

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

An Assessment of Employee Turnover in Higher Education Institutions: The Case of the University of Mines and Technology, Ghana

Michael Fynn Hammond

Junior Assistant Registrar, Registry University of Mines and Technology, Ghana

Francis Nyarko

Senior Assistant Registrar, Human Resources Unit, University of Mines and Technology, Ghana

Abstract:

Higher Education Institutions (HEIs) are expected to be repositories of the most specialised and skilled intellectuals that can help propel a nation towards sustainability and are dependent on their faculty to help deliver on their mandates. This research is an assessment of turnover in HEIs with a specific focus on the University of Mines and Technology (UMaT). The criteria on turnover intentions analysed were based on structural, personal and external environmental factors. The opinions of respondents and measures to curtail same phenomenon were examined. The findings of this study revealed that there are justifiable reasons why staff may leave. However, it also appears that the majority of staff are okay with working at UMaT considering that virtually most of the responses were positive UMaT's favour. The measures suggested are largely administrative and political which if implemented will help assuage the phenomenon of voluntary turnover at UMaT.

Keywords: Higher education, employee turnover, turnover intention

1. Introduction

The human factor of production in any organisation is the most important asset to enable that organisation to operate. The human resource function combines the other factors of production such as money, raw materials, equipment, etc. available to help the organisation move towards the attainment of its objectives. Without such a resource, the organisation will not be able to operate efficiently and effectively and therefore the organisation fails. Essentially, among all the organisational resources, employees represent the most important resources; yet their management is a challenge (Costanza, Badger, Fraser, Severt & Gade, 2012). Most organisations have been successful because of the organisation's ability to retain the right quality and quantity of employees. Staff retention is however not as simple as it seems. According to Ampoamah & Cudjor (2015), successful organisations in this area are those whose management have identified and put in place measures such as rewards and other forms of motivation to encourage employees to work well and stay in the organisation for a longer period of time. This helps to ensure consistency in the output of work. When knowledgeable employees leave an organisation, the effects go beyond the substantial costs of recruiting and integrating replacements. Employers are seeking better ways to manage turnover in order to retain valued human resources and sustain competition and high performance. High turnover, therefore, naturally affects performance (Kinicki & Kreitner, 2012). Employee turnover has been a subject of much attention from both human resource management professionals, academics and organisational managers due to its detrimental effects on the organisations (Ton & Huckman, 2008). It has become a serious problem in today's working environment because of the changing nature of the employment culture. It is now a common practice for employees to change jobs every few years, rather than grow with one company.

2. Statement of the Problem

There is no standard framework for understanding why people choose to leave an organisation. However, there are a wide range of factors that have been found useful when it comes to interpreting employee turnover and these have been used to model turnover in a range of different organisational and occupational settings (Morrell, Loan-Clarke & Wilkinson, 2004). This is noteworthy because it is typically the occasions where people choose to leave that concern organisations and organisational theorists (Holtom, Mitchell, Lee & Eberly, 2008). From a managerial perspective, the attraction and retention of high-quality employees is more important today than ever before. The role of Higher Education Institutions (HEIs) in the provision and development of labour required for the social economic and technological advancement of any nation cannot be over-emphasized. HEIs are expected to be a repository of the most specialized and skilled intellectuals. The sustainability and quality of any academic institution therefore mostly depend on the quality, intellectual, creative abilities and commitments of its staff when compared to other organisations. The problem of staff turnover in HEIs is a global occurrence. The issue of staff turnover of academic staff especially in developing countries has been less documented in the literature (Ng'ethe et al, 2012). Most of these studies were carried out by developed countries

and few developing countries. According to Tyagi, Singh & Aggarwal (2017), this issue tends to be subsumed under the general category of brain drain without particular attention being devoted to it. It is therefore paramount for any academic institution to retain its staff in order to succeed. The University of Mines and Technology (UMaT), Tarkwa finds itself as among the state HEIs in Ghana. The issue of staff turnover has become prevalent and is gradually an issue of concern for the University. Information available at the University's Registry indicates the continued exit of staff from the University. This is adversely affecting productivity at all levels. Despite the fact that there are some studies which look at employee turnover in higher education institutions, there has been no study of this kind at UMaT. This study has therefore been initiated specifically to assess the incidence of employee turnover at UMaT as it aims to fill the knowledge gap associated with the phenomenon. The study would thus have both practical and theoretical significance.

3. Literature Review

The theoretical frameworks for the study of turnover can be found primarily within the business management, organisational research, and psychology literature on employee turnover (Ryan, Healy, & Sullivan, 2012).

3.1. Equity Theory

The Equity Theory, propounded by Adams (1965), is concerned with the perceptions people have about how they are treated as compared with others. The theory posits that employees seek to maintain equity between inputs such as education, time, experience, commitment and effort that they bring into a job and the outcome they receive from it (promotion, recognition and increased pay) against the perceived inputs and outcomes of other employees. The equity theory suggests that an employee compares the ratio of his or her outcomes to inputs to the ratio of outcomes to inputs of some referent other. Employees who perceive themselves in an inequitable situation will be dissatisfied and will try to reduce the inequity. Although Adams (1965) proposed a number of ways that employees might reduce inequity, research concerned with organisations has tended to focus on employee reactions to pay inequity, such as low performance and dissatisfaction (Greenberg, 1990). Leaving the situation (i.e., voluntary turnover) was also postulated as a tension reaction mode by Adams.

The major strength of this theory is that, it recognises that individual inputs such as education, experience, effort should be recognised in such a way that equity is experienced. It also shows that individual employees are part of the larger system. This theory therefore guides in understanding what may influence academic staff to leave in that they keep on comparing what academic staff earn in other universities and other comparable organisations in order to realise a balanced state between the inputs-outcome ratios.

3.2. Expectancy Theory

Expectancy theory is widely used in turnover intentions (Vroom 1964, Lawler 1994). Basic to the idea of expectancy theory is the notion that people join organisations with expectations and if these expectations are met, they will remain members of the organisation (Daly & Dee, 2006). According to turnover and retentions frameworks developed from this theory, decisions to stay or leave an organisation can be explained by examining relationships between structural, psychological, and environmental variables. The empirical study (Daly & Dee) employed the model of employee intent to stay that is grounded on expectancy theory which includes structural, psychological and environmental variables. The expectancy theory suggests that organisational members have certain expectations and values for the work conditions and environmental features. The basic idea of expectancy theory is that if these expectations and values are met, the employees will likely remain members of the organisation. On the other hand, if such expectations are not met, they are not satisfied with and not committed to the organisation, which turns into turnover intentions (Daly & Dee). In a similar reasoning, faculty members have certain expectations for the work conditions and environments. If their expectations are not met, they are more likely to look for other job opportunities.

3.3. Social Exchange Theory

Researches over the years have progressively adopted the social exchange theory as the theoretical underpinning for employee-employer relations (Bambacas & Kulik, 2013). The social exchange theory proffers solid theoretical backdrop for the presumptions of this study. This infers that corporate organisations' interactions with their employee is not limited to impersonal exchange but also includes socio-emotional factors such as approval, respect, recognition and support among others (Eisenberger, et al., 2001). The theory advocates for a mutual balance of commitment between the two parties. For instance, among the employees-employers relationship, it is obvious that employees sacrifice their knowledge, abilities and motivation for rewards. These rewards can be multifaceted, it can be in the form of money and so on or rather something intangible like respect, dignity, charisma and fairness (Blau, 1964). It can be deduced from the theoretical perspectives explained above that employees that are treated without prejudice are likely to have positive and high degree of satisfaction and when there is satisfaction, there will be motivation to continue working with their organisation.

3.4. Conceptual Framework for Study

A review of the related literature reveals that scholars have taken two major approaches to study employee turnover. The first approach is to explain turnover intention by examining relationships among structural and psychological variables without controlling for environmental variables. For example, Moynihan and Landuyt (as cited in Park, 2015) examined individual characteristics and individual perceptions of work characteristics.

A second approach has somewhat revealed that turnover is a function of environmental, organisational and individual factors (Daly & Dee, 2006; Zhou & Volkwein, 2004). The relationship between employee perceptions of organisational structure and their psychological attitudes toward work may be alleviated by environmental factors. For example, dynamics of the labor market or family responsibility may affect intentions to leave, independent of the effects of structure and psychological disposition (Daly & Dee, 2006). In other words, faculty may remain in a current institution even though they are not satisfied with their work and organisation if few alternative job opportunities are available. On the other hand, faculty may depart even though they are satisfied and highly committed to the institution if they have strong job opportunities. This suggests that internal and external factors play a part in the decision to leave. Unsatisfying work environment pushes a faculty member to leave and better job alternative pulls him or her to change jobs (Park, 2015).

Drawing on this body of work, the study aimed to examine factors influencing faculty turnover intention and actual turnover at UMaT. To determine faculty's perceived desirability of movement, this study would be based on the structural, personal, and external environmental factors. A multiplicity of these factors would lead to an increase in an employee's turnover intention. The absence of organisational support would lead to an employee's intention to stay while the presence of factor boosters such as injustice, conflict, family pressure and poor leadership would invariably lead to actual turnover. The conceptual framework for the study is presented in Figure 1.

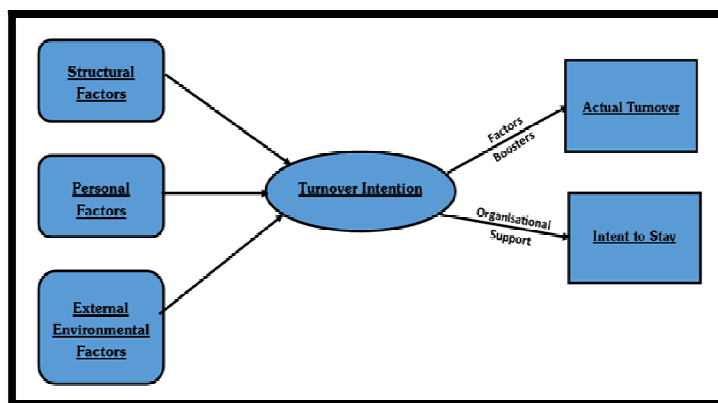


Figure 1: Conceptual Framework for Study

4. Results and Discussions

The fundamental purpose of the current study is to assess the phenomenon of employee turnover at UMaT. A total of eighty-six (86) senior members (teaching) were selected as the sample. However, there were only seventy (70) respondents which represented a response rate of 81.40%. These respondents were from all departments under the three (3) faculties of the University. Female made up 8.6% of the respondents while 91.4% of them were males. This huge percentage gap is expected because females constitute 12.96% while males constitute 87.04% of the total senior member teaching staff population. The huge gap is as a result of less female academia preference in engineering.

4.1. Level of Actual Turnover at UMaT

Respondents were asked if they had witnessed any resignation of staff in UMaT. Out of the total of seventy (70) respondents, sixty-three (63) admitted that there have been resignations while seven (7) indicated that they had not witnessed any resignation. The reasons why some of the staff may not have witnessed some of such resignations were due to the fact they were not employees of UMaT as at the time such resignations occurred or perhaps because they were in different departments. Nineteen (19) respondents representing rated the resignations as high, thirty (30) rated it as medium and fourteen (14) rated it as low. Seven (7) declined to answer. From 2013 to 2018, there has been an average of five (5) per year with the average population being eighty-one (81).

4.2. Factors Affecting Turnover Intentions at UMaT

Turnover intentions are an important variable to analyse, because they provide an estimation of employees' self-assessments as to whether they might leave the organisation at some time in the future. Intent to leave is either explicitly or implicitly acknowledged as the final step before a faculty member actually separates from the university. As indicated in the conceptual framework, the study was based on structural factors, personal factors and external environmental factors which affect turnover intentions. Respondents were asked to rate the factor items' impact on their turnover intentions at UMaT on a 3-point Likert Scale; disagree, neither disagree nor agree and agree.

Structural factors

The structural factors of turnover are those characteristics related to the nature of the organisation or the workplace, more precisely factors that are determined by the organisation's workings or directly caused by the organisation and may include organisational commitment, remuneration, working conditions, job embeddedness, promotion, colleagues at work etc. These factors may usually be directly influenced by Management. These factors have a real impact on an employee's turnover intention. Table 1 shows a breakdown of responses.

Structural Factors		Response	Frequency	Percentage (%)
1.	I enjoy the culture in this organisation.	Disagree	18	25.72
		Neutral	20	28.57
		Agree	32	45.71
		Total	70	100.00
2.	My job utilises my skills and talents well.	Disagree	12	17.14
		Neutral	13	18.57
		Agree	45	64.29
		Total	70	100.00
3.	I like the authority and responsibility I have in this University.	Disagree	10	14.29
		Neutral	19	27.14
		Agree	41	58.57
		Total	70	100.00
4.	Management is extremely fair in policies related to its staff.	Disagree	9	12.85
		Neutral	24	34.29
		Agree	37	52.86
		Total	70	100.00
5.	This University's structure inspires the very best job performance in me.	Disagree	10	14.29
		Neutral	23	32.86
		Agree	37	52.86
		Total	70	100.00
6.	Policies in the University facilitate communication between Management and Staff.	Disagree	12	17.14
		Neutral	21	30.00
		Agree	37	52.86
		Total	70	100.00
7.	The rewards and other benefits enjoyed in UMaT are comparable to the market.	Disagree	23	32.86
		Neutral	21	30.00
		Agree	26	37.14
		Total	70	100.00

Table 1: Analysis of Structural Factors Impacting on Turnover Intentions at Umat

4.3. Personal Factors

Personal factors affecting turnover intentions are those characteristics which are unique to individuals and have a significant impact on turnover. Such personal requirements are presumed to represent for the individual either a vehicle for personal fulfilment and satisfaction or a continual source of frustration, internal conflict and dissatisfaction (Porter & Steer, 1972). Examples of such factors include age, personality characteristics, feelings of accomplishment, personal growth, etc. Achieving person-organisation fit is a prevalent strategy in limiting employee turnover. Respondents for the study were asked a wide range of questions to illicit responses which centred on personal characteristics which may push them out of UMaT. Table 2 indicates the responses based on the questions asked.

Personal Factors		Response	Frequency	Percentage
1.	I work to the best of my abilities because I am committed to UMaT	Disagree	7	10.00
		Neutral	13	18.57
		Agree	50	71.43
		Total	70	100.00
2.	I feel good about my professional growth and development.	Disagree	11	15.71
		Neutral	15	21.43
		Agree	44	62.86
		Total	70	100.00
3.	My social status fits well with my job at UMaT.	Disagree	4	5.71
		Neutral	10	14.29
		Agree	56	80.00
		Total	70	100.00
4.	I am generally satisfied with my job at UMaT.	Disagree	13	18.57
		Neutral	18	25.71
		Agree	39	55.71
		Total	69	100.00

Table 2 - Analysis of Personal Factors Impacting on Turnover Intentions at UMaT

4.4. External Environmental Factors

According to Cohen et al (2016), in most streams of turnover research, very little attention has been paid to the effect of non-work domains on turnover intentions. A notable exception may perhaps be a study of Mueller and Price in 1994 who included in their turnover model non-work variables such as city size and kinship responsibility. This is more reason to assess turnover intentions at UMaT on this factor. Table 3 gives an assessment of turnover intentions based on external environmental factors.

External Environmental Factors		Response	Frequency	Percentage
1.	The pressure from family would prevent me from staying at UMaT.	Disagree	42	60.00
		Neutral	20	28.57
		Agree	8	11.43
		Total	70	100.00
2.	There are better job opportunities out there.	Disagree	18	25.71
		Neutral	12	17.14
		Agree	40	57.14
		Total	70	100.00
3.	The location of UMaT being remote from the nation's capital is not favourable for you.	Disagree	22	31.43
		Neutral	12	17.14
		Agree	36	51.43
		Total	70	100.00

Table 3-Analysis of External Environment Factors Impacting on Turnover Intentions at UMaT

On the question of what other factors will encourage staff to leave other than those stated under the three factors, there were several responses which respondents stated could cause their potential exit from the University. The answers from the respondents could be classified under the three broad factors. Figure 2 shows the classification of the responses under the three themes. Some of the responses gathered from the study includes the following:

- To do God's Business;
- Take up other interesting facilities challenges;
- Lack of research facilities;
- Management's refusal to create more income generating opportunities for younger faculty;
- Lack of recognition, motivation and progression in professional and academic development;
- For a higher position in another higher institution;
- Lack of staff motivation to encourage stay in UMaT;
- Lacks of innovation, the views of staff are not important to management;
- Lack of accommodation and high cost of living and;
- The remoteness to the capital (Accra) and the high living standards in Tarkwa.

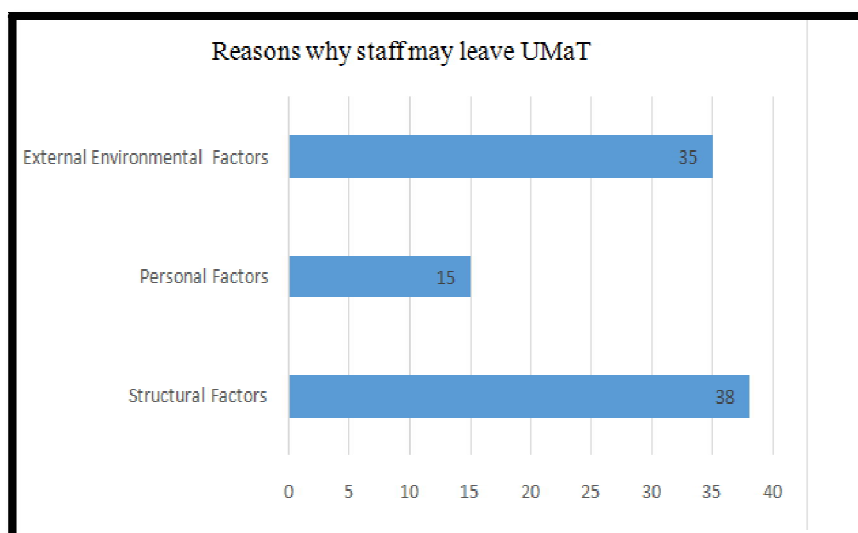


Figure 2: Reasons Why Staff May Leave Umat

Another dimension of the turnover in HEIs that is not often discussed is the movement of highly skilled professionals away from institutions of higher education to other sectors within the same country. The reasons for these outflows from academia are varied, but largely economic. For instance, a comparative salary analysis in Ghana revealed that salary levels in sectors such as energy, finance, revenue collection, and the media were all higher than those of the universities (Teferra & Altbach, 2004). Respondents were asked if they were going to stay in academia if they left UMaT. Forty (40) representing 57.14% of the respondents indicated that they were going to still be in academia and for that

matter will still teach even after leaving UMaT. Eighteen (18) respondents said no whiles the remaining twelve (12) respondents said they had no idea if they would be in academia or not.

It is believed that as much as they are reasons which will urge or cause people to leave UMaT, there may be some factors which are also preventing employees from leaving UMaT. The reasons given by respondents are classified under 6 broad themes namely; good social environment, bonded to the university, organisational commitment and attachment, quality assurance systems, job security and financial and fringe benefits. This is presented in figure 3.

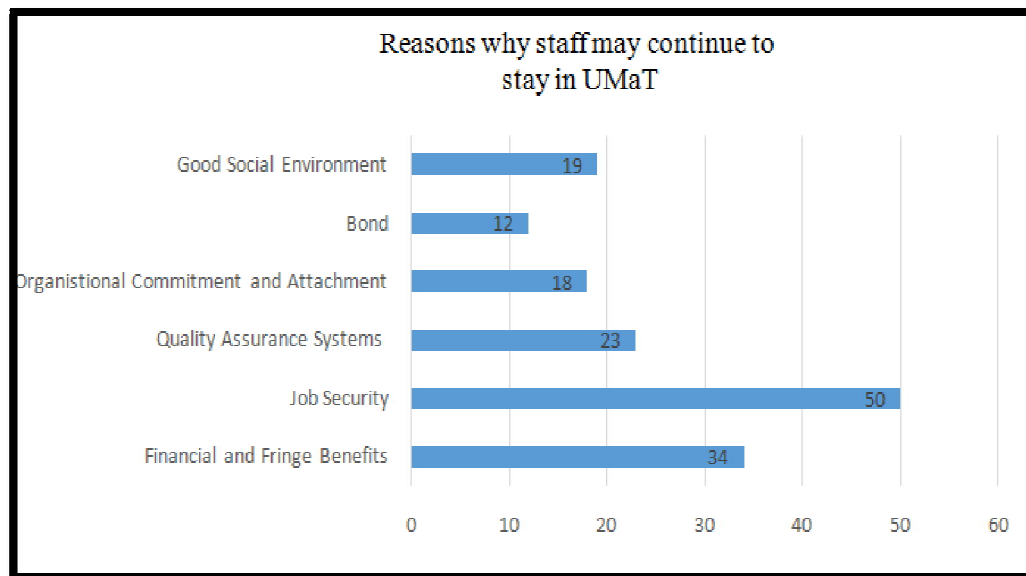


Figure 3: Reasons Why Staff May Continue to Stay In Umat

4.5. Effects of Employee Turnover on UMaT Activities

Employee turnover has significant outcomes on organisation, individuals and management (Kuria, Alice & Wanderi, 2012). Apparently, all respondents agreed that employer turnovers negatively affect the activities of UMaT. Some of the effects of turnover on UMaT as provided by the respondents are:

- “Increase of the teaching loads and responsibilities of lecturers when staff strength. It puts pressure on the remaining staff and also it impedes the progress of the University (it delays and creates bottlenecks) for some activities”
- “High degree of resignation throws the University’s plans out of gear. Management has to begin the procedures for recruitment again just replace old staff and even retrain new staff. This is additional cost to the University. Time and money are therefore spent in scouting and recruiting of new staff”.
- “The high rate of resignations could be translated that UMaT is not a good place to work and hence may fail to attract great talents (students and staff). This is because people outside might view it to mean the University is not doing well in retaining their staff. It also means there might be a problem between management and staff”.
- “Resignations deprive any system of well-seasoned and experienced professionals. We are forced to recruit and train only to lose them when the University needs them most. This cycle eventually stifles the growth and depth of our research and technical capabilities as a University”
- “Increases in resignations might create a negative impression to prospective staff that the institution is a bad employer hence it may not attract high caliber personnel. High numbers of resignation could also infer that there are poor or weak leadership or managerial systems in place and did also affect the institution's image.”
- “It will take long for the newly employed to gain the level of experience of the departing lecturer. The stagnating effect is the delayed replacement of staff by an equally competent expertise. In most instances, new employees take time to reach peak performance and this affects the quality of delivery, thus, retarding growth and development of the institution. The fact remains that UMaT hardly attracts experienced lecturers from other universities. As such, it is important to help retain them where possible.”

4.6. Measures to Curtail Turnover at UMaT

Mounting economic pressures have made the retention of staff with valued skills a high priority in organisations in recent times (Nishii, Lepak, & Schneider, 2008). Some of the responses from respondents on measures to help curtail staff turnover challenges at UMaT include:

- “There should be constant communication with staff on a wide range of matters of importance. There is the need to also adopt an informal method in dealing with issues rather than straight by the book method”.
- “There should be a provision of good working environment such as offices and teaching aids, and other incentives such as allowances accommodation and soft loan facilities”

- “Expand the University in-terms of introduction of new programmes and building more postgraduate programmes in the areas of Sandwich and distance learning but still maintaining the quality”
- “Management should run an open system with effective communication and departments and policies should be a bit flexible and dynamic”
- “Consistent workers forum, Better interactions with the staff, provide better resources for working, and better motivations, not necessarily money”.
- “Rewarding the hardworking staff and creating more room for personal development. Creating avenues where the staff can make residual and additional income. Improving on the housing systems, where majority of the staff would be accommodated in UMaT flats. Generating the IGF of UMaT so that certain allowances enjoyed by the staff see major improvement as realised in sister institutions etc.”
- “Long services awards or packages should be awarded to hardworking and committed staff who have worked in the service of the university for a minimum of 10yrs”;
- “Create favourable conditions and better conditions of service in this far-located institution. Bring in more opportunities for earning extra income to make living conditions a bit easier in Tarkwa”.
- “UMaT should look at pragmatic strategies to improve on visibility, so as to retain as well as attract high calibre staff”.
- “Attract research grants to the University and involve staff to benefits financially from these engagements”
- “All-inclusive management style should be adopted where there should be a paradigm shift from the top-bottom approach of leadership to all inclusive, non-intimidating and non-discriminatingly approach. There is a need to develop new leaders and open up for new radical ideas”.
- “Some say motivation. But I think the best motivation is for a person to feel a sense of belongingness and homely welcome. There are quite a number of the UMaT faculty staff who previously have alma maters different from UMaT. So, making sure that line of difference doesn't show even in how management deals with staff is of crucial importance”.
- “Management should consider the needs of staff (family location etc.), management should look at the remuneration of staff too (increasing it), staff should always be treated fairly”.

5. Discussions on Findings

Employees who have good quality jobs and are managed well, will not only be happier, healthier and more fulfilled, but are also more likely to drive productivity, better products or services, and innovation. People management therefore becomes a win-win scenario for both Management and staff of UMaT. These challenges notwithstanding, there have been some efforts by Management to reduce turnover through a wide range of policies.

Professional development is the engine that keeps universities true to their mandate as centres of ideas and innovation (UNESCO, 1998). Without efforts in this direction, intellectual capital can stagnate and the relevance of universities to society may diminish. It is important for HEIs to support professional development by providing the necessary resources. UMaT through its Staff Development Policy supports qualified staff to pursue graduate degrees up to the PhD level at universities across the world. This Policy helps keep in place staff at UMaT where most of the sponsored staff develop an attachment and a higher level of commitment to the University. This perhaps offers the University a sure way of curtailing staff turnover

The nature of governance within an institution goes a long way in influencing satisfaction or lack thereof among academics, and could trigger a decision to leave (Task Force on Higher Education and Society, 2000). Academics are likely to leave an institution where they feel that their autonomy is compromised and their desire for innovation is not supported (Johnsrud and Rosser, 2002). In effect, the nature of the institutional climate within which these academics work will strongly influence the extent to which they are willing to remain at an institution. It appears that most of the concerns around governance at the higher Management level at UMaT could have been addressed through effective communication, consultations and transparency in decision making. CIPD (2005) recommends that to "ensure wherever possible that employees have a 'voice' through consultative bodies, regular appraisals, attitude surveys and grievance systems." This helps to ensure that dissatisfied employees have every opportunity to sort out problems before resigning. Where there is no opportunity to voice dissatisfaction, resigning is the only option."

Mentoring is a significant method in the nurturing of junior scholars for successful academic careers. Such mentoring sessions, either formal or informal, can help reorient disillusioned faculty members. According to Sorcinelli (2000), given the turnover among academics and the lasting influence of departments' senior faculty, supporting early-career faculty members through mentorship is everyone's work. UMaT having acknowledged the relevance of mentoring academics has a mentorship program for members of faculty, which among its aims, is to help in the retention of staff. Each senior member teaching staff below the Professorial rank at UMaT is mentored by a Professor. Mentors are supposed to guide younger faculty to understand the structure of the University. Mentors can also help bridge the gap between Management's ideas and the varying perceptions of staff.

The study showed that some of the concerns raised by some respondents about the lack of information or clarity of procedures stem from failure to acquaint themselves with available documentation as some of the responses were driven more by opinions than reality. Whilst some of the concerns expressed are genuine, it also appears that misperceptions may arise which come from a lack of effort on the part of academic staff to consult the relevant guidelines. Never the less, there is the need for Management to address these reality-opinion gaps through better, regular and accessible flows of information. Instead of expecting that staff members will have University Statutes and Records

automatically, it may be more convenient for these documents to be posted on the University's website and updated as necessary for easy access by all staff at all times.

It is necessary that universities continue to encourage outside professional activity such as consultancies because of the financial and social benefits that such activities provide. These consultancies also bring benefits to the institution in terms of revenue that can be added to the Internally Generated Fund to support activities of the University. UMaT receives 10% - 20% of consultancy fees paid to staff. At UMaT, the Office of Research, Innovation and Consultancy has been created to ensure that staff members derive the necessary benefits without undermining their commitment to the University. Staff therefore have the opportunity to earn more money outside the confines of UMaT and so some of the reasons given by some staff maybe unjustifiable. That notwithstanding there are other possibilities such as through distance education and sandwich programmes that can be adopted by the University to engage staff to earn more.

What the findings about salaries suggest is that there is a strong likelihood that most academics will prefer to remain in the university, rather than change jobs. This likelihood should, however, not be misconstrued to mean that they will remain loyal to their interests under any circumstances. What should be garnered from this picture is rather the fact a reasonable improvement in their working conditions (salary and non-salary) is likely to result in more than proportionate levels of job satisfaction. van Assche (1999) pointed out that, "financial satisfaction is not the only motivation for academic staff but, when income for academics is only a fraction of the income of non-academic institutions, academic motivation does not always compensate".

It is also observed through the findings of this study that, there are justifiable reasons why staff leave especially considering the fact that a higher fraction of respondents have the notion that there are better opportunities outside UMaT and also a higher fraction not being too comfortable with living in a Tarkwa which is not a regional capital. Nevertheless, it also appears that the majority of staff are content with working at UMaT considering the virtually all responses were in UMaT's favour.

Generally, the findings from research prove that organisations may face challenges which may result in employee turnover. Results gathered from the study indicate that most members in the senior member staff category are generally content with the conditions at UMaT even though there is a need to improve some of structures in place. Management therefore has a key role to dictate the pace of employee turnover at UMaT.

6. Conclusion

Turnover has long been a topic of organisational research with clear relevance to practice, given the costs that turnover imposes on organisations in terms of loss of key employees, and given increasing evidence that turnover is negatively related to organisational performance. HEIs such as the University of Mines and Technology, Tarkwa continue to be a resource for producing a skillful and knowledgeable labour force. As the Laurier Institution (2000) opines:

"The most intangible cost, and one that is most difficult to estimate, however, is that of losing future leaders. If HEIs fail to recruit and retain the best academic minds, the loss of talent will not only negatively affect students in the post-secondary system, but will also translate into a cost borne by all individuals in current and future generations".

Based on the foregoing evidence, it is clear that HEIs are also not exempted in matters concerning employee turnover. The findings of this study that revealed that there are justifiable reasons why some staff may leave UMaT. However, it also appears that the majority of staff are satisfied with working at UMaT considering the virtually most responses were positive UMaT's favour. Although, it may not be feasible for any organisation to totally eliminate employees' turnover due to several reasons, nevertheless it could be reduced to the barest minimum.

7. Recommendations

Employee turnover may, on the surface, seem like something that organisations have little control over. However, there can be practices which can help stop the churn by improving on areas that are causing the problems. In this section, we draw from good practices from around the world in general to discuss various mechanisms other than those currently being implemented that can be adopted for enhancing staff retention within higher education institutions especially at UMaT.

Firstly, the Human Resource Unit of the University should put in place mechanisms that enable them to track faculty members' reasons for leaving, such as exit surveys/interviews. Information collected through this process will be very useful in understanding the reasons why staff members leave the institutions in order to determine whether there are significant problems that need to be addressed so as to avoid unsustainable turnover rates particularly caused by resignations. The current situation in UMaT where there is no such mechanism makes it difficult to implement systematic policies that are effective, but rather lead to ad hoc policy measures that are based largely on speculation.

Secondly, another recommendation for Management is a comparison of conditions of services between academic staff and their counterparts, with similar qualifications and experience, who are employed outside of Universities. This will help determine, with substantive evidence, whether the views expressed by respondents in this study are indeed supported by the facts. The Governing Council and Management should work hand-in-hand to help solve this overarching issue.

It is apparent that while these HEIs can take the lead in some of the suggestions put forward, they will need the support of the government, regulatory bodies such as the NCTE, Ministry of Education, Fair Wages and Salaries Commission to accomplish results. Government therefore has to step up to develop policies and improve on general working conditions of staff of HEIs.

The measures suggested above are largely administrative and political. It is important that academic staff retention not be seen as just requiring only an administrative process of tinkering with structures and procedures. An effective process will require confronting the politics of tertiary education both within universities and outside of them

and undertaking bold initiatives to ensure that these institutions fulfill their mandates and meet their obligations to society.

As pointed out earlier, this study was constrained by a number of limitations which could be addressed by future studies on employer turnover in Higher Education Institutions. Future work should also include the tracking of faculty who have left the institutions, in order to collect personal accounts explaining their departures. This will assist us in understanding voluntary turnover from the perspective of those who have resigned from the universities. Finally, a comparative study across a larger pool of HEIs in Ghana will be a significant step forward in exploring employee turnover issues that are simultaneously general and specific enough to lead to institutional and national interventions that are feasible and sustainable.

8. References

- i. Ampoamah, P., & Cudjor, S. K. (2015). The effect of employee turnover on Organisations-Case study of Electricity Company of Ghana, Cape Coast. *Asian Journal of Social Sciences and Management Studies*, 2(1), 21-24.
- ii. Adams, J. S. (1965). Inequity in social exchange. *Advances in experimental social psychology*, 2, 267-299.
- iii. Bambacas, M., & Kulik, T. C. (2013). Job embeddedness in China: How HR practices impact turnover intentions. *The International Journal of Human Resource Management*, 24(10), 1933-1952.
- iv. Blau, P. (1964). Exchange and power in social life. New York: Wiley.
- v. CIPD, (2005), "Employee turnover and retention". Retrieved from <http://www.cipd.co.uk/subjects/hrpract/turnover/empturnretent.htm>
- vi. Cohen, G., Blake, R. S., & Goodman, D. (2016). Does turnover intention matter? Evaluating the usefulness of turnover intention rate as a predictor of actual turnover rate. *Review of Public Personnel Administration*, 36(3), 240-263.
- vii. Costanza, D. P., Badger, J. M., Fraser, R. L., Severt, J. B., & Gade, P. A. (2012). Generational differences in work-related attitudes: A meta-analysis. *Journal of Business and Psychology*, 27(4), 375-394.
- viii. Daly, C.J., & Dee, J.R. (2006). Greener Pastures: Faculty turnover intent in urban public universities. *The Journal of Higher Education*, 77(5), 776-803.
- ix. Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organisational support. *Journal of Applied Psychology*, 86(1), 42.
- x. Greenberg, J. (1990). Organisational Justice: Yesterday, today, and tomorrow. *Journal of Management*, 16(2), 399-432.
- xi. Holtom, B. C., Mitchell, T. R., Lee, T. W., & Eberly, M. B. (2008). Turnover and Retention Research: A Glance at the Past, a Closer Review of the Present, and a Venture into the Future. *Academy of Management Annals*, 2(1), 231-274.
- xii. Johnsrud, L. K., & Rosser, V. J. (2002). Faculty members' morale and their intention to leave: A multilevel explanation. *The Journal of Higher Education*, 73(4), 518-542
- xiii. Kinicki, A., & Kreitner, R. (2012). Organisational behavior: Key concepts, skills & best practices. New Delhi. McGraw-Hill Irwin.
- xiv. Kuria, S., Alice, O., & Wanderi, P. M. (2012). Assessment of causes of labour turnover in three and five star-rated hotels in Kenya. *International Journal of business and Social Science*, 3(15).
- xv. Morrell, K. M., Loan-Clarke, J., & Wilkinson, A. J. (2004). Organisational change and employee turnover. *Personnel Review*, 33(2), 161-173.
- xvi. Musah, A. A., & Nkuah, J. K. (2013). Reducing Employee Turnover in Tertiary Institutions in Ghana: The Role of Motivation. *Journal of Education and Practice*, 4(18), 115-134.
- xvii. Ng'ethe, J. M., Namusonge, G. S., & Iravo, M. A. (2012). Influence of leadership style on academic staff retention in public universities in Kenya. *International Journal of Business and Social Science*, 3(21).
- xviii. Nishii, L. H., Lepak, D. P., & Schneider, B. (2008). Employee attributions of the "why" of HR practices: Their effects on employee attitudes and behaviors, and customer satisfaction. *Personnel Psychology*, 61(3), 503-545.
- xix. O'Meara, K., Lounder, A., & Campbell, C. M. (2014). To heaven or hell: Sense Making about why faculty leave. *The Journal of Higher Education*, 85(5), 603-632.
- xx. Park, J. (2015). Determinants of Turnover Intent in Higher Education: The Case of International and US Faculty. Virginia Commonwealth University
- xxi. Ryan, J. F., Healy, R., & Sullivan, J. (2012). Oh, won't you stay? Predictors of faculty intent to leave a public research university. *Higher Education*, 63(4), 421-437.
- xxii. Sanderson, A., Phua, V. C., & Herda, D. (2000). The American faculty poll.
- xxiii. Task Force on Higher Education. (2000). *Higher education in developing countries: Peril and promise* (No. 440). World Bank.
- xxiv. Teferra, D., & Altbachl, P. G. (2004). African higher education: Challenges for the 21st century. *Higher Education*, 47(1), 21-50.
- xxv. Tyagi, M. S., Singh, G., & Aggarwal, M. T. (2017). Talent Management in Education Sector.
- xxvi. UNESCO. 1998. Higher Education Staff Development: A Continuing Mission. ED.99/HEP/WCHE/Vol. IV-4. Paris: UNESCO.
- xxvii. The Laurier Institution. 2000. Renewal and Retention: Attracting and Keeping Faculty and Senior Administrators at British Columbia Universities. Vancouver: The Laurier Institution.

- xxviii. Ton, Z., & Huckman, R. S. (2008). Managing the impact of employee turnover on performance: The role of process conformance. *Organisation Science*, 19(1), 56-68.
- xxix. Tyagi, M. S., Singh, G., & Aggarwal, M. T. (2017). Talent Management in Education Sector
- xxx. van Assche, A. (1999). Factors influencing recruitment and retention of academic staff in the European Union. *Best Practice & Research Clinical Obstetrics & Gynaecology*, 13(3), 347-351.
- xxxi. Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.
- xxxii. Zhou, Y., & Volkwein, J. F. (2004). Examining the influences on faculty departure intentions: A comparison of tenured versus non-tenured faculty at research universities using NSOPF-99. *Research in Higher Education*, 45(2), 139-176.