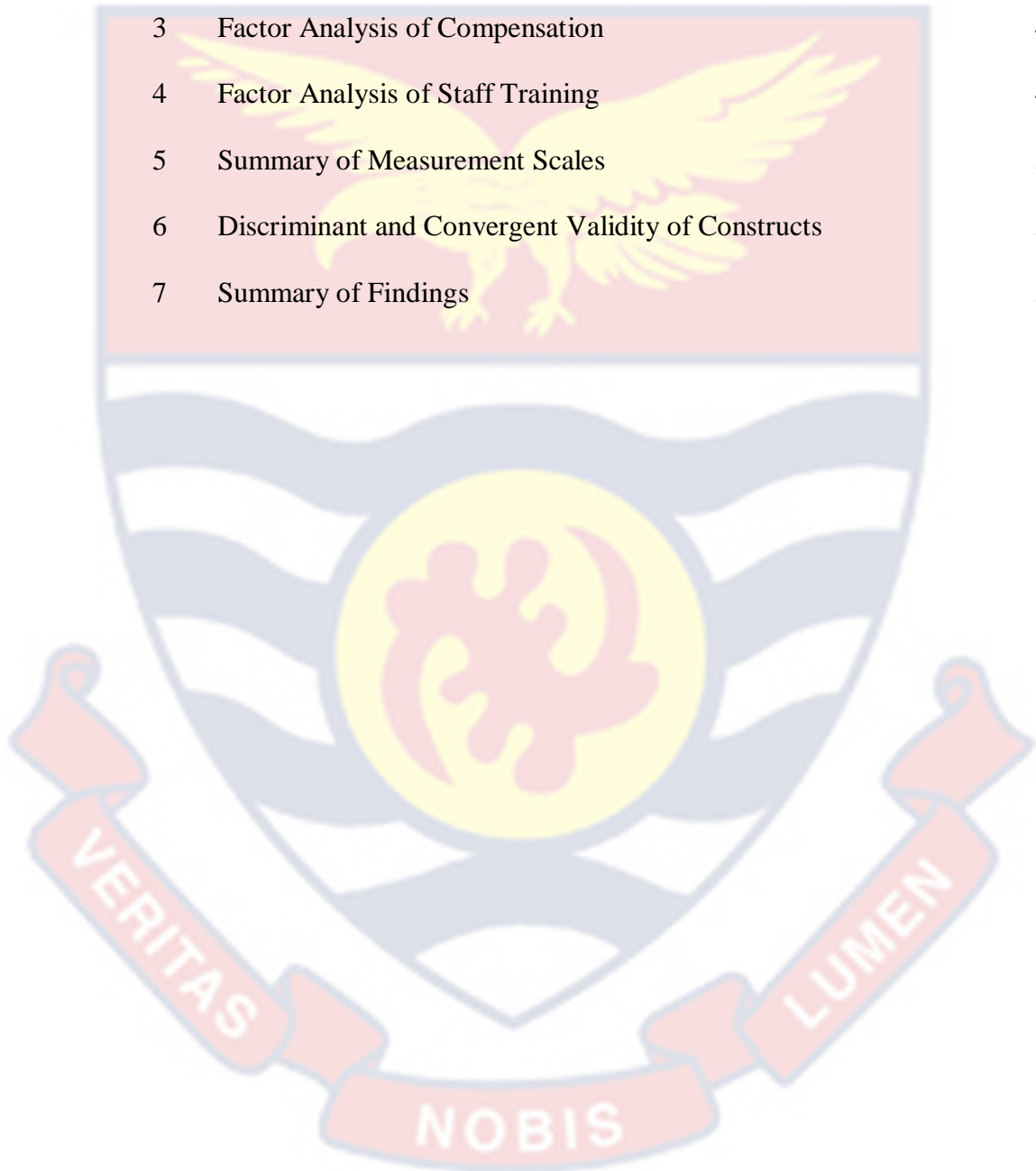
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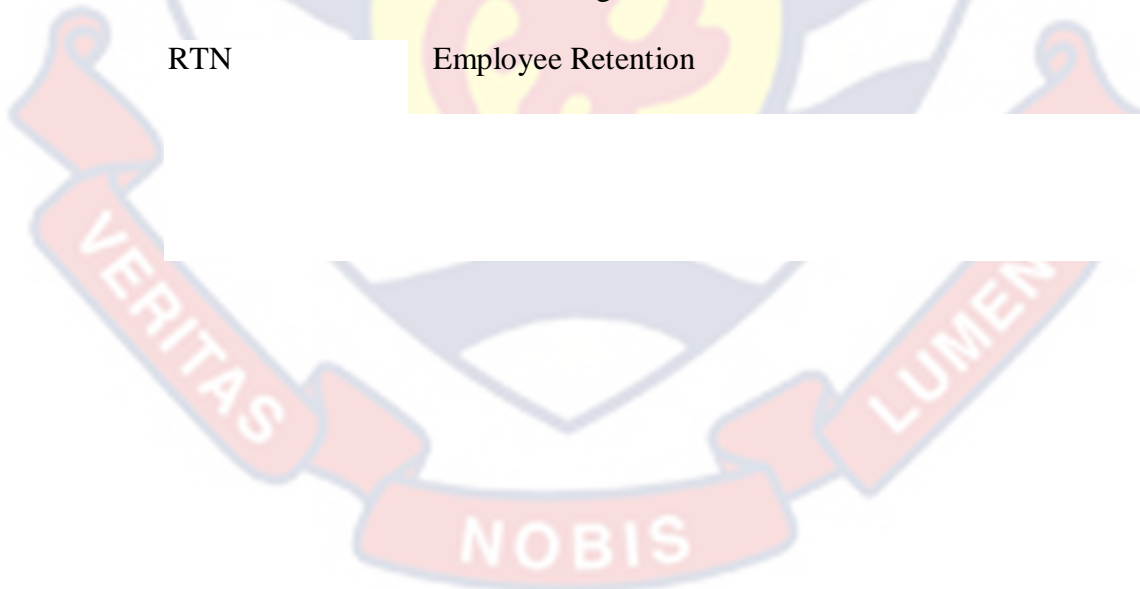
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LIST OF ACRONYMS

GDP	Gross Domestic Product
CCTU	Cape Coast Technical University
SEM	Structural Equation Modelling
MMDAs	Metropolitan, Municipal and District Assemblies
VIF	Variance Inflation Factor
SMEs	Small and Medium Enterprises
SPSS	Statistical Package for the Social Sciences
INV	Independent Variables
GSS	Ghana Statistical Service
DPV	Dependent Variable
ENV	Working Environment
COMP	Compensation
TND	Staff Training
RTN	Employee Retention



CHAPTER ONE

INTRODUCTION

This research aimed to identify employee retention strategies in tertiary institutions in Ghana. Cape Coast Technical University in Central Region, Ghana was selected for this study. The contribution of tertiary institutions on the economy and the educational sector cannot be taken lightly because they provide employment to citizens and contribute to immensely to the GDP (Aziabah, 2017). However, tertiary institutions over the years underperform in terms of retaining their best human capital to other competitors in Ghana (Anowuo, 2021). One of the reasons accounting to this drawback is the weakness in the employee retention strategies in tertiary institutions. It is from this assertion that, this study draws motivation to identify employee retention strategies in tertiary institutions in Ghana.

Background to the Study

Employees are essential to organisations as they maintain organisational performance at its highest peak (Kurdi et al., 2020). Several organisations employ highly qualified employees who effectively help them attain their goals (Alshurideh et al., 2017). Equally, in the attainment of organisational goals, employees want to be assured that their needs are catered for in exchange for their endeavours, collaboration and attentiveness. Additionally, workers tend to be the major asset of any organisation due to the knowledge, skills and experience they own (Dupret & Pultz, 2022). According to Huang, Lin, and Chuang (2006), employee retention refers to the desire of workers to remain committed to the company they are employed for.

Bazza (2015) defines retention as an organisational necessity to maintain the right people coupled with the needed number, requisite skills and capabilities in the right place and at the right time. However, Barua (2013) regards employee retention to be inspiring and motivating workers to retain with the organisation for a required period. With regard to the various definitions, it is best to deduce that organisations require workers with outstanding expertise, capabilities and extensive training to operate some piece of work and concurrently oversee the works of other colleagues and grant them a response.

Employee retention is contemplated to be a grievous threat most organisations currently tend to face (Tiwari, 2015). As a result of the inadequate action plan by most organisations to maintain their employees, most of the workers exit these organisations (Meyers, 2019). An example for the cause driving workers out of their organisations includes job dissatisfaction, lack of supervisors' assistance and feedbacks, lack of training and development, and an ineffective pay system (Meck, 2018). Recent organisational challenges are linked to workers who need to be maintained in the organisation and must encompass those striving to nurture the organisational strengths and not workers whose unproductiveness influences the overall organisation's performance and achievement (Leign, 2002).

An instance of holding on to the adept and proficient workers is very essential to keeping the organisation's performance since those workers are the organisation's competitive advantage in the global marketplace (Frank, Finnegan, & Taylor, 2019). Furthermore, an organisation loses its gamesmanship if it stops maintaining its adept employees and thereby making

space for it's less proficient and deprived workers (Rappaport, Bancroft, & Okum, 2019). Some merits that organisations derive from having successfully maintained their workers include the preservation of workers who are most skilled, proficient, and knowledgeable who advantageously raise organisational productivity (Anwar & Abdullah, 2021). Consequently, organisations benefit from cost savings and time management since they do not engage the services of new employees but rather strive to improve current workers with new knowledge, skills and expertise.

Osibanjo et al. (2014) refer to compensation as the addition of financial and non-financial payments, provided to employees by employers for effective delivery of their valuable services. Thus, an attractive salary always helps to maintain good workers which are inescapable since organisations devote a lot of money in their recruitment, training and orientation (Barua, 2015). A study on employee involvement deduced that a competitive pay structure is an important factor in controlling retention levels (Zingheim, Schuster, & Dertien, 2009). Haider et al. (2015) suggested that the compensation an organisation awards its workers is the basic determining factor of the level of commitment and objective that the organisation has towards the employees and it serves as one captivating rationale to the retention of workers. Lam, Law, Loo, Ng and Ooi (2015) mentioned compensation as the requirement for workers to cover their basic needs of income, feeling of job security and recognition for their works and effort.

Another factor of interest entails the working environment. Noah and Steve (2016) stated that the working environment is a configuration of three sub-environment encompassing the technical environment, the human

environment and the organisational environment. The technical environment pertains to the tools, equipment, technological infrastructure and other physical or technical elements of the workplace. The human environment embraces peers, others with whom employees relate, teams and workgroups (Khan, 2018). Simultaneously, the organisational environment relates to the pressing needs and national environment where an organisation generates its inputs, processes them and returns the outputs in the form of products or services for public consumption (Akintayo, 2019).

Workers get discontented when there are inadequate security provisions made available which renders the organisation incompetent to maintain their employees (Asiedu-Appiah, Kontar, & Asamoah, 2019) and the working environment has demonstrated its interconnection with employee retention in the organisation (Spence Laschinger, Leiter, Day, & Gilin, 2019). Henceforth, the means of propulsion to employee contentment paves way for their retention in organisations to accelerate good organisational performance. This variation may exist among institutions and jurisdictions due to differing working conditions and, to some extent, geographical disparities.

In solution to the problem, Simon (2015) suggests an empirical study engaging employees, who serve as the main subjects of interest. This study, therefore, aims to identify the effect of training, compensation and working environment towards employee retention at the Cape Coast Technical University.

Statement of the Problem

Series of called strikes have been taken by senior staff members of public institutions over the recent years, if not in the very past years (Adjei,

2018). However, almost nothing has been done empirically to ascertain the desire of university staff to retain their various positions and that poses a challenge to employee retention. There are also few empirical works in the training, compensation and working environment towards employee retention in tertiary institutions in Ghana. Very little research could be located that examined the relation, conceptual or empirical, specifically between leadership and employee engagement throughout the broader human resource literature base. Also, few article could be located in any of the academy-sponsored journals that included both the key phrases training, compensation and working environment towards employee retention in tertiary institutions (Popli & Rizvi, 2016).

Employee retention is a crucial cornerstone of every organisation that needs to be highlighted. In an instance where an organisation is challenged with employee retention issues, employees start experiencing fatigue which leads to lesser work performance and dissatisfaction (Ahmad, 2022). In such situations, workers hunt for jobs that confer higher returns for their expertise, adeptness, and proficiency. When no drastic measures are put in place to solve employee retention issues, the organisation tends to lose its competitive advantage since competitors are willing to provide these to their professional workers (Hassanein & Özgit, 2022).

Ngirande (2017) stated that when organisations lose adept and proficient workers, the worse befalls these organisations in terms of their operations with major delays and workplace disruption. Subsequently, previous researches have had a problem of conflicting results on the importance of training to employee retention. For instance, Haider et al.

(2019), and Sharon and Hlanganipai, (2018) argues that training has negative importance to employee retention. However, Simon (2019), observed that, positive relationship between staff training and employee retention. The conflicting conclusions give indications of the essence of carrying out empirical studies in distinct institutions, geographical regions, etc. to ascertain the institution-specific influence of some of these essential variables on employee retention. Therefore, the scope of this study is to identify whether staff training, compensation, and working environment have any impact on employee retention in public tertiary institutions in Ghana, with evidence from the Cape Coast Technical University.

Purpose of the Study

The aim of this research was to examine employee retention strategies in Coast Technical University.

Research Objectives

Specifically, the study sought to;

1. Assess the influence of the working environment on the perceived intention of employees to be retained in the Cape Coast Technical University.
2. Examine the effect of compensation on the perception of employees concerning their retention in the Cape Coast Technical University.
3. Analyse the influence of staff training on employees' retention intentions in the Cape Coast Technical University.

Research Hypotheses

The following hypotheses are proposed from the research objectives:

H₁: working environment has a significant influence on employee retention in the Cape Coast Technical University.

H₂: employee compensation significantly influences employee retention in the Cape Coast Technical University.

H₃: employee retention in the Cape Coast Technical University is significantly influenced by staff training.

Significance of the Study

The study contributes to the existing literature on employee retention while analyzing topics on developing a new theoretical framework, which is based on previous studies that relate to the educational sector. This study could have a significant effect on tertiary institutional growth and bridge awareness and understanding gaps regarding the significant value of employee retention as most studies have focused on customer retention. This study is important as it tries to construct a new model for employee retention and its findings can be used in the future to define the main causes of the retention behavior. In addition, it could also impact on switching behavior drivers for employees who work for tertiary institutions as this sector has been witnessing a high percentage of employees switching recently to corporate industries.

Tackling this phenomenon helps organizations to create innovative strategical plans to determine the practices that increase employee retention. Hence, the study will aid the educational sector in achieving continued growth and sustainability by enhancing their human and economic resource status through reducing the expenses associated with recruitment, onboarding, and training of new staff, as well as minimising the loss of

employees with valuable experience. In addition, the study provides the foundation for further studies exploring employee retention in the tertiary institutions. These findings should inspire future researchers to shed lighter on this topic especially for institutions who have an interest in employee retention.

Delimitation

A study's scope refers to the delimitation of studies. The scope sets boundaries, exceptions and reservations in a sample. In this section, the scope and meaning of this research are delineated. Despite the heightened attention on the institution's human resources. Employee engagement is a significant issue. Hence a theoretical background is required to provide further understanding of the drivers which can lead to employment retention. In this pursuit, the study will focus on institutions and job engagement. Also, this study emphasized on the training, compensation and working environment as antecedents for employee retention in the Technical Universities in Ghana. A number of respondents from across the length and breadth of Cape Coast Technical University will be contacted to participate in this study.

Limitations of the Study

Obtaining data from the members of the staff from the technical universities was a great challenge. It was complicated to access information from the institution employees. It always had to take an introduction from a known person before the other staff will agree to complete the questionnaire. In situations where there was nobody to introduce the researcher to the staff, they usually turn the researcher away, or they took the questionnaire but never returned them. The sample used in this study consisted of active senior and

junior members of the university. Samples from other staff members from other technical universities in Ghana would be needed for further replication and refinement. The moderators for the relationship between the drivers and the employment retentions was not studied and, therefore, further analysis of the relationship should be pursued in the future.

Definition of Terms

Employee Compensation: This term encompasses the total remuneration that an employee receives in return for their work. It includes a range of payment methods, such as wages or salary, bonuses, commissions, benefits like health insurance and retirement programmes, and other non-monetary advantages like paid time off or stock options.

Staff training: It is the act of imparting personnel with the knowledge, skills, and abilities required to carry out their job responsibilities proficiently. It encompasses structured teaching, interactive sessions, educational events, practical training, and various opportunities for learning that are designed to improve employees' skills and effectiveness.

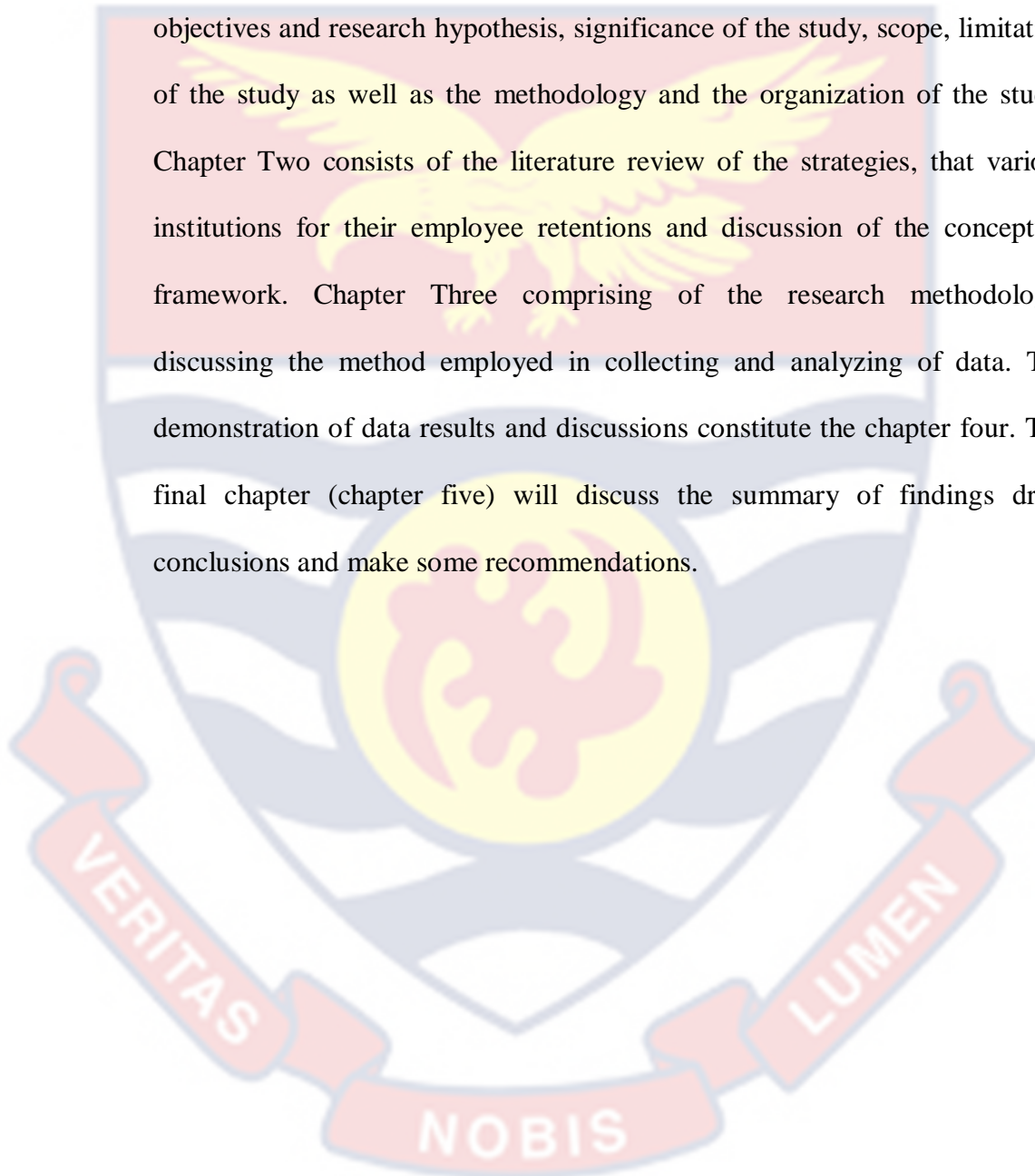
Employee retention: It is the capacity of an organisation to maintain the engagement and commitment of its employees over a long period of time. It entails the execution of policies and activities aimed at decreasing turnover rates and preserving talent within the organisation.

The working environment: refers to the physical, social, and psychological settings in which employees carry out their work. It encom

Employee Compensation: This term encompasses the total remuneration that an employee receives in return for their work.

Organisation of the Study

This study is organized into five chapters with each chapter covering a particular aspect of the research. The chapter one comprises of the research introduction to the study covering the background, statement of the problem, objectives and research hypothesis, significance of the study, scope, limitation of the study as well as the methodology and the organization of the study. Chapter Two consists of the literature review of the strategies, that various institutions for their employee retentions and discussion of the conceptual framework. Chapter Three comprising of the research methodology, discussing the method employed in collecting and analyzing of data. The demonstration of data results and discussions constitute the chapter four. The final chapter (chapter five) will discuss the summary of findings draw conclusions and make some recommendations.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter had a theoretical review of employee retention. The chapter examined theories such as the human capital model, the model of March and Simon, turnover models and the organisational support theory. The second part of the review highlights the empirical research on the retention of employees. Last is the review of relevant concepts as well as the conceptual framework of the study. Chapter Two ends with the chapter summary.

Theoretical Review

This aspect of the literature reviewed and analysed theories that buttress the proponents of the study. The theoretical review provided support in the acknowledgement of the dynamics of the research. It gave a general framework for data to be analysed. The theories were reviewed to understand the employee retention strategies at the Cape Coast Technical University in Ghana.

March and Simon's model

March and Simon (1958) proposed that employee turnover will reduce as job satisfaction reduces the attractive quality of movement. A lot of researches on turnover has taken into consideration the March and Simon model. March and Simon built this model from Barnard's theory of organisational balance (1938). The model states that employees have an interest in the firm as far as remuneration matches or surpasses the efforts of the employees (Lee, Hom, Eberly, Junchao & Mitchell, 2017). According to Samad, Yusuf, Andriani and Erfina (2020), the model states that perceived

easiness of departure as well as the perceived comfortability at where employees want to go influence the decision of whether or not an employee should stay with a particular organisation. Perceived easiness of departure is the determination of perceived choices or prospective jobs but perceived comfortability is influenced by job satisfaction. According to March and Simon, the possibility of internal turnover is thought of before choosing external turnover.

According to the model, people in organisations have restrictions in their thinking abilities, have limited time, and lacked sufficient knowledge while made judgements. This concept is especially relevant in comprehending the reasons behind institutions' difficulties in keeping their faculty and personnel. Employees frequently encounter a multitude of options when it comes to their professions, which might include decisions related to academic pursuits as well as considerations about maintaining a healthy work-life balance. In addition, colleges function inside intricate bureaucratic frameworks, where the processes of making decisions are frequently sluggish and limited by institutional norms. Consequently, university administrators and managers may encounter difficulties in effectively addressing the varied requirements and preferences of their employees, resulting in increased rates of employee turnover.

In addition, the model developed by March and Simon emphasises the significance of creating retention tactics that recognise and accommodate the limited reason of employees. Universities can get advantages from adopting policies and procedures that streamline decision-making processes, establish unambiguous career trajectories, and provide sufficient support for

maintaining a healthy work-life balance. In addition, cultivating a culture that promotes open communication and transparency can reduce uncertainty and improve employees' satisfaction and dedication to the organisation. Universities can strengthen their understanding of employee turnover and improve retention rates by incorporating lessons from March and Simon's bounded rationality model into their retention efforts.

The model of organisational decision making proposed by March and Simon (1958), although influential, may have certain constraints when employed in the context of employee retention in universities. The model largely emphasises the rational components of decision-making, with a focus on bounded rationality and satisficing rather than optimisation. Nevertheless, within the intricate realm of academia, where numerous parties with different interests and non-financial motivations are involved, the model's focus on cognitive constraints can fail to include the impact of emotional and social aspects on retention. In addition, the model assumes a fixed environment, but universities function within dynamic and developing ecosystems influenced by trends in teaching, research, and funding. Hence, although March and Simon's model provides useful insights, its limited emphasis on rationality and unchanging decision-making may not comprehensively encompass the complexities of employee retention in university environments. The model's relevance in this setting could be improved by integrating components of emotional intelligence, social dynamics, and adaptive decision-making processes (Cohen, 2005).

Organisational support theory

The organisational support theory takes into consideration the establishment, nature and results of perceived organisational support. Employees grow perceived organisational supports because of their socio-emotional needs as well as the eagerness of the firm to replenish efforts made by employees. The model is the implementation of the theory of social exchange to the relationship between an employee and an employer. Employees, therefore, exchange their effort and commitment to the firm they work with for remunerations (Rhoades, Eisenberger & Wen, 2020).

The relevance of Organisational Support Theory (OST) in the context of staff retention inside universities is significant. This theory suggests that when employees perceive that their organisation appreciates their contributions, prioritises their well-being, and fosters their personal and professional growth, they are more inclined to display positive attitudes and behaviours towards their work, resulting in increased levels of employee retention. Within the university context, the active involvement of teachers and staff is crucial in attaining the goals of the institution, making it imperative to cultivate a nurturing atmosphere. Universities can exhibit organisational support by implementing diverse tactics, including enabling professional development opportunities, allocating sufficient resources for research and teaching, acknowledging employees' accomplishments, and promoting a good work-life balance. By harmonising organisational procedures with the ideas of Open Systems Theory (OST), universities can augment employee contentment, involvement, and eventually the ability to retain employees, so bolstering the institution's long-term prosperity.

Furthermore, numerous research studies have repeatedly emphasised the importance of organisational support in impacting employee retention outcomes in all industries, including higher education. An investigation conducted by Allen, Shore, and Griffeth (2003) analysed the correlation between the perception of support from the organisation and the intents of university teachers to leave their jobs. The results indicated that faculty members who reported greater levels of organisational support were less inclined to contemplate leaving their current employment. The importance of organisational support in influencing employees' inclination to remain inside the university is emphasised by this. Universities can effectively manage staff turnover concerns and establish a work climate favourable to employee retention by recognising the importance of Organisational Support Theory (OST) and implementing initiatives to strengthen organisational support.

The Organisational Support Theory (OST) provides essential insights into comprehending staff retention in universities, although it also presents certain limits within this particular setting. Although the Organisational Support Theory (OST) recognises the importance of perceived organisational support in promoting employee commitment and decreasing turnover intentions, it may fail to consider the specific intricacies of academic settings. Universities often function inside bureaucratic frameworks and academic hierarchies, where elements such as tenure, research prospects, and academic autonomy greatly impact the ability to retain faculty members, in addition to conventional support systems. In addition, the various reasons why teachers and staff in higher education are motivated, such as intellectual satisfaction and the desire to contribute to knowledge, may not be adequately represented

by OST's emphasis on concrete types of assistance. Therefore, although OST offers a valuable structure, its implementation in the context of staff retention at universities necessitates thoughtful examination of the unique cultural and professional dynamics that are inherent in academia.

Turnover model

According to (Holton, 2006), more than 1,500 studies have been done on employee turnover. Jin and Waldma (2020) stated that companies incur about 5% more cost to their already existing operating cost when there is employee turnover. Employee turnover accounts for a lot of direct and indirect costs, tangible and intangible costs as well as a loss of social capital that can impede the success of the organisation. Researchers have used a lot of situational and individual factors to find the turnover process. Some of these researchers use March and Simon's variables as predictors of employee turnover.

The turnover model is highly relevant for comprehending and tackling employee retention difficulties in universities. Universities can utilise this model to examine the multiple aspects that impact turnover intentions and behaviours in faculty and staff, including job satisfaction, organisational commitment, work-life balance, and possibilities for professional growth. By thoroughly analysing these aspects, colleges can create customised retention strategies with the goal of improving job satisfaction, cultivating a healthy organisational culture, and offering chances for career progression. The turnover model, as demonstrated by Mobley's (1977) research and further developed by Mitchell and Lee (2001), offers a systematic framework for universities to identify areas for improvement and implement specific

interventions to reduce turnover and retain valuable talent in their academic communities.

The turnover model, commonly utilised to comprehend staff retention in diverse organisational contexts, encounters constraints when explicitly applied to colleges. Although the model usually focuses on elements like job satisfaction, organisational commitment, and alternative career possibilities to predict turnover intention, it could fail to consider specific characteristics of academics. Factors such as academic autonomy, collaboration among colleagues, and prospects for scholarly inquiry and instruction can exert a substantial impact on the likelihood of individuals staying in universities, surpassing conventional job-related considerations. Additionally, the turnover model fails to consider the significance of intrinsic motivation and alignment with academic missions, both of which play a crucial role in retaining professors in higher education. Thus, although the turnover model offers a structure for comprehending retention, its implementation in university settings requires the examination of supplementary aspects that are unique to academia.

Human capital model

Human capital theory which was developed by Gary Becker in 1960, is defined as the repository of knowledge, pattern, social and personality characteristics that employees pose to produce effective and efficient outcomes (Becker, 1960). The theory perceives employees as economic units in an economy of their own (Banerjee, 2013). The underlying motive of Gary's model is that the economic value employees add to the organisation and the society at large indicates the extent to which the organisation has

invested in employees. Becker, (1960) proposes that while investment in employees results in enhanced productivity, it gives the employee a higher salary as well as technological development to society as a whole.

Moreover, Becker, (1960) assumed that the higher the educational level of an employee, the lesser that employee is dependent on a particular job. This means that the employee has prospects for a lot of jobs and so companies should devise strategies to retain such employees. Within the context of employee retention at universities, this theory emphasises the need of cultivating the growth and development of teachers and staff, creating a work environment that provides support, and providing avenues for career progression and professional development. Universities can improve their organisational effectiveness and competitiveness in the higher education landscape by acknowledging and investing in the human capital of their staff (Becker, 1964). This not only helps retain valuable people but also enhances overall performance.

Although human capital theory has had a significant impact on our comprehension of labour markets and education, it is important to acknowledge its limitations. An important limitation of this theory is its reductionist nature, which largely emphasises measurable abilities and knowledge while often disregarding intangible attributes such as creativity, emotional intelligence, and flexibility (Coppin, 2017). Furthermore, it tends to disregard systemic inequities such as socioeconomic inequality and discrimination, which limit the ability of marginalised groups to obtain education and employment opportunities (Østby et al., 2009). In addition, human capital theory frequently overlooks the intricacies of human behaviour

and motivation, regarding humans as simply factors in the production process rather than as comprehensive beings with diverse needs and goals (Schultz, 1961). Although human capital theory is useful for examining specific elements of workforce development, it may not provide a comprehensive comprehension of the complexities of human potential and economic involvement.

Conceptual Review

Employee retention

According to Singh (2019), Employee Retention refers to the activities performed by firms to motivate the employees to remain with the firm for a longer period. Employee retention ensures that talented employees do not part ways with the firm (James & Mathew, 2012). Employee retention is seen as a very important factor when it comes to attaining and maintaining a competitive advantage in the industry in which a firm conducts business (Walker & Daniels, 2019). Although employing proficient staff in an organisation is key, it is more vital to develop policies to retain them (Ghansah, 2011), because operational expenses increase when businesses replace an old employee with a new employee.

Ensuring employee retention is crucial for organisational success, especially in the current highly competitive labour market where the task of attracting and keeping talented individuals is becoming more difficult (Pandita & Ray, 2018). An analysis of employee retention demonstrates complex dynamics that are influenced by a variety of organisational, individual, and environmental factors. Leadership effectiveness, organisational culture, remuneration and benefits, career development possibilities, and work-life

balance efforts are important elements at the organisational level that influence employees' decisions to stay or leave (Deery & Jago, 2015). Leadership that is efficient in building trust, effectively conveys a compelling goal, and offers support and recognition can have a substantial influence on employees' dedication to the organisation (Chanana & Sangeeta, 2021). Likewise, a favourable organisational culture that esteems diversity, fosters inclusiveness, and stimulates employee involvement can improve employee retention by establishing a nurturing work atmosphere where people feel appreciated and driven to provide their utmost effort.

Employee retention is also influenced greatly by individual variables (Ameen, 2018). Retention is influenced by factors such as employee happiness, intrinsic motivation, work fit, and perceived chances for growth and promotion (Ahmić & Čizmić, 2021). Employees who have job satisfaction, find purpose in their work, and see a connection between their values and the goals of the organisation are more likely to show greater levels of dedication and loyalty. Moreover, employees who perceive prospects for personal and professional advancement, acquisition of skills, and career progression within the organisation are less likely to actively pursue possibilities elsewhere (Joshi, 2023). Hence, organisations must implement methods that address individual needs and goals in order to improve employee retention.

Moreover, staff retention can be influenced by the external environment, which encompasses labour market conditions, industry trends, and socio-economic considerations (Al Mamun & Hasan, 2017). Organisations operating in areas experiencing a scarcity of skilled workers or

high rates of employee turnover may be required to provide attractive remuneration packages, adaptable work schedules, and inventive strategies for retaining top-tier employees in order to attract and keep them. Likewise, economic recessions, alterations in legal mandates, or variations in consumer inclinations can affect the stability of an organisation and the dynamics of its personnel, consequently altering measures aimed at retaining employees. Hence, it is imperative for organisations to have a comprehensive strategy for employee retention that takes into account both internal and external elements (Neena et al., 2023). This approach is crucial in cultivating a dedicated and steadfast staff that can effectively contribute to long-term achievements.

Reasons for employee turnover

Employees depart from organisations because of a whole of factors. Some of these factors are the employees moving to more lucrative jobs, unhealthy relationships with supervisors, leaving for further studies, being sacked from the organisation and so on. Therefore, it can be induced that there are two ways in which employee turnovers occur in a firm. One is when the employee willingly settles to depart or when the company decides to part ways with the employee because of reasons such as re-engineering, fraud, unsatisfactory performance by the employee and so on. The latter is termed involuntary turnover while the former is termed voluntary turnover (Allen & Vardaman, 2021). Again, employees stop a particular work because they lose interest in the job, when they do not feel secure with the job, when they are not compensated as much as they expected to get, poor working conditions, the inadequate opportunity for growth, etc. (James & Mathew, 2012).

In addition, organisational variables such as a poisonous workplace culture, inadequate work-life balance, or limited possibilities for skill development and training can also contribute to employee turnover (Beng & Mahadevan, 2023). Organisations that do not establish a pleasant work environment characterised by trust, respect, and justice are more prone to encountering elevated turnover rates (Moon et al., 2024). Moreover, organisational modifications like as mergers, acquisitions, or restructuring endeavours can generate ambiguity and instability, resulting in employee attrition as individuals pursue more secure employment opportunities elsewhere (Htun & Kim, 2021). Hence, it is imperative for organisations to comprehend and tackle the individual and organisational elements that contribute to turnover in order to reduce turnover rates and retain high-performing employees.

Employee retention strategies

Companies put in much effort to retain employees because turnover is a huge challenge. Whenever an employee departs from a firm, he or she goes along with the organisational culture developed over time, values and skills which can be utilised by competitors and that is something companies also try to avoid (Hultman, 2020). Companies also do their very best to retain employees because it costs them huge sums of money to replace employees who leave the company (Li et al., 2022). Retention is also imperative for organisational growth and stability. There are a lot of strategies for employee retention.

Das (2013), in his paper, pinpointed six crucial factors of employee retention; Compensation, Learning Opportunity, benefits and security, work

autonomy, merit orientation, and accelerated vertical growth. James and Mathew (2012) also studied that employee retention in the Information Technology sector highlighted the following strategies; reward and recognition, training and development opportunities, career planning, performance evaluation, incentives, etc. However, this study will inquire into the working environment, compensation as well as staff training.

Compensation

Compensation is the money employees receive from employers in exchange for the services they provide. Studies prove that compensation is one of the major factors that influence employee retention. Kumar & Arora (2012) found out that 27 per cent left companies because they were not satisfied with the remuneration employers gave them. To ensure that employees are dedicated to the firm, employers should give competitive remuneration to employees (Iqbal, Yun, Akhtar & Ankomah, 2020). Ramlall (2013) conducted a study on the effect of compensation on staff retention and found that there was a significant relationship between them. On the other hand, Nasir, Ashraf & Riaz (2019) studied that remuneration has an indirect effect on employee retention. A study conducted by Das (2013) states that other job variables have more retaining powers, compensation is a crucial factor for employee turnover.

In addition, apart from its role in attracting and keeping employees, remuneration can also be utilised as a means of reinforcing desired behaviours and achieving performance outcomes. Performance-based pay schemes, such as merit pay, bonuses, or incentives, directly tie remuneration to individual or team performance accomplishments, so incentivizing employees to aim for

better levels of performance (White, 2016). Linking compensation to performance increases the likelihood of employees exerting effort, displaying goal-oriented behaviours, and making contributions to the success of the organisation (Bretz, Milkovich, & Read, 1992). However, successful execution of performance-based remuneration necessitates well-defined performance measures, continuous feedback, and a supportive organisational culture that places high importance on achieving exceptional performance (Lawler, 1990). Hence, it is crucial to develop remuneration structures that are in line with the goals of the organisation, while also acknowledging and incentivizing individual achievements, in order to enhance employee performance and overall organisational efficiency.

Working environment

Giving a supportive environment to employees from their workmates, supervisors as well as different people at the different constituents of the firm enhances the outcome of an individual in the form of job satisfaction as well as employee commitment (Salles & D'Angelo, 2020). According to Surucu and Sesen (2019), the support given by the management of the firm as well as the support from immediate peers are pivotal to determining a supportive work environment. Employees feel supported and motivated when a supportive work environment exists (Ma Prieto & Perez-Santana, 2014). Sageer, Rafat and Agarwal (2012) found out that thriving firms developed ways and means that made a very strong work environment, enhanced the motivation level of employees and in the end, improved the productivity of these individuals. Eventually, this will lead to improved profits, customer satisfaction and above all, employee retention.

On the other hand, a work atmosphere that is toxic or negative can result in higher rates of staff turnover and lower levels of employee morale and productivity. Various factors, including ineffective leadership, inadequate communication, interpersonal conflicts, and overwhelming workloads, can contribute to a detrimental work environment (Kaufman et al., 2022). A study conducted by Wen and Zhou, (2020) reveals that employees who encounter elevated levels of stress or discontentment in their work environment are more inclined to pursue alternative career opportunities. Hence, it is imperative for organisations to give utmost importance to the establishment of a conducive work atmosphere that promotes the well-being of employees and cultivates a culture characterised by trust, respect, and collaboration. This will ultimately lead to improved employee retention and enhanced organisational performance.

Staff training

Since learning and development arenas in an organisation seem critical to the retention of adept staff (Singh, Arnold, Shukla & Kumar, 2020; Laurence, Ross, Jett, John, Echols, Baumwart & Lee, 2019; Herman, Song, Mirsky & Roper, 2021; Nasir, Ashraf & Riaz, 2019), a firm must develop a proper training system for its employees. A learning climate refers to the instance whereby employees are given the opportunity to learn and work at the same time. Specifically, it includes; guidance and motivation, and advancement and development opportunities. Staff training and development refers to the conventional activities a firm develops to help employees have the needed skills to carry out present as well as future tasks accurately to help the organisation achieve its objectives (Zubair & Khan, 2018).

According to Kyndt, Govaaerts, Smet and Dochy (2018), firms should provide opportunities for employees to learn for their better retention to the organisation. If the employees are being allowed to learn what they are good at, the employees may be committed to the company, according to them (Kyndt et al., 2018). The extant literature proposes that though the cost incurred for training employees is high at the initial stage, training is embedded with a lot of organisational benefits and it helps save costs (Sinha & Sinha, 2012). Results from researches confirm that there is a positive relationship between accessibility to training programs and growth, prosperity and employee retention (Bagga, 2013).

Empirical Review

Kundu and Lata (2017) studied the mediating effect of firm engagement on the association between a supportive work environment and employee retention. They gathered data from 211 participants from 67 firms. They used confirmatory factor analysis to check out the dimensionality and validity of research variables. Multiple regression analysis was used to test the hypothesised model. The results of the research stated that a supportive work environment positively contributes to employee retention. Agreeing to the social exchange theory propounded by Blau in 1964, the results show that implementing supportive work environment policies positively affect the retention of employees.

Cromwell and Kolb (2004) also studied that knowledge and skills are greatly transferred among employees when there is a supportive working environment. The intention and willingness to remain with a specific institution depends on the healthiness of the working environment of the

organisation (Ramlall, 2003). Maslach and Leiter (2016) conducted a study that concluded that having an interesting working environment, as well as adjustable hours, are very critical motivators albeit rewards in money forms are also motivational.

According to Sutton et al. (2011), lower turnover rates are experienced by firms with proper training strategies. They however found a shocking revelation that there was a positive relationship between training of employees and their rate of turnover. They found that firms that provide more training and developing platforms are keen on the skills and performance of their workers and they, therefore, have a hike in employee turnover. Unlike Sutton et al. (2011), De Mel, McKenzie and Woodruff (2012) found that firms that have high turnover rates of employees tended to strategies training programs for workers because they perceived the workers to have inadequate skills to do the job.

Rombaut and Guerry (2019) inquired into the retention strategies which have an impact on the turnover of employees. The researchers used the uplift modelling approach which was based on the random forest estimation and applied personal treatment learning estimation. Their study found that the remuneration of employees has a positive relationship with employee retention. Bibi, Pangil, Johari and Ahmad (2017) also researched the relationship between compensations, possibilities of promotion as well as retention of employees. The researchers collected responses from 220 workers and they used the Partial Least Squares PLS path modelling for the data analysis.

The study showed an imperative relationship between compensations and possibilities of promotion as employee retention. This is consistent with the research conducted by Nawab & Bhatti (2011). This implies that workers stay with a firm for a longer period if firms provide adequate remunerations and rewards as well as care about the workers. Their study also indicated that the working environment had a moderating effect on the compensation and retention of employees. Govaerts, Kyndt, Dochy and Baert (2011) studied factors that can affect employee retention. The study was conducted using 972 workers from diverse organisations. The research was conducted using exploratory factor analysis. The results from their study showed that the learning of employees should significantly be considered when firms want employees to stick with them for a longer period. Also, workers will be more motivated and enthused to stay with a firm if that firm lets the workers do more and learn more about what they love doing.

Aluwihare-Samaranayake, Gellatly, Cummings and Ogilvie (2018) investigated the association among compensation of employees, employees' performance and employee turnover. The study indicated that remuneration and its related factors have the most weight when it comes to employee retention. The study finalised that, employees who perform excellently cease working with the firm if they perceive that their remuneration is insufficient.

Concurring to this study, Michael, Pprince and Chako (2016) also inquired into how remuneration packages affect employees' decision to either stay with a particular organisation or leave. The researcher gathered data from 71 people working in a firm called Kollam. The study used mean, correlation, standard deviation and Chi-square to analyse the gathered data. The study

indicated that the association between remuneration and retention is very significant. Thus, an employee is likely to stay quite long with an organisation if he or she is remunerated well. There is therefore a positive relationship between the two variables. Their research again proved that there exists a significant relationship between job satisfaction of employees and their retention.

Ike et al. (2013), after researching the association between job satisfaction, gender and turnover, concluded that there was a negative relationship between job satisfaction and turnover. They also found out that the gender of employees does not have any influence on whether or not the employee will stay with the company.

The influence of the working environment on the perceived intention of employees to be retained

According to studies by Tyian and Milik (2019), the working environment in Kenya's public sector has enhanced staff retention in departments including the administrative, academic, and non-teaching ones at the university. In addition, dedication to providing value to employees, adherence to quality assurance standards in the administration of the university's daily operations, effective action against all forms of discrimination, and dedication to employee health and safety are among the key elements influencing a healthy work environment.

By addressing all employee issues, a healthy workplace can increase employee retention (Cochran & Wood, 2018). In 2019, Greening and Turban also reached the same conclusion as Turban and Greening, which is that the working environment has an impact on employee retention through the

recruitment and retention of highly qualified individuals and healthy working circumstances (2018). Salary, bonus, and tips, which were recognised as motivators, are what keep employees in a company. Once more, Fombrun, Gardberg, and Barnett (2019) found that the working environment has a beneficial impact on employee retention with a focus on Malaysia's private sector's health employees.

Additionally, the researchers found a fundamentally favourable connection between the working environment and employee retention among SME employees in Uganda in their study by Ali, Rehman, Ali, Yousaf, and Zia (2019). Additionally, Afsheen (2020) found that a positive working environment has a beneficial impact on staff retention. In a related study, Orlitzky, Schmidt, and Rynes (2017) shown in their findings the beneficial effect of working environment on employee retention, particularly with the addition of employee satisfaction as a working environment intermediary. The working environment strategies of banks in 44 emerging economies were also researched by Hu and Scholtens (2018), who found a stronger link between these strategies and staff retention in the tested commercial banks.

Effect of compensation on the perception of employees concerning their retention

According to Njae (2018), SMEs that consistently raise employee salaries tend to keep their staff members rather than losing them to other companies. According to a study by Turban and Greening (2018), pay (wage, bonus, and tips) is a motivating factor for keeping employees in a company. Humans prefer more money to less money, according to their study, and if people are adequately compensated for the effort they put into their profession,

they become satisfied and stop looking for happiness elsewhere. Therefore, salary has made a greater contribution to the rise in employee retention in organisations across the globe.

Iwu-Egwuonwu (2019) asserts that literature supports the idea that employee retention generates enormous wealth, which is typically summed up in what is known as goodwill. While some conventional wisdom affirms that the retention of employees by businesses gives them the advantage in achieving their objectives since the already employed know what is expected of them rather than finding new staff and training them to meet the organization's goals. A business that prioritises staff retention may also benefit in other ways, according Mogul (2017), as it shows stakeholders that the company values good employee relations.

Again, Johnson (2017) asserts that keeping employees increases the value of everything a company does and says, whereas losing them devalues goods and functions as a magnet for additional animosity. Brammer, Millington, and Rayton (2017) assert that organisations with generous benefits packages have a positive correlation with employee retention. Additionally, Kim, Amaeshi, Harris, and Suh (2019) found that businesses with strong customer retention rates outperformed those with high employee turnover rates.

Effect of staff training on employees' retention intentions

Employee retention and staff training have been linked favourably in studies by Meyers (2019) and Khan (2020), respectively, among small businesses in Sweden and Malaysia. This is the case because small businesses in Sweden and Malaysia place a strong emphasis on the training and

development of its employees, which results in more devoted workers who stick with the company. Additionally, when a company invests more in the advancement of its people, it makes every effort to maintain those individuals. making it challenging for rivals to steal them.

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Conceptual Framework

This study has three variables. Employee retention is the dependent variable while independent variables comprise compensation, working environment and training. This study investigated whether or not these three variables influence the employee retention strategies of Cape Coast Technical University. Per the theories and concepts reviewed, a conceptual framework was constructed in Figure 1.

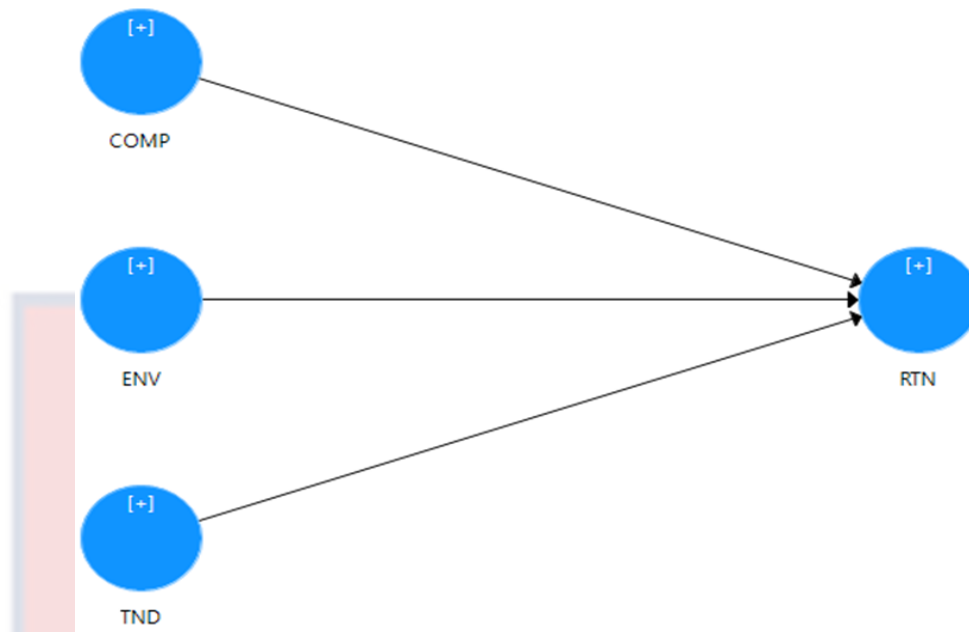


Figure 1: Conceptual Framework

Source: Output from Smart-PLS SEM (2023)

The conceptual framework was coined from some employee retention strategies. There are a whole lot of variables that influence employee retention in firms. However, this chapter reviewed the literature on employee training, employee remuneration and rewards as well as firms' working environment. Specifically, this research sought to find out how training, working environment and compensation impact employee retention. The study will model these respective factors as a function of the three variables already mentioned.

Chapter Summary

The chapter discussed theories related to employee retention. Some of these theories are the human capital model, March and Simon's model, organisational support theory, and the turnover model. Moreover, the chapter reviewed empirical studies conducted on employee retention. The chapter also reviewed appropriate concepts and also developed a conceptual framework.

CHAPTER THREE

RESEARCH METHODS

Introduction

Explained in this section is the already proposed methodology that was employed to collect, analyse and interpret the data and the sources of data that was used. The section explains the research design, study setting, the population of the study, the sampling procedure that was used in the study. The research process, the method of data analysis as well as the ethical issues were also addressed in this chapter. The chapter also explained and validated the selection of teachers as the study unit and the methods for collecting and analyzing data. Ethical considerations of the study were summed together to end the chapter.

Research Design

The study used a descriptive research design through quantitative methods. Creswell (2014) and Amedahe (2002) are of the view that the descriptive research design is to describe and document a situation the way it occurs and collect data about a group of people who have similar and identifiable features through questioning, respondents' current status. The quantitative method that accompanies the descriptive survey design focuses on using collecting numerical data to understand the relationship between variables (Cresswell, 2014). Quantitative methods are particularly used in studies that seek to quantify the constructs to understand such construct, like what this current study sought to do.

Referring to the purpose of the study which seeks to investigate the significance of working environment, compensation, and staff training as

employee retention strategies in public universities, focusing on the Cape Coast Technical University, there was the need to gather data through the use of questions on respondents' views and perceptions on such constructs as they naturally occur (Amedahe, 2002). There was the need to also determine the magnitude of the perceptions of respondents on these variables and subject them to quantitative analysis to conclude the relationship and effects among the variables. This made the use of descriptive survey design through quantitative methods appropriate for the study. Although there are limitations to the use of this design, such as its failure to probe respondents' responses like what the interview does, the purpose of this study made use of the design most appropriate.

Study Area

The study was situated in Cape Coast, specifically the Cape Coast Metropolis of the Central Region of Ghana. A writeup from Ghana Districts in 2020 revealed that the Cape Coast Metropolitan Assembly falls within the 260 Metropolitan, Municipal and District Assemblies (MMDAs) in Ghana and is one of the 22 MMDAs in the Central Region. Cape Coast Metropolis spans over a geographical area of 122 square kilometres. This is the smallest metropolis in the country. The Metropolis is located on longitude 1°15'W and latitude 5°06'N. The administrative capital of the Metropolis is Cape Coast.

It is one of the oldest districts in Ghana which was raised to the status of a municipality in 1987 by LI 1373 and upgraded to metropolitan status in 2007 by LI 1927. The Metropolis is bounded on the south by the Gulf of Guinea, west by Komenda Edina Eguafo Abrem Municipal. On the east, it is bounded by the Abura Asebu Kwamankese District and north by the Twifo

Hemang Lower Denkyira District. The population of the Metropolis according to the 2010 population and housing census stood at 169,894 with 82,810 males and 87,084 females.

Population of the Study

The population has been defined by Polit, Beck and Hungler (2008) as the cluster of concentration to a researcher in which the results of the study are generalised. Polit and Polit et al. (2008) reveal that a study population replicates the entire aggregate of cases that meet a designated set of criteria. The population of the study comprised all the teaching and administrative staff of Cape Coast Technical University (CCTU), however, the target population is the administrative staffers of CCTU. The total number of people in the target population is 175 according to the administration office of Cape Coast Technical University (CCTU).

Sampling and Sampling Size

A sample refers to a sub-group of the population that is studied to generalise the target population (Creswell, 2014). The need for sampling in research is to select a portion of the population that is most representative of the population. However, since the assessable population is 175 administrative staff of the Cape Coast Technical University, the census method was used to capture all the 175 administrative staff. Asamoah-Gyimah and Anane (2019) explained that the census method is used when the research can collect data from all the members of the population due to the small nature of the member in the target population. In mindful of this, the census method was used to select all the 175 administrative staff members of the Cape Coast Technical University since the population would be relatively small.

Data Collection Instrument

The study made use of the questionnaire in the collection of data because according to Creswell (2014), the questionnaire is the most common type of instrument used in a study that adopts the descriptive survey design. Also, it is appropriate to use the questionnaire since all the respondents were well educated and able to read and understand the statements in the questionnaire. The questionnaires employed in the study was a closed-ended questionnaire and self-administered.

The questionnaire was particularly developed for the staff to elicit responses on the variables of interest of the study. Particularly, the questionnaire was made up of five sections (A to E). Section A elicited responses on the demographic data of respondents whereas section B was made up of question items that seek to elicit responses on the working environment of the administrative employees. Section C comprised question items that elicited responses on the perceptions of staff on compensation-related matters. The question items in section D solicited the perception of administrative employees on the training and development opportunities available to them at CCTU whereas section E was made of nine items that collected data on employees' intention to stay in the institution. All the items in sections B to C was measured on a seven-point Likert scale: "*1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly disagree*".

Reliability and Validity of the Developed Questionnaire

The content validity and related issues were not be a challenge because the study employed an instrument by scholars to measure observed variables to represent latent variables. The instrument contains question items that have

been empirically tested, validated and used in other studies on employee retention strategies of businesses.

To check validity, the corrected instruments were pilot tested using 30 staff of the University of Cape Coast, who are deemed to have similar characteristics to the staff of the Cape Coast Technical University, because they happened to be in the same geographical area and worked in institutions with common characteristics. Therefore, these respondents that were used for the pilot testing shared the same working conditions as the actual respondents of the study. The convenience sampling technique was used to select the 30 staff to participate in pilot testing. After the pilot testing, Cronbach's alpha was used to estimate the reliability coefficient. According to Pallant (2010), a reliability coefficient of .70 and above is reliable for collecting data so only items with alpha values greater than or equal to 0.7 was maintained by the study.

Data Collection Procedure

The questionnaires were taken to Cape Coast Technical University. The study's intent was clarified to the respondents. Through the use of a self-administered questionnaire to ensure a high response rate, the study's data was collected. There were the same set of questions for all the respondents. In order to fix possible errors and to sort out misconceptions and misunderstandings to ensure the research's credibility, the researcher picked up the filled questionnaires personally. The entire duration for the administration and collection of questionnaires was 14 days. Returned questionnaires were edited in order to arrange information in a way that was suitable and used to perform the necessary analysis.

Data Processing and Analysis

The data analysis phase consisted of editing, coding and statistical computation. After data collection, the items on each of the questionnaires were labelled serially to ensure easy identification, errors and easy coding.

The data gathered was analysed with the aid of the Statistical Package for Social Sciences (SPSS Version 25.0.). Percentages and frequencies were used to analyse the data collected on the background information of the respondents. Data for research questions one and two were analysed using means and standard deviations whereas data for the hypothesis was analysed using linear multiple regression. The hypothesis was tested at a 0.05 significant level, implying a confidence level of 95%.

The key ethical issues that were followed painstakingly by the study includes an informed agreement, confidentiality, voluntary participation, and plagiarism. First and foremost, respondents were asked to indicate their consent to take part in the study. To ensure the confidentiality and anonymity of the respondents, they were not required to indicate their names or address(es). Respondents were informed about their right to leave the study at any point they wanted especially when they feel uncomfortable in providing answers to the questions.

Ethical Considerations

The main ethical question that needs to be considered in any research was disclosed in a study by Patten and Newhart (2017). Voluntary involvement, the right to privacy, anonymity and security of information are these main ethical problems. As such, all efforts aimed at ensuring that the questionnaire design solved all these ethical problems. With regard to

voluntary participation, every respondent, on his/her own free will was permitted to participate in the data collection exercise. In addition, the potential concerns of the right to privacy were resolved by encouraging respondents to answer the questionnaires on their own and an acceptable medium will be communicated in order to resolve unanswered questions.

In addition, the issue of anonymity was resolved by preventing respondents from supplying the questionnaire with specific details about themselves in relation to names, contact numbers and personal addresses. Respondents were guaranteed that none of their identities will be leaked to or used for any reason other than this analysis in the public domain. Finally, by assuring respondents that all information given will be kept confidential, the study ensured the confidentiality of information.

Measurement of Variables

Dependent variable

The dependent or outcome variable of the study was employees' intention to stay. This was an ordinal variable measured on the seven-point Likert scale. For analysis, partial least squares regression was employed and the variables were modelled using the structural equation modelling, specifically Smart-PLS.

Independent/predictor variables

These variables were working environment, employee compensation, and staff training. These were ordinal variables measured on the seven-point Likert scale. For analysis, the variables were transported to the Smart-PLS and assessed for path significance. The significance of the structural paths was assessed. These variables were regressed on the dependent variable.

From the proposed model of expected relationships, Equation (1) could be deduced as:

$$RTN = \beta_0 + \beta_1 COMP + \beta_2 ENV + \beta_3 TND \quad (1)$$

where RTN is the dependent variable;

β_0 is the intercept;

β_1 , β_2 , and β_3 are the coefficients of the predictor variables;

COMP, ENV, TND and RTN are predictors and are compensation, working environment, training and development, and employee retention respectively.

Chapter Summary

This section developed and offered the various methods used in the collection and data analysis. The chapter, therefore, discussed key elements of research methods concerning approach, design, population, sampling technique, data gathering mechanism, among others used in the research. The method of convenience sampling was used in the collection of the study sample. This was followed by the measurement of variable and data description.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This section showed and discussed the outcomes of the analysis. Beginning with the descriptive statistical outcomes, the chapter presented and discussed further, the mean, standard deviation (SD), frequencies, percentages, and linear regression analysis were the statistical methods used in this study. To make the results more readable, they are given in tables. The PLS method employs an "iterative mix of principal component analysis and regression." Its benefit is that it estimates all route coefficients and individual item loadings in the context of a given model at the same time. The chapter ends with the summary.

Demographic Characteristics of Respondents

This chapter presents the results of demographic characteristics of respondents of employees of Cape Coast Technical University in the Cape Coast Region used in the study. Specifically, the section presented the results on the respondents' gender, age distribution, education level, marital status and the number of years working for the university.

Table 1: Demographic Characteristics of Respondents

Items	Frequency	Percent
Gender of Respondents		
Male	109	62.4
Female	66	37.6
Total	175	100.0
Age of Respondents		
20-29	35	19.8
30-39	106	60.4
40-49	20	11.9
50-59	9	5.0
60 and above	5	3.0
Total	175	100
Educational Level		
Primary	7	4.0
Secondary	23	13.9
Tertiary	145	83
Total	175	100
Marital Status		
Divorce	7	4.0
Married	84	48.5
Single	80	45.5
Widowed	4	2.0
Total	175	100
Number of Years Working with CCTU		
Less than 3 years	11	6.0
3-6 years	17	9.9
6 -9 years	118	67.3
20 years and above	29	16.8
Total	175	100

Source: Field survey (2023)

Males made up 109 (62.4 percent) of the respondents, while females made up 66 (37.6 percent) as seen in Table 1. This means that male employees of Cape Coast Technical University are more than the female employees. The data reveal how the two sexes view Cape Coast Technical University's employee retention strategies. This was necessary for the poll to get a balanced representation of the respondents' views.

The age distribution of employees of Cape Coast Technical University in Ghana was shown in Table 1. According to the findings, majority of the employees 106 (60.4 percent) were between the ages of 30 and 39, while 35 (19.8 percent) were between the ages of 20 and 29. Whereas 20 (11.9 percent) of the employees were between 40 and 49 with 9 (5 percent) of the employees were between 50 and 59. The remaining 5 employees, accounting for (3.0 percent) of the total, had 60 years or more. This means that most of the employees of Cape Coast Technical University were in their youthful age and have more life and energy to work for the university for longer time if all things being equal.

Table 1 shows the educational attainment of employees of Cape Coast Technical University in Ghana. A total number of 7 (4.0 percent) of the employees in the study's sampled had primary education. Furthermore, 23 (13.9 percent) of the employees have completed secondary school, whereas 145 (83 percent) have completed tertiary education. The majority of the respondents had received formal education and could read and write to a considerable extent, as can be observed. When it came to filling out the questionnaire, their level of education was crucial.

Table 1 shows the marital status of employees of Cape Coast Technical University in Ghana. A total number of 84 (48.5 percent) of the total number of employees of Cape Coast Technical University who responded to the survey were married, 80 (45.5 percent) were married, and 7 (4.0 percent) were divorced. Only 2 employees (2.0 percent) who took part in the survey had been widowed.

Table 1 shows the number of years the employees of Cape Coast Technical University have worked at their current position. It is clear that more than half of the employees 118 (67.3 percent) have worked at Cape Coast Technical University for 6-9 years, whereas 29 (16.8 percent) have worked at Cape Coast Technical University for 20 years and above. The remaining employees 17 (9.9 percent) and 11 (6.0 percent) had worked for 3 to 6 years and less than 3 years respectively at Cape Coast Technical University.

Descriptive Statistics of Constructs

After conducting component analysis using Principal Component Analysis (PCA) with "varimax rotation," which aims to maximize the variance of the factors to elicit the factors, descriptive analysis was used to analyse the IFMIS indicators on employee retention.

Working environment practices

Because the correlation matrix is not an identity matrix, Bartlett's Test of Sphericity with $p < 0.05$ implies that the items can form a construct because they have some type of linear relationship. "The Kaiser-Meyer-Olkin measure of sampling adequacy was 0.864 with a total variance explained of 73.841 percent, which comprises the whole variation accounted for by all

component," according to the Kaiser-Meyer-Olkin report (Williams, Onsman & Brown, 2019). Using a five-point Likert scale to measure Working Environment “ranging from 1- least level of agreement to 5- the highest level of agreement, each of the five items that loaded well on the Working Environment construct had a mean greater than 2 and Overall Mean = 3.089 indicated that in general, the Working Environment is average”.

Table 2: Factor Analysis of Working Environment Construct

Statements	Mean	Std Deviation	Item Loading
ENV 1	3.32	1.031	0.741
ENV 2	3.19	1.007	0.648
ENV 3	3.16	0.980	0.837
ENV 4	3.00	1.008	0.856
ENV 5	2.97	1.058	0.893
ENV 6	3.06	0.988	0.862
ENV 7	2.98	0.935	0.776
ENV 8	3.03	0.915	0.776
Overall mean	3.089		
“Total Variance Explained”		73.841%	
“Kaiser-Meyer-Olkin Measure of Sampling Adequacy”		0.864	
“Bartlett's Test of Sphericity (sig value)”		0.000	

Source: Field survey (2023)

Compensation

From Table 3 Bartlett's Test of Sphericity with $p < 0.05$ “shows the correlation matrix is not an identity matrix indicates that the items can form a construct because they have some form of a linear relationship”. The sample size was satisfactory to conduct factor analysis as “the Kaiser-Meyer-Olkin measure of sampling adequacy was 0.856 with a total variance explained of 61.455% which contains the total variance accounted for by all factor” (Williams, Onsmann & Brown, 2019). Using a five-point Likert scale to measure compensation “ranging from 1- least level of agreement to 5- the highest level of agreement, each of the five items that loaded well on the compensation construct had a mean greater than 2 and Overall Mean = 3.089 indicated that in general, the compensation is average”.

Table 3: Factor Analysis of Compensation

Statements	Mean	Std. Deviation	Item Loading
COMP 1	2.79	0.952	0.678
COMP 2	3.47	1.050	0.687
COMP 3	3.33	0.896	0.736
COMP 4	3.14	0.988	0.837
COMP 5	3.00	0.944	0.826
COMP 6	3.06	1.011	0.867
COMP 7	2.83	0.982	0.832
Overall mean		3.089	
“Total Variance Explained”		61.455%	
“Kaiser-Meyer-Olkin Measure of Sampling Adequacy”		0.856	
“Bartlett's Test of Sphericity (sig value)”		0.000	

Source: Field survey (2023)

Staff training

The correlation matrix is not an identity matrix, as shown in Table 4 by Bartlett's Test of Sphericity with $p < 0.05$, indicating that the items can form a construct since they have some type of linear relationship. "The Kaiser-Meyer-Olkin measure of sampling adequacy was 0.896 with a total variance explained of 65.339 percent, which encompasses the whole variation accounted for by all component," according to the Kaiser-Meyer-Olkin report (Williams, Onsmann & Brown, 2019). Using a five-point Likert scale to measure staff training "ranging from 1- lowest loyalty to 5- highest loyalty, each of the five items that loaded well on the staff training construct had a mean greater than 3 and Overall Mean = 3.25 indicated that in general, the staff training is average". There is less variability in the data as shown by the standard deviation of less than 1 except for TND 1 and TND 7.

Table 4: Factor Analysis of Staff Training

Statements	Mean	S.D	Loading
TND 1	3.63	1.111	0.655
TND 2	3.38	0.921	0.686
TND 3	3.25	0.883	0.851
TND 4	3.16	0.929	0.857
TND 5	3.17	0.988	0.846
TND 6	3.12	0.994	0.871
TND 7	3.04	1.078	0.861
Overall mean		3.25	
"Total Variance Explained"		65.339%	
"Kaiser-Meyer-Olkin Measure of Sampling Adequacy"		0.896	
"Bartlett's Test of Sphericity (sig value)"		0.000	

Source: Field survey (2023)

Construct reliability, indicator reliability and convergent validity

The outcomes of the PLS - Structural Equation Modelling begin with “an assessment of the model to determine its fitness by assessing the construct reliability (as per the Cronbach’s alpha), indicator reliability, convergent validity and discriminant validity”. Construct reliability was tested using composite reliability. Table 5 shows that all constructions have composite reliability over the criterion of 0.7, indicating that they are stable (Straub, 2018). A quick glance at Table 5's item load revealed that the indicator's minimum cut-off of 0.7 was correct (Henseler et al., 2019). Except for two indications that loaded below the specified minimum threshold of 0.6, nearly all indicators loaded over 0.7.

To establish convergent validity for a construct, Fornelland-Larcker (2019) proposed an extracted minimum average variance (AVE) of 0.5. This is true for all of the components in this investigation; the AVE minimum is 0.5518 (See Table 7). According to Hair, Sarstedt, Hopkins, and Kuppelwieser (2019), convergent validity requires factor loadings of 0.70 and above. "The definition represents on average more than half the variation of its indicators," according to an AVE value of "0.50" or higher. An AVE of less than 0.50, on the other hand, indicates that there is on average greater uncertainty in the items than the variance given by the build. The findings show that the model is convergent, since all hidden variables have an AVE of 0.613 or above.

Table 5: Summary of Measurement Scales

Latent Variable	Indicators	Loadings	CR	AVE
Model 1				
Working Environment			0.913	0.664
	ENV 2	0.628		
	ENV 3	0.824		
	ENV 4	0.872		
	ENV 5	0.895		
	ENV 6	0.877		
	ENV 7	0.784		
	ENV 8	0.791		
Compensation			0.893	0.613
	COMP 1	0.636		
	COMP 2	0.664		
	COMP 3	0.857		
	COMP 4	0.861		
	COMP 5	0.849		
	COMP 6	0.877		
	COMP 7	0.870		
Staff Training			0.909	0.653
	TND 1	0.703		
	TND 2	0.656		
	TND 3	0.727		
	TND 4	0.835		
	TND 5	0.819		
	TND 6	0.878		
	TND 7	0.837		

Source: Field survey (2023)

Discriminant validity

According to Hair, Hult, Ringle and Sarstedt (2019), “the Fornell-Larcker criterion is a second and more conservative approach to assessing

discriminant validity aside the cross-loadings”. According to Fornell-Larcker (2018), “for discriminant validity to be adequate, the square roots of each construct’s AVE should be higher than the correlations of that construct with all other constructs”. The outcome offered in Table 6 shows that the condition for discriminant validity has been adhered to.

Table 6: Discriminant and Convergent Validity of Constructs

Construct	ENV	COMP	TND
ENV	0.815		
COMP	0.644	0.808	
TND	0.617	0.749	0.783

Source: Field survey (2023)

The research hypotheses were examined once the construct and indicator reliability, as well as the convergent and discriminant validity, have been fulfilled. This task was completed by determining the direction and strength of the relationship using the coefficient (β), p-values depicting the level of significance using 5000 bootstraps, and a measure of multicollinearity among the constructs using the variance inflation factor (VIF), coefficient of determination (R^2), and effect size (f^2). "Collinearity diagnostic is first checked to guarantee that the route coefficients are free of bias and minimize substantial amounts of collinearity across the predictor constructs," according to Hair et al., (2019). The VIF results in Table 7 reveal that the pathways are free of multicollinearity, with a maximum VIF of 1.719, which is below level 5 (Hair et al., 2019). Figure 2 portrays the pictorial output from Smart-PLS SEM.

Table 7: Summary of Findings

INV	DP	coeff.	Std	t-Stat	P-	R2	f 2	VIF
	V		error		Valu			
					e			
ENV	ER	0.288	0.047	6.171	0.00	0.656	0.149	1.615
COMP	ER	0.503	0.043	11.61	0.00	0.656	0.428	1.719
TND	ER	0.275	0.028	6.316	0.00	0.656	0.119	1.117

Source: Field survey (2023)

Notes: Independent Variables (INV), Dependent Variable (DPV), Working Environment (ENV), Compensation (COMP), Staff Training (TND), Employee Retention (RTN), N = 175.



Figure 2: Structural Path

Source: Output from Smart-PLS SEM (2023)

Discussion

Influence of the working environment on the perceived intention of employee retention in the Cape Coast Technical University

From Table 7, the hypothesis that *working environment has a significant influence on employee retention in the Cape Coast Technical University* is sustained by a positive and significant coefficient between the constructs ($\beta = 0.288$, $p\text{-value} < 0.05$). This indicates that working environment has resulted in improved employee retention at CCTU in areas such as administrative department, teaching department and non-teaching department at the university. Also, commitment to providing value to employee, adherence to quality assurance criteria in the running of the day-to-day activities of the university, adequate steps taken against all forms of discrimination, and commitment to employee health and safety are among the main factors contributing to healthy working environment.

Healthy working environment can improve employee retention by attending to all employee complaints (Cochran & Wood, 2018). Greening and Turban (2019) also came up with a conclusion that working environment affects employee retention through the attraction and retaining of highly quality personnel and healthy working conditions and a similar result just like what was obtained in the work of Turban and Greening (2018). Which identified motivation (salary, bonus and tips) are the things that entice employees to stay in an organisation. Again, Fombrun, Gardberg and Barnett (2019) found a positive effect of working environment on employee retention focusing on health workers in the private sector in Malaysia.

In addition, in the study by Ali, Rehman, Ali, Yousaf and Zia (2019), they discovered a fundamentally positive relationship between working environment and employee retention among SME workers in Uganda. Moreover, Afsheen (2020) in his study, the study's findings mirrored that working environment affect employee retention positively. In a similar work, Orlitzky, Schmidt, and Rynes (2017) showed in their results, the positive impact of working environment on the retention of employees, particularly with the introduction of employee satisfaction as an intermediary for working environment. Likewise, Hu and Scholtens (2018) studied working environment approaches of banks in 44 developing economies and report a positive and better relationship between working environment strategies and the retention of employee of sampled commercial banks.

Effect of compensation on the perception of employees concerning their retention in the Cape Coast Technical University

The hypothesis that *employee compensation significantly influences employee retention in the Cape Coast Technical University* is supported by a positive and significant path coefficient between the two constructs ($\beta = 0.503$, $p < 0.05$). This indicates that in situations where Cape Coast Technical University always improve it compensation towards to its employees, the employees are retained and not snatched away by other universities. The possible explanation is from studies from Turban and Greening (2018), which identified compensation (salary, bonus and tips) as a motivational tool for enticing employees to stay in an organisation. Their study further explained that, human beings prefer more to less, hereafter, if people are given enough compensation for the effort they put in their work, they become happy and do

not look elsewhere for happiness. Hence, compensation has contributed more to an increase in the retention of employees in organisations globally.

In another case, according to Iwu-Egwuonwu (2019), literature encourages the notion that employee retention generates a massive amount of wealth, which is generally summarised in what is known as goodwill, while some standard thinking certifies that the retention of employees by firms gives them the upper hand in achieving their objectives since the already employees know what is required of them. Rather than hiring new employees and fine tuning them to fit the objective of the organisation. Furthermore, according to Mogul (2017), a company keen on retaining its employees may have other advantages, since it signals to stakeholders that there are health employee relation practices in the organisation.

Again, according to Johnson (2017), being able to retain employee raises the value of everything a company does and says, whereas a bad one devalues commodities and products and acts as a magnet for more hatred. Furthermore, Kim, Amaeshi, Harris, and Suh (2019) discovered that companies with a high level of retaining their customers outperformed those with a high level of employee turnover. According to Brammer, Millington, and Rayton (2017), companies with high employee retention rate and positive organisational performance have a favourable link.

Influence of Staff Training on Employees' Retention Intentions in The Cape Coast Technical University

The hypothesis that *employee retention in the Cape Coast Technical University is significantly influenced by staff training* is supported by a

positive and significant coefficient between the constructs ($\beta = 0.275$, $p < 0.05$). This indicates that the presence of staff training has a positive influence on employee retention. This is so because as Cape Coast Technical University in the Central Region focus on developing their staffs through training and developmental programs, their employees tend to be more loyal by staying and working with the organisation. Also, when an organisation spends more on improving it employees, they try their possible best to hold unto such employee. Making it difficult for competitors to snatch them.

According to Agyemang and Ansong (2017), there are alternative ways for companies to improve their employee retention through staff training. According to their findings, companies with developmental programs and improved staff training are better positioned to retain employees, which leads to greater employee loyalty. Furthermore, staff training may act in a similar way to advertising, increasing product interest while also diminishing buyer value sensitivity (Sen & Bhattacharya, 2014) and even enabling businesses to develop illusive assets such as goodwill (Gardberg & Fombrun, 2016; Hull & Rothenberg, 2018).

The Model provided by hypotheses H1 – H3 displays that the exogenous variables (working environment, compensation and staff training) explained 65.6% of the variation in the training of staffs at CCTU and considered to influence employee retention by Cohen (2018) as shown in Table 7. The effect size measure presented in Table 7 shows that working environment ($f^2 = 0.149$) and the effect of compensation have a small effect ($f^2 = 0.119$) whilst staff training ($f^2 = 0.428$) has little effect.

Chapter Summary

This chapter aimed to examine the study's objectives and compare them to a larger body of research. According to the findings, working environment and compensation have a positive substantial influence on employee retention, which is backed by empirical study. Yet, staff training also had a positive effect on employee retention.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter outlined the summary of the study including major findings derived from the study. Conclusions arrived and recommendations arising from the findings were provided in this chapter. Based on the study's findings, suggestions were made for future reference.

Summary of the Study

The research examined employee retention strategies in tertiary institutions in Ghana, with Cape Coast Technical University used as the case study area. To achieve this overall objective, three specific objectives were formulated; the first objective was to assess the influence of the working environment on the perceived intention of employees to be retained in the Cape Coast Technical University. The remaining two objectives also examined the effect of compensation on the perception of employees concerning their retention in the Cape Coast Technical University and the influence of staff training on employees' retention intentions in the Cape Coast Technical University.

In addressing the above objectives, the research reviewed relevant theoretical and empirical literature to the research. The theoretical literature revised in the study included the human capital model, March and Simon's model, organisational support theory and turnover model. The empirical literature also included concept of working environment, compensation, staff training and employee retention. In addition, the study designed the

appropriate conceptual framework, which pictured, for further understanding, employee retention strategies in tertiary institutions in Ghana.

The study utilised descriptive research with a quantitative approach to data collecting. The respondents for the survey were chosen using a census method. The data collecting instrument utilised for data collection was a questionnaire. The study population consisted of all the teaching and administrative staff of Cape Coast Technical University (CCTU). In all a sample of 175 employees were used for the study. The data was subsequently inputted and analysed using the SPSS and study Partial Least Square Structural Equation Modelling (PLS-SEM) software.

Key Findings

In the case of the study's specific objective, which is to analyse employee retention strategies in tertiary institutions in Ghana, a summary of the important findings is offered alongside the corresponding specific research objectives. The working environment of employees of Cape Coast Technical University in the Central Region was shown to be positively correlated with employee retention. Close observation of the p-value suggests that the independent variable, working environment, is statistically significant, according to the findings of the conventional bootstrap component.

This implies that working environment can be counted on to significantly improve the retention of employees of Cape Coast Technical University in the Central Region. When all other factors in the model are controlled, the results show that working environment makes a statistically significant contribution to explaining the dependent variable employee retention. This indicates that Cape Coast Technical University should always

make conscious effort to upgrade the working environment they give to their employees in order to improve the loyalty level of their customers so they can retain them in CCTU.

H1: There is a positive significant relationship between working environment and employee retention of Cape Coast Technical University employees in the Central Region. A substantial correlation between the two constructs supports the idea that working environment favourably improves the retention of employees in Cape Coast Technical University. This shows that the employees' loyalty has increased as a result of improved working environment.

The second specific research objective, according to the study, was to evaluate the association between compensation and employee retention of Cape Coast Technical University employees. The findings revealed that the compensation of the employees has a considerable beneficial influence on the loyalty level of the Cape Coast Technical University employees in the Central Region. The two variables, compensation as an independent variable and employee compensation as a dependent variable, had a significant positive association. When all other factors in the model are controlled, the results show that employee compensation has a strong yet statistically significant contribution to explaining the dependent variable employee retention of sampled employees. This entails improving the loyalty level of employees of Cape Coast Technical University in the Central Region by compensating them according to their work done.

H2: There is a positive significant relationship between employee compensation and employee retention in the Cape Coast Technical University.

The results of the third objective, which was to determine the relationship between staff training and employee retention of Cape Coast Technical University employees, show that the training of employees to improve their skills and speciality have a substantial link with employee retention. The results demonstrate that there is a positive and substantial correlation between the constructs. This suggests that the more a company puts its employees on training and developmental program, the more it focuses on improving their human capital, which has an impact on the employees' loyalty.

H3: Staff training help improve the loyalty level of Cape Coast Technical University employees in the Central Region. The outcomes of the investigation with a positive coefficient support the hypothesis. This suggests that staff training has an impact on employee retention.

Conclusions

Based on the outcomes of this study for the first objective, it can be concluded that if staffs of Cape Coast Technical University respond to employees' working environment conditions on a timely basis, employees of Cape Coast Technical University will work with comfort in a healthy working environment and increase the loyalty of employees to their work. Hence, this will go a long way to help Cape Coast Technical University to retain their employees. According to the survey, if staffs are willing to offer help to employees and Cape Coast Technical University offers serene working environment, healthy employee relationship, less occupational hazardous environment, etc., it will go a long way to improve the healthy working environment provided by Cape Coast Technical University.

This study also concludes on the second objective that when the Cape Coast Technical University always fulfils the promises that it makes to its employees in terms of compensation, there is going to be a high level of loyalty among employee by retaining them. The study also concludes that if staffs give employees' bonuses, wages and salaries as they have worked for it will improve on their loyal level by making them stay with Cape Coast Technical University. The study also concluded that if staffs take time and care to explain the Cape Coast Technical University's compensation policies and rules to employees, they would turn to value compensation offerings more and make informed decision. This will go a long to improve their employee retention.

In terms of the third goal, the study found that staff training had a positive impact on employee retention. This suggests that when employees' skills are developed through seminars, workshops and on the job training programs, it has an impact on employee retention at Cape Coast Technical University.

Recommendations

According to the findings, Cape Coast Technical University should approve working environment conditions that meet the requirements of the employees in which they work for. This will resolve employee working environment complaints promptly. The management should involve the employees in deciding on the particular working environment projects that will benefit the all stakeholders. Cape Coast Technical University should also be committed to ensuring the safety of their employees.

The study also recommends that Cape Coast Technical University should strengthen their compensation packages to be more formal and clearer to meet employees' complaints. This will improve how employees channel their compensation grievances for it to be addressed by Cape Coast Technical University management. The study suggests that in order to retain employees, Cape Coast Technical University's management should always keep the promises it makes to them before hiring them.

According to the findings, Cape Coast Technical University's management should consider leveraging their employees' training policies to improve customer loyalty and employee retention. According to the findings, senior management of Cape Coast Technical University should encourage that all factions of workers should also learn from experienced employees as they work with them. This will provide a fluid and smooth process in improving on the job learning and development through appropriate execution of staff training initiatives.

Suggestions of Future Studies

In terms of potential directions for further analysis, the results of the study offered some hints. First, it is possible to extend and change the research context and hypotheses built for this study to include the impact of potential moderator variables such as firm age, money, size and environmental dynamism.

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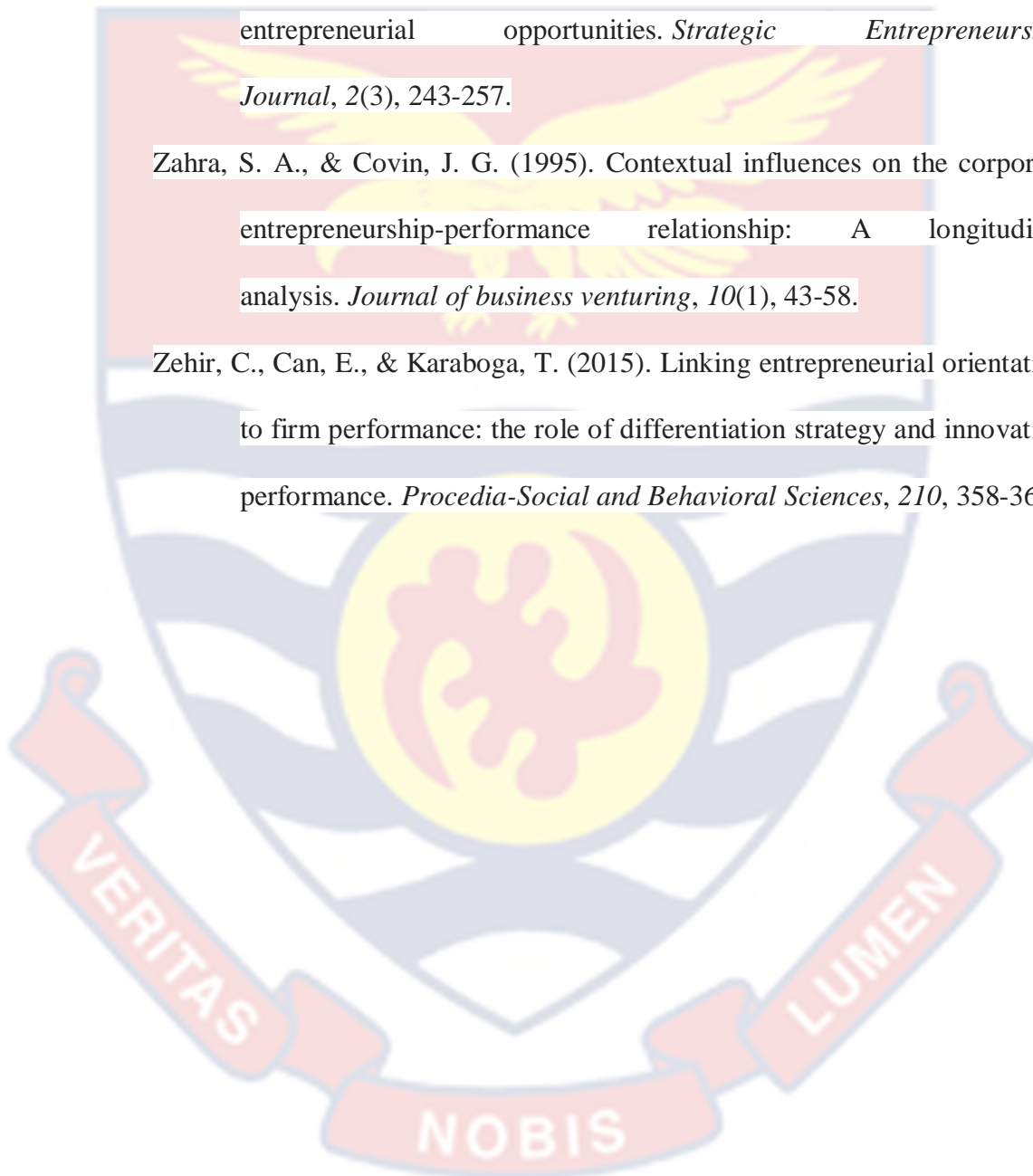
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APPENDIX

UNIVERSITY OF CAPE COAST

COLLEGE OF DISTANCE EDUCATION

**STRUCTURED INTERVIEW SCHEDULE FOR EMPLOYEES OF
CAPE COAST TECHNICAL UNIVERSITY (CCTU)**

Hello, my name is Ivy Pepertual Dadize and I am a student at the University of Cape Coast (UCC). As part of my MBA studies, I am conducting research on **“Employee Retention Strategies in Tertiary Institutions in Ghana.”** The survey usually will take about 20 minutes to complete. The purpose of this research is purely academic and it is aimed at collecting data on the effect of employee retention strategies in tertiary institutions in Ghana. Your utmost confidentiality is assured, and because of this please Do NOT write your name on the questionnaire.

SECTION A: BACKGROUND INFORMATION OF MANAGER

A1.	Gender	Male [<input type="checkbox"/>] Female [<input type="checkbox"/>]
A2.	Age of Respondents <i>(Please tick the one that applies)</i>	20-29 [<input type="checkbox"/>] 30-39 [<input type="checkbox"/>] 40-49 [<input type="checkbox"/>] 50-59 [<input type="checkbox"/>] 60 and above [<input type="checkbox"/>]
A3.	Educational Level of Manager <i>(Please tick the one that applies)</i>	Primary Education [<input type="checkbox"/>] Secondary School [<input type="checkbox"/>] Tertiary Education [<input type="checkbox"/>]
A4.	Marital Status of Manager <i>(Please tick the one that applies)</i>	Married [<input type="checkbox"/>] Single [<input type="checkbox"/>] Widowed [<input type="checkbox"/>] Divorced [<input type="checkbox"/>]
A5.	Number of years doing business with credit unions	Less than 3 years [<input type="checkbox"/>] 3-6 years [<input type="checkbox"/>] 6 -9 years [<input type="checkbox"/>] 20 years and above [<input type="checkbox"/>]

SECTION 'B': WORKING ENVIRONMENT

The following are statements about the working environment of Cape Coast Technical University (CCTU). Please indicate the extent to which agree to each statement by ticking [√] one number of each item.

Using the scale above (1 – 5) please tick (√) the levels of agreement in each of the items below, where 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly disagree.

Working Environment		1	2	3	4	5
1.	Work stations in the department/unit/section are comfortable					
2.	The amount of work one is expected to do on the job is reasonable					
3.	Senior heads/managers are willing to extend cooperation in order to help employees perform their jobs to the best of their ability					
4.	Staff can collectively influence many important issues in the department					
5.	Staff of the same department/unit work closely together during the same time frame					
6.	One can share and discuss job-related issues with peers in the department/unit/section					
7.	My work supervisor really cares about my well-being					
8.	My supervisor cares about my opinions					

Source: Sweeney (2009)

SECTION 'C': COMPENSATION

The following are statements about compensation of CCTU employees over the last 3 years. Please indicate the extent to which agree to each statement by ticking [√] one number of each item.;

1- Least level of agreement, 5- The highest level of agreement

s/n	Statement	1	2	3	4	5
1.	Presence of attractive compensation system					
2.	Presence of equitable internal salary					
3.	Presence of equitable external salary					
4.	Presence of salary that reflects performance					
5.	Presence of salary that encourages better performance					
6.	Presence of salary that reflects the standard of living					
7.	Presence of attractive pension programme					

Source: **Nguyen and Leblanc (2001)**

SECTION 'D': STAFF TRAINING

The following are statements about staff training of CCTU employees over the last 3 years. Please indicate the extent to which agree to each statement by ticking [√] one number of each item.;

1- Least level of agreement, 5- The highest level of agreement

s/n	Statement	1	2	3	4	5
1.	Presence of clearly written and operational training policy					
2.	Presence of continuous training needs assessment					
3.	Presence of written & operational trainee-selection procedure					
4.	Presence of government's commitment to training					
5.	Presence of linkages of training to other HR programmes					
6.	Continuity of monitoring and evaluation of training programmes					
7.	I save money in a bank for the future					

Source: **Ansong (2015)**

Section E: EMPLOYEE RETENTION

The following are statements about the Employee Retention of CCTU over the past three (3) years based on the listed loyalty indicators using the following 5- point scale. Please indicate the extent to which agree to each statement by ticking [√] one number of each item.; Where: Least level of agreement, 5- The highest level of agreement

Indicators of Employee Retention		1	2	3	4	5
a.	I am likely to stay in this organization for next five years					
b.	I will not change this organization easily					
c.	For me, this organization is the best of all possible organization to work for					

Source: Ansong (2015)

