

UNIVERSITY OF CAPE COAST



MEDIATING ROLE OF ENROLMENT STRATEGIES ON ACADEMIC
STAFF RETENTION AND ENROLMENT PERFORMANCE OF PRIVATE
UNIVERSITIES IN GHANA

ANDREWS KOFI TAAAYELI

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BY

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DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date.....

Name: Andrews Kofi Taayeli

Supervisors' Declaration

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

Principal Supervisor's Signature..... Date.....

Name: Prof. Samuel K. Annim

Co-Supervisor's Signature..... Date.....

Name: Prof. Mumuni B. Yidana

ABSTRACT

Globally, there is fierce competition among students and academic staff of both private and public universities; therefore, some private universities have adopted survival strategies to share in the higher education market. This study investigates enrolment strategies that mediate the relationship between academic staff retention and enrolment performance in three chartered private universities in Ghana. Also, it investigates the challenges that confront these chartered private universities and the switching intentions of the academic staff. Random sampling and purposive techniques are used to select the sample size of 287, representing 63% of the academic staff from the selected institutions. Both quantitative and qualitative data were collected using the sequential mixed-methods approach. Linear Structural Relation - Structural Equation Model (LISREL-SEM) was used to test hypotheses about the mediating variables. Relative Importance Index (RII) was used to rank the challenges, and Binary Logit (BL) was employed to analyse academic staff switching intentions. The qualitative data were analysed using a thematic approach to derive the content of responses. Findings of the study reveal that collaboration and innovation mediate the relationship between staff retention strategy and enrolment performance. The findings also suggest that pricing (tuition fee) might not affect students' enrolment. Management should, therefore, support innovative admission activities to improve enrolment performance. Also, leadership style and remuneration are predictors most likely to influence staff switching intentions. Therefore, management of institutions selected for the study need to collaborate with their academic staff and invest in research to determine the niche areas of their institutions for better linkages and collaboration with other universities to mitigate the effects of fierce competition for students.

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DEDICATION

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CHAPTER ONE

INTRODUCTION

It is frequently asserted that we live in an era of rising competition (Soewarno & Tjahjadi, 2020; Musselin, 2018; Schimank, & Volkmann 2017), and universities are mapping out strategies to remain in the service market. They compete for high-quality academic staff and students, and they work harder to retain them. This research investigates into the strategies used by Ghana's chartered private universities to keep quality academic staff and students. The present chapter discusses the background, statement of the problem, the purpose, research objectives and research questions. It also explains the significance of the study, describes the delimitations and limitations as well as the organisation of the chapters of the rest of the work.

Background to the Study

A university is regarded as a firm and can, therefore, be defined as a cohesive entity that becomes more adept at changing its behavior in response to its environment. Competition is one of the environmental influences on a firm. The education environment is a changing system in which the business participates. For over a decade, competition in private universities has heightened in almost every country. Therefore, for private universities to maintain their success in the competitive global environment, they need to match their resources with the environment in which they operate. Certainly, they need to offer high-quality academic programmes at competitive prices or fees to attract and meet the expectations of their clients, in this case, the students. The response of a firm to a competitive environment is its strategic development. As the demographic crisis worsens, competition among

universities heats up. Therefore, institutions that provide up-to-date and flexible programmes will be able to compete in the higher education deliveries (Becket & Brooks, 2008).

A university education market is highly competitive, and tertiary education institutions endeavour to advance to get the best out of the market. It is critical for private universities to understand and fulfill the expectations of their stakeholders. Private universities require strategies to address the competitive challenges they face in their environment of operation. The strategy encompasses all of the actions that a company has taken in order to attract students, endure competitive pressure, and improve its market position (Thompson & Strickland, 2010). A strategy enables a university to achieve a competitive advantage over its competitors and maintain market success. Private universities can benefit from a competitive advantage through a distinctive way of competing. For a university to compete in the education market, it must have best practices, but what matters most is whether that advantage is sustainable. For example, a University in competition must determine its market position in relation to other competitors by determining if it is a leader, challenger, or follower. Any of these positions of a university depends on the adaptation of accurate tactics to compete. A good strategist seeks not only to “win the hill but hold on to it” (Subhash, 2019).

The use of unique tactics, therefore, enables a private university to gain a viable advantage over its close competitors and sustain its success in the market. It is the advantage a university has over others, which helps the university to fight out others in the race and retain their students and academic staff. The competitive edge can take any shape that assists the university in

increasing and retaining market share. A competitive edge is an advantage over competitors gained by a university by providing greater value to students, either through lower fees or by providing more benefits as well as services that merit higher fees paid by students.

As the number of private universities grows, so does the competition for market survival grow. With the advancement and development of civilization, the rivalry has become more multifaceted. The private universities are involved in numerous strategies, such as visiting second cycle institutions with the programmes offered, on-the-spot admissions, discounts for alumni and church members, distance learning, evening, weekends and exchange programmes, collaboration with foreign and local universities, and alumni homecoming aimed at increasing the student enrolment. However, the essential competencies of universities are revealed in their viable activities, and the most capable is the winner in capturing a sizable market share and leading the industry. (Poddar & Gadhave, 2007). The management of private universities significantly determines the choice of strategies and this, in turn, affects the way such universities perform. The choice of strategy also depends on management's assessment of the whole state of the university.

Strategies as explained by Porter (1980), include cost leadership, differentiation, location strategy, and customer service. In a competitive strategy, a company uses various methods to attract customers, withstand competition, and advance its current place. To achieve a long-term strategy, the company had better pursue a long-term scheme that will provide it with a competitive advantage based on generic strategies (Grant, 2013). A company's strategy consists of management approaches that result in successful

competition. A firm's efforts to satisfy customers, as well as its defensive maneuverings to counter rivals in the same industry, fortify its market position, allowing it to secure a competitive advantage (Bintiomari, 2010). Strategy development necessitates that the firm understand what critical variables are changing, at what rate these changes are occurring, and what impact these changes will have on the firm (Porter, 2004).

The quality of education from the perspective of the student becomes a key element of interest in the strategic management of higher learning (Pârva & Sandu, 2019). One key strategic management approaches in higher education was the Bologna reform, which was developed to create inclusive higher education so that mobility of study programmes, students, and teaching staff could assure greater knowledge utilization and practical application (Stojanovski et al., 2018).

The viable growth and survival of private universities in Ghana depend on high enrolment rate and low academic staff turnover. According to Glickman, Gordan and Ross-Gordan (2014), survival can only be guaranteed through sufficient staffing, relations between the teaching staff and economic capacity, learners and the parents and having adequate facilities in universities to assist lecturers, students, and research for learning. Due to these vital relationships among actors, sustaining competitive advantage in a university requires erecting barriers to competition by considering the following factors: how you compete; the premise of competition; where you compete; who you compete against; and how to build a barrier to competition. (Aaker, 2011).

The largest university, Mykolas Romeris University is constantly competing to attract students (Stojanovski et al., 2018). According to Mutali

and Messah (2011), Kenyan universities now face greater competition than they did ten years ago, and their long-term viability depends on how well they can reinvent themselves in the competitive environment to increase student enrolment. Historically, public universities had an advantage in student enrolment due to direct admission and complete reliance on government funding. However, under the current economic conditions, in order to balance its budget, the government has decreased the funds to the institutions. As a result, public universities must seek alternative funding sources to supplement their budgets. This has caused public and private universities to rely on self-sponsored programmes to supplement their financial resources, resulting in fierce competition for African university students. A similar situation exists in Ghana, and has put particularly the private universities in a perilous state. Therefore, universities must be proactive in developing strategies to attract more students. However, increased enrolment should be accompanied by an increase in requisite qualified staff to ensure the university's growth and sustainability.

The role of teaching staff reputation in relation to recruitment of students is debatable; however, student opinions of teaching staff image and status can play a role in the selection process (Cubillo et al., 2006; Ivy, 2001). Some students are frequently persuaded to enrol in universities because academic staff members hold Doctorate degrees and have public reputation. Administrative and academic support staff contribute significantly to the delivery of higher education services, both on the front lines and behind the scenes, which influences student perceptions of service quality. The simple process of handling a phone inquiry, for example, may have a greater impact

on whether or not a prospective student keeps that university on their list of alternatives than an acclaimed university's research record.

From Gatfield, Barker, and Graham (1999), an institution's quality is often less important than its reputation, because it is the university's perceived excellence that guides prospective students' and scholars' decisions to enrol with that institution. Competitive higher education institutions are keenly interested in how their target audience perceives the institution, its programmes, and services, because people frequently respond to an institution's image rather than its reality. People who have a negative perception of an institution will not be drawn to it, even if the institution is of high quality.

The quality of higher education will continue to be determined by the quality of students' enrolled, financial support, and the quality and motivation of human resources. Attracting and retaining staff who can help institutions produce the calibre of people who can move the country forward is now the institutional buzzword. The universities should therefore, determine the effectiveness of the strategic responses they enact by measuring the impact of the responses on student enrolment, attraction, and retention of employees. The responses on student enrolment, staff attraction, and retention are key strategic directions of private universities to pursue and remain in business. When employees leave their jobs, it sends a signal to the employer that something is going wrong in the institution. In much the same way, if student enrolment declines it signals that something is going wrong.

The notion that an institution's strategy is developed at the top of the organization but executed from the bottom up emphasizes the importance of

aligning operations strategy with competitive strategy (Shah & Ward, 2007). While leadership provides vision, planning, and directives, universities must work together to ensure that high-level goals are met. Meeting the goals of a university ensure its survival. The survival of any not-for-profit university productivity capacity is largely determined by a number of variables, one of which is the labor factor (staffing). In the light of this, how to recruit and retain the most skilled labour (staff) has become a strong concern which was clearly described by Armstrong (2010) as retaining top talent that is essential to organizational success. Yet, nobody anywhere has yet discovered a panacea to the global-phenomenon of labour turnover.

The emphasis is that the survival of any University largely depends on its strategies to employ and retain both talented employees, and on student enrolment to foster excellent performance. According to Antonio and Luis (2015), Universities must adapt to changes in their competitive environment by recognizing the types of "talent" needed today and in the future to maintain continual growth and development. Soedijati and Pratminingsih (2011) claim that in service marketing, staff are the one most important factor that can influence a prospective student or client. Staff who relate with students before admission, during admission, and after graduation must be cautious and select their words carefully when communicating with students.

Elaborating on the issue of survival, Pearce and Robinson (as cited in Wangari & Kagiri, 2015), highlight three economic goals that define a company's performance when guided by a strategic direction, namely market survival, growth, and profitability. They also explain that survival entails a

long-term strategy to stay in business, and that doing so implies that the company is capable of meeting the stakeholder's objectives.

Porter (1980) appears to have found a reason for institutions' survival that was probably not noticed by Pearce & Robinson, Galbreath & Galvin, (2008). Superior performance in a competitive industry, according to Porter, can be achieved by employing a generic strategy, which he defines as the development of overall cost leadership, differentiation, or a focal approach to industry rivalry. He claims that if a company does not pursue one of these strategy types, it will be trapped in the middle and perform worse than companies who pursue a generic strategy.

According to Moghaddam and Foroughi (2012), market share summarizes the firm's business performance and economic profit. Increased market share (students) is one of the most significant aims of organizations in order to attain bigger size in their operations and improve profitability. As a result, managers are constantly looking for ways to increase their market share. In the context of universities, a market share defines the size of enrolment and mostly determines the financial viability of the university. Armstrong (2013) argues that the measurement of performance is significantly influenced by a leader's behaviour and is at times linked towards a reward that is entirely dependent on the performance of employees for a particular measure within a certain period.

In the context of universities, Angiola, Bianchi, and Damato (2018) propose that the proxies for measuring performance variables range from research output, student enrolment, grant funding, and faculty reputation. On the other hand, Richard, Devinney, Yip, and Johnson (2009) identify three

levels of organizational performance consisting of the individual, the group, and the organization, but opined that there is no single, universally accepted definition of performance. In their view, what is important is to observe various attributes in alignment with managerial success. In this regard, Ortega (2010) suggests that performance indicators may include customer satisfaction, market share growth, and productivity. This view supports the performance definition by Pearce and Robinson, (as cited in Wangari & Kagiri, 2015). Therefore, enrolment performance in a competitive environment is routed through competitive strategies.

In effect, chartered private universities appear to face obstacles in adopting best strategies, because of the nature of organizational culture and structure. As a result, it is obvious that if a private university adopts strategies that are consistent with its organizational structure and culture, it will most likely find a niche in this academic industry. However, the main competition is for students, who define a university's growth and sustainability. There is more competition as there are more universities, and there is more competition when there is more innovation, differentiation, and options for customers (Musselin, 2018; De Boer, Enders, & Jongbloed, 2009). Demand for private universities, using student enrolment as a proxy is highly elastic. Yet, the private universities mostly depend on student enrolment to ensure financial viability, employ higher calibre staff, and fund research. Therefore, enrolment performance is core to private universities.

In Ghana, by 2018, there were 81 accredited private tertiary institutions (Accreditation News, 2018), whereas in 2012, there were 41 private tertiary institutions. Furthermore, religious organizations, primarily protestant

churches, established two-thirds of private universities in order to attract their followers through innovative strategies and to gain a competitive advantage, as well as to ensure that as young faculty developed academically, they remain within the faith (Bermile, 2012). Despite the increase in the number of private tertiary institutions, the Ghanaian private sector accounts for only 17.69% of the total enrolment at the tertiary level in 2015 (refer to pages 22-23). This is less than one-third of the total enrolment for public universities. Besides, private tertiary institutions in Ghana offer only a limited range of professional/practical-focused courses. This stems from the fact that, the Christian Missions, which pioneered tertiary education participation, initially offered religious studies and theology, and only later added business and arts programmes (Anamuah-Mensah, 2002).

Statement of the Problem

The proliferation of private universities has provoked an intense competition in the higher education environment in Ghana. As a consequence of this increasing fierce competition for students and quality staff, the private universities are constantly repositioning themselves to survive. Several writers have emphasized the competitive environment of tertiary education as the world continues to marketize education (Soewarno & Tjahjadi, 2020; Musselin, 2018; Naidoo, 2008; Dill, 2003; Jongbloed, 2003). Furthermore, to Musselin (2018), universities and colleges compete for students, research funding, and faculty members, and this competition is a form of conflict and rivalry among private universities globally.

The modern trend in Ghana's private universities is characterized by aggressive strategies, particularly with the introduction of satellite campuses

or centres athwart the country, the active participation of alumni dubbed as “homecoming”, and recruitment agents who are paid a commission to attract potential students. As an incentive to prospective students, a few private universities and colleges are offering job guarantees. Even colleges that do not have job guarantees are scrambling to introduce new programmes such as professional courses, and information and communication technology courses that connect with real-world job demand. Again, introduction of diploma and short courses, evening and distance programmes have been the current trend to give room to all who apply for admission into private universities and are not qualified for the standards required of direct degree programmes. There is little research on the relationships between student recruitment strategies and enrolment levels.

Another issue that sparks further grounds for concern is that, only a few private colleges and universities have followed another business lesson and responded to decreased demand by lowering their fees, which is usually not common. Private universities and colleges are also encouraging more students to pursue graduate degrees because it is typically a revenue-generating strategy for them. Thus, graduate enrolment has become a bright spot and has kept rising, even as undergraduate enrolment is fluctuating in humanities. For instance, undergraduate enrolment declined by 4.9% from 70,085 in 2014/15 to 66,645 in 2018/19 (NAB, GTEC Statistics Digest, 2020). However, enrolments in science programmes have shown consistent increase while the humanities show a decrease (NAB, GTEC, Statistics Digest, 2020). In terms of private universities, the (GTEC, Statistics Digest, 2020 & Ademola, Ogunidipe and Babatunde, 2014) report that, there is a minimal rise

in enrolment from 2016/2017 to 2018/2019 academic years. It appears that private universities and colleges are attempting to attract more students by promising results that people may have expected (degrees within four years, with jobs at the end). According to the literature, there is a dilemma in students' response to the strategies adapted by private universities.

Another issue is that private universities compete for quality academic staff as source of attraction to students. Therefore, availability of quality academic staff could increase students' enrolment. Availability of quality academic staff is believed to affect student enrolment and progression. Wangari and Kagiri (2015), explain that performance indicators in colleges include students' population, revenue, students' progression and students' graduation or completion. It could be argued that one of the primary reasons for the decline in student enrolment, which is critical to the survival of private universities, has tended to magnify the effect of one or a specific set of cause variables over others. Willcoxson et al. (2011), models did not include important variables vital to student engagement and retention, for example, support provided by faculty members, course satisfaction, and student achievement, because they only use at risk variables. The implication is that, it is likely both academic staff retention and enrolment strategies can affect enrolment performance in Ghanaian private universities.

Also, Ghana private universities face challenges. Amponsah and Onuoha (2013) in their study ranked the challenges using percentages. One methodological gap in their study is that they applied descriptive research design. Furthermore, one of the critical factors in determining how universities respond to these challenges is their leadership style (Abagi, 2007), which was

lacking in their research. In that view, there is a need to investigate ways of responding to challenges in addition to leadership style to remain competitive and to maximize staff retention. This calls for the use of a more robust research using relative important index.

Furthermore, some empirical studies have examined the global rise of the private higher education sector, and two aspects of the analysis stand out: the growth of the private sector and the processes of differentiation, diversification, and stratification (Albach, 2008). Other studies (e.g. Kitoto, 2005; Kimandi, Njogu, & Sakwa, 2012; & Sifuna, 2014) have explained competitive strategies adopted by universities and colleges while Wangari & Kagiri (2015) concluded that, every resource matters in gaining a competitive edge, creating linkages, staff training, and collaboration.

As is evident in extant literature the relationship between academic staff retention strategies and enrolment performance has been somewhat reported. What is empirically lacking is the extent to which enrolment strategies mediate the relationship between academic staff retention strategies and enrolment performance using method triangulation (i.e. using a multi analyses approach). Moreover, the present study presents empirical evidence from a developing country context and specifically focuses on private, chartered universities in Ghana which have received least empirical attention over the years.

Main Objective of the Study

The main objective of the study is mediating role of enrolment strategies on academic staff retention and enrolment performance of private universities in Ghana.

Specific Objectives of the Study

The study was intended to:

1. Examine the mediating role of enrolment strategies on the relationship between academic staff retention strategy and enrolment performance of chartered private universities. In particular, the study was designed to:
 - a) assess the mediation effect of Pricing (Ps) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities.
 - b) investigate the mediation effects of Market Focus (M) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities.
 - c) ascertain whether Innovation (I) mediates the relationship between academic staff retention strategies and enrolment performance of chartered private universities.
 - d) explore whether Collaboration (C) mediates the relationship between academic staff retention strategies and enrolment performance of chartered private universities.
2. Investigate challenges affecting the growth of chartered private universities in Ghana.
3. Examine the factors influencing academic staff switching intentions of chartered private universities.

Research Questions

The study proposed three major research questions:

1. What is the mediating role of enrolment strategies on the relationship between academic staff retention strategy and enrolment performance of chartered private universities?

This major question was unpacked into the following minor questions:

- a) What is the mediation effect of Pricing (Ps) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?
 - b) What is the mediation effect of Market focus (M) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?
 - c) What is the mediation effect of Innovation (I) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?
 - d) What is the mediation effect of collaboration (C) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?
2. What challenges affect the growth of chartered private universities in Ghana?
 3. What factors influence academic staff switching intentions in chartered private universities?

Significance of the Study

First, the results of the study when disseminated will benefit private universities and colleges, since it will raise knowledge of the competitive

strategies required to function in a competitive environment. Thus, private universities and colleges will be better equipped to overcome competition in the long run. Private universities and colleges may also use the findings of the study as bases to formulate relevant policies for their sustainability in higher education.

Second, the study results are a contribution to knowledge that may be worthwhile to academic researchers wishing to develop their theories concerned with competitive strategies in private university education.

Third, potential students usually know what type of information they are searching for. The study provides information on several dimensions of the private university environment that will be useful to them when deciding on which private university to choose.

Fourth, the study findings have provided a framework to help understand the elements of academic staff retention strategies and challenges of private universities; thus, providing useful insight into what needs to be done in order to retain the workforce.

Fifth, it added to contributing to the literature in the area of best strategies adopted by private universities' recruitment efforts as well as their efforts to reduce the high staff turnover. Moreover, the findings contain useful ideas to promote student enrolment, thereby sustaining the propensity of employees and students to stay in the university.

Delimitations

The research for this thesis was restricted to the three fully-fledged private universities in Ghana. The motivation for the selection of the three chartered private universities was the level of competition among them in

terms of attracting students, academic staff, collaboration and secular programmes they offer. The main aim of the study thesis is mediating role of enrolment strategies on academic staff retention and enrolment performance of private universities in Ghana. It analyses the dominant academic staff retention strategies (Leadership style, Remuneration, Training and Promotion), enrolment strategies (Pricing, Market focus, Collaboration, innovation and Technology) enrolment performance and challenges of chartered private universities. The study made recommendations on how to improve academic staff retention and enrolment strategies in order to promote greater enrolment performance and mitigate challenges facing private universities in Ghana.

Limitations

The COVID-19 lock down affected the length of time for the administration of the questionnaire. Therefore, both hard copies and the Google format were used. The Google format had its own challenges, but this was the ideal strategy to avoid COVID-19 infection. The hard copies of the instrument were given to the participants personally, with strict observation of the COVID-19 protocols. The study attracted 86.6% responses from the respondents due to the institution's policies. In particular, the participants were reluctant to give answers to remuneration and promotion items due to the fear of being victimized by their managements. This problem was overcome by assuring the academic staff that the investigator intention was to use the data for academic work alone. The original ethical clearance letter was shown to them to allay their anxiety. The participants were, therefore, guaranteed of confidentiality and ethical handling of the information given out.

There are so many variables of academic staff retention and enrolment strategies that could have been used for this study. However, Staff Retention Strategies, Leadership style, Remuneration, Training and Promotion, dominated the studies as proxies for retention (Thrush, 2012; Armstrong, 2010; Kipkebut, 2010; & Waswa et al., 2008) while enrolment strategies, that is, Pricing, Market focus, Collaboration, Innovation and Technology were the proxies utilized by Wangari & Kagiri, (2015) in their studies. Thus, generalization of findings is limited to these variables only.

Definition of Terms

Strategy: A strategy connotes employing a variety of techniques to win over faculty and students, puts up with pressure from a rival, and advances in the services market.

Enrolment performance: It is linked to the university's enrolment management objectives and plans related to students' availability, affordability, retention, and success (Norris & Leonard, 2008).

Switching intention: Switching intention means employee decision to stay in, or leave, the university.

Chartered Private University: A non-profit making university that is autonomous, funded and managed by an individual or group of people.

Organisation of the Thesis

Chapter One focuses on introduction of the study, statement of the study problem, objectives of the study, questions that led the study, significance of the study, limitations and delimitations of the study. Chapter Two explains the theoretical frame work of the topic and empirical studies done by some scholars in the area of study. Methods of the study are described

in Chapter Three. The analysis, interpretation and discussion of the data collected are dealt with in chapter four. Chapter Five summarizes the main findings on the study; draws conclusions, and makes suggestions to improve upon academic staff retention and enrolment strategies of chartered private universities in Ghana. Also, suggestions are made for further research.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews related works by other researchers to the study of competitive strategies and enrolment performance of private chartered universities in Ghana. The literature review is arranged under the following headings: introduction, development of private tertiary institutions in Ghana, theoretical framework, conceptual framework, employee retention strategies, determinants of staff retention, importance of employee retention, university performance, switching intention, internal work environment, external environment, students' enrolment in chartered universities, enrolment in private universities, empirical review, challenges of private universities, and summary of the study gaps.

Introduction

A business needs to have a competitive edge over its rivals in order to succeed. Each of these factors—price or fees, service, quality, location, or an embedded consumer base—can spur competition between institutions. A company's likelihood of success increases with how well it performs in each of these categories (Bailey et al., 2016). Private institutions have embraced a number of competitive strategies to battle competition. Since many schools of higher learning are for-profit, some have used technology and digital marketing as a strategy. Institutions now provide online classrooms, e-learning modules, remote learning, and online courses, all of which have improved learning efficiency and convenience and raised enrolment (Geith & Vignare, 2008).

It has also been done to combat competition to use distinctive and noticeably different products from rivals, such as different admission requirements, distinct transcript transfer requirements, academic staff mobility whether they move between different types of institutions, and the use of market-driven strategies (Zahavi and Friedman, 2019). Last but not least, by providing cutting-edge programmes and services, a consistent stream of programmes and services, and creatively adapting to new and changing conditions while relentlessly pursuing new customer solutions and engaging in corporate social responsibility on brand differentiation. Private institution management is aware of the programme demand conditions as they roll out a number of programmes across disciplines.

Development of Private Tertiary Institutions in Ghana

In Africa, and particularly in Ghana, the rise of private participation in higher education became rigorous in the 1990s. Ghana's 1992 constitution includes basic measures for education, including specifically higher education. Part of the 1992 Constitution reads as follows:

All people must have equitable access to higher education based on their capacity by all practical means, most notably the gradual introduction of free education. Article 25, (1c) states that everyone has the right to establish and run a private school or schools at any level, in any category, and under any circumstances permitted by law (2).

As a result, the founding of private universities, whether owned by people, organizations, or other bodies, is legitimate and suitably protected by the Ghanaian constitution. Private institutions must step up their instruction,

research, and volunteer work to improve functional literacy in Ghana, Africa, and the rest of the world.

After realizing the importance of private involvement in higher education, the government established institutions and protocols for monitoring the performance of private universities in 1993. Increasing private sector participation in educational services was one of the goals of Ghana's 2007 education reform (Adu, 2009). The National Accreditation Board (NAB), which was created by the National Accreditation Board Law 1993 (PNDCL 317) and repealed by Act 744 (2007), is responsible for accrediting both public and private tertiary schools with relation to the programme's requirements and contents to assure compliance. The National Council for Tertiary Education (NCTE), another group with representation from universities, provides official consultation on educational policy and updates the government on the situation of higher education. In order to create the Ghana Tertiary Education Commission, NAB and NCTE merged in 2019.

Only two (2) private universities existed in Ghana in 1999. In 2012, there were 41 private tertiary institutions that offered degrees and HNDs programmes. One hundred and ten (110) approved private tertiary institutions were present by May 2022, (www.gtec.edu.gh), with a total of 72,367 and 24,116 undergraduate and graduate students, respectively. Ghana now has 16 public universities and 10 technical universities, compared to 110 recognized private postsecondary institutions, of which only 10 are Chartered universities. When compared to about 264,994 (20.7 percent growth rate) and 24,116 undergraduate and graduate students, respectively, at public institutions in 2018–19. This reflects a growth rate of 2.98 percent of students who attend

private colleges (NAB, GTEC Statistics Digest, 2020). Analysis of enrolment in private tertiary education from the 2012–2013 to the 2018–2019 academic years reveals changes at all levels, with the exception of doctoral degree levels. For instance, undergraduate enrolment fell by around 4.9 percent from 70,085 to 66,645 between the academic years of 2014–15 and 2016–17 (NAB, GTEC Statistics Digest, 2020) then increased in the 2018–19 academic year.

However, enrolment in science programmes has consistently increased, while it has fluctuated in the humanities (NAB, GTEC Statistics Digest, 2020). In 2014–15, there were 1,168 part-time employees and 2,234 full-time employees working in private universities. The numbers increased to 2425 full-time and 1769 part-time in 2015–16. (NAB, 2018). This indicates an increase in full-time personnel by 8.5 percent and in part-time staff by 51.5 percent, respectively. Additionally, public institutions are simple to access because the costs paid by private universities per semester are roughly twice as much as the fees imposed by public universities over the course of a year. Private universities must adhere to quotas on student enrolment and staff hiring in order to represent national norms and standards, according to the NAB and NCTE (currently known as GTEC).

Theoretical Framework

Theory of stakeholders

Stakeholders are any individual or group of individuals who have an impact on how an organization operates or how well it is able to accomplish its objectives (Freeman, 1984). This idea establishes the stakeholder's hypothesis. This theory contends that an organization's operations ought to consider the benefits or outcomes for all parties concerned, not only the

owners or shareholders. The relationship management has with stakeholders, which is necessary over a long period of time for an organization to perform well, determines how successful it will be (Freman, 1984). According to Clarkson (1995), a company's survival and success are dependent on its managers' capacity to create wealth, value, and stakeholder satisfaction. Thus, it is crucial that businesses recognize their stakeholders, comprehend their interests, and know how to handle them more effectively (Grundy, 2005). By getting to know them, the organization can respond to their external players more effectively when forging closer bonds.

The primary worry in the educational setting that has all parties engaged with higher education institutions (HEIs) is that increasing competition has an influence on funding and the educational quality of HEIs (Michael, 2008). Therefore, using the notion of stakeholders aids HEIs in determining who to collaborate with, what these people or groups require, and how to design strategies to support each stakeholder. However, the HEIs continue to incorrectly identify the stakeholders and fail to clearly define their demands and the significance of their relationships with each. There seem not to be any established connections with alumni, students, parents, principals, vice chancellors, or anyone else. The theory of stakeholders can greatly assist the HEIs in meeting their stakeholders' requests, which they still have a lot of work to do (Dobni & Luffman, 2003).

The Resource-Based View (RBV) theory

Wernerfelt coined the phrase “resource-based view (RBV) theory of the firm” in 1984, and it provides a theoretical framework for identifying the assets and skills that generate long-term competitive advantage. According to

the RBV theory, organizational performance is influenced by internal factors, and strategy is the outcome of a rigorous assessment of business resources (Jurevicius, 2021; Wang, Dou, Zhu, & Zhou, 2015; Ortega, 2010). The resource-based view theory, which serves as a determinant of competitive tactics among Ghana's private institutions, served as the basis for the current study. According to the resource-based view (RBV), giving higher value to customers through innovation can help businesses become more competitive.

Porter's five forces model

Porter (2008) asserts that the threat posed by new competitors is inversely correlated with the entry barrier to the market. Instead of new competitors entering the market, he argues that the threat of new entrants is what drives competition. Since these credentials are becoming standard in the job market as more people complete their college degrees, there is a growing need for them. Due to this expectation, there is more competition for the same number of open seats, and students will pay more to secure a seat that is seen to be more prestigious in an effort to stand out favorably from other applicants with comparable qualifications. This indicates that the historical institutions possess a clear advantage. Since newer universities are unlikely to have earned the industry's respect and reputation necessary to create jobs, the demand side benefit is not fulfilled (Pringle & Huisman, 2011).

In the case of universities, the customer is the student. The more options kids have to choose from, the more power they have, claims Duczmal (2006). As more colleges begin to provide degrees, students' options will expand and buyer competition will rise. This could discourage colleges from raising tuition fee as a result.

An industry's profitability diminishes when a substitute represents a serious threat. Three elements—convenience, time, and application—define the threat of substitutes, according to Martinez & Wolverton (2009). They claim that students look for alternatives since they don't want to spend a lot of time pursuing a bachelor's or master's degree. As a result, a lot of students are requesting options that will hasten the awarding of degrees. Convenience is the primary factor in the adult learner's search for alternative educational options. As a result, in addition to the distance/online market, delivery options for morning, evening, weekend, and modularized programmes are expanding. Universities that serve this group by being flexible and having lower wait times may find themselves setting the industry standard (Pringle & Huisman, 2011).

The amount of competition in the higher education sector varies depending on the aim of the competition, which could be a fight for students, staff, government cash, or research awards. Since receiving government money is not an option, private universities compete with one another by bringing in new students, expanding their personnel, and sponsoring their research.

The competition can be further defined by analyzing structural components, player profiles, and the environment of the industry (Martinez & Wolverton, 2009). Over the past five years, there has been a notable expansion in private institutions, claim Kimando, Njogu, & Sakwa (2012). Numerous factors, including the dearth of opportunities at public institutions and the necessity to support state colleges, have contributed to this expansion. Public universities have entered the race by opening new colleges in various parts of

the country and developing parallel degree programmes in an effort to meet the growing demand for higher education and to compete with private institutions (in terms of expansion).

Push-Pull-Mooring Theory

Theory of Push-Pull-Mooring migration law postulates that, a person can move from where they were originally located to another location. This mobility is influenced by a number of variables, including geography, technology, and economic concerns (Ravenstein, 1889). It is presumptively true that when someone loses their employment or experiences a natural disaster, the push effect is what drives them to leave their original location. Higher money, career prospects, higher education, welfare system, decent environment and living conditions, and political freedom are all pull factors, according to Fu (2011). The anchoring variables are personal, social, or cultural elements that either help or hinder the decision to move (Fu, 2011). Previous studies have largely reviewed on the push-pull model to study the behavior of customer switching (Chang et al., 2017; Jung and Yoon, 2012).

The claim that switching behavior is comparable to migration in that it is a personal choice to switch from one service to another. In the past, the Push-Pull-Mooring model has been used to investigate various factors that influence switching behavior in a variety of contexts, such as online settings (Zhu, Peng, & Yang, 2023) and mobile map services (Liu et al., 2021).

The stakeholder theory emphasize that an institution's performance depends on relationships with all stakeholders and on actors' capacity to strategically interact in order to produce desired results. As a result, the four theories are related. The institution's performance depends on how the players

get along and work together strategically to achieve goals in response to internal circumstances, notably the resources that are available (RBV). Porter contends that businesses should be cognizant of the threat that recently founded companies pose to the market in light of this. Also, the mooring model describes why individuals make decisions.

Enrolment Strategies

The enrolment success of chartered private universities is one of the study's elements, as are the price strategies, market emphasis, strategy for collaborations, technology strategy, and innovation employed by private universities in Ghana.

Pricing

The pricing depicts a university charging different prices in different markets for the same programme or item. It may also refer to the practice of charging different prices to different socioeconomic or geographic market segments for the same programme or product. It provides instructions on how to develop a competitive edge. Even while some universities may find pricing strategies aimed to boost their applicant pool to be successful, economists are divided on the issue of whether adjustments in tuition costs result in discernible changes in enrolment numbers. According to a study by Epple, Romano, and Sieg (2006), modest adjustments in tuition can have a significant impact on enrolment since the higher education market is so competitive. On the other hand, O'Connell and Perkins (2003) and Clotfelter (1991) conclude that any acceptable rise in tuition fee would not be followed by a fall in applications or enrolment since liberal arts colleges operate with such excessive demand. Epple, Figlio, & Romano (2004) and Hoxby (1997)

demonstrate how American institutions have raised tuition fee and drawn in more talented students as a result of the shifting competitive market structure. Mensah (2019) highlighted that private higher education institutions are known for admitting students from affluent backgrounds in underdeveloped nations like Ghana because their tuition fees are typically substantial and serve as their primary source of income. According to the study, tuition costs have a favorable effect on university enrolment.

According to Turner (2006), the decrease in state funding for higher education and the increased competition that resulted within public higher education have prompted policy experts and college administrators to consider alternate pricing schemes to ensure access and raise academic standards. Many public universities have tried to follow the example set by their prestigious private counterparts by adopting a high tuition plan in order to control enrolment and increase tuition income (Turner, 2006).

The high tuition strategy makes financial sense in light of previous research showing that enrolment demand is inelastic, allowing tuition revenue to be raised by raising the net price charged to wealthy, less meritorious students and using the additional funds to subsidize needy and/or capable students. However, the collective effort to get talented and deserving individuals into higher education results in improved relative possibilities for these students. In particular, at less selective public institutions that do not have considerable excess enrolment demands, such opportunity inequalities would be likely to hinder or even impede the efficient use of the high tuition pricing and make poor and able students relatively less price responsive.

Modern critics of higher education contend that tuition costs create hurdles to access, contradicting the frequently stated governmental goal of promoting participation in higher education (Thought Leaders, 2013). The question of whether enrolment figures are actually price sensitive is still open.

In order to obtain a competitive edge, Malburg's (2000) cost leadership strategy focuses on having the lowest costs in the education sector. To obtain a low-cost advantage, private universities need a low-cost leadership strategy, low-cost operations with integrated business units, and a staff committed to the low-cost approach. To successfully adopt a cost leadership strategy, private colleges need to have a large market share. The best use of resources, increased student enrolment, establishing connections with suppliers, service providers, and other affiliated institutions, decreased operating time and cost, and suitable facilities are just a few of the many ways to achieve cost leadership.

Porter (2008) contends that only one company may be the cost leader and the others the followers at any given time in an industry. As a result, the best strategic choice for a university to be a leader is to take on a low-cost leadership role. According to Miles et al. (2005), cost leadership approaches rely on a few very unique characteristics of the organization to achieve and keep their low-cost position within the industry of operation. A private university employs the differentiation strategy, a marketing technique, as one of its competences to establish a distinctive identity in a specific market. By using this strategy, a private institution will introduce different variations of the same core service and product, all marketed under the same name, within a particular services and products category, embracing the whole range of

services and products available on the market in that category. Positioning a brand or programme in a way that sets it apart from other brands and creates a distinctive image is another definition of differentiation strategy (Akpoyomare, Adeosun, & Gniyu, 2012).

A private institution may use a differentiation strategy to create and promote distinctive services and programmes for various consumer categories. Higher education institutions can be differentiated based on a variety of characteristics, including the specialty programmes they offer, their location (such as The University of the Virgin Islands), the availability of financial aid, placement rates, internship opportunities, and a host of other factors. When a private institution has definite competitive advantages and the financial wherewithal to support a costly marketing effort, differentiation is typically used. According to research on the service industry, differentiating the services and products offered by a private institution from those of its rivals is a frequent strategy (Prescott, 2008).

In order to differentiate your business from your competitors, you must produce products and services that have unique traits that clients value and believe set you apart from the competition. Due to the value that their uniqueness adds, private institutions may be able to charge more for their services and products. The private institution anticipates that the increased expense of providing the special services and goods will more than be made up for by the higher price. Due to the unique characteristics of the goods and services, the university may be able to pass on the costs to its customers who cannot easily find substitute goods and services (Porter, 1998).

Private universities that are successful at standing out from their rivals frequently have access to cutting-edge scientific research, an exceptionally talented and creative team that develops services and products, a strong sales team that can persuade, communicate the perceived benefits of the services and products, and a corporate reputation for quality and innovation (Prescott, 2008). Customers from varied backgrounds, needs, and behaviours are surveyed to learn what they value and consider important in order to build a successful distinction. Costs can increase as a result of differentiation attempts. There are two approaches to achieve profitable differentiation: maintaining the cost of differentiation below the price premium that the differentiating characteristics fetch, or compensating for lower profit margins by increasing sales volumes (Grant, 2013).

A private organization utilizing the differentiation strategy must invest in and develop items that clients would find distinctive rather than concentrating on cost-cutting. In general, organizational learning, creativity, and innovation must be developed and maintained within a private institution if distinction is to be achieved in terms of strategy implementation.

Any action a private organization can do to boost consumer value could be the basis for differentiation, according to Hyatt (2001). It must next add attributes to its products and services at a fair price in order to build value after determining a trustworthy source of buyer value. These characteristics could enhance the efficacy or efficiency of the services and goods. Differentiation options might develop from options carried out anywhere along the activity cost chain. In Porter's (1998) theory, a private institution can gain a competitive edge by producing goods and services that are more valuable to

customers than they cost to produce, either via the use of differentiation tactics or efficiency tactics.

Private universities implementing a differentiation strategy attempt to set themselves apart from the competition by utilizing a range of sales, marketing, and associated services, programmes, and technological advancements. According to Oakland (1999), there are at least two main categories of differentiation strategies: those centered on cutting-edge services and programmes based on strict marketing and image control. Ingenuity, sound basic research, and services and product engineering are the major success factors that promote the profitability of a company (Malburg; 2000; Porter, 1998).

Market Focus

The main source of competitive advantage is either having cheaper prices than rivals in that market segment or having the ability to offer niche customers something unique compared to rivals. The foundation of concentrating is picking a market sector where buyers (students) have unique preferences. Geographical exclusivity, particular usage requirements based on physiological considerations, or distinctive traits that appeal to people in a particular socioeconomic class, are examples of niche-identifying elements (Stone, 2008). The private university may choose to focus on a specific group of customers, set of services and programmes, area, or service line (Stone, 2008). The cornerstone of the market emphasis within the higher education industry is also a small competitive scope.

Market focus aims to expand market share by competing in a niche market or in regions that are either undesirable to, or disregarded by, larger

competitors. These niches are produced by a number of factors, including geography, student characteristics, and service and programme requirements or specifications. For a market focus to be effective, an industry segment must be significant enough to have high development potential while not being overly crucial to other significant competitors (Porter, 2004). Private universities only use market-focused techniques in conjunction with generic differentiation or cost leadership tactics.

Hastings School of Law, Keller Graduate School of Management in Illinois, and McDonald's Hamburger University are a few examples of organizations that use the market focus to fill a particular void in the market by providing targeted coursework to meet specialized educational demands. The U.S. military academies are another organization utilizing the concentration strategy. The emphasis on the market covers both the material, procedural elements of product replenishment and delivery as well as the immaterial, informational elements of product sales and service. Customers see these products or programmes as superior or unique, giving the supplier a competitive edge when the market is successfully concentrated. The unique selling characteristics of each programme are the main focus of advertising and promotion for university programmes. For a market to be focused on cheap prices, there must be a buyer group whose needs are less expensive to meet than those of the rest of the market depending on their income levels. On the other hand, a market emphasis on distinctiveness necessitates the presence of a customer group with particular expectations for services and product features. In this sector, the majority of private institutions focus on a particular market area (Porter, 2004).

Market Focus works well when pupils have particular wants or needs. For small, competitive universities that lack the resources or capacity to undertake a nationwide marketing effort, a market focus is frequently suitable. A similar method may be appropriate if the target market is too small to support a large-scale operation. Many organizations or companies rise from modest beginnings to become well-known ones. A company's ability to outperform its competitors depends on its ability to capitalize on market activity patterns, take and protect “unfair share” of markets, seize premium pricing, and sensibly create and promote new products. This is according to David (2011). In order to pursue long-term competitive advantage, a firm can often use market focus, differentiation, and low cost leadership, claim Jamoza & Oloko (2018). A corporation caught in the middle is one that tries every general strategy but fails in every one of them. Research by Wambua et al. (2014) on customer experience explain that, top performers can be distinguished from their competitors by the constant manner in which they establish and retain their competitive essence.

Technology Adoption

By ensuring efficiency and cost-cutting measures, technology adoption in institutional operations gives private universities a competitive advantage. When it comes to education, technology can give students the necessary abilities for the twenty-first century, giving them a competitive edge. There are a number of ways to tell a service from a product. Unusual features, prompt customer service, swift service and product advances, technological leadership, perceived prestige and status, and performance are a few examples of differentiating techniques (Porter, 2008). The tremendous rise of ICT

(information, communication, and technology) has dramatically changed society's requirements in the twenty-first century. ICT is playing a bigger role in both our daily lives and the higher education industry. As a result, there is an increasing push for private colleges to employ ICT to impart to students the information and skills they require for the twenty-first century.

To Buabeng-Andoh (2012) and Szalkai (2003), educational institutions work to rebuild their educational curricula and classroom environments in an effort to close the current technology gap in teaching and learning and gain a competitive advantage in the marketplace. Instead of focusing on cost-cutting, private institutions using a differentiation strategy could develop and invest in high-tech equipment that can be distinguished and that customers would value. Develop and maintain organizational learning, creativity, and innovation inside a private university is the key to differentiating success in terms of strategy implementation.

Innovation

Innovation is a key factor in the size and reach of economies. Due to the lack of competitors on the same playing field up until a firm duplicates the innovation or the goods or services, Schumpeter plays a significant role in explaining why corporations have temporary monopolies, according to Kaya (2015). Research and development (R&D) is vital to innovation and allows the first private institutions to spread their R&D costs among a large number of clients. This gives early adopters from private universities an advantage over newcomers, even if the latter are likely to spend less on research and development because they typically make fewer efforts to establish their idea in the market. In a controlled educational environment, businesses and private

colleges in particular will lack incentives to develop (Martin, De Preux, & Wagner, 2014). These private universities mostly focus on local markets because they are more lucrative. They are shielded from exposure to global competition, which lessens their incentives to innovate and improve their competitiveness on a global scale. Private universities must be inventive and effective in their commercial processes due to the intense competition from both local and worldwide markets. Private colleges are forced by competition to look into new avenues for boosting efficiency, including early expansion into new markets and cost-cutting production activity shifts (Ricupero, 2004).

Successful innovation, to Mulgan and Albury (2003), is the development and application of novel procedures, goods, services, and modes of delivery that lead to noticeable gains in efficiency, effectiveness, and quality. Besides, one of the strategic ways to bring in money for the university is through product creation. Additionally, process innovation is a surefire strategy to protect and enhance product quality while reducing expenses. Since they allow private universities to strengthen their brands in the education market and so give them a competitive edge, both product and process innovation are therefore seen as essential for long-term private university growth.

Technology innovation is crucial for private education as well since it allows information to travel to its intended audience fast. Universities may use information and communication technology to give students far more flexible access to learning materials, administrative services, and academic staff, but this also educates students to demand such flexibility (Joan, 2013). Since certain online courses are less expensive than on-campus courses, online

education offers a less expensive route to a degree. Online education may make it more accessible to a wider range of people, adding another endurance requirement. Another example of innovation and flexibility being coupled is online education, which is an essential component of sustainability.

The Relationship Between the Enrolment and Academic Staff Retention Variables

Leadership and Price

No single definition of leadership is universal, despite the fact that there are several. In its simplest form, leadership refers to a scenario in which one person has control over the actions or behavior of others. One of management's most important responsibilities is to create a work atmosphere that will make the company popular with its employees. Additionally, it entails persuading these individuals to stick with the business despite the availability of alternate employment opportunities elsewhere (Michael, 2008). In this regard, Beardwell and Claydon (2007) assert that a supervisor's role and leadership are crucial for employee retention and that workers leave supervisors rather than companies. Employees are more likely to stay with a company if they believe their supervisors care about them, if they understand what is expected of them, if they are assigned work that is appropriate for their skills, and if they are consistently praised and recognized. How well a person gets along with his or her direct managers determines how long they stay at a company (Ferreira, cited in Michael, 2008).

According to a survey on the state of the South African Training Business, managerial style was the key factor in retention in South Africa (Netswera et al., 2005). The leadership in universities, which consists of senior

management and the Deans of Faculties/Schools who are the academic staff's direct supervisors, can be crucial in convincing employees that their university is a top employer. In the majority of private universities, leadership style is regarded as business. Universities that view education as a business are more interested in candidates who can afford to pay tuition or other costs than students in general. Consequently, business-style institutions would prioritize organizational effectiveness over societal equity (Ngok, 2007). According to Tang, Tang, and Tang (2004), an increasing number of colleges are using tuition as their primary source of funding. "Leadership style has a beneficial impact on Pricing in private universities,". In the current investigation, this theory is put to the test.

Remuneration and Price

"An organization needs to invest in staff retention for improved job performance and sustainable company image," Mendez & Stander (2011) remark. They observe that retaining personnel with unique qualities requires a fair and competitive salary package, as well as appealing and compelling benefits that will encourage them to remain with the company (Lockwood, 2006). Schools are starting to understand the benefits of marketing in gaining a competitive advantage as well as the necessity to become more "businesslike" (Ewing & Napoli, 2005). Wafula et al. (2013) examined how Kenyan employees perceived compensation plans at private colleges. A 136 respondent, teaching and non-teaching staff were included in the study, and questionnaires were used to gather data from them. The results demonstrated that compensation is the most important element in maintaining academic personnel at private universities.

However, some people decide to abandon their occupations despite making a nice salary. In several other types of work, the labor itself is essentially the product. In some circumstances, work is primarily an instrument - an incidental prerequisite for the achievement of the final output, according to Archibald & Feldman (2008), quoting Baumol, (p. 6). Higher education institutions are examples of industries where labour is the end product, whereas manufacturing organizations are examples of labour as an instrument in the creation of a final product. The increased productivity gains in manufacturing organizations may be passed on to the workers in the form of higher salaries or they may result in a decrease in the selling price of a product.

Customers may perceive increasing productivity in service organizations as a decline in service quality. The cost of services may rise more quickly than the cost of the product because service providers must raise wages to compete for workers. Consequently, manufacturing sectors have a harder time controlling costs than labour-intensive industries like higher education institutions (Martin, De Preux & Wagner, 2014). Another hypothesis examined in the current study is that “Remuneration has a favorable impact on Pricing in Private Universities”.

Training and Price

Companies like to keep their staff since doing so saves them a lot of money (Oosterbeek, Sloof & Sonnemans, 2007; Hinkin & Tracey, 2000). It demonstrates a degree of regard and gratitude for the employee when a company commits resources to continuously training them during their job. The employer is interested in the employee's success. As a result of lowering

turnover costs, this success increases positive satisfaction, which encourages employees to stay with the company (Hansson, 2007). When employees believe they are not performing their jobs to the standard expected owing to inadequate training, they become dissatisfied (Locke & Latham, 1984). One of the main reasons why workers leave their jobs is dissatisfaction (Srivastava & Rastogi, 2008). Dissatisfaction causes employees to leave their jobs, which raises the cost of turnover (Smerek & Peterson, 2007). The price of training and its cost seem to be connected. Therefore, the present study tests the premise that “Training has good impact on Pricing in private colleges.”

Promotion and Price

The extent to which an employee thinks they have the chance to progress and be promoted within the firm is referred to as their promotional prospects. Employees look forward to working in positions that give them the potential to move to challenging ones. Dockel (2003) provides a strong argument for the idea that in addition to financial reward, employees should be offered chances to progress within the company. To receive recognition, status, and higher pay, employees apply for promotions. Since employees place a lot of identity in their work, advancement is frequently at the center of their aspirations.

Similarly, Hill et al. (2003) discovered that one of the most crucial elements in providing high quality education is the caliber of the speaker. The vital significance of lecturers is also emphasized in research by writers like Schwaiger (2002); Harnash-Glezer & Meyer (1991). Even yet, Pozo-Munoz et al. assert that “teaching personnel are crucial actors in a university's activity” (2000, p. 253). Therefore, in higher education, students' judgments of service

quality should primarily be determined by the behaviors and attitudes of lecturers. Price affects how a product or service is advertised, the organization's competitive position, and its market share. Solomon and Stuart (2000) contend that price is a quality indication and may therefore be used to identify the sort of marketing institutions employed to distribute a product. In light of this, the present study tests the premise that "Promotion has good impact on Pricing in private colleges."

Here, the term "price" refers to the tuition that aspiring students will have to pay. Price is significant to the HE institution because it is a significant source of income. According to Tang, Tang, and Tang (2004), a number of colleges are using tuition as their primary source of funding. Price has a huge impact on marketing efforts because most parents and students are concerned about the financial expenditures of attending college (Hemelt & Marcotte, 2011; Pennell & West 2005; Pugsley 2004). Tuition cost hikes have a major negative influence on new student enrolment (Dearden, Fitzsimons, & Wyness, 2011). This shows that the opposite is true; a tuition reduction can increase the enrolment of students who pay fees (Barr, 2012). Customers (students) are typically cost-conscious and will maximize the investment of their tuition payments while optimizing returns or value (Eckel, 2007). Prospective students generally compare universities based on whether they are more price or more affordable (Kotler & Fox, 1995).

Modern critics of higher education contend that tuition costs create hurdles to access, contradicting the frequently stated governmental goal of promoting participation in higher education (Barr, 2012). It is still unknown if enrolment statistics are really price-sensitive. Studies by Epple, Romano, Sieg

(2006); Leslie & Brinkman (1987) as well as Leslie and Brinkman (1987) come to the conclusion that due to the intense competition in the higher education market, even tiny changes in tuition can result in significant changes in enrolment Mensah (2019). Contrarily, as mentioned previously in this chapter, O'Connell & Perkins (2003) and Clotfelter (1991) conclude that any fair rise in tuition would not be followed by a fall in applications or enrolment since liberal arts colleges operate with such excessive demand. Therefore, "Pricing has favorable impact on enrolment performance of private universities" is the hypothesis that is being evaluated in the current study.

Leadership Style and Market Focus

As was said earlier in this Chapter, Stone (2008) emphasizes that concentrating involves picking a market segment where consumers (in this case, students) demonstrate distinctive preferences. Stone adds that the niche is influenced by elements like geographic isolation, specialized requirements for accessing the services based on certain physiological considerations, or distinctive traits valued by members of a specific social class. Stone continues by stating that a private university may decide to focus on a certain market, group of programmes, area, or service line.

The literature supports the idea that a firm's performance is determined by its leadership (Brown & Posner, 2001). According to the literature, the idea of enrolment management had its origins in the American setting in 1976, thanks to the efforts of experts like Jack Maguire, who is sometimes referred to as the "father of enrolment management" (Kalsbeek, 2013). Universities, according to Winston (1999), function in a highly hierarchical, selective sector of the economy. As a result, institutions only compete for students within

certain market segments. Notably, he discovers that this effect is stronger for schools with higher rankings and less noticeable for institutions with lower rankings. This “impact disparity” among colleges suggests that the best schools fight in distinct market niches for high-quality students, as measured by rank.

Taking into account the aforementioned, the current study investigated the claim that “Leadership style has a good impact on market focus in private colleges.”

Remuneration and Market Focus

Concern was expressed by Xiaoping (2002) on the surge in tuition prices levied by the majority of colleges and universities in and around Beijing. The opinions of parents differ from those of academics, as is to be anticipated. While academicians advocate higher tuition fees because they frequently gain indirect benefits from them through higher incomes, parents worry that growing college costs will prevent their children from pursuing higher education options. Some schools have come up with inventive ways to compensate their academic personnel, such as salary “top-ups” derived from funds raised by students enrolled in fee-paying courses. Yusof et al. (2008) highlighted the fact that parents of prospective students’ view financial aid as a significant factor influencing their choice of university. They do not claim that the higher fees have a direct effect on staff experiences, but they do claim that there may be indirect consequences due to things like altered staff management objectives and increased perceptions of student expectations. It is believed that “Remuneration has a favorable impact on market focus in private colleges,” in keeping with the arguments put out by Yusof et al.

Training and Market Focus

Wisdom (2006) asserts that there should be an equivalent increase in handling capacity for increased enrolment. Universities can use tactics like teaching, research and development, promotion, appointment to a permanent tenure position, mentoring, research and research through providing grants to scholars, all while offering them manageable workloads, competitive salaries and benefits packages, and other incentives. This in turn motivates initiatives to engage the workforce, which in turn has a direct impact on performance. Managing manufacturing processes alone is not what drives performance, for instance, in a specialized market focus. Performance is fueled by utilizing the workforce in a way that is compatible with procedures that represent the firm's goals in the marketplace. The argument is that the personnel should be recruited, educated, motivated, and rewarded in a way that is consistent with the company's competitive strategy. The following claim is therefore evaluated in the current study, building on these observations: "Training has a favorable impact on market focus in private universities."

Promotion and Market Focus

Promotion should come with effective communication. According to Gibbs and Knapp (2001), effectively communicating to prospective students what they can anticipate from college is essential for an institution's success. He indicated that:

Students are held responsible for their own behavior and academic progress when policies and procedures clearly and consistently communicate behavior standards to them. Students are encouraged by instructors, staff, and other

institutional agents to engage in extracurricular learning activities that are educationally pertinent.

However, the decision-making process can be significantly influenced by how students view the reputations of the teaching staff. What role academic staff image and status have in luring potential students is up for debate (Cubillo et al., 2006; Ivy, 2001). Some students are regularly convinced to enroll in universities by PhD-holding academic staff members or by academics' public personalities. Students may be influenced by the number of PhDs and professorship titles (Ivy, 2008). Public figures and well-known profiles, according to Ivy (2008), are additional individuals that potentially affect student enrolment. Students' opinions of the quality of the services they receive in higher education are affected by the administrative and academic support that is offered, both on the front lines and in what might be termed the background. A prospective student's decision to continue considering a university may be impacted more by the quality of the institution's research output than by how well a phone enquiry is handled.

The actual quality of a university is frequently overshadowed by its prestige, or reputation for quality, claim Gatfield, Barker, & Graham (1999), because it is the perceived excellence of a university that actually affects prospective students' and scholars' decisions to enroll with a particular university. Competitive higher education institutions are very interested in how their target public perceives the institution, its programmes, and its services since people often react to an organization's image rather than its real content. Even if the institution is of the highest caliber and draws people who have a favorable opinion of it, those who have a negative opinion of it will

avoid or disparage it. This led to the development of the hypothesis for the current study, which was “Promotion has a good impact on market focus emphasis in private organizations.”

Market Focus and Enrolment

Schools may be forced to enroll many students to enjoy economies of scale, target recruitment of students who appear less expensive to educate, little disruptive in teaching hall, and are likely to produce high test marks that will improve the institutions status and attract more “customers,” and so on (Lacireno-Paquet et al, 2002). According to Smith & Meir (1995) and Fiske & Ladd (2001), charter schools would have an incentive to weed out the “cream” of prospective students, but the requirement to maintain high enrolments may somewhat offset this. The likelihood that the parents of the most advantaged students will aggressively demand other possibly expensive programmes, such as Advanced Placement courses, well-equipped laboratories, foreign language training, and similar things, could also be considered. To put it another way, the temptation to run schools that enroll students with average/above average academic achievement is stronger than the temptation to choose the best of the bunch. This is due to the fact that the financial incentives to serve extremely disadvantaged groups may be more certain and harsh than the incentives to target only a small few (Fiske & Ladd, 2001; Smith & Meir, 1995). Based on the information above, the current study's hypothesis was that “market focus has good impact on enrolment performance of private institutions.”

Collaboration and Market Focus

Private universities have the ability to work together and form connections with other universities to expand student enrolment and boost

revenue. Creating connections with other affiliate institutions and maintaining positive relationships with suppliers and service providers' results in stronger connections with universities. Poister (2010) contends, however, that private colleges are establishing connections with vendors, suppliers, and other affiliate schools. Private universities sign long-term contracts with their agencies and work with a variety of vendors to protect themselves against price gouging. Additionally, private institutions focus heavily on students who wish to develop themselves and outsource some services and distribution to lower operating costs.

It is common to emphasize the connection between collaboration and creation as critical sources of competitive advantage (Argote & Ingram, 2000). As businesses struggle to continue, continuing innovative activity in the face of quickly changing market conditions is becoming more and more important. As claimed by Karanja (2002), private universities have connections to hospitals, research facilities, associate institutions like Valley View University or Central University, and other affiliate organizations. The sustainability and expansion of the market are improved by these links. Due to their accessible locations in the major southern Ghanaian towns and their vast branch network, private institutions enjoy enhanced market growth and sustainability. However, it is entirely unclear how these vigorous efforts have affected the performance of Ghana's private institutions.

Various hypotheses about how businesses interact have been developed over the past few decades (Middel, 2008; Miles, Miles & Snow, 2005; Bessant, 2003). The resource dependency theory by Ogbonna and Harris (2003), the network method (Ford et al., (2008), and organizational learning

are some of the theoretical frameworks that have been utilized to investigate inter-organizational links. All of these theories claim to explain, from various angles, how a company can look beyond its own borders for the materials and expertise needed to produce its products and deliver its services, as well how it can collaborate with other companies (Middel, 2008). The reasons for this increase in collaboration are most typically identified as risk sharing, gaining access to new markets and technology, as well as the combination of complementary skills (Timberlake, 2002).

The key benefits of coalitions include the capability to achieve “economies of scale,” “access” (to distribution channels, resources, local knowledge, etc.), “reduction of risk”, and the power to affect competition. The ongoing expansion of collaboration among private colleges in Ghana is evidence that, in accordance with Dunning (2015), coalition action can be a source of competitive advantage. Building strategic alliances is increasingly and more common among international businesspeople (Pekar & Allio, 1994). A byproduct of an educational institution's external marketing strategy for acquiring a competitive edge in international markets is coalition building. As a result, it is a special talent that could give a competitive edge.

Leadership and Collaboration

A well-defined leadership theory for school development organizes and integrates the programme's components around a common vision, philosophy, or set of values, (Davis et al., 2005; Jackson & Kelley, 2002). Additionally, leadership uses assessments for candidate and programme improvement, works with local districts to develop and administer the programme, and partners with them to do so. In their extensive study in one

US state, Hallinger & Heck (2010) found both significant indirect effects on rates of growth in student reading achievement and direct effects on changes in the academic capacity of the schools of collaborative leadership. Research both domestically and abroad has repeatedly shown that school leaders can improve educational and student outcomes by utilizing instructional and transformational leadership techniques (Hallinger & Heck, 2010; Robinson et al., 2008; Marzano et al., 2005; Hoy & Sweetland., 2002). In particular, stronger instructional and transformational leadership techniques are favorably connected with better student outcomes, as with elevated teacher engagement and commitment as well as organizational culture and effectiveness.

Based on extensive research on principals, teachers, and student outcomes, Leithwood and Jantzi (2008) examined the effect of leadership methods on teachers and student outcomes. Their findings are consistent with the traits of successful transformational leadership practices, their direct influence on educational settings (including other factors, teacher decision-making, professional development opportunities, and a collaborative atmosphere), and their indirect influence on student success outcomes. The premise that “Leadership style has a beneficial impact on Collaboration at private colleges” is supported by the authors’ assertion.

Remuneration and Collaboration

Collaboration could assist universities in making use of sophisticated and costly industrial facilities while also widening the experience of their staff and students to support industrial links that could lead to sponsored research projects and/or consulting opportunities that would assist universities in developing new knowledge and educating the next generation. The bulk of

highly collaborative universities, according to Hazelkorn (2018), are research institutions that make sense as collaborators with esteemed foreign universities. Top international institutions from developed countries frequently want to work with international peers. Research universities are usually the most well-known and highly ranked institutions in their countries. According to Altbach, universities that conduct research are generally well-paid (2012). The current study's premise, "Remuneration has a favorable impact on private colleges' collaboration", implied that compensation was influenced by collaboration.

Promotion and Collaboration

Numerous committees made up of peers, eminent academics, and university representatives frequently weigh in on promotion choices. All universities share the reality that promotion is still mostly based on research output (Altbach, 2015; Cretchley, Edwards, O'Shea, Sheard et al., 2014; Crawford et al., 2012; Macfarlane, 2011). Universities can provide the most exciting collaborative alliances to improve research for promotion. These collaborations allow companies to share their knowledge and ideas in addition to receiving it (Perkmann et al., 2013).

Again, government regulations are encouraging universities more and more to collaborate with businesses as a means of obtaining additional money and demonstrating the financial advantages of a public investment in academic research. According to Altbach (2015) and Probert (2013), the dependence on research is a factor in the growing importance of university rankings, where indices of university performance are weighted more heavily toward research than metrics like teaching and learning. The assertion states that promotion is

awarded for research and that teamwork is the driving force behind research. In light of the foregoing, the current study's hypothesis is that "Promotion strategy has a good impact on collaboration of private institutions."

Training and Collaboration

Employee interaction and cooperation in making choices and sharing knowledge is referred to as employee collaboration (Miller & Lee, 2001). Collaboration and contact among employees are essential for maintaining employee motivation (Nohria, Groysberg, & Lee, 2008) and enhancing customer loyalty to the company, despite the fact that competitive individualism and cooperative efforts frequently coexist in the workplace (Palmer & Dunford, 2002; Poutsma, Ligthart, & Veersma, 2006). More and more businesses are organizing their workforce through teams (Bedwell et al., 2012; Cross & Parker, 2004). Collaboration and contact among employees may create synergies that provide them a competitive advantage (Edmondson, 2008).

Individuals have knowledge, but Kogut & Zander (1992) contend that via interaction and cooperation, a company can develop new skills by combining its existing capabilities, which can give it a competitive edge. Organizational rules that encourage participation, collaboration, and teamwork enable the distribution of tacit knowledge to all employees, who are also an essential source of information (Yoshida, Kawada, & Kageyama, 2007; Thompson, Warhurst, & Callaghan, 2001). Daily, Bishop, and Massoud (2012) also showed how employee empowerment and training improve environmental performance by utilizing methods that encourage worker

collaboration. In light of the foregoing, we offer the following assertion: In private colleges, teamwork benefits from training.

Collaboration and Enrolment Performance

Universities can offer the most intriguing collaborations for businesses looking to increase their capacity for innovation. Such partnerships enable businesses to engage in a two-way exchange of knowledge and insights in addition to receiving knowledge (Perkmann et al., 2013). Furthermore, government regulations are encouraging universities more and more to collaborate with businesses as a means of obtaining additional financing and demonstrating the financial advantages of government support for university research.

Universities are encouraged to adopt better marketing plans in order to draw in both domestic and foreign students and to elevate the school to new heights of performance. Students today, especially when the institution links with a foreign university, place a significant importance on the university's rating and the prestige of the disciplines or programs it offers (Koe & Saring, 2012). The following assertion is made in light of the aforementioned information: "Collaboration has a positive impact on the enrolment performance of private colleges."

Leadership and Innovation

An idea, a product, or a process can be transformed into an improved version that will be offered on the market through innovation (Becker et al, 2015). The study's interest on the educational innovation since it enhances the method of instruction by integrating new cognitive subjects and changing the teaching perspective, this study may be described as a process innovation

(Hallstedt et al, 2013). All levels of educational staff are involved in educational innovation, with the leader at the forefront who may create an active environment where everything evolves and is impacted. According to research, educational innovation affects leadership style (Polka & Kardash, 2013). The present job has shifted management toward more successful administration approaches that emphasize mutual morale and employee engagement, education, and skill development, whereas the traditional manager's role was to direct procedures and behaviours (Mercer et al., 2010). By using a democratic approach, the team's leader encourages team members to participate in processes and decision-making, which helps them feel like active team members and strengthens their bonds (Almudara, 2018). The current study's hypothesis is that “Leadership style has good impact on Innovation in private institutions” in light of the aforementioned.

Remuneration and Innovation

In their article, Schuler and Jackson (1987, 2005) examine the connections between a certain competitive strategy, innovation, and elements of pay practices. F-tests are used in multivariate analysis to analyze the link among a sample of 156 businesses. The findings are consistent with the idea that a specific set of compensation methods is connected to an innovation. As a result, the following theory is put forth:

“Remuneration has a positive impact on Innovation in private universities”.

Training and Innovation

Innovation is defined as the conversion of an idea, a product, or a method into an enhanced version that will be sold on the market (Becker et al, 2016). New and growing information and communications technology

breakthroughs are at the heart of blended learning methodologies. The huge potential for blended learning to address the drawbacks of lengthy lectures, which have been the standard in undergraduate higher education, has been made possible by these technology affordances. Despite this, it is crucial for leaders to concentrate on the teaching and learning process.

Furthermore, it's critical that technology not act as a roadblock to the adoption of blended learning. The assurance that faculty won't have to figure out and administer the technology on their own must be provided, along with ongoing technology assistance. Faculty members must be able to concentrate on the educational advantages of blended learning models, which would involve more one-on-one contact with students.

(1) Educational institutions may launch new services and goods, for example, new curriculum, textbooks as well as training centers; (2) new ways to deliver their services, such as e-learning services; (3) new organizational structures, including communicating with students and stakeholders online; and (4) new marketing tactics, for example, differential pricing of postgraduate courses. Such unique strategies ought to be considered deliberate "improvements" because they aim to improve education delivery in some way. Others, including Vincent-Lancrin (2017), a strong innovation ecosystem, according to them, is characterized by participants in the education sector, particularly teachers and professors, having the necessary abilities and being receptive to innovation. Consequently, the following claim is made:

"Training has a positive impact on Innovation in private universities."

Promotion and Innovation

Promotion is viewed as an incentive for better performance as well as a way to boost morale and devotion to the profession. Miller (2016) created the phrase “white sanction,” which refers to the practice of initially recognizing and then promoting an overseas academic's qualities and abilities. In the context of UK higher education (HE), academic staff members with international experience are viewed as a source of informed global academic practice that fosters innovation in teaching and learning practices (Minocha, Hristov & Reynold, 2017). Current discussions about the need for greater integration of international academics are strengthened by international perspectives and evidence from UK higher education, especially in light of their international academic, pedagogical, and cultural experience, which may lead to innovation in teaching and learning (Minocha, Hristov & Reynold 2017; Green & Myatt, 2011; Kim, 2011). This offers chances for the introduction of resources and enablers that could be used to inspire creativity, increase cultural diversity, and internationalize curriculum and pedagogy.

The accepted norm dictates that academic advancement should be merit-based. Candidates must be able to provide a cumulative body of evidence that supports claims of adequate, superior, or excellent performance related to attaining the academic level for which promotion is sought in order to show that they meet the criteria and performance assessment for promotion (Cross & Parker, 2004). Academic promotions are based on faculty performance in research publications, teaching, innovations, and other activities; unlike "automatic promotion" after a predetermined number of years, which was formerly the de facto practice in many colleges, this

demands instructors to work hard consistently for years (Tilak, & Mathew, 2016). In many universities, the quality of one's research is still a significant deciding factor in one's ability to advance (Altbach 2015, 6; Cretchley, Edwards, O'Shea, Sheard et al. 2014, 2; Crawford et al. 2012, 51; Macfarlane 2011, 59). Based on the issues that have already been raised, the current study proposes the following hypotheses: "Promotion has a good impact on Innovation (I) in private universities".

Innovation and Enrolment Performance

There are two types of innovations in higher education: those that are fueled by technology and those that are fueled by imagination and cunning. The education system, comprising the delivery method, pedagogy, training, assessment, and evaluation, strongly rely on the state-of-the-art technology in technology-driven innovation. The educational paradigm is getting more and more creative and student-friendly as technology advances (Aithel, Suresh & Deekshitha, 2015).

Aithel, Suresh, and Deekshitha (2015) state that universities, as the primary promoters of higher education, have a duty to offer cutting-edge liberal education to entice more students to pursue higher education levels in an effort to increase the gross enrolment ratio. Higher education innovates by providing a compelling curriculum that anticipates the impact of emerging technology on learning and other sectors of the economy.

Additionally, they outlined how to implement the two forms of innovation in the educational system by incorporating all university stakeholders and making the most use of all available resources. Technology-based innovations lead to new pedagogy, teaching models, assessment

methods, and improvements in evaluation, while research-based innovations maximize creative thinking and problem solving to help students achieve their goals of learning new information, developing new skills, and gaining experience-based competency and self-assurance. Universities are attempting to redefine their educational models by developing and offering curriculum that is industry-related, selecting appropriate subjects, and using effective teaching-learning methodologies, including appropriate customized pedagogy and the use of educational technology, in order to increase graduates' self-assurance and capacity for creative thought. Such advancements in student-centered higher education ought to entice more children to enroll in the system, hence raising the gross enrolment ratio. As a result, the following is the theory put out in this study:

“Innovation has positive impact on enrolment performance of private universities.”

Conceptual Framework

Student Enrolment Strategies of Private Universities

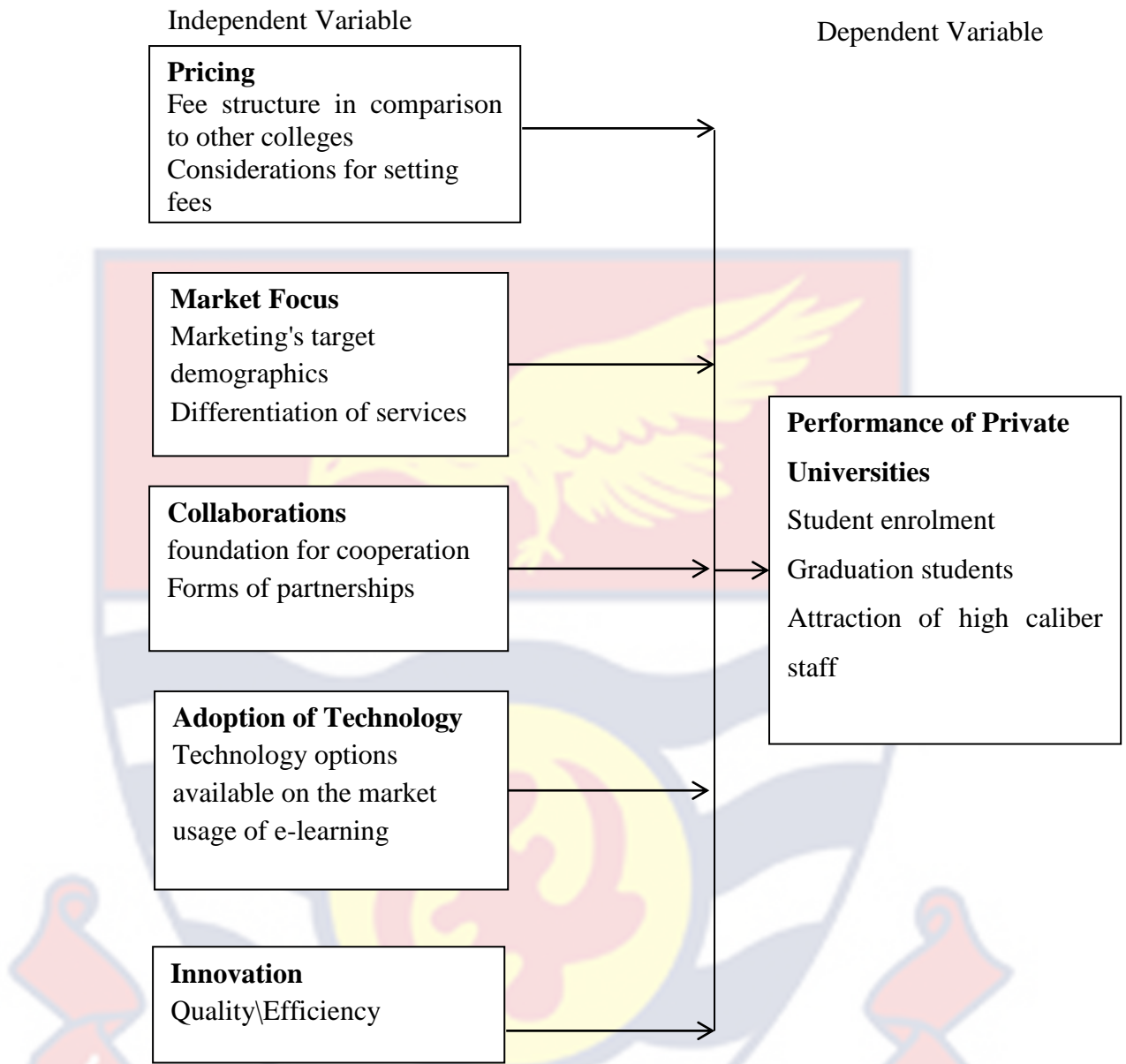


Figure 1: Student Enrolment Strategies of Private Universities
 Source: Wangari & Kagiri, (2015)

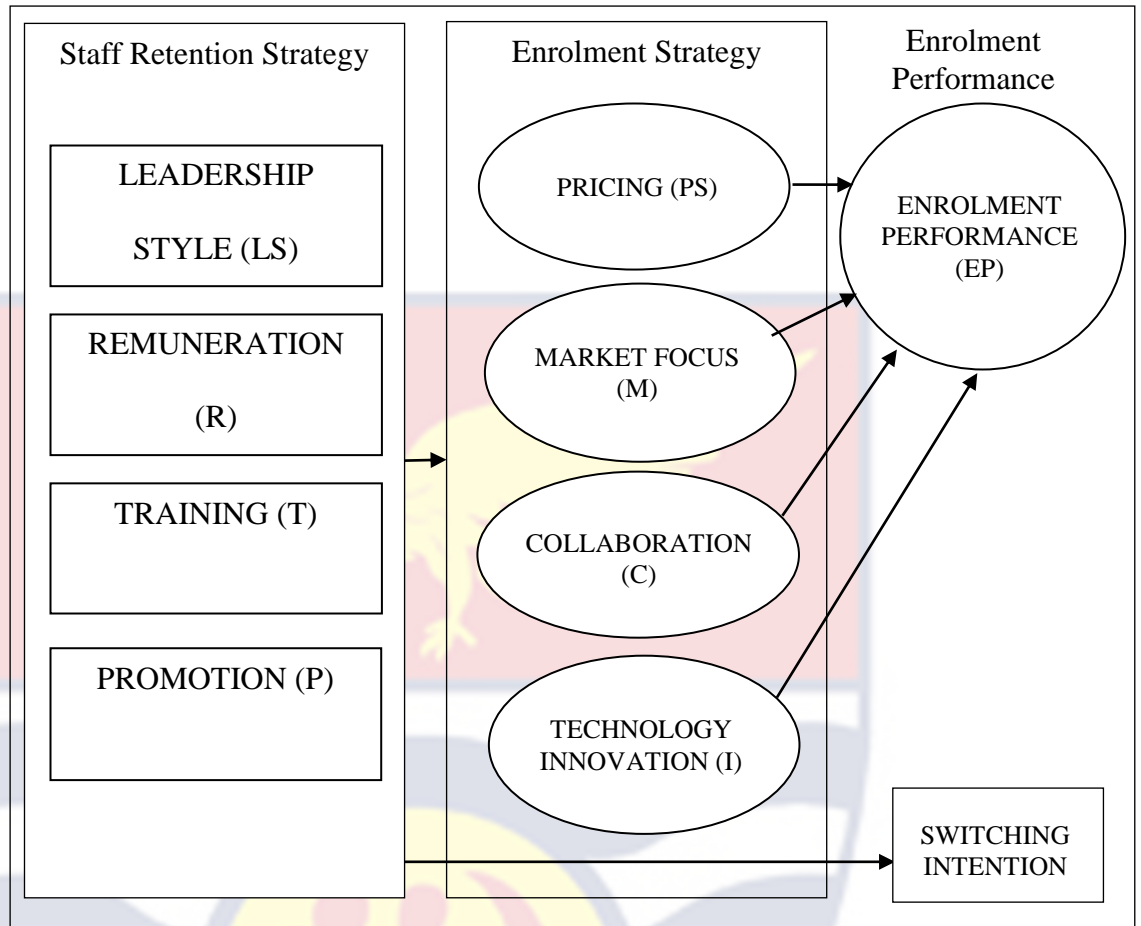


Figure 2: Author's Conceptual Framework (2021), after Wangari & Kagiri (2015)

Figures 1 and 2 give explanation of the linkages and connections between the variables, that is, the dependent variable, independent variable and mediation variable.

Employee Retention Strategies

In today's dynamic, uncertain, and intensely competitive global commercial and academic contexts, organizations struggle to retain talented and bright individuals (Schuler et al., 2011; Tarique & Schuler, 2010). If businesses wish to retain highly competitive individuals, they must evaluate their competitive strategy. Making ensuring highly competent employees are actively engaged in their work, recognized appropriately, and rewarded accordingly has been demonstrated to be one of the best strategies to maintain

them (Bechet & Brooks, 2008). If businesses want to achieve exceptional performance, they should give top priority to keeping the employees with special talents (Hauff, Alewell & Hansen, 2014).

Building employee intellectual ability and talent is becoming increasingly important for firms' strategic success (Gilbart, DeWinne & Sels, 2015). Additionally, a lot of businesses rely on their ability to keep highly qualified employees in order to guarantee their long-term survival, rapid expansion, and sustainable development. Employee retention strategies are now considered as a tool for increasing organizational effectiveness through individual development, performance improvement, career development, and succession planning. To this end, Hauff, Alewell, and Hansen (2014) contend that the best way to boost retention is by establishing welcoming policies and a flexible work environment where employees get along with one another and feel a connection to the company. Employees tend to enjoy their work and stay longer in an organization where there is harmony between the actors, it should be emphasized (Ogunola, 2018).

Contrarily, Vaiman, Scullion, and Collings (2012) assert that important underlying factors that will support employee retention include internal and extrinsic incentives. Extrinsic rewards are monetary rewards given to employees to satisfy their physiological requirements. Contrarily, intrinsic incentives are non-cash rewards provided to employees in order to satisfy their psychological needs. Additionally, for improved work performance and a long-lasting corporate image, an organization must invest in staff retention, according to Vaiman, Scullion & Collings (2012) as well as Mendez & Stander (2011, p. 12). They observed that keeping personnel with exceptional

qualities requires a fair and competitive salary package, as well as appealing and compelling benefits that will encourage them to remain with the company (Lockwood, 2006).

Salary, work environment, opportunities for career progression, and intrinsic advantages are a few of the factors that have an impact on how well people retain their talent (Whelan, Collings & Donnellan, 2010). Different strategies are used by various firms to keep talent depending on the distinctive qualities of each one (Hughes & Rog, 2008; Zhou & Volkwin, 2004). The following organizations each have their own distinctive strategies, such as:

- i. igniting the passion of employees;
- ii. fostering employee respect and trust;
- iii. Perform performance evaluations;
- iv. employee retention based on performance goals;
- v. enhancing employee motivation and happiness; and
- vi. Construction of salary packages and retirement benefits that are competitive.

Maintaining present staff is crucial for achieving organizational goals, claims Gbervbie (2010). This means that the administration of any institution will evaluate the effectiveness of the plan it implements to maintain qualified employees in its workforce based on how successfully its overall strategic goals will be fulfilled. The general strategies described by Gbervbie (2010) and Karemu, Gikera, & Josee (2014) for keeping workers in organizations are as follows:

- i. Systems of rewards and incentives
- ii. a stable job

- iii. career advancement
- iv. regular payment per month
- v. routine promotion
- vi. loans for cars and homes
- vii. Additional duty pay
- viii. free health care services are offered
- ix. Staff recognition and praise
- x. Final-quarter bonus
- xi. respect for public holidays
- xii. stipend
- xiii. Scholarship program for employees' children
- xiv. Services for welfare and safety
- xv. favorable working conditions.

However, depending on the distinctive qualities of each institution, the management's retention strategies vary from one university or other higher education institution to the next. Tichaona (2014) lists these retention strategies as follows:

- i. Competitive pay and benefits
- ii. conference assistance
- iii. research funding
- iv. career advancement
- v. current classroom amenities
- vi. recognizing exceptional performance, etc.

According to the aforementioned standards, universities prioritize teaching, research, and services as their main industries. The academic staff

lives by the maxim “publish or perish” in the interim. The bulk of Ghana's private universities rely heavily on tuition, hence they rarely or never provide staff research allowances. Therefore, staff publications, research aids, research grants, and conferences are not adequately supported by private university management. The late payment of research allowances may have an influence on salary and employee welfare, with variable implications on teaching.

Determinants of Staff Retention

Leadership

Although there are several definitions of leadership, none of them are universal; in general, it refers to a scenario in which one individual has control over the conduct or activities of others. One of management's most important responsibilities is to create a work atmosphere that will make the company popular with its employees. Additionally, it entails persuading these individuals to stick with the business despite the availability of alternate employment opportunities elsewhere (Michael, 2008). Beardwell and Claydon (2007) assert that effective leadership and a supervisor's role are essential for retaining employees. Companies lose employees, not managers.

Employees are more likely to stay with a company if they believe their managers value them, if they are clear about their responsibilities, if they are assigned tasks that are appropriate for their abilities, and if they frequently receive praise and recognition. How long a person stays with a company is influenced by how well they get along with their direct managers (Ferreira, cited in Michael, 2008).

According to studies on the state of the training industry there, management style was the key factor in retention (Netswera et al., 2005). The

study showed how important it is for senior university administrators, such as deans of faculties or schools who are the academic staff's direct supervisors, to convince academic staff members that their institution is a great place to work. In Ghana's private institutions, this hiring of top executives, Deans of schools, and faculties members appears to be standard practice.

Distributive Justice

Distributive fairness, according to Lambert et al. (2007), is the degree to which rewards and penalties are connected to labour performance. Distributive justice, according to Kipkebut (2010), is concerned with fairness in the distribution of outcomes like wages and promotions. Employees provide their time, effort, and knowledge to the organization in exchange for fair treatment, which may include compensation, advancement opportunities, candid and helpful feedback, and acknowledgment, among other things. When the ratio of inputs, such as education and effort, to outputs, such as salary and promotions, is seen to be equal across individuals, the outcomes are considered to be fair (Daly et al., 2006). Fairness-related anger and dissatisfaction might result in decreased output, a loss of commitment to the organization, or a desire to look for work elsewhere. In addition to considering employee advantages or positive results, distributive justice is also concerned with fair and reasonable punishment. According to studies, distributive justice is both a good predictor of organizational loyalty and job satisfaction as well as a bad predictor of turnover intentions (Haar & Spell, 2009 cited in Kipkebut, 2010; Lambert et al., 2007).

University Work Environment

The work environment is one of the elements influencing a worker's decision to stay with the organization. The way people work, which is influenced by their workplace, directly affects how productive and efficient they are. This might apply to items like technology, air conditioning, office furniture, and comfortable chairs, to name a few. Many people are unhappy when working conditions are subpar (George & Jones, 2008). Employees are more likely to be content when working in a laid-back setting with low levels of physical and mental stress, adequate resources, and the chance to achieve employment goals. On the other hand, a stressful work atmosphere decreases contentment. To get the most recent materials for their teaching and research outputs, academic staff members also need office space, research, and book support. Even the most basic teaching equipment, such as offices and desks, are inaccessible to some instructors at public universities in Kenya, notwithstanding how important workplace comfort is (Obwogi, 2011). The most challenging aspect of working as a university teacher is the increasing workload. Heavy workloads, particularly those that necessitate teaching large courses, may foster animosity against the organization and lower levels of faculty engagement with the institution, according to Daly and Dee (2006).

Gilbert, as cited in Yusuf (2012), observes that the increased work required as the student population grows has a negative impact on the well-being of higher education employees. It is widely believed that the expansion of higher education has increased the burden of academic staff, which has led to an increase in stress levels (Daly & Dee, 2006). Waswa et al., (2008) claim that the size of the courses in Kenya's public universities is a direct result of

overburden workloads brought on by rising enrolment and the mixing of government-sponsored and self-sponsored students. Thanks to technology, education is evolving more than ever. Academic staff members are expected to use the most recent technologies in their research and service delivery. Few universities, according to Rosser (2004), assist faculty members who want to employ technology in their work. The total quality of lecturers' working lives depends on how supported they feel in terms of having suitable facilities, including technology, and this can easily affect whether they decide to stay or quit. This shows that it is necessary to look into the variables that affect academic staff members' intentions to switch institutions in Ghana's private universities.

Staff Salary

One of the most crucial aspects in employee retention is attractive remuneration packages since they meet both material and financial needs (Rosser, 2004). In a nationwide assessment, only about half of the faculty members said they were happy with their pay and perks (Rosser, 2004). According to Rosser (2004), there are a number of significant individual factors that could affect professor happiness at American schools and universities, including pay retirement and job security. Pre- and post-teaching employees in Ghana are affected by factors like salary retirement and job stability, according to Addison (2007). In the current study, the analysis of staff switching intention included wage as a main factor.

Rosser study on faculty members shows that money is not the most significant factor in their work life and happiness, even yet remuneration is one of the top reasons faculty members leave their school.

In a study of Australian academics' workload and compensation, Comm and Mathaisel, as reported in Kipkebut (2010), posits that 51% of the teaching staff did not agree they were treated appropriately in comparison to other related institutions. In view of that, 50% of the participant felt compelled to work outside of their institutions in order to supplement their income. In the same vein, Tettey (2006) study in Africa states that one of the primary factors eroding academics' commitment to their institutions and careers, and therefore their decision or purpose to quit, is salary unhappiness.

Promotional Opportunities

How seriously a worker takes his or her chances of progressing and getting promoted inside the organization is referred to as “promotional possibilities.” Employees are forward to starting in jobs that will prepare them for more challenging ones in the future. Dockel (2003) contends that in addition to monetary pay, workers should have the opportunity to advance within the organization. When workers are unhappy in their jobs, they usually lose motivation and quit. One of Herzberg's motivators for employee retention is, promotion offers opportunities for progress. Academic promotion is based on teaching, research, and publications; however Kenyan and other African academics struggle to produce refereed articles due to financial issues, the government's unwillingness to prioritize research, and a lack of publishing facilities (Kipkebut, 2010). Tettey (2006) noted that the procedures for promotion in African universities were drawn out, stressful, and time-consuming, such as the requirement of a PhD to advance beyond the position of lecturer.

According to Waswa (2008), Kenya's Public Universities had a difficult time separating promotion from the institutions and the availability of government funding, which resulted in deserving people being denied their rightful upward mobility. This was in addition to the inconsistent promotion criteria. In Ghanaian universities, the majority of the promotion requirements for academic staff seem to suggest that "establishment" is not a deterrent to their advancement.

Training and Development

Whether it is done by an individual or an organization, training is seen as a sort of investment in human capital. Employees are given specific skills or help to close performance gaps through training. Also, employees are given the skills that the company will require in the future through development (Chew & Entrekin, 2004). The purpose of in-office training is to improve a person's abilities while simultaneously meeting the organization's immediate and long-term workforce demands. The chance for training and growth is one of the most important factors in keeping staff young and engaged. According to Dockel (2003), one way to show employees how important they are, is to invest in their training. Herzberg considers one of the components to be a key motivator to be the opportunity for progress. Academic personnel will feel that the institution is investing in them and that there are prospects for progression within the company by providing opportunities for training and growth, giving their existing employment purpose.

According to Tettey (2006), professional development is the catalyst that keeps colleges on track to achieve their goal of serving as hubs for ideas and innovation. Universities' significance to society will decline without these

activities, which will cause intellectual capital to stagnate. Faculty members gain from the intellectual and collaborative stimulation provided by their peers when they participate in professional events and national and international research gatherings. Faculty development initiatives will therefore continue to play an important role in their professional lives (Rosser, 2004).

University Autonomy

How much control a worker has over their employment is referred to as their level of autonomy. It is discussed how staff members might develop institutional goals and organize the organization to best serve professional needs. It has to do with having more self-responsibility and how much freedom, independence, and control over how to organize their time and follow procedures the job affords the employee (Dockel, 2003). Faculty autonomy is the capacity to set one's own work schedule, take part in significant academic decisions, get feedback from peers, and be largely unrestrained by administrative rules and regulations (Daly & Dee, 2006). Higher degrees of intention to stay may result from autonomous labour because it satisfies higher-order requirements for success and achievement. However, due to external demands, the current competitive environment may encroach on faculty autonomy, limiting their motivation to stay. Faculty autonomy is a key concept in faculty value systems.

Staff Recognition

Employee recognition is the timely, informal or official recognition of an individual's or a group's conduct, effort, or business result that promotes the institution's goals and values and clearly exceeds conventional expectations. Because it satisfies a basic need shared by all people—to know that their effort

is valued—employees respond to appreciation when it is shown through acknowledging their exceptional job. Employee retention is higher if they feel that others recognize their abilities, efforts, and performance contributions. They look for a sense of achievement. Receiving money gives gratitude, but Chew & Entrekın (2004) assert that other non-cash sources of appreciation, such as those from supervisors, coworkers and peers, customers, and others, are equally significant. According to Government of Kenya (GOK, 2006), the lack of institutionalized methods for recognizing staff accomplishments both locally and nationally results in high staff turnover and stifles innovation in Kenyan public universities. According to GOK, academic staff members are the foundation of universities, and in order for them to feel appreciated, their accomplishments should be freely acknowledged. Employee retention is higher if they feel that others recognize their abilities, efforts, and performance contributions.

In order for the accomplishments of the staff to be publicly recognized by other staff members and the general public, employee appreciation in Ghanaian institutions appeared to take place during graduation ceremonies, according to Amoatema & Kyeremeh's (2016) study. When their efforts are recognized, employees feel better about themselves.

The Importance of Employee Retention

To secure the retention of highly qualified workers, an institution is expected to create a culture or strategy that will always put the staff first. Additionally, tactics for staff or employee retention are essential for raising customer satisfaction, enrolment, and fostering positive working relationships between employees and students. Additionally, it is crucial to remember that

recruiting staff members with unique skills aids in the accomplishment of the university's vision and goal. Thus, maintaining this professional team with their unique talents and technical expertise can improve institutional performance (Mapolisa, 2014).

Employee retention, in the opinion of Kavoo-Linge and Kiruri (2013), is essential for successful organizational growth and commercial success. The success of an organization is fueled by its workforce. Therefore, the level of an organization's success and how well its representatives represent it outside of the workplace will depend on how committed its employees are to their work. Managers should be extremely sensitive and implement strategic plans to create working environments that are comfortable enough for their personnel. Managers are supposed to concentrate on keeping staff members at the institutions and giving them a sense of security. Additionally, it is a reality that attracting and keeping the correct employees with specialized capabilities and skills is one of the biggest issues that colleges confront today.

Smith (2008) offers four strategies for overcoming retention difficulties. These are the points he has made, in order:

- i. planning and assessing the organization's talent shortfalls.
- ii. taking significant action to find the ideal group of candidates for the open position.
- iii. The organization's goals and objectives will determine the best course of action for developing talent.
- iv. Making the necessary preparations can be accomplished using one of three competing ways to integrate organizational culture and effective management:

- a. Analyzing existing and prospective leaders is necessary to keep those who will perform and commit to high standards.
- b. identifying the high-performance areas that require engagement and development.
- c. Managing marginal and poor performance required evaluation (Smith 2008). Managers at universities should spot and develop potential leaders in order to maintain growth and development.

Conclusion: In order to stay safe in the market for competitive educational service delivery, private university administration should identify, develop, assess, and evaluate the best strategies to promote student enrolment and the retention of academic staff.

University Performance

Prior research has demonstrated that institutions with ambiguous aims, like universities, can be evaluated by other traits, like general financial health, the ability to get resources, and the ability to satisfy stakeholders (Sowa et al., 2004). Pearce and Robinson identify three economic goals—survival in the market, expansion, and profitability—that characterize a company's performance when guided by a strategic direction (2003).

Growth of a business is intimately tied to its existence and profitability. A long-term strategy for survival is necessary for an institution to be able to meet the needs of its stakeholders. The number of students enrolled and the university's capacity to hold on to qualified professors are crucial elements in evaluating its viability. Increases in the number of markets a firm serves, the

variety of products it offers, and the technology it uses to deliver goods or services are often what improve a company's competitiveness. The ability of an organization to survive is a crucial performance indicator. For an organization to survive, access to important and rare resources is essential. It implies that having a flexible and responsive enrolment management approach would allow universities to attract the necessary number of students to survive and grow at a suitable level, as well as attract the necessary number of good students to retain academic legitimacy. Also, as a result of the aforementioned, maintain a faculty body sufficient in quantity and quality to sustain all, and, lastly, attain the university's required financial stability (Pearce & Robinson 2003).

Academic and managerial performances are the two basic categories of performance. The research and educational elements of the academic performance dimension can be further subdivided. In the majority of universities, teaching and research are two traditional activities. The financial and human resource components of the management performance dimension can be further broken down. They both serve as performance-enhancing factors in university management. Both of them help the university administration perform better.

Academic achievement often consists of two types of activities: research and teaching. There are two types of university activities that promote societal development. Research and educational endeavors help people learn new information and obtain training for careers. They serve as sources for current knowledge, both theoretical and applied. The majority of university activities, regardless of the type, are focused on teaching and research.

Performance in two areas of management is essential to university success. It consists of both financial and human (employee) resources. Managers at universities need to have financial resources to provide services to clients, therefore how well they do in this area determines how long they can continue doing so. Private institutions assert that enrolment has an impact on the amount of funding available, the level of academic staff participation, and the caliber of research output. Therefore, management and academic performance are impacted by the caliber of students needed to retain their academic validity.

We may potentially look at whether a university typically satisfies the following broad criteria to determine whether it has outstanding research performance.

1. Excellent researchers and esteemed academics or groups of researchers
2. The amount spent annually on research activities, how many doctorates are awarded
3. The total sum of government and outside support for research
4. Superiority in research production and result

The study evaluates the academic staff credentials for graduation production and publications at the three private chartered universities. Performance evaluation criteria place a lot of emphasis on the characteristics of educational activities. The evaluation of academic success may take into account the general factors listed below:

1. Wide variety of degree programs that are competitive

2. Outstanding academic staff Diversity in student intake in terms of nationality, culture, and religion
3. Employability of graduates
4. High graduation and retention rates

Switching Intention

The decision of an employee to stay or leave a company is accounted for by switching intentions. Teacher departure can be both a blessing and a burden for organizations, according to the corpus of research on academic staff transferring intentions. Despite the fact that faculty turnover can have some positive benefits on an institution, such as bringing in fresh ideas, high turnover rates have negative repercussions on the school's finances, interruptions to teaching and research, and discontinuity in student mentoring (Ambrose, Huston, & Norman, 2005); (Rosser, 2004 & Xu, 2008). High turnover has a negative effect on the morale of the faculty as well as the reputation and image of the institution (Ambrose et al. 2005). Studies examining several universities (Daly & Dee, 2006) and single institutions have looked at the traits that predict teacher mobility (Gardner, 2012).

The study looked at organizational factors, such as the setting and challenges at work, rather than just individual qualities and decisions (Johnsrud & Heck, 1994). According to one study, combination of institutional and personal factors affect faculty members' decisions to depart (Xu, 2008). More precisely, previous research (Xu, 2008) examined the impact of faculty migration on inequalities in gender and discipline.

Many times, factors including tenure (Zhou & Volkwein, 2004), university policies regarding outside offers (O'Meara, 2015), and

psychological contracts (O'Meara, Bennett, & Neihaus, 2016) are cited as reasons why faculty members decide to quit their jobs. Smart (1990) used turnover theories with roots in sociology, psychology, and economics to explain the factors influencing faculty mobility.

There may be other factors that influence how judgments are made, despite the fact that it offers a helpful basis for comparison. These components interact together to create complex networks that may have cultural roots (Yan, Yue, & Niu, 2015; Rosser, 2004). Since cross-cultural concerns must be taken into account, researching colleges with a faculty that is predominantly multicultural may be more challenging. According to the Ministry of Higher Education and Scientific Research of the United Arab Emirates, faculty populations at universities in areas like the United Arab Emirates (UAE) are exceptionally diversified, with only 6.32 percent of the academic staff being Emirati (as cited in Quansah, 2017). Therefore, in addition to the cultures of the institution and the region, cross-cultural expectations may also have an effect on faculty decision-making. Kingston-Mann & Sieber (2001) and O'Meara (2015) classified switching intention factors into four categories: personal factors, compensation and benefits, external environment factors, and internal work.

Internal Work Environment

The research environment, the quantity of teaching and administration, and organizational cultures are some of the most frequent and complicated factors driving faculty departure. As Yonghong Xu (2008) notes, it is challenging to evaluate these jobs, especially when it comes to administrative workload and voluntary labour. O'Meara (2015) showed in her research how

institutional administrative and financial support affects teacher migration. In other words, if faculty members are not given with the tools they require to conduct research, they are more likely to seek employment elsewhere. Furthermore, studies show that faculty members are less likely to leave their positions the more teaching responsibilities they have (Rosser, 2004). These findings may be contested, though, it has been discovered that the stressor of teaching overload has adverse effects on teachers' job satisfaction, which may lead a faculty member to leave the institution (Rosser, 2004).

Additionally, in international institutions when academics are hired from overseas, new teaching techniques and language barriers may affect job satisfaction and teaching quality (Clarke, 2007). For international academics, acclimating to a new academic setting and getting to know local students for the first time in class may be challenging (Miller, 2016). Researchers have found that if certain aspects of the workplace fall short of faculty members' expectations, they are more likely to leave their positions (Darrah, Hougland, & Prince, 2014; Benzoni, Rousseau, & Li, 2006). This is especially true for people who have just begun their academic careers and have shaped their beliefs through undergraduate and graduate courses (Lawrence et al., 2014; Trower, 2012). Regarding communication, openness, equal compensation, independence, and a voice in organizational decision-making, both the administration and the faculty have expectations (Lawrence et al., 2014 & Austin, 2002).

They also found that the internal working environment, including psychological contracts and job expectations, had a big impact on faculty mobility. Psychological contracts are unspoken, implicit pledges that

institutions and professors expect to be maintained. Psychological contracts, according to Robinson & Rousseau (1994, p. 246), are “the perceived mutual duties that characterize the employee’s relationship with his or her employer.” O’Meara, Bennett, and Neihaus (2016) and Robinson & Rousseau (1994) found that faculty members were more likely to resign if such contracts were broken than if their commitments were merely not completed. They thought that breached contracts had an effect on faculty members’ commitment to their institution and served as a more reliable predictor of faculty members’ departure than general satisfaction with their circumstances (Daly & Dee, 2006). Administrators of private institutions, however, could behave in a way that result in the premature termination of some staff members’ contracts due to pressure from the employees regarding pay, promotions, and training. Therefore, the leadership style difference could create an environment that predicts academic staff members’ inclinations to resign.

Individuals Factors

Researchers have also looked into the relationship between work-life balance, family-related factors, and career route as the reason why faculty members want to leave their positions (Aycan, 1997; Harvey, 1985). Faculty mobility may be adversely affected by commitments, friendships, links to the community, and familial ties (Aycan, 1997). Marital status and family support may assist overseas academics in better adjusting to their new setting and coping with stress, lessening the risk that they may depart for a more comfortable situation back home (Quansah, 2017). Even if some faculty members depart without receiving another job offer, outside offers and counter-offers are important factors in their decision (O’Meara, 2015). This

intensifies the competition between private universities for top academic staff members. In addition, Zhou and Volkwein (2004) point out that some people may relocate in order to support their spouses or kids' educational goals in addition to their own employment goals. Obligations, connections, and neighborhood ties may have a direct impact on faculty migration (Aycan, 1997).

Allowances and Benefits

A remuneration structure that includes income, promotions, and expenses for professional development, according to some research, are significant markers of teacher departure (Daly & Dee, 2006; Johnsrud & Rosser, 2004). However, some evidence suggests that a faculty member's decision to leave may not be primarily driven by an external offer with a higher salary; rather, it may be an internal "push" factor that encourages them to hunt for and accept an external "pull," such as a better financial package (Alemu & Pykhtina 2019). For instance, if faculty members were dissatisfied with their positions, a high salary would not be sufficient to maintain them. The idea that an incentive structure is essential for faculty retention has encountered opposition (Ambrose et al., 2005).

Two main arguments are often presented along with the topic. First, academic rank rates salary differently as a retention factor. Even though wages for tenure-seeking and non-tenure-seeking academics were not shown to be significantly influenced in earlier study, more recent studies have revealed that those in assistant and associate professor posts place higher weight on financial compensation (O'Meara, 2015; Clotfelter, 1991). The second argument contends that getting paid for work is a sign of decency and justice.

Therefore, it has been established that academics see their salaries as a form of appreciation and recognition (Barbezat, 2002; Hagedorn, 2000). Academics are therefore more likely to leave their positions if they perceive outside offers as a validation of their professional value and abilities (O'Meara, 2015). The rivals in the market for private universities therefore made an effort to recruit and keep top academic staff by providing higher wages or promotions coupled with other benefits in order to stay competitive.

External Environment

It has also been shown that the outside environment has an impact on a faculty member's intention to leave (O'Meara, 2015). It considers elements including previous cross-cultural interactions, time spent residing in a host nation, workplace culture, and outside offers. Particularly for foreign academics, prior exposure to the host culture is seen to be beneficial because difficulties transitioning to a new culture typically influence a faculty member's propensity to depart (Masgoret, 2006). Because they've already honed the observation, modeling, and reinforcing skills essential to deal with uncertainty, people who have already traveled overseas find it easier to apply their expertise to a new culture (Aycan, 1997). Miller (2016) asserts that for those who have never been abroad, the length of stay is positively connected with how effectively they can integrate into the local culture. As a result, individuals that adjust better have a higher likelihood of sticking around.

Organizational culture is linked to social and logistical support, which is thought to be required for enhancing staff retention (Quansah, 2017). It was suggested that in the midst of such challenges, awarding commendable prizes can inspire foreign faculty members and increase their dedication to a host

university (Aycan, 1997). Finally, there are a few ways that outside offers can influence a faculty member's decision to quit. First, according to O'Meara's (2015) research, departing and remaining academic members viewed outside offers as a normative event necessary to climb the career ladder. If the administration supported academic advancement and promotion for professors, academics might not feel the need to resign.

More so, the decision to transfer to a new institution for career-related reasons is probably influenced by dissatisfaction and a sense of unfairness with the current school. In these circumstances, people could feel under pressure to demonstrate their academic quality by accepting outside offers. Second, in accordance with the policies of some organizations, a wage increase must be obtained through outside offers. Instead of switching employment outright in this circumstance, faculty members attempt to negotiate a better offer from their university (O'Meara, 2015). Numerous factors, such as institutional, environmental, cultural, and religious features, as well as demographic and institutional factors, have an impact on how committed academic staff members are to their institutions. This study's goal is to conduct an assessment related to these issues, particularly in private universities.

Students Enrolment in Chartered Universities

Charter schools often have fewer students than comparable neighborhood public schools, which means fewer students with impairments, and pupils from poorer socioeconomic backgrounds (U.S. Government Accountability Office, 2012; Frankenberg, Siegel-Hawley, and Wang, 2010; Miron, et al., 2010). Poor students in Ghana seem to have little or no access to

private universities. However, little research has been done on the mechanisms underlying these variances. As an example, consider a report from Reuters writer Stephanie Simon from February 2013 that highlighted several tactics charter schools in Canada use to “attract the pupils they desire” (Simon, 2013)

The study and other sources offer a taxonomy of the information into different methods that charter schools use to determine student enrolment. Whether a student has greater (or lower) test scores, “expensive” disabilities, English language learners, children of color, or students living in poverty, these procedures have an impact on the chance that they would enroll.

Charter schools are not required to enroll only students with more privileges, nor do they always adhere to these different strategies. Additionally, methods for controlling student numbers don’t indicate anything that would call into question the standard of the education provided at these institutions. Scaling up, success assessments, and equity and nondiscrimination are at least three critical components of the discussion about education reform that they do affect.

There has been a noticeable trend among institutions of higher learning toward strong competition for achieving a higher rank among universities and colleges from across the world over the past ten years till the current period of globalization. There are precisely 26, 368 universities in the globe, according to statistics gathered in 2017 by the Consejo Superior de Investigaciones Cientificas (CSIC), one of Spain’s major public research institutions and a subsidiary of the Ministry of Education. (CSIC, 2018)

Researchers have been examining many perspectives from various angles that may affect high school students when making decisions about

which colleges to attend over the past few years. Cost, location, high school staff, friends and peers, programmes, and campus visits were highlighted by Gillespie (2011) as the primary variables influencing post-secondary students' college choice decisions. According to Ramalu, Abu Bakar, and Nijar (2013), external and financial factors, campus amenities and atmosphere, educational quality, and marketing and publicity are the elements that may influence students' decisions about which colleges to attend. Financial aid, programme content and structure, facilities and resources, promotion, and social effects are the main elements influencing students' selection for private higher education institutions, according to Haron et al., (2017)'s research. As Edrak, Nor, and Maamon (2015) noted, tuition fees, cultural diversity, language, communication channels, programmes, teaching facilities and quality, housing, transportation, and cost of living are the main factors that influence international students to enroll in private higher education institutions in Malaysia. This is in addition to the opinions of local high school students.

The population of the city where the university is located, the university's academic standing, and the language of teaching are the main variables in Turkey (Cokgezen, 2012). One of the factors that determined college choice in Quebec, Canada for English-speaking students was the institution's reputation (Isherwood, 1991). Depending on the topic of study, attending a private university in Italy is thought to have a big reward (Ciriaci & Muscio, 2011). Interestingly, a study of American students reveals that they are prepared to accept significant tuition fee hikes in exchange for higher educational quality (McDuff, 2007)

Enrolment in Private Universities

The literature on strategic enrolment management in higher education is primarily concerned with the effects of enrolment performance on the culture, finances, and reputation of a college or institution (Hoover et al. 2005). The processes and practices that maximize the number, composition, and quality of the student body while earning the net tuition income required to maintain a financially viable university are referred to as enrolment management by (Bakker, Demerouti, & Brummelhuis, 2012). It focuses on how the institution reacts to possibilities and challenges related to its social setting, economic influence, and financial stability. Involved in the process are recruitment, expenses, financial aid, student life, and academic issues. All educational programmes, whether conventional or online, public or private, two-year, four-year, or graduate-level, require recruiting and enrolling new students.

When seen from the standpoint of keeping an institution operational, strategic enrolment management deals with the size of the student group to keep within the appropriate range—avoiding being overburdened while still providing excellent training. There are financial repercussions depending on the priorities and type of the organisation. These objectives will define the expected headcount as well as the marginal cost of instruction and services. (Bontrager, 2004). Institutional expansion, according to Mardones & Campos-Requena (2020) and Coomes (1994), was what caused the early American college enrolment figures. The growth of higher education necessitated the creation of new administrative posts. The vice president for university relations may oversee the application process at some universities. Admission

is the coordinated effort that moves and follows students from prospects to enrolled students and beyond, as part of strategic enrolment management. The departments in charge of registration, orientation, curriculum, and student life collaborate strategically with the admissions function. Given the rising cost of tuition and the increasingly competitive nature of the student enrolment market, the admissions office is currently responsible for a number of tasks, many of which are essential.

Based on student enrolment, the admissions office is expected to reach revenue targets while also maintaining the desired profile. According to Mardones and Campos-Requena (2020); Rapelye, we are both educators and business managers as admission professionals, bringing in millions of dollars in revenue to our schools and (hopefully) spending less on financial aid (1999). We serve as advisors to our presidents, spokespersons for our alumni and the general public, staff managers, and, if we're lucky, college students' counselors. Our team collaborates with parents, guidance counselors, and students while presenting the class to the faculty, calculating statistics for our trustees, and completing questionnaire after questionnaire for guidebooks and survey groups (p.23).

The focus of student retention is the school's capacity to retain and re-enroll students from one year to the next. Community members and programmes collaborate to help accepted students finish their degrees. Colleges and universities are often worried about student retention, claims Huddleston (2000). Advice on careers and education is crucial for students to continue their college studies (Huddleston, 2000). For students to remain in an

educational environment at all levels, effective academic and career advising programmes are vital.

It has been used to compete for prospective students to fill marketing positions: Matching a product or service to the needs, tastes, and abilities of potential clients is the process of marketing. In higher education, prospective students are the buyers. Through marketing, which includes sets enrolment goals to meet school composite goals, the institution's image is clarified. Marketing, according to Anderson, Nerus, and Rossum (2006), is the idea of identifying particular needs, addressing these needs through the creation of suitable goods and services, letting people know they are available, and providing them at reasonable prices, at the right times, and in the right places. Educational institutions have created programmes that use marketing strategies to increase institutional visibility, identify student demographics, forecast student demand, and create strategic plans for enrolment and retention. Financial aid is an addition to the strategic enrolment management methodology that Duniway (2012) offers. He asserts that the availability of financial aid is playing a bigger role in both attracting new students and ensuring that current students can complete their degrees. Financial aid may have a significant impact on the net financial resources per student that are available to pay for education and other services (p.31).

Socioeconomic position, family values, or educational aspirations may have an impact on a student's choice of college or university. Institutions may exert influence on decision-making through tuition costs and complex financial aid programmes. Financial aid administrators are essential to enrollment planning since they help with both new student enrolments and

student retention. The financial aid office is typically present in institutions, where it responds to inquiries or concerns from students and families about financial aid and scholarships. The financial assistance office is in charge of the institution's requirements, particularly those pertaining to revenue and enrolment, just like the admissions office is (Huddleston, 2000). Strategic enrolment management, according to Duniway (2012), is a process where multiple functions work together to recruit, fund, keep, track, and employ students. Duniway claims that managing strategic enrolment is a challenging task (2012).

Empirical Review

Because of the consequences of having a high staff turnover rate, employers are worried about employee retention. Gaiduk et al. (2009) assert that management of employee retention is essential. They highlight elements that affect employee retention such as pay, flex time, work-life balance, career prospects, growth opportunities, and performance management. Numerous factors have been identified in studies as having an impact on staff retention. According to Gaiduk et al., there are three main categories of variables: employee personal characteristics; the nature of an employee's current job; and adequate working arrangements, (2009). According to an employee retention research conducted in Australian organizations, younger workers were more concerned with salary, training and development, career advancement, difficult work, growth prospects, and recognition. For senior workers, autonomy, mentorship opportunities, and a demanding job were crucial. Research at Jordanian University on 139 academics found that retention intentions were highly impacted by job satisfaction and

organizational commitment. In a study by Daly et al. (2006) on academics' intentions to remain in public urban universities, structural elements like workload, autonomy, communication, and distributive justice were linked to academics' intentions to stay.

According to a study done at Makerere University, tenure and pay have an impact on academic staff retention (Amutuhaire, 2010). In a study on organizational commitment and work satisfaction of employees in Kenyan universities, Kipkebut (2010) discovered that role conflict, advancement possibilities, and age were some of the characteristics that influenced employee desire to leave the university. Both internal and external factors have contributed to these outcomes.

Challenges of Private Universities

Private institutions have risen to accommodate the ongoing demand for higher education in Ghana in order to compete with the efforts of the government. Their ascent is arduous and challenging.

Inadequate Funding

According to Ajadi (2010), tuition fees and other internally produced revenue from students are a significant source of funding for private institutions. The cost of operating a private institution is high, and it takes time for the investment to pay off. The expense of running a university requires significant capital investments, and many African private university owners don't seem to have the financial clout to carry these institutions' debt loads. Funding has been identified by various academics and stakeholders as the main issue facing the management of Nigeria's university system, whether it is public or private (Oyeneye, as cited in Abiodun-Oyebanji, 2011). Many of

these colleges have subpar facilities because of low funding and what appears to be a dearth of finances accessible to private universities; many of them appear to be quietly moaning due to this (Abiodun-Oyebanji, 2011).

Private universities, however, face a very serious challenge due to the high cost of facilities like lecture halls, offices, hostels, furnishings for students and staff, lab equipment, and pertinent books and journals in the library in terms of purchase and upkeep (Amponsah & Onuoha 2013). Furthermore, they list some of the difficulties faced by private colleges in Ghana and Nigeria as being the high expense of training and development for faculty members, the absence of well-resourced libraries, and inadequate facilities and teaching and learning resources.

Problem of Shortage of Faculty Members

Varghese (2004) found that regardless of their location or orientation, private colleges frequently rely on part-time academic faculty. Many private universities in Africa are in desperate need of sufficient human resources and modern facilities, without which it is impossible to maintain and administer a perfect institution that is both internationally competitive and locally relevant. According to Abiodun-Oyebanji (2011), several of these private universities lack the necessary or requisite manpower, and the majority of their employees, particularly academic staff, is bottom heavy in terms of composition. In order to meet the accreditation requirements, many private universities in Ghana and the majority of African nations hire part-time lecturers from other public universities or those who are on sabbatical. These private universities must deal with the issue of a lack of academic personnel to support or strengthen their institutions (Ajadi, 2010). In the classrooms of several of these

universities, nonprofessional professors are employed. According to Fadipe (1999), it is impossible to say that non-professional teachers who are neither competent nor productive are making a significant contribution to the quality of education. According to Robinson and Rousseau (1994), because many lecturers lack the professional credentials necessary for teaching, they also frequently lack the technical and interpersonal skills.

The quality of instruction and learning may suffer as a result of cost recovery plans, according to Abiodun-Oyebanji (2011). This might occur because some private university owners are businesspeople who have invested in education and demand a return on their capital. The quality of the services they provide, and ultimately the output, may be impacted by the cost recovery schemes, which could threaten the applicability of learned information to the sector. This viewpoint is tenable because it is well accepted that many private university administrators aim to make a tidy profit. Profit-making is a focus at some of Ghana's private universities. In the same spirit, Obasi (2007) adds that high school fees are collected because the majority of the private colleges operating in Nigeria are for-profit enterprises. According to Ajayi and Ekundayo (2010), all Nigerians but a small number of the wealthy or privileged cannot pay the hefty tuition rates these colleges charge. According to Ademola and Adewale (2017), some private university operators are in it for the money. According to them, it might take between 20 and 25 years to turn a profit in the business of running a university. However, many private university owners seem to be driven more by profit than by serving the community (Ajadi, 2010).

Creation of Social Gap

Privately offered education services do contribute to inequality and expand the already present social divide between children of the “haves” and those of the “have nots.” The social divide between the rich and the poor in the nation has widened as a result of the rich children having greater access to private universities than do the poor children (Abiodun-Oyebanji, 2011). Ajadi (2010) criticizes that talented candidates whose parents cannot afford the high fees imposed by private institutions in Nigeria find it difficult to enroll, and that as a result, these potential students are prevented from attending private universities. This circumstance is comparable to what occurs in Ghana’s private universities.

Programmes Private Universities Offer

Private institutions in African nations tend to have curricula that are either oriented toward business or religion. Liberal arts and business degrees, which demand less infrastructure and equipment investment, are offered by private colleges in Africa. In contrast, certain private institutions in nations like India require a large degree of capital investment in infrastructure and other facilities for the study of engineering and medicine (Ajadi, 2010).

The establishment of private universities in Ghana has expanded the discussion of national development-related concerns. Private colleges do not offer certain disciplines that are crucial for the development of the nation but may not be suitable for the market.

University Staff Development

According to Osokoya (2007), compared to public universities, private institutions have fewer resources for staff development and chances for staff

research. Few information resources are available at the library; the majority of their users must obtain open access content online. Due to the institution's inability to hire additional employees, the majority of professors have little to no time for research.

University Students' Problem

Many issues are said to be brought on by the growth in student enrolment. It has been demonstrated that when private universities first began, it was straightforward to serve and manage the students. The increase in student enrolment has resulted in a number of vices, including cheating on exams, cultism, students' lack of upkeep, and many more (Amponsah & Onuoha, 2013).

Summary of Relate Papers on Strategies and Switching Intention

The findings of the Nthiiri, Gachambi, and Kathuni (2014) study suggested that there was a substantial correlation between university initiatives and student enrolment, staff attraction, and staff retention. The survey found that in order to recruit and keep talented workers, the institutions had put resource development policies into place.

According to Chen's (2015) research, large-sized kindergartens should emphasize quality and building a strong brand, whereas small-sized kindergartens should concentrate on each child's learning and student achievement. Additionally, word-of-mouth marketing and brand strategy are crucial for rural kindergartens due to the close-knit parent-school interaction in these settings.

According to Kelchen's (2018) research, there is minimal proof that performance-based funding (PBF) systems as a whole effectively influence the

enrolment of underrepresented students. However, the existence of rewards for helping at-risk students seems to assist counteract any attempts made by other PBF systems to enroll a more privileged student body.

In order to compete in the highly competitive higher education market, Private Universities in Kenya must employ outcome competitive adoption methods, according to Ogwe's (2018) report. Among these were, course cost leadership, student focus, e-learning platform availability, online/mobile app registration, real-time and prompt results release, university strategic partnerships and alliances, horizontal integration (such as the acquisition of other colleges to reduce competition), product development (such as the introduction of new courses), concentrated growth, and course diversification were among these.

By the structural equation modeling results of Law, Geng, and Li (2019), enrolment has a positive effect on social and cognitive presence. Only learning motivation influences social presence positively. And teaching presence provides both direct and indirect benefits for cognitive and social presence, as well as learning performance.

According to McDonald and Needham's (2020) analysis, three topics stood out: technology efficiency, student retention, and financial effectiveness. Educational companies can improve their financial performance by utilizing current and efficient technologies, such as customer relationship management and developing strategies to focus on student retention. In all these studies, the mediating role of enrolment strategies on academic staff retention was minimally researched.

Additionally, research on retention has shown that, while attrition was reported as being relatively high in private universities, retention remained incredibly low, with a global average of just 10%. (Global Education Watch [GEW], 2013). Some studies (Muteswa, 2012 South Africa; Clotfelter et al., 2007, Duke University, The United States (USA) focused on suitable workplace settings, leadership styles such as autocratic, transformative, democratic, servant, transaction, and lack of incentive to lecturers, all of which contribute considerably to attrition.

For instance, Akeyo and Wezel (2017) used personnel from several non-governmental organizations to perform a study on how salary and difficulties associated to it can cause certain staff in the humanitarian sector to change employment (NGOs). Numerous researchers examine the relationship between management and employees as a key factor determining employees' intention to stay (; Md Shahid, Rahman, Harun, Othman, & Naina Mohamed, 2018; Sharmila, Muhiniswari, & Kaur, 2016; Kadiresan, Selamat, Selladurai, Ramendran Spr, & Mohamed, 2015).

According to Hur and Perry (2016), 20th-century public sector workers had strong job security. Employee job satisfaction in the private sector is influenced by factors including pay, perks, productivity, supervision quality, and relationships with coworkers, while it depends on how well work and family life are balanced in the public sector (Rashid & Rashid 2012).

According to Mumin and Iddrisu's (2022), "Employee Turnover and Job Satisfaction: A Synthesis of Factors Influencing Employee Turnover in Institutions of Higher Learning at Ghana," salaries and their related benefits have a beneficial effect on staff turnover.

Private universities in Ghana lack the amount and caliber of instructors and administrators needed to teach, conduct research, and administer the research, according to Kwegyir-Aggrey (2016). He came to the conclusion that 54% of professors and administrators leave the university each year. There was the need to interrogate other factors on switching intention in higher institutions.



CHAPTER THREE

RESEARCH METHODS

This chapter describes the following: The study paradigm, design, area and population, sample and data collection procedures, and finally, analysis of the data.

The Pragmatic Paradigm

The present research study is grounded in a pragmatism paradigm. This paradigm offers the philosophical framework for mixed-method research leading to a better understanding of social realities (Wahyuni, 2012). The pragmatist paradigm provides an opportunity for multiple methods tailored to specific questions and objectives of research, different theoretical perspectives and assumptions. Besides, pragmatist paradigm provides diverse methods of data collection and analysis that are utilized in both quantitative and qualitative study (Creswell, 2003). Creswell and Plano-Clark (2011) mixed technique was used to gather, analyze, and integrate quantitative and qualitative data. The core tenet of mixed method research is that it produces a more comprehensive grasp of the study problem.

The study on competitive strategies and enrolment success of private institutions intended to establish probable correlations between the variables under consideration. This analysis involved both objective and subjective approach, hence, the choice of the pragmatic paradigm.

Study Design

This study adopted the mixed method design. This mixed method aids in the selection of methods and tools to be used in data collection and analysis in order to find answers to the study questions (Cooper & Schindler, 2011).

The main designs in mixed methods are multilevel, sequential, parallel, conversion, and fully integrated (Creswell & Plano-Clark, 2017; Creswell 2003). This study focuses on the sequential method. The two sub-types of sequential methods are; the “exploratory sequential mixed methods design” and “explanatory sequential mixed methods design” (Creswell & Plano-Clark, 2011). This study explores explanatory sequential mixed methods design. This method begins with the collection of quantitative data, followed by the development of questions based on the analyzed results for the qualitative data.

As a result, the explanatory sequential methods has two clear stages of data collection (Teddlie & Tashakkori, 2009; Tashakkori & Creswell, 2007; Tashakkori & Teddlie, 2003). The stage of quantitative data collection comes before the stage of collection of qualitative data. The purpose of choosing explanatory sequential mixed methods design is that, it helps the researcher to unearth in-depth information and elaborate the views of these academic staff of private universities on the challenges and academic staff switching intention in private universities.

Institutions of Study

The study focused on three universities selected from chartered private universities in Ghana based on their status (corporation or faith-based) and the mix of programme offerings. These universities offer other programmes in addition to religious programmes.

Brief History of University X

University X was founded in 1988 as a pastoral training institute by a Church. In June 1991, University X was renamed and similarly in October

1993. University X transformed its name again in 1997, and in August 1998, it received institutional accreditation from the National Accreditation Board (now GTEC) to offer liberal Arts programmes. It was affiliated to the University of Cape Coast till 2016 when it received a Presidential Charter as fully-fledged university to award its own degrees.

Brief History of University Y

University Y was founded by a religious mission in 1979. In 1997, it became a part of the mission group with headquarters in Abidjan.

The University Y was founded in Bekwai-Ashanti and it was relocated to Adenta in 1983, where it operated till 1989. It was relocated to its current location near Oyibi.

Griggs University in Silver Springs, Maryland, USA, became the University's affiliate in 1995. This enabled the University to offer bachelor's degrees in Theology and Religious Studies over four years. Ghana Tertiary Education Commission (GTEC), granted University Y national accreditation in 1997, allowing it to run its own degree programmes. The University was granted a presidential charter as a full-fledged Private University in January 2006.

Brief History of University Z

University Z foundation was established in August 1999 with assistance from Advisory Boards in the United States and Ghana. The US Advisory Board consisted of 25 academic advisors. It also has University Z Business Advisory Councils at UC Berkeley.

University Z was founded as an independent, not-for-profit educational institution. It was formed as a company limited by guarantee on October 24,

2001. The University received accreditation from Ghana's National Accreditation Board (now GTEC) in September 2001. In 2018, it was granted presidential charter as a full-fledged Private University.

The Population of the Study

A population, according to the Australian Bureau of Statistics (2018), is any complete group that shares at least one characteristic. This study's unit of analysis is universities, and the unit of observation is academic staff. Therefore, the study targeted Deans of faculties/schools, Heads of Department (HoDs), Heads of Administration Unit, and lecturers are drawn from three Chartered private universities in Ghana which have programmes in Science, Business and Liberal Arts. The Chartered private universities have been in existence and mentored by public universities for at least 10 years. Therefore, changes and experiences drawn from their mentors and operating as fully-fledge universities for one year and more will enable the group selected to give rich information needed for this study.

The three Chartered private universities have an academic staff population of 444 according to National Accreditation Board (NAB) (2020) now Ghana Tertiary Education Commission (GTEC). Deans, Heads of Department and Administrative Units constituted 60 of the total population and 393 being lecturers.

Table 1: Deans, Heads of Department and Administrative Unit Heads

Name of University	Deans	Heads of Department	*Administrative Unit Heads	Total
University Z	1	4	2	7
University X	9	17	3	29
University Y	6	14	4	24
Total	16	35	9	60

Source: Universities website (May 10, 2020)

*Administrative staff who also lecture

Table 2: Number of Lecturers and Proportion Selected

Name of University	Number of Lecturers (Not Dean or HoD)	Proportion selected
University Z	60	10
University X	214	117
University Y	119	37
Total	393	164

Source: NAB Annual Statistics Report 2018/2019

Note: The proportion selected for each university is determine as: the number of lecturers divided by the total lecturers and the quotient is multiplied by the number of lecturers in each university.

Sample and Sampling Procedure

A sample of this study was drawn from statistical population (453) from the three chartered private universities. The sampling procedure is a statistical method for determining the optimum sample size, allowing the researcher to generalize the findings (Kibuacha, 2021).

In determining the sample size for factor analysis, Gorsuch (1983) recommended that the sample size should not be less than 100. This recommendation appears more liberal than the view of Guilford (1954) who asserted that the sample size should be at least 200. Cattell (1978) even proposed a higher minimum sample size of 250 as desirable for factor analysis. To avoid the confusing minima advocated by Gorsuch (1983), Cattell (1978) and Guilford (1954), Yamane's formular for calculating sample size was used.

The sample size calculation formula was adapted from Yamane (1967).

$$\text{Sample Size } (n) = \frac{N}{1 + N(e)^2} \text{ where } n = \text{sample size, } N = \text{populations and } e =$$

margin error. In substituting $N = 453$ and $e = 0.05$ in the above formula, the

least sample size should be approximately two hundred and twelve (212). Therefore, 320 participants in the universities were employed for the study.

Quantitative Approach (Study One)

The academic administrative heads and teaching staff in the private universities provided the statistical population (453). This was because the implementation of strategies on enrolment performance depends on academic administrative heads and teaching staff in private universities. In sampling theory, after identifying the statistical population, a sampling frame should be built that ideally lists every single member of the statistical population that can be selected as a sample (Cooper & Schindler, 2011).

In the study, no such ideal list was employed, and the number of participants from the three universities was determined using the basic proportion technique to assure academic staff representativeness. This is due to the fact that the staff of chartered private universities is dynamic and constantly changing, and each university has a different set of titles. In this case, all the Deans, HoDs and Academic Administrative Unit Heads were selected. We believe that they possess information regarding the strategies for enrolment performance adapted by the chartered private universities. They form the majority group in University Academic Boards who take decisions for the university. Selecting all Deans and HoDs, according to some scholars, is required when the researcher is interested in specific characteristics (Etikan, Musa, & Alkassim, 2016).

For the other categories of academic staff, random sampling was used to select the required respondents. This was attributed to the nature of their work and the positions they hold in the universities they represent. Three

hundred and twenty (320) participants were chosen across the three chartered private universities instead of 250 which was the minimum sample size proposed by Cattell (1978). Therefore, 21.9% of participants were added to take care of those who might not fill the questionnaire due to the risk of COVID-19. One hundred participants (including all Deans and HoDs) were met face-to-face and given the hard copies of the questionnaire in December, 2020 while 177 participants (lecturers) participated online in January, 2021. The lecturers were selected on departmental bases and those who have taught in their universities for five years and above. It is believed those lecturers have the best memory of their universities. The university's IT department used the list of available lecturers to assist in the selection. Hence, 277 participants filled out questionnaires, representing 86.6% response rate, and these were actually used for the analysis. This is consistent with Kothari & Gang (2014) who stated a response rate of above 70% considered as excellent and useful for analysis.

Qualitative Approach (Study Two)

In the second study, non-probability purposive sampling was used to select 50% of the 16 (refer Table 1) Deans and two (2) Registrars. Purposive sampling, according to some scholars, is required when a researcher is looking for specific characteristics in order to collect quality and reliable data (Etikan, Musa, & Alkassim, 2016). In qualitative approach, sample size is not the most important (Bryman, 2012; Creswell, 2003; Zikmund et al., 2012). What is important is giving attention to the term 'saturation' (Mason, 2010).

Saturation occurs when the qualitative sample experiences diminishing returns i.e., when the collection of more data does not bring any further

information. In this case, there is no fixed rule for sample size in qualitative research. Purposive sampling technique for the study two was therefore helpful in choosing eight (8) Deans plus two (2) Registrars who have the capacity to give comprehensive responses because of their specialist knowledge and experience (Teddlie & Yu, 2007; Zikmund et al., 2012). They concluded that in studies where respondents are homogenous “a sample of six interviews may be enough to enable development of meaningful themes and suitable interpretations” (Guest et al., 2006 p.78). Therefore, the eight Deans plus two Registrars selected is representative.

Quantitative Research Instruments (Study One)

The structured questionnaire was used to collect the data. Section A of the instrument comprises Parts I-IV to be answered by Deans, Heads of Department (HoDs) and Unit and other Academic staff. Part I consists of personal data such as age, sex, educational qualification, and years of stay with the institution. Part II was designed using a five-point likert’s scale ranging from (1-Strongly Disagree to 5–Strongly Agree) to elicit information on determinants of competitive strategies. Part III also uses a five-point likert’s scale ranging from 1 to 5 to find out the effects of competitive strategies on students’ enrolment. The last, Part IV, was further designed using a Likert five-point scale ranging from 1 to 5 to gather information on staff retention strategies adopted by private universities. Each part has an average of 11 items. There are both closed and open-ended items (Appendix B)

The questionnaire was convenient for the target population. Questionnaires are preferred because according to Dempsey et al. (2016) they are efficient data collection tools that enable respondents to express their

views on the research problem. Furthermore, the questionnaire allows for the collection of information from more respondents who provide accurate data in a short period of time because they answer the questions in their own moods, unaffected by the researcher's presence. The data were collected from primary and secondary sources: Deans, Heads of Department and Administration unit heads and other research staff by using closed and open-ended questionnaires. The questionnaire allows for a wide range of closed-ended questions, giving more freedom to cover all areas of interest in terms of desired data.

The items of the instrument were adapted from research instruments used by Soewarno & Tjahjadi (2020); Wangari & Kagiri (2015); Nthiiri, Gachambi & Kathuni (2014); Kamau (2013); Kimando, Njogo & Sakwa (2012).

Pre-Testing of Instruments (Study One)

Though the questionnaire was adapted from previous studies, the items were pulled out from different sections. Therefore, a pre-test study was carried out using 50 senior members at Methodist University to establish the content validity and reliability of the instrument. The questionnaire was modified based on the feedback from the pre-test. For example, the open-ended items "Other issues..." and "Other challenges, please specify..." of the questionnaire were modified and added to the scale. The Cronbach alpha value for the close ended questions was 0.860.

Qualitative Research Instruments (Study Two)

The interview guide (Appendix C) was semi-structured. Interviews are preferred due to the wealth of data gathered and the fact that they provide in-depth insight into the phenomenon being studied (Schultze & Avital, 2011).

Interviews are thus useful for qualitative research because the transcripts produced are trustworthy (Cachia & Millward, 2011). The semi-structured interview is made up of eleven open ended questions. The key questions in semi-structured interviews help define the topics while also allowing the interviewer delve deeper into an idea or response.

The semi-structured interview is a flexibility approach that allows for the discovery of emerging themes or the clarification of details that are crucial to participants but may not have previously occurred to the researcher as relevant. The semi-structured instrument was pre-tested before the qualitative interview to ascertain the suitability of the interview questions, establish the referential meaning of each question, find any hidden biases in the wording, and correct other anomalies that could affect the quality of the data gathered for the study. (Bowden et al. 2002).

Four (4) expert opinions were sought from seasoned academics from other universities in the greater Accra Region (Berk, 1990; Yaghmale, 2003). The first expert is a former Director of the Quality Assurance Unit at Central University. Two of the experts are Deans of Methodist University and one is a Director of Ghana Communication Technology University. The views of these four experts aided in re-evaluating the interview instrument's wording (Burke & Miller, 2001) to reflect the appropriate terminology. It also assisted in testing the recorder to be used for the main interview, identifying potential distractions such as background noise, and finally testing the recorder's ability to withstand the length of the telephone interviews.

Data Collection Procedures

The researcher sought clearance from the University of Cape Coast Institutional Review Board (UCCIRB) by presenting a comprehensive proposal to the Institute for review. The comments from the Board were duly considered and addressed, and the proposal was provisionally approved. I collected a letter for ethical clearance from the Institutional Review Board and presented it to the universities where the study was carried out. The Board served as a guarantor for ethical issues for data collection procedures and beyond. A copy of the letter granted by the UCCIRB (Appendix A) was sent to the Registrars and other Principal Officers of the universities to seek consent for the exercise.

The researcher then made sure that the respondents were well-informed about the context and goals of the study as well as how their participation would be carried out. Everyone who participated was given the assurance that their answers would be kept in the strictest confidence. The researcher verbally explained to each participant who agreed to answer the questionnaire during distribution that they were free to leave the study at any time, and participation was voluntary. If they didn't know the answer or didn't want to know, they could skip the question; otherwise, any guess they made would be used in the data analysis.

Quantitative Data Collection Procedures (Study One)

Administration of the questionnaire took two phases; in one phase the hard copy of open and closed-ended questionnaire was a self-completion and was hand-delivered to the respondents (including all Deans and HoDs) and picked at a later date or on the same day in some cases. One hundred and ten

(110) respondents were involved, while one hundred (100) respondents were finally received. The delivery and retrieval of the questionnaire were done by myself, with assistance from some staff in the participating institutions to get the work done in record time. Cooper and Schindler (2011) put forth the idea that a self-administered survey method is particularly suitable when the respondent requires sufficient time to thoughtfully consider their responses, which is the case in this study. Cost and respondent anonymity were second additional benefits of the self-administered survey.

In the second phase of data collection, a specific Gmail account was created from which questionnaire were sent to respondents via their emails and WhatsApp platform to respond to. Once responded to, the responses were automatically dropped in my Gmail account with a secured password which was accessible to me alone. There were Two hundred and ten respondents (lecturers) (210) while One hundred and seventy-seven (177) responded. Participants who did not respond to the questionnaire were 43 and treated as non-respondents. The questionnaire were sent to respondents' emails and WhatsApp platform with encouragement from the researcher, who also personally received the completed questionnaire. The lecturers were randomly selected on departmental bases and those who have taught in their respective universities for five years and above. It is believed that those lecturers have best memory of their institutions. The university's IT department used the list of available lecturers to assist in the selection. The purpose of this online data collection protocols was to guarantee a high return rate and respondents were encouraged to express themselves freely and avoid many human contacts as possible (COVID-19 protocol).

The administration of the instrument covered two months (1st December 2020 to 30th January 2021). It was surmised that employing covert techniques and outlining the goal of the study were two strategies that could aid in minimizing researcher effects. The researcher put in place the following COVID-19 safety protocols:

1. Provision of hand sanitisers and ensuring that both persons assisting with the distribution and retrieval of questionnaire use them.
2. Provision and ensuring the wearing of nose masks and face shields.
3. Ensuring that the required distance between researcher and respondent was maintained.

Qualitative Data Collection Procedure (Study Two)

The qualitative data was gathered to aid in the confirmation and elaboration of the quantitative results of challenges and academic staff switching intentions in chartered private universities. Drew (1993) contends that the quality of data obtained is dependent on the researcher's ability to elicit information recall and emotional expression from respondents.

This study used a semi-structured format to allow for follow-up questions. Semi-structured telephone and face-to-face interviews were used to collect qualitative data. The targeted participants were eight (8) Deans plus two (2) Registrars chosen from the previous sample (Deans) for data collection at the three chartered private universities.

Prior to the actual data collection exercise, an introductory letter from UCCIRB was sent to all participants to properly introduce the researcher as a

PhD candidate in Economics Education and to solicit their interest in taking part in the interview. The interview's purpose was stated to be purely academic. The letter also specified the study's title and objectives. The participants were informed in detailed the data collection method to be used. Participants involved were specifically told that the interview will be recorded.

Following their consent to participate, participants were contacted via phone to confirm interview dates (Berg & Lune, 2004; Singer & Frankel, 1982). The interview dates were chosen with care to accommodate the participants' schedules (Burke & Miller, 2001; Harvey 2011). The confirmatory phone calls also aided in developing a rapport with the respondents preceding to the actual interview, (Goldman & Swayze, 2012). The researcher reintroduced himself, followed by the reasons for the interview, and then the questions were posed. It was critical to maintain a courteous and friendly tone throughout the interview process (Berg & Lune, 2004; Burke & Miller, 2001).

The participants are highly educated, so the interviews were conducted in English and recorded. All of the questions were open-ended, allowing interviewees to fully express themselves and yield rich data. Interview per person lasted between 35 and 40 minutes, which corresponded to the recommended average of 37 minutes for qualitative phone interviews (Ostrander, 1993; Stephens, 2007). The researcher had reached saturation by the end of the fifth interview. However, five additional interviews were conducted after reaching saturation at the fifth interview, for a total of ten interviews. This was done on the basis of Francis et al. (2010) stopping criterion argument, which states that a researcher can still go ahead to conduct

a number of interviews even after the saturation point. Four of the interviews were face-to-face while six were through telephone interview. The interview was conducted on 17th -20th August, 2022.

Data Analysis

Research Question One

The data gathered from the staff was examined using the SPSS version 25.0 and Linear Structural Relations (LISREL). The SPSS version was used for exploratory factor analysis whilst the LISREL was use for the structural equation modeling (SEM). These statistical programmes are frequently used in exploratory factor analysis and structural equation modeling (SEM) to assess model fit, determine flexibility, and forecast the interactions between observed and latent variables.

The analysis sought to determine whether the research models were appropriate and to forecast the variables affecting each research hypothesis. By examining the internal consistency, content, convergent, and discriminant validity, the suitability of the model construct with its items was evaluated (Kissi, Nat & Armah 2018). We tested our hypotheses using exploratory factor analysis, a structural model, and confirmatory factor analysis. For the first research question, structural equation modeling (SEM), a very general and potent multivariate technique, was chosen. It depicts complex and dynamic interactions within a web of observed and unobserved factors, using a conceptual model, path map, and network of connected regression-style equations.

SEM and regression are fundamentally different even though they appear to be similar. There is a distinct difference between dependent and

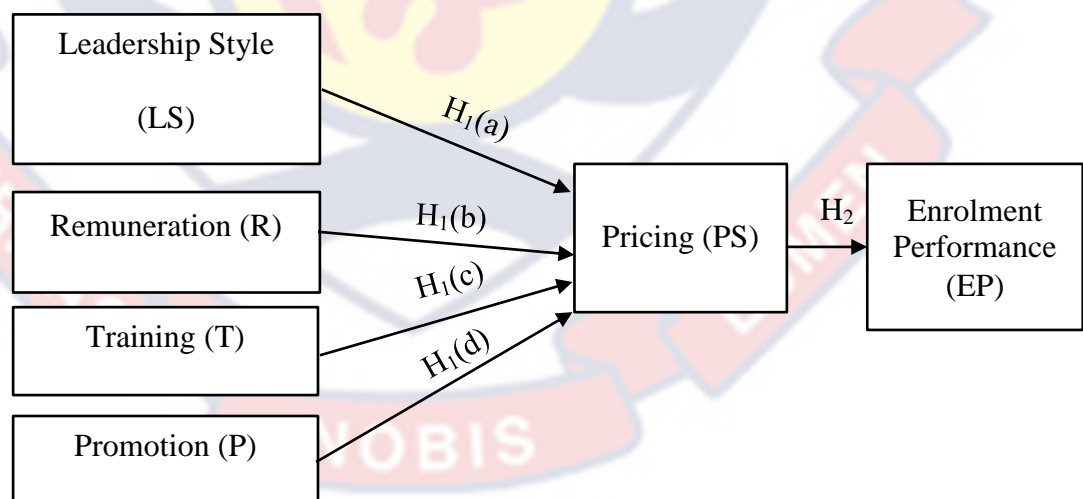
independent variables in a regression model. However, in SEM, these ideas only have a relative meaning because a dependent variable in one model equation may turn into an independent variable in other SEM system components (Kowalski & Tu XM, 2007). SEM can infer causal relationships because of the reciprocal roles that certain variables play. There are numerous benefits to employing the SEM framework in the context of mediation analysis (Bollen & Pearl, 2012; Imai, Keele & Tingley, 2010).

SEM is superior to multivariate methods in three key ways:

Three methods are used in model testing:

1. Assessment of explicit measurement error;
2. Estimation of latent or unobserved variables using observed variables; and
3. Model testing, in which a structure may be imposed and the data's fit to the model is assessed. The specific Models are:

Model 1



Hypotheses H1 and H2

H1(a): Leadership style has a positive impact on Pricing in private universities

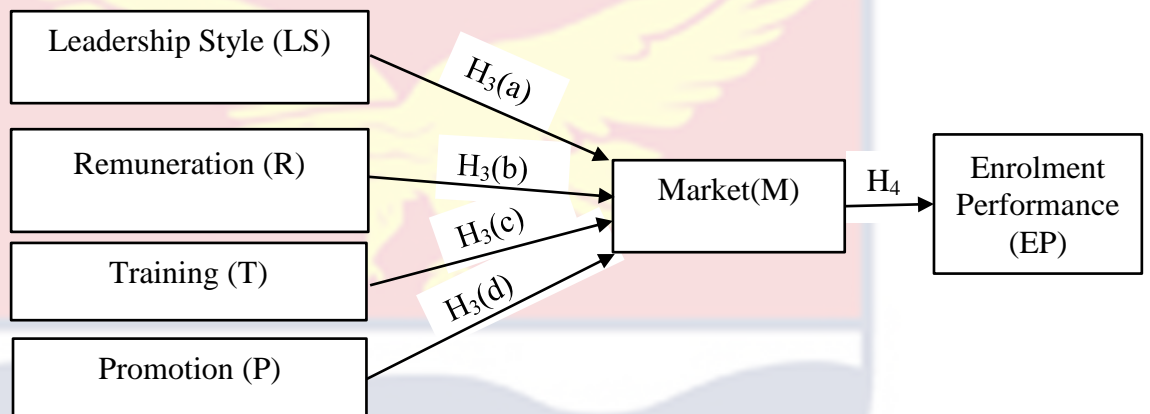
H1(b): Remuneration has a positive impact on Pricing in private universities

H1(c): Training has a positive impact on Pricing in private universities

H1(d): Promotion has a positive impact on Pricing in private universities

H2: Pricing has a positive impact on enrolment performance of private universities

Model 2



Hypotheses H3 and H4

H3(a): Leadership style has a positive impact on market focus in private universities

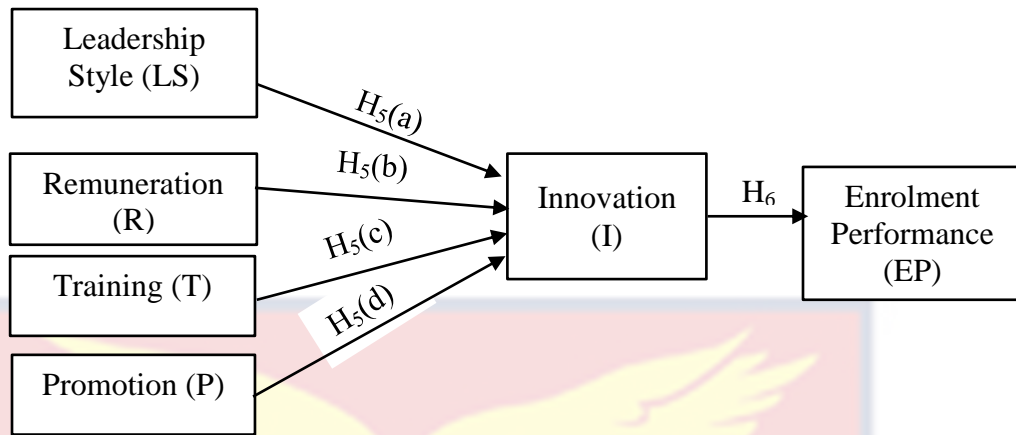
H3(b): Remuneration has a positive impact on market focus in private universities

H3(c): Training has a positive impact on market focus in private universities

H3(d): Promotion has a positive impact on market focus in private universities

H4: Market focus has a positive impact on enrolment performance of private universities

Model 3



Hypotheses H5 and H6

H5(a): Leadership style has a positive impact on Innovation in private universities

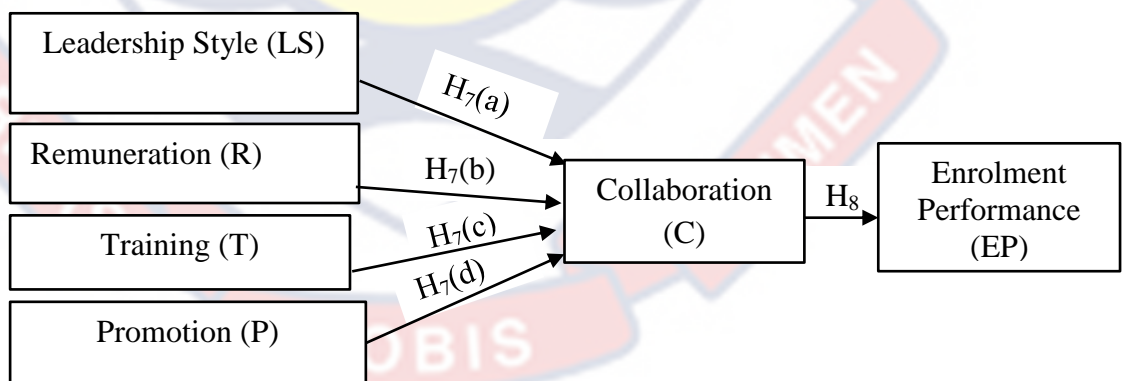
H5(b): Remuneration has a positive impact on Innovation in private universities

H5(c): Training has a positive impact on Innovation in private universities

H5(d): Promotion has a positive impact on Innovation (in private universities

H6: Innovation has a positive impact on enrolment performance of private universities

Model 4:



Hypotheses H7 and H8

H7(a): Leadership style has a positive impact on Collaboration in private universities

H7(b): Remuneration has a positive impact on Collaboration in private universities

H7(c): Training has a positive impact on Collaboration in private universities

H7(d): Promotion has a positive impact on Collaboration in private universities

H8: Collaboration has a positive impact on enrolment performance of private universities

Exploratory Factor Analysis

Factor analysis

Comrey and Lee (2013) claim that the term “factor analysis” refers to a wide range of various mathematical techniques for examining how a group of variables interact with one another and for attempting to explain these interactions in terms of a smaller set of variables, or factors. In this case, factor analysis was performed on all of the study variables’ items. Variables with factor loadings of 0.7 are acceptable, according to Cooper and Schindler (2011). However, as suggested by other researchers, a minimum factor loading of 0.4 is permitted. Similarly, Brown (2015) classified factor loading as 0.32 (poor), 0.55 (good), 0.63 (excellent), or 0.7. (excellent). The study’s factor analysis was performed to look for any correlated variables in order to reduce data redundancy. By defining the factors, it also helps to analyze the structure of the interrelationships.

Content validity

The content validity of the survey instruments was evaluated in two methods in this study. First, the observable variables and latent variables were adopted from previously tested, validated, and used literature. Second, to guarantee content validity, certain subject matter experts reviewed the draft survey instrument.

Internal consistency

Cronbach's alpha (α) was used to assess the internal consistency of the latent variables. Each latent variable's internal consistency or reliability should be equal to or greater than 0.70 (Wu and Chen 2017; Hair et al. 2010). In the entire model, the latent variable presented higher values for internal validity with Cronbach's alpha values minimum 0.860 to 0.944 which is tabulated in table 5. Besides, the eigenvalues from the components extracted were between 1.104 to 43.664 and the cumulative percentage for the variance explained a minimum of 11.464% to a maximum of 80.270%. To assure sampling adequacy the Kaiser-Meyer-Olkin (KMO) was used and Bartlett's test sphericity. The results revealed statistical significance of $\chi^2 (703) = 9570.272$ ($p = 0.000 \leq 0.05$) and the KMO measure = 0.794 > 0.500. As a result, the data acquired is sufficient to continue the investigation.

In addition, the data skewness and kurtosis indices were assessed to determine the normalcy of the data. Before performing confirmatory Factor Analysis (CFA), the skewness and kurtosis of each item were examined, and all items can be assumed to be normally distributed according to (Kline,2010), who explained that skewness <3 and kurtosis <10 are accepted. All items'

skewness and kurtosis indices fall within acceptable limits, as shown in Table 5.

Convergent validity

The composite reliability (CR) and the factor loading (FL) and the average variance extracted (AVE) were examined to determine convergent validity. The AVE values as recommended by experts for each model latent variable should be greater than 0.50 while CR values exceed 0.70 for convergent validity to be accepted (Hair et al. 2010). The standard factor loading (FL) for the latent variables ranging from 0.744 to 0.895 and were above 0.50 which suggests a significant level of approval (Hair et al. 2010). The constructs values of AVE range from 0.580 to 0.884, while CR ranges from 0.80 to 0.956. Therefore, the factor loading (FL) indicated by the research model is within the range of acceptable values as shown in Table 5.

Research Question Two using the Relative Importance Index and Regression

The second objective adopted the Relative Important Index (RII) and qualitative content analysis. First, the RII is a descriptive statistical method for identifying the most important variables or factors in multivariate data. It is appropriate when a researcher needs to extract or pinpoint important factors from a large population. The relative importance index is helpful, because it considers population size and the relative disadvantages that various groups have. Relative Important Index (RII) was used in the study to rank the selection difficulties faced by chartered private universities. In order to evaluate the questionnaire, respondents were asked to rate these issues on a 5-point Likert scale. In this study, scale 1 represents Strongly Disagree (Very

Low) and scale 5 represents Strongly Agree (Very High). The relative importance indices were created by converting the numerical scores of each of the identified challenges in order to determine the relative ranking of the challenges. The greater the RII value, the greater the challenge. The Tholibon et al. (2021) formula was used to convert the scores to importance indices, which were then used to determine the relative ranking of the challenges.

$$\text{Relative Importance Index (RII)} = \frac{\sum_{k=0}^n W_n}{A \times N}$$

Where, $0 \leq \text{RII} \leq 1$

W= Weighting given to each challenge

n= frequency of respondents

A= Highest Score i.e. 5 in this case

N= Total No. of participant (277 in this case)

The relative importance index analysis, which is often reported as a percentage, identifies the majority of the important difficulties based on participant replies. It is also handy for ranking indicators using Likert scales.

Second, in the qualitative analysis, inductive techniques were used to code the response excerpts from the study's interview with eight (8) Deans plus two (2) Registrars. Cleaning up the raw data files into a standard format was the first step in the inductive coding process (Bazeley & Jackson, 2013).

The researcher then read the text data from the interviews several times and interpreted it in order to become familiar with the contents and understand the themes while taking into account all the different meanings that could be attached to them (Thomas, 2006).

The text data from the ten (10) interviewees' responses was coded into the appropriate categories after the categories had been created. To achieve

this, relevant words, phrases, and paragraphs from the interview texts were assigned to the defined coding units (Zhang & Wildemuth, 2009). Care was taken to define and identify the themes in order to establish categories, get rid of texts that were already in use, and minimize text overlap (Thomas, 2006).

Research Question Three Adopted the Chi-square Goodness-of-Fit, Binary Logit Model and Qualitative Content Analysis

The third objective employed Chi-square and binary logit analysis. The Chi-square analysis aims to investigate the probability that the observed distribution is due to chance. This form of statistical analysis also known as a ‘goodness-of-fit test’ as it measures the difference between the observed and expected distributions, when the variables are independent. The chi-square test is the best goodness-of-fit test for categorical data. This means that the data are categorized and counted. The Chi-square test is not suitable for parametric or continuous data such as height ratio, weight, density, etc., because it is suitable for categorical. For example, in this study, the Chi-square test was used to compare the observed and expected distributions for two different factors (Demographic and Institution Factors) affecting switching propensity of academic staff working with private chartered universities. In the case of this study, chi-square test for the different factors was performed.

The Binary Logit Analysis

Employee switching behavior can be explained using the Push-Pull-Mooring framework. The three pillars look at how people are pushed out of their existing roles (usually unfavorable conditions that cause unhappiness),

pulled into new roles (typically positive factors and new chances), and anchored in place (factors that balance push and pull motivators).

Binary logit models were developed to estimate the probability of a binary response as a function of one or more predictors. Also, the study uses a binary logistic regression model, as the dependent variable (switching intention) is dichotomous (e.g., yes or no). The logit model does not have the same assumptions as the general linear model using linear regression or the ordinary least squares (OLS) algorithm, such as normality, linearity, homoscedasticity (constant variance) and measurement level (Cox,1958).

The logistic model is written following the probability function:

$$(y_i) = (x_i)^{y_i}(1 - \pi)(x_i)^{1-y_i} \dots \dots \dots \text{Equation (1)}$$

It can be noted that,

$$\text{Log} \left(\frac{p(x)}{(1 - P(x))} \right) = g(x) \dots \dots \dots \text{Equation (2)}$$

$\text{Log}(p(x)/(1 - p(x)))$ is called the log ratio for the logit. While the model for $p(x)$ is somewhat complicated, the model is linear in the predictors and modeled as follow: e.g.

$$g(x) = \beta_0 + \beta_1x_1 + \dots + \beta_x x_p \text{Equation (3)}$$

Given that p = the number of independent variables. The logistic model equation is made earlier in the estimation of its parameters by transforming the Equation (2). The estimated probabilities that follow from the fitted model may then fall outside of the range [0, 1]. It's usually more effective to assume that;

$$P(x) = \frac{\exp(\beta_0 + \beta_1x_1 + \dots + \beta_x x_p)}{1 + \exp(\beta_0 + \beta_1x_1 + \dots + \beta_x x_p)} \text{Equation (4)}$$

where x_1, \dots, x_p , were the explanatory variables in the original set, but the predictors may include modified and created variables. Thus, the odds ratio (OR) based on equation 4:

When performing a logistic model, there are many steps that must be followed. Firstly, utilizing the maximum likelihood method to estimate the partial beta (β) parameters in the logistic equation. Secondly, the estimated model also indicates if the independent factors have a meaningful impact on the dependent variable. There are two types of tests used: entire tests and partial tests (using the likelihood ratio test). Thirdly, the model's intensity is used to check that the yield and the chosen model have a substantial difference (using the chi-square). Furthermore, the odds ratio depicts the comparison of the probability of the goal and non-target outcomes. Using the odds ratio, the level of influence of each independent variable is significant. The robustness of the logistic model was examined once more using Hosmer and Lemeshow's (2000) classification analysis and goodness-of-fit test, as well as Snell and Nagelkerker pseudo-R-square tests.

***Note:** Qualitative (Content Analysis) for Research Questions Two was applied in Research Question Three.

Table 3: Description of variables used to determine switching intentions

Construct	Variable	Variable definition
Switching Propensity (dependent variable)	Switching Intention	Dummy = 1 if the participant has intention to switch and 0 if otherwise
	Gender (Male)	Dummy = 1 if male, and 0 if female
	Age Group (20-49)	Dummy = 1 if the participant is aged between 20-49, and 0 if older than 50years
	Academic qualification (MPhil/PhD/ED/DPhil)	Dummy = 1 if the participant has educational qualification in MPhil; PhD/ED/DPhil, and 0 otherwise
	Years worked in the university (Less than 5 years)	Dummy = 1 if the participant has worked for less than 5years, and 0 otherwise.
	Academic Designation (Lecturer)	Dummy = 1 if the participant academic designation is a lecturer, and 0 otherwise.
	Positions or roles played or ever played	Dummy = 1 if the participant has ever been assigned position in the university and 0 if otherwise
	Specific positions or roles played	Dummy = 1 if the participant is assigned specific role or task in the university and 0 if otherwise
	Employment Status	Dummy = 1 if the participant is employed fulltime and 0 if otherwise
	Number of tertiary institutions taught	Dummy = 1 if the participant has taught in more than one institution and 0 if otherwise
Demographics Characteristic	Promotion (1- strongly disagree)	Promotion was originally measured as an interval scale variable using five-point Likert Scale where; 1 – strongly disagree, 2 – disagree, 3 – indifferent, 4 – agree and 5 – strongly agree. In order to obtain a new index for the logit model. We first, transformed

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Remuneration (1-strongly disagree)

all the items under this variable to extract averages.

Secondly, we realigned the extracted averages to obtain binary outcome (e.g., 1 disagree, and 0, otherwise). Specifically, all extracted averages with a mean of 2.4 and below were indexed as disagree, and means of 2.5 to 5 were indexed as agreed.

Leadership style (1- strongly disagree)

Remuneration was originally measured as an interval scale variable using five-point Likert Scale where; 1 – strongly disagree, 2 – disagree, 3 – indifferent, 4 – agree and 5 – strongly agree. In order to obtain a new index for the logit model. We first, transformed all the items under this variable to extract averages.

Secondly, we realigned the extracted averages to obtain binary outcome (e.g., 1 disagree, and 0, otherwise). Specifically, all extracted averages with a mean of 2.4 and below were indexed as disagree, and means of 2.5 to 5 were indexed as agreed.

Training (1- strongly disagree)

Leadership Style was originally measured as an interval scale variable using five-point Likert Scale where; 1 – strongly disagree, 2 – disagree, 3 – indifferent, 4 – agree and 5 – strongly agree. In order to obtain a new index for the logit model. We first, transformed all the items under this variable to extract averages.

Secondly, we realigned the extracted averages to obtain binary outcome (e.g., 1 disagree, and 0, otherwise). Specifically, all extracted averages with a mean of 2.4 and below were indexed as disagree, and means of 2.5 to 5 were indexed as agreed.

Training was originally measured as an interval scale variable using five-point Likert Scale where; 1 – strongly disagree, 2 –

disagree, 3 – indifferent, 4 – agree and 5 – strongly agree. In order to obtain a new index for the logit model. We first, transformed all the items under this variable to extract averages. Secondly, we realigned the extracted averages to obtain binary outcome (e.g., 1 disagree, and 0, otherwise). Specifically, all extracted averages with a mean of 2.4 and below were indexed as disagree, and means of 2.5 to 5 were indexed as agreed.

Enrolment (1- strongly disagree) Enrolment performance was originally measured as an interval scale variable using five-point Likert Scale where; 1 – strongly disagree, 2 – disagree, 3 – indifferent, 4 – agree and 5 – strongly agree. In order to obtain a new index for the logit model. We first, transformed all the items under this variable to extract averages. Secondly, we realigned the extracted averages to obtain binary outcome (e.g., 1 disagree, and 0, otherwise). Specifically, all extracted averages with a mean of 2.4 and below were indexed as disagree, and means of 2.5 to 5 were indexed as agreed.

*Note

The first options (As indicated in the parenthesis) of the alternatives given were used as reference numbers in the logit model

Sources: Author's Compilation (2021)

CHAPTER FOUR

RESULTS AND DISCUSSION

This part of the thesis presents the study findings that answer the objectives outlined in the first chapter. Some descriptive statistics, to explore the data and statistical inference to generalize the findings are presented.

Descriptive Statistics

Three hundred and twenty copies of a questionnaire were distributed, of which 110 were hard copies and 210 were softcopies. 100 hardcopies were completed and retrieved by the respondents, while 177 of the softcopies were filled online and submitted. In total, the analysis included 277 completed questionnaires, representing an 86.6% response rate. This was consistent with Kothari (2009) who stated a response rate of above 70% is very good and useful for analysis.

Table 4: Descriptive Statistics

Variable	Frequency	Percentage
Gender		
Female	59	21.3
Male	218	78.7
Age categories		
20 – 24	0.0	0.0
25 – 29	0.0	0.0
30 – 34	26	9.4
35 – 39	58	20.9
40 – 44	57	20.6
45 – 49	54	19.5
Above 50	82	29.6
Academic Qualification		
MSc/MA/MBA	8	2.9
MPhil	2	0.7
PhD/ED/DPhil	85	30.7
Professionals	129	46.6
Others	53	19.1
Number of years worked		
Less than 5 years	65	23.5
6 to 10 years	92	33.2
11 to 15 years	88	31.8
16 -20	18	6.5
More than 20 years	14	5.0

Academic Designation		
Academic Counsellor	81	29.2
Lecturer	95	34.3
Unit Coordinator	16	5.8
Accountant	7	2.5
Examination Officers	40	14.5
Others	38	13.7
Position		
Head of Department	84	30.0
Dean	9	4.0
Other	184	66.0
Size of University		
Less than 5000 students	202	72.9
5000 and more	75	27.1
Years of Incorporation		
5 – 10 years	55	19.9
More than 10 years	222	80.1
Type of work contract		
Part-time	13	4.7
Full-time	264	95.3
Total in each case	277	100.0

Source: Author's Data Analysis 2021

Males represented 78.7% of the entire sample. Education of women is not exempted in that, the Population and Housing Census (PHC, 2021) indicates the gender gap in education, as evidenced by the fact that while 74.1 per cent of males were literates, the proportion for females was 34.4 per cent. Higher proportion of males (73.6%) than females (71.6%) were enumerated in the localities where they were born (PHC, 2021). Male employment rates (71.4%) are slightly higher than female employment rates (64.7%), (PHC, 2010). Women are typically less likely than men to participate in the labor force, which decreases their likelihood of finding employment (ILO, 2010).

In almost all population research and analysis, age plays a crucial role, either directly or indirectly. The most of the respondents, 29.6%, fall within 50+ years followed by 20.9% of the respondents falling within 35-39 years. The distribution shows that majority of the respondents are above 35 years old. The pattern of the distribution is not consistent with the PHC (2021). This

probably is attributed to Private universities regular hiring of more retired academic staff to build their staff capacity.

Out of the 277 participants who reported their academic qualifications, the majority 46.6% (n = 129) of the participants had professional qualifications. Besides, 30.7% (n=85) and 19.7% (N=53) hold PhD and others respectively. According to the 2010 population census report, global efforts to achieve the MDGs' educational targets are linked to efforts to increase literacy. Greater Accra region depicts the most pronounced transition with the highest literacy rate (PHC, 2021). Education is one of the most significant factors that may influence a person's attitudes, perspective, and ability to comprehend a specific social phenomenon, (Kothari & Gang (2014).

Table 4 indicates that 4.0% (n=9) of the respondents had held a Deanship position. Also, 30.0% (n=84) were Heads of Department (HoD) or held such positions before. However, the remaining 66.0% (n=184) of the respondents held positions either than Deans or HoD. Regarding the size of the universities, 72.9% (n=202) of the faculty members that participated in this research, reported that their universities have a student population of less than 5000. Additionally, 27.1% (n=75) of the academic staff reported that their universities student population ranging from 5000 to 10000. It was noted that 80.1%, (n = 222) of respondents indicated that their university was incorporated more than 10 years ago. Also, 19.9% (n=55) indicated that their University was incorporated between 5 to 10 years.

Lastly, Table 4 reveals that the chartered private universities have 95.3% (n=264) of full-time academic personnel. The part-time academic staff was 24.7 % (n=13).

Table 5: Highlights Results of Exploration Factor Analysis (EFA)

Construct	Measurement	Factor loading (ρ)	Skewness	Kurtosis
Leadership Style (LS)	AVE = 0.72, CR = 0.930, E = 9.033, CVE = 11.464 and $\alpha = 0.940$			
LS1	The organizational Leadership style in this university makes a positive contribution to the overall effectiveness of the organization	0.807	-1.300	0.817
LS2	The leadership of this university addresses staff issues promptly	0.842	-1.265	0.939
LS3	My manager presents my needs to managements	0.859	-1.308	1.008
LS4	The leaders communicate to staff regularly on matters important to the staff	0.870	-1.414	1.287
LS5	I am satisfied with the leadership style of the managers in this university	0.884	-1.455	1.166
Promotion (P)	AVE = 0.775, CR = 0.945, E = 4.804, CVE = 22.523 and $\alpha = 0.944$			
P1	An employee upward career growth is important to this organization	0.882	-1.321	0.500
P2	Internal promotion is more regular in this university compared to external recruitment	0.886	-1.334	0.713
P3	Promotion is always based on merit in this University	0.885	-1.292	0.589
P4	What is stated in the promotion policy /criteria is what is practised always	0.864	-1.256	0.662
P5	I am satisfied with the promotion practices in this University	0.889	-1.306	0.469
Training (T)	AVE=0.749, CR = 0.937,E=4.010,CVE = 33.534and $\alpha = 0.942$			
T1	The university readily invests in professional development for the academic staff	0.858	-1.640	2.072
T2	This university has good training opportunities compared with other organisations	0.856	-1.625	2.035



T3	Financial support to attend conferences and others is regularly	0.848	-1.619	1.902
T4	What is stated in the training policy is practised	0.877	-1.526	1.526
T5	Fairness is practised in the implementation of faculty training policy	0.895	-1.517	1.634
Remuneration (R)	AVE = 0.740, CR = 0.934 E = 43.664, CVE = 44.00 and $\alpha = 0.928$			
R1	I am satisfied with the amount of remuneration	0.866	-1.615	1.917
R2	Salary increase is regular in my university	0.873	-1.629	2.173
R3	I am satisfied with the amount of salary I earn compared to other employees	0.892	-1.642	2.135
R4	I am satisfied with the amount of salary I earn compared to other academic	0.881	-1.578	1.676
R5	My university provides part-time opportunities to supplement academic staff	0.785	-1.447	1.591
Collaboration (C)	AVE = 0.702, CR = 0.904, E = 2.527, CVE = 52.450 and $\alpha = 0.920$			
C1	Collaboration such as the partnership with other universities to improve marketability	0.866	-1.518	1.992
C2	Collaboration to Enhance Joint Research and staff development	0.830	-1.531	2.459
C3	Strong tier with alumni	0.864	-1.586	1.972
C4	Partnership packages with churches such as awarding scholarships	0.789	-1.599	1.914
Pricing (PS)	AVE = 0.707, CR = 0.906, E = 2.151, CVE = 60.539 and $\alpha = 0.899$			
PS 1	Use of customer focus such as flexible payment of fees	0.788	-1.385	1.221
PS2	Use of cost leadership such as reducing operation time and cost	0.832	-1.703	2.705
PS	Product differentiation by offering unique flexible programmes	0.867	-1.600	2.634
PS4	My university has a reasonably low level of fees	0.873	-1.760	2.850

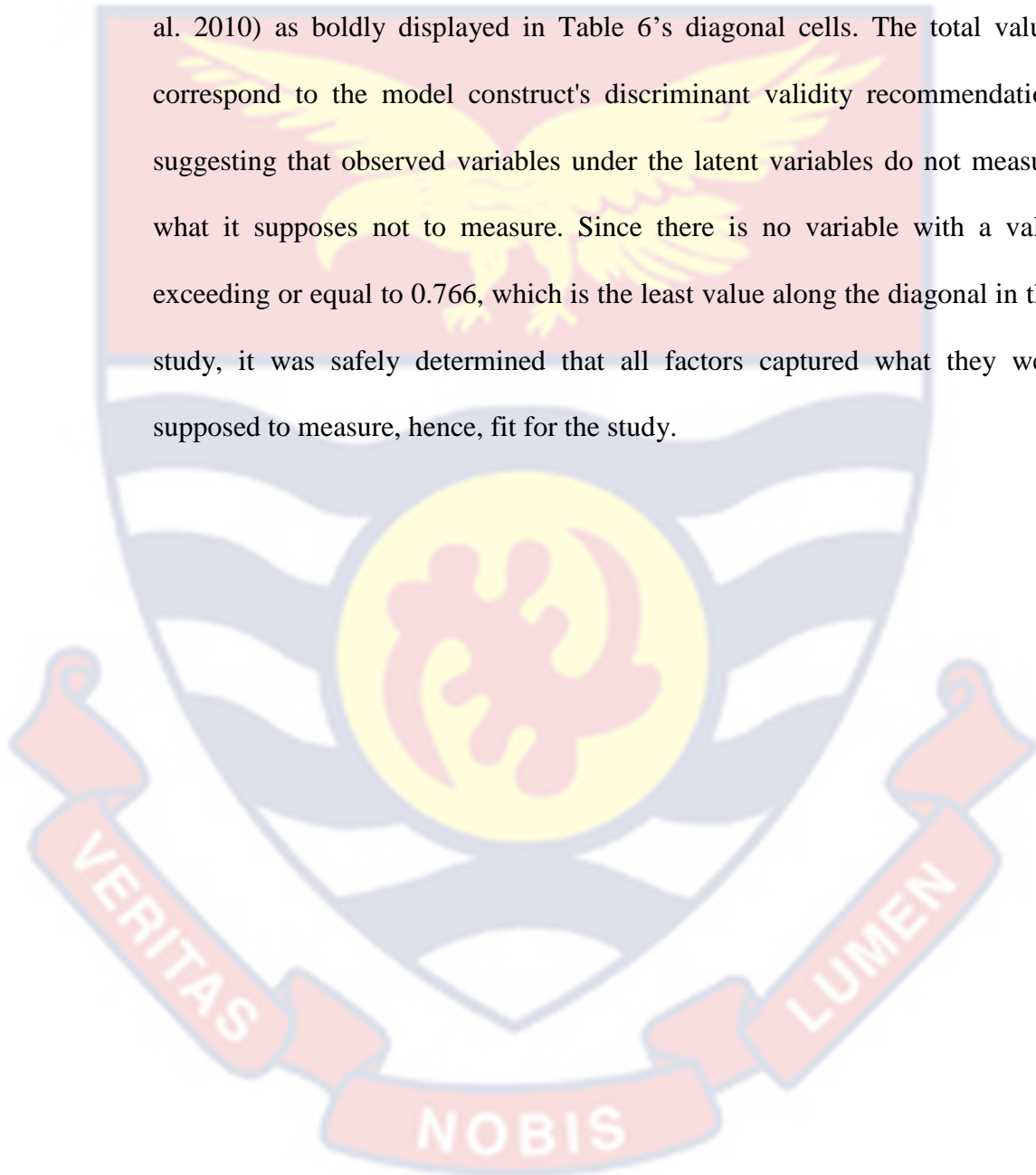


Innovative (I)	AVE = 0.674, CR = 0.892, E = 1.763, CVE = 68.060 and $\alpha = 0.860$			
I1	Use of vertical integration (acquiring high schools)	0.842	-1.962	4.375
I2	Use of horizontal integration (acquiring other colleges)	0.811	-1.736	3.618
I3	Use of the internet to offer e-learning	0.804	-2.058	5.204
I4	Internet is used for online registration and release of results	0.825	-1.956	4.494
Enrolment Performance (EP)	AVE = 0.750, CR = 0.950, E = 1.446, CVE = 74.671 and $\alpha = 0.898$			
EP2	Students' enrolment has improved in the past five (5) years?	0.879	-1.297	0.931
EP3	My university has policy on students' enrolment	0.881	-1.251	0.844
Market Focus (M)	AVE = 0.586, CR = 0.809, E = 1.104, CVE = 80.270 and $\alpha = 0.868$			
M1	Use of concentrated growth (concentrating one area of expertise)	0.744	-1.220	0.426
M2	Use of product development (introduce new courses)	0.775	-1.005	0.432
M3	Use of market development (opening new campuses)	0.776	-1.283	0.848

Source: Author's Data Analysis 2021, α =Cronbach Alpha, E=Eigen values, CVE=Cumulative Variance Explained were obtained from Extraction sums of squared loading, AVE: Average Variance Extracted= $\sum \rho^2/n$, CR: Composite Reliability= $\sum (\rho)^2/\sum (\rho)^2+(\sum \alpha)$, $\alpha=1-\rho$, factor Loading < 0.5 were omitted

Discriminant Validity

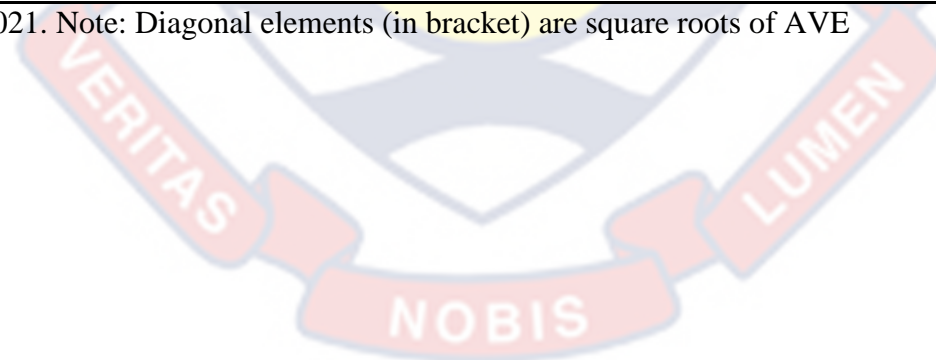
The divergent or discriminant validity obtained from the square root of the Average Variance Extracted (AVE) for each latent value exceeds the inter-factor correlation of the model's latent variables (Kurfalı et al. 2017; Hair et al. 2010) as boldly displayed in Table 6's diagonal cells. The total values correspond to the model construct's discriminant validity recommendation, suggesting that observed variables under the latent variables do not measure what it supposes not to measure. Since there is no variable with a value exceeding or equal to 0.766, which is the least value along the diagonal in this study, it was safely determined that all factors captured what they were supposed to measure, hence, fit for the study.



**Table 6: Correlation Matrix of the Constructs**

Construct	LS	P	T	R	CS	PS	IS	EP	MF
LS	(0.849)								
P	0.198	(0.880)							
T	0.216	0.050	(0.865)						
R	0.158	0.103	0.150	(0.860)					
CS	0.179	0.145	0.527	0.221	(0.838)				
PS	0.244	0.426	0.107	0.121	0.095	(0.841)			
IS	0.174	0.134	0.044	0.296	0.074	0.095	(0.821)		
EP	0.369	0.086	0.134	0.255	0.288	0.097	0.046	(0.866)	
MF	0.621	0.126	0.252	0.263	0.233	0.217	0.233	0.310	(0.766)

Source: Author's Data Analysis 2021. Note: Diagonal elements (in bracket) are square roots of AVE



The first research question was an overarching that was aimed at examining the mediating role of enrolment strategies on the relationship between academic staff retention strategy and enrolment performance. This overarching research question was unpacked into four subsidiary research questions a, b, c, and d, and explored using models explained below.

a: What is the mediation effect of Pricing (PS) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?

This subsidiary Research Question (a) was answered using SEM. The first model has four hypotheses and one mediation variable, Pricing, with its corresponding hypothesis. The hypotheses tested relationships to the staff retention variables, which are Leadership Style, Remuneration, Training and Promotion on pricing representing a mediator and tested on Enrolment Performance in Chartered Private Universities.

Confirmatory Factor Analysis on Model 1

As illustrated in Table 7, the Chi-square/degree of freedom ($\chi^2/d.f.$) = 2.454, the $p < 0.01$, the Goodness of Fit Index (GFI) = 0.979, Adjusted Goodness of Fit Index (AGFI) = 0.916, the Normed Fit Index (NFI) = 0.987, the Root Mean Square Error of Approximation (RMSEA) = 0.0725, Comparative Fit Index (CFI) = 0.992, the Standardized Root Mean Square Residual (SRMR) = 0.0342 and Incremental Fit Index (IFI) = 0.993. The values for all the fit indices fall within recommendation range as suggested by previous studies (Salloum et al., 2019; Ifinedo, Pyke & Anwar, 2018). This indicates that the research model is of good fit.

Table 7: Summary of Model fit Research Model 1

Fit index	Recommended value	Research model
Chi square/degree of freedom ($\chi^2/d.f.$)	≤ 3.0	2.454
P-value	< 0.05	0.039
Goodness of Fit Index (GFI)	≥ 0.80	0.979
Adjusted Goodness of Fit Index (AGFI)	≥ 0.80	0.916
Normed Fit Index (NFI)	≥ 0.90	0.987
Root mean square error of approximation (RMSEA)	≤ 0.08	0.0725
Comparative Fit Index (CFI)	≥ 0.90	0.992
Standardized root mean square residual (SRMR)	≤ 0.05	0.0342
Incremental Fit Index (IFI)	≥ 0.80	0.993

Source: Author's Data Analysis 2021

Hypotheses Tests on H1 to H2

All four aspects of academic staff retention strategies from Figure 3 were used to generate the significant individual staff retention strategies predictor variable. The Pricing was regressed on four variables: Leadership style, Remuneration, Training, and Promotion. After determining which specific dimensions were important, the test was applied to Pricing and Enrolment Performance.

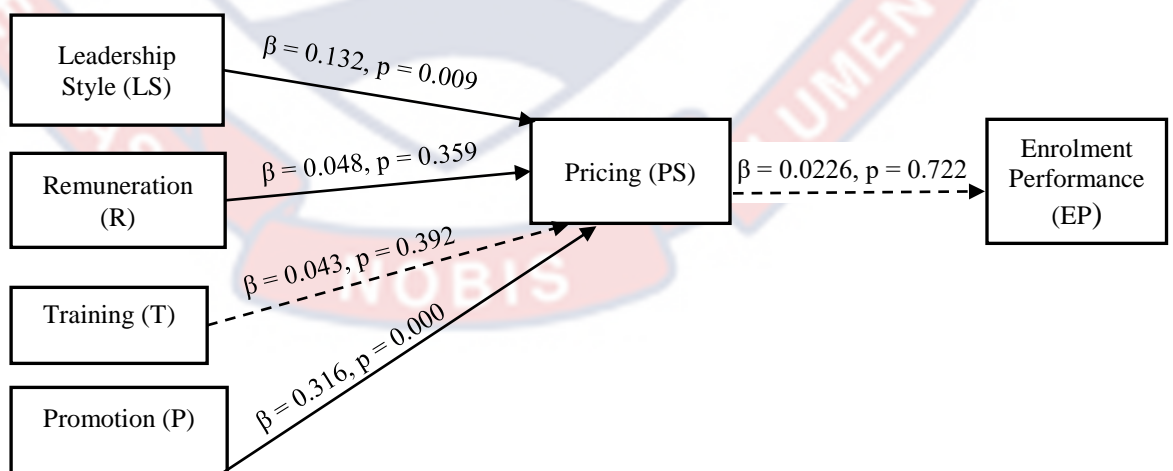


Figure 3: The results of the hypotheses testing for Model 1

The results from Structural Equation Model (SEM) for research hypotheses testing as shown in Table 8 and Figure 3, hypotheses H1b and H1c were not supported. Thus, Remuneration ($\beta = 0.048$, $p = 0.359$) and Training ($\beta = 0.043$, $p = 0.392$) have no statistical significant influence on Pricing. Also, Enrolment Performance ($\beta = 0.0226$, $p = 0.722$) was not statistically influenced by the Pricing of the Chartered Private Universities. However, H1a and H1d were supported. That is, Leadership Style ($\beta = 0.132$, $p = 0.009$), and Promotion ($\beta = 0.316$, $p = 0.000$) have significant positive influence on Pricing. This indicated that, out of the five factors, Promotion with 31.6% was the most important factor in determining the Pricing of the Chartered Private Universities in Ghana.

Table 8: Summary of the Hypothesis Testing

Hypothesis	Path coefficient	P-value	Decision
H1a: LS → PS	0.132	0.009**	Supported
H1b: R → PS	0.048	0.359	Not Supported
H1c: T → PS	0.0433	0.392	Not Supported
H1d: P → PS	0.316	0.000**	Supported
H2: PS → EP	0.0226	0.722	Not supported

Source: Author's Data Analysis 2021.

Note: supported or significant at ** $p < 0.05$

The test for a relationship between Pricing and Enrolment Performance was not significantly supported. In this case, the mediation effect was not tested based on (Baron & Kenny, 1986) four steps.

Step 1: X will maps Y to test path c

Step 2: X also maps into M to test path a

Step 3: M and X will both map into Y to test path b

Step 4: X and M will both map into Y to test path c'

The pricing problem mainly concerned costs, payment options, and discounts provided. The private universities practice installment options and such policy influences students' choice with the convenience of the instalment method.

Results from Table 8 indicate that Leadership Style and Promotion of academic staff from all the target chartered private universities show there was high competition in terms of students' enrolment relative to price. An academic institution's overall excellence depends on hiring and promoting outstanding faculty (Altbach, 2008; Taylor, 2008). In fact, the university's strict promotion and merit system has frequently been cited as the reason for the consistently high performance of faculty (Hanley & Forkenbrock, 2006; Diamond, 1999), as it is instrumental in the identification and development of talent. The findings corroborated those of De Boer, Enders, & Jongbloed (2009) who observed that as there are many universities, so competition rises, and that increased competition breeds efficiency, higher quality, more innovation, greater differentiation, and more options for clients.

According to Turner (2006), elite private universities are gearing towards a high tuition model to achieve their enrolments and create greater tuition revenue (Turner, 2006). The high tuition strategy as a result of academic staff promotion makes economic sense. Since Pricing is insignificant to enrolment performance, it is evidence that enrolment demand is fairly inelastic. It is implied that tuition fees can be increased by increasing the net price charged to wealthy, less deserving students and allocating the extra money to needy students. However, greater relative opportunities for these

students are the result of the collective effort to entice talented and deserving students into higher education.

According to Fattal (2020), tuition fees were not a major factor influencing students' decisions, which was surprising given the very high tuition fees of chartered private universities in comparison to the average Syrian annual income. Furthermore, he discovered that participants cared more about other issues, such as educational quality, than they did about fees. Tuition fees were not a major issue for students because they were not the actual fee payers; their parents were.

Question 1b. What is the mediation effect of Market focus (M) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?

The second model describes four academic staff retention variables and four corresponding hypotheses and one mediation variable with its corresponding hypothesis. The hypotheses explain how the variables of the study relate to one another as they are conceptualized and shown in the conceptual model. The hypotheses which were tested related to academic staff retention variables on Market Focus and its effect on Enrolment Performance in Chartered Private Universities.

Confirmatory Factor Analysis on H3 to H4

As illustrated in Table 9, the Chi-square/degree of freedom ($\chi^2/d.f.$) = 2.323, the P-value = 0.002, the Goodness of Fit Index (GFI) = 0.972, Adjusted Goodness of Fit Index (AGFI) = 0.922, the Normed Fit Index (NFI) = 0.990, the Root Mean Square Error of Approximation (RMSEA) = 0.069, Comparative Fit Index (CFI) = 0.994, the Standardized Root Mean Square

Residual (SRMR) = 0.048 and Incremental Fit Index (IFI) = 0.994. The values for all the fit indices fall within recommendation range as suggested by previous studies (Salloum et al., 2019; Ifinedo, Pyke & Anwar, 2018). The research model is of good fit in accordance with values presented below.

Table 9: Summary of Model Fit Research Model 2

Fit index	Recommended value	Research model
Chi square/degree of freedom ($\chi^2/d.f.$)	≤ 3.0	2.323
P-value	< 0.05	0.002
GFI	≥ 0.80	0.972
AGFI	≥ 0.80	0.922
NFI	≥ 0.90	0.990
RMSEA	≤ 0.08	0.069
CFI	≥ 0.90	0.994
SRMR	≤ 0.05	0.048
Incremental Fit Index (IFI)	≥ 0.80	0.994

Source: Author's Field Data (2021)

Hypothesis Testing on Model 2

The results from Structural Equation Model (SEM) for research hypotheses testing as shown in Table 10 and Figure 4 indicates that only hypotheses H3a and H3d were not supported. That is, Leadership style ($\beta = 0.0289$, $p = 0.551$) and Promotion ($\beta = 0.0843$, $p = 0.510$) have no statistical significant influence on Market Focus. However, H3b, H3c and H4 were supported. Thus, Remuneration ($\beta = 0.129$, $p = 0.011$), and Training ($\beta = 0.465$, $p = 0.000$) have significant positive influence on Market Focus. Also, the Enrolment Performance of Chartered Private Universities is statistically influenced by Market Focus ($\beta = 0.035$, $p = 0.000$). This indicated that, out of the five factors, Training was the most important factor in determining the Market Focus of the Chartered Private Universities in Ghana.

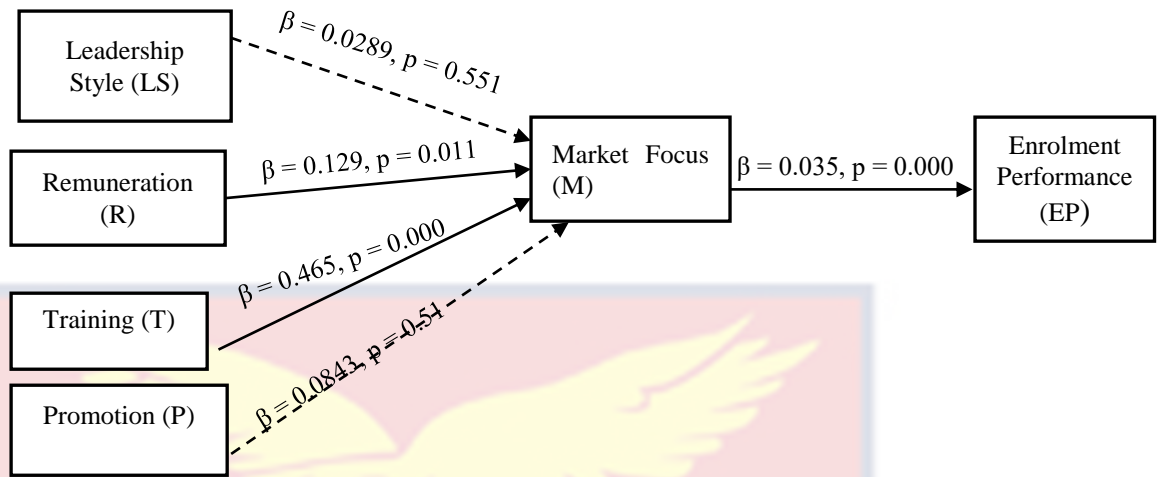


Figure 4: Model 2 explaining the relationships between academic staff retention variables and enrolment performance.

Table 10: Summary of the Hypotheses Testing

Hypothesis	Path coefficient	P-value	Decision
H3a: LS → MF	0.0289	0.551	Not Supported
H3b: R → MF	0.129	0.011**	Supported
H3c: T → MF	0.465	0.000**	Supported
H3d: P → MF	0.0853	0.510	Not supported
H4: MF → EP	0.235	0.000**	Supported

Source: Author's Data Analysis 2021.

Note: supported or significant at **p<0.05

Mediation Analysis of Market Focus

The relationship between Academic Staff Retention Strategy and Market Focus as indicated in Table 10, showed that two of the four individual dimensions of Academic Staff Retention Strategy were supported. Thus, Remuneration ($\beta = 0.129$, $p = 0.011$), and Training ($\beta = 0.465$, $p = 0.000$) have positive influence on Market Focus.

Table 11: Finding a Relationship between Academic Staff Retention Strategy and Market Focus

Model	coefficients β	T	Sig	Multiple regression model summary
Combined dimension of Staff Retention Strategy (R and T) relation with Market Focus	0.570	11.494	0.000	R = 0.570 R ² = 0.325 Adjusted R ² = 0.322 p < 0.000

Source: Author's Data Analysis 2021

The combined dimension of the individual Academic Staff Retention Strategy has a positive influence on market focus as shown in Table 11. This suggests that academic staff retention strategy ($\beta = 0.570$, $p < 0.000$) has a direct and positive influence on market focus.

Table 12: Finding a Relationship between Academic Staff Retention Strategy and Enrolment Performance

Model	coefficients β	T	Sig	Multiple regression model summary
Combined dimension of Staff Retention Strategy (R and T) relation with Enrolment Performance	0.412	7.503	0.000	R = 0.420 R ² = 0.165 Adjusted R ² = 0.177 p < 0.000

Source: Author's Data Analysis 2021

Academic Staff Retention ($\beta = 0.412$, $p = 0.000$) was also significant with enrolment performance as shown in Table 12. As indicated in Figure 5, partial mediation takes place when both paths are significant as revealed (combined academic staff retention strategy \rightarrow market focus, combined academic staff retention strategy \rightarrow enrolment performance, and market focus \rightarrow enrolment performance). Therefore, H4 is supported. Thus, market focus mediates the relationship between academic staff retention strategy and enrolment performance. Zhao et al. (2010) emphasized that only the indirect

effects need to be significant to determine mediation, i.e., a, b is significant and c is insignificant (p. 205). In a similar vein, Baron and Kenny (1986) explain that a full mediation would occur when the expected coefficient is close to zero or insignificant regarding the direct effect between X (Academic Staff Retention Strategy) and Y (Enrolment Performance) when m (mediation)-Market Focus is introduced.

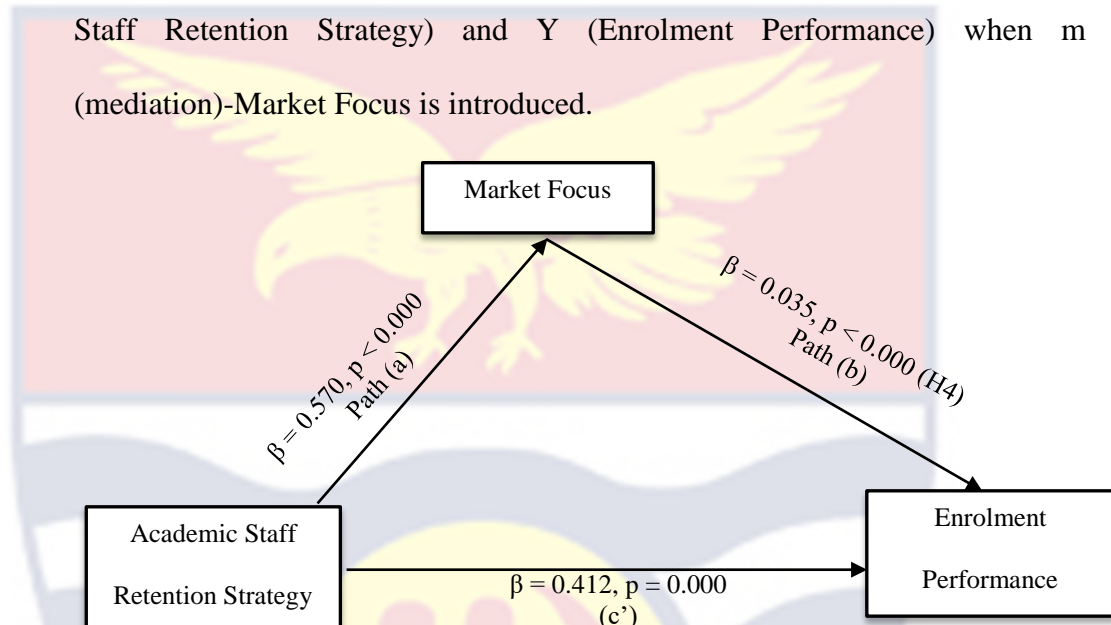


Figure 5: Coefficients of Mediation Effect

Figure 5 reports the relationship, and corresponding results of market focus mediating the relationship between academic staff retention strategy and enrolment performance.

The fundamental tenet of the Market Focus strategy is that a company can attend to a specific section more effectively than rivals can attend to a larger customer base (Ogbonna & Harris, 2003). From figure 5, Market Focus partially mediates the relationship between academic staff retention strategy and enrolment performance. The implication is that Chartered Private Universities rely on selected segment of the population for enrolment. As indicated by Porter (2004), in the Market Focus strategy, Chartered Private Universities target a specific sector of the higher education market. The

private universities choose to focus on a selected students' group, services and programmes among others (Stone, 2008). Thus, the enrolment of students in private universities is significantly influenced by the quality of academic staff retained. When private universities identify a set of students whose enrolment is directly influenced by the quality of academic staff, their enrolment performance improves. However, market focus strategies work best when students have distinct preferences and when competing universities have not yet entered the market.

Furthermore, according to Nadkarni and Barr (2008), companies that use a Market Focus strategy merely implement a cost-leader or differentiation strategy on a particular area of the larger market. Wambua et al. (2014) research and client experience could thus show that what sets excellent performers apart from other rivals is the steady manner in which they create and preserve this competitive essence.

Question 1c. What is the mediation effect of Innovation (I) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?

The third model focused on academic staff retention strategy and corresponding hypotheses and one intervention variable with its corresponding hypothesis. The hypotheses tested related to the academic staff retention variables on Innovation representing a mediator and tested on Enrolment Performance in Chartered Private Universities. The model examines the indirect relationship Innovation among the four academic staff retention variables and direct effect on Enrolment Performance.

Confirmatory Analysis on Model 3

Table 13 shows the model 3 results of the fitness.

Table 13: Summary of Model Fit Research Model 3

Fit index	Recommended value	Research model
Chi square/degree of freedom ($\chi^2/d.f.$)	≤ 3.0	2.6343
P-value	< 0.05	0.003
GFI	≥ 0.80	0.978
AGFI	≥ 0.80	0.920
NFI	≥ 0.90	0.987
RMSEA	≤ 0.08	0.0768
CFI	≥ 0.90	0.992
SRMR	≤ 0.05	0.0388
Incremental Fit Index (IFI)	≥ 0.80	0.992

Source: Author's Field Data 2021

The chi-square, degree of freedom, p-value = 0.003, RMSEA= 0.0768, NFI=0.987, CFI = 0.992, IFI = 0.992, SRMR=0.0388, GFI = 0.978, and Adjusted goodness of fit index = 0.920 are in agreement with previous literature (Wu & Chen, 2017).

Hypotheses Testing on H5 to H6

The SEM results for research hypotheses test the path coefficients and p-values for decision making are shown in Table 14 and Figure 6, where hypotheses H5a, H5b and H5c were supported.

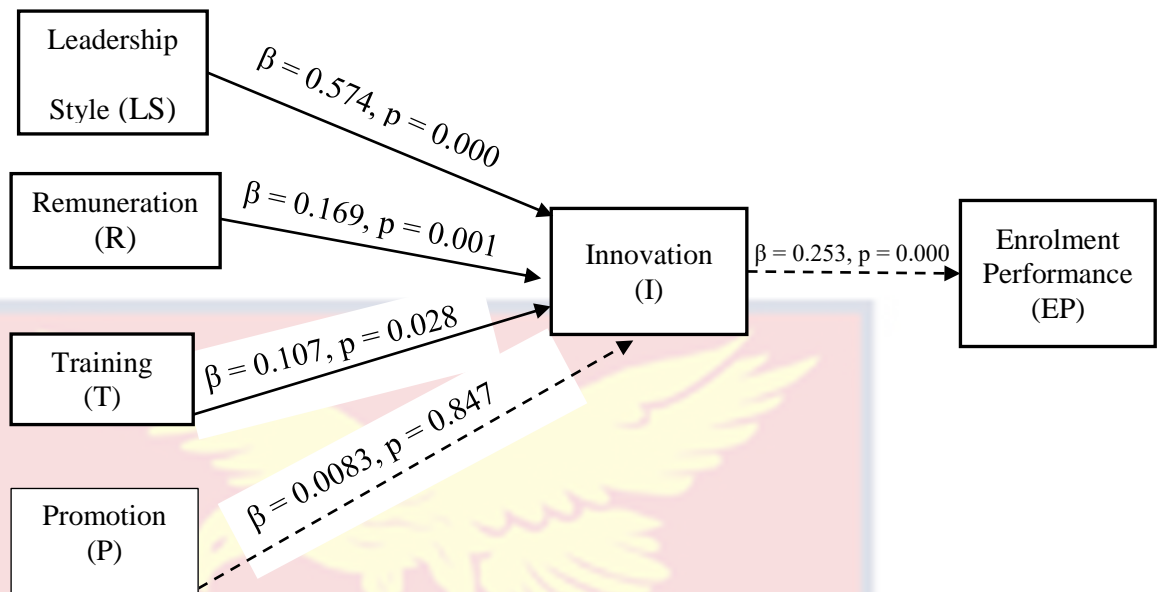


Figure 6: The model explains the relationship between academic staff retention variables, innovation and enrolment performance.

Table 14: Summary of the Hypotheses Testing

Hypothesis	Path coefficient	P-value	Decision
H5a: LS → IS	0.574	0.00**	Supported
H5b: R → IS	0.169	0.001**	Supported
H5c: T → IS	0.107	0.028**	Supported
H5d: P → IS	0.0083	0.847	Not supported
H6: IS → EP	0.253	0.000**	Supported

Source: Author's Data Analysis 2021.

Note: supported or significant at ** $p < 0.05$

From Table 14, Leadership Style, Remuneration, and Training ($\beta = 0.574$, $p = 0.000$, $\beta = 0.169$, $p = 0.001$ and $\beta = 0.107$, $p = 0.028$ respectively) have statistical significant influence on Innovation. Also, Enrolment Performance ($\beta = 0.253$, $p = 0.000$) is statistically influenced by the Innovation of the Chartered Private Universities. However, H5d was not supported. That is, Promotion ($\beta = 0.0083$, $p = 0.847$), have no significant influence on Innovation. The implication is that the current level of innovation is not sufficient to support academic staff promotion. The promotion of academic staff is the least determining factor of levels of innovation in Chartered Private Universities. Also, out of the five

factors, Leadership Style is the priority factor in determining levels of Innovation of the Chartered Private Universities.

Mediation Analysis of Innovation

When both paths are significant, as they were in this study, one can test mediation using a partial or complementary mediated approach (e.g., Ong, Nguyen, & Syed Alwi, 2017; Baron & Kenny, 1986). As indicated in Table 14, three of the four individual dimensions of academic staff retention strategies were supported. That is, Leadership style ($\beta = 0.574$, $p = 0.000$), Remuneration ($\beta = 0.169$, $p = 0.001$) and Training ($\beta = 0.107$, $p < 0.028$) have positive influence on enrolment performance.

Table 15: Relationship between academic Staff Retention Strategy and Innovation

Model	coefficients β	T	Sig	Multiple regression model summary
Combined dimension of Staff Retention Strategy (LS, R and T) relation with innovation	0.253	4.335	0.000	R = 0.253 R ² = 0.061 Adjusted R ² = 0.0164 p = 0.000

Source: Author's Data Analysis 2021

Table 15 presents a significant relationship between combined academic staff retention strategy ($\beta = 0.253$, $p = 0.000$) and innovation.

Table 16: Relationship between Academic Staff Retention Strategy and Enrolment Performance

Model	coefficients β	T	Sig	Multiple regression model summary
Combined dimension of Academic Staff Retention Strategy (LS, R and T) relation with Enrolment Performance	0.412	7.503	0.000	R = 0.258 R ² = 0.170 Adjusted R ² = 0.167 p = 0.000

Source: Author's Data Analysis 2021

From Table 16, the combined dimension of the individual academic staff retention strategies has a positive influence on Enrolment Performance. It implies that Academic Staff Retention Strategy ($\beta = 0.412$, $p = 0.000$) has a direct and positive influence on Enrolment Performance. Thus, the three variables in the model, Leadership Style, Remuneration, and Innovation, combined to explain 16.7% of the variance in enrolment performance.

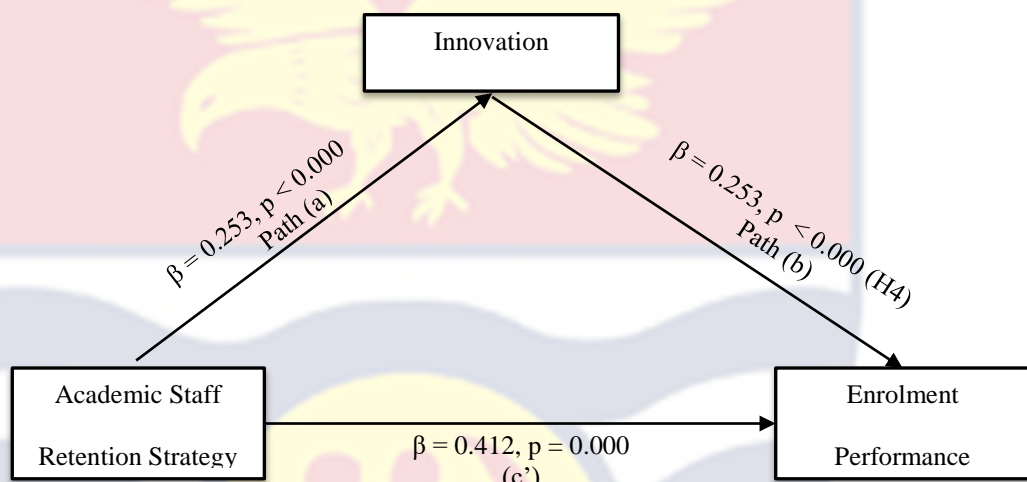


Figure 7: Coefficients of mediation effect

Figure 7 reports the relationship, and corresponding results of Innovation mediating the relationship between Staff Retention Strategy and Enrolment Performance. The results revealed partial mediation with the two directions showing positive significant influence on Enrolment Performance (sum combined staff retention strategy \rightarrow innovation \rightarrow enrolment performance). The specific values for academic staff retention strategies relation to innovation and enrolment performance were; ($\beta = 0.253$, $p < 0.000$) and ($\beta = 0.412$, $p < 0.000$) respectively. However, Baron and Kenny (1986) suggested that the occurrence of full mediation is when the coefficient (β) is approaching zero or is insignificant based on the direct effect of 'a' and 'b' when 'm' (mediation) is reported. Previous studies (Ong et al., 2017; Baron

and Kenny, 1986) indicated that partial mediation takes place when both paths are significant as revealed in paths 'a' and 'b' in Figure 7 (combined staff retention strategies → innovation, combined staff retention strategy → enrolment performance, and innovation → enrolment performance).

Therefore, H6 is supported. Thus, Innovation mediates the relationship between Academic Staff Retention Strategy and Enrolment Performance.

It was emphasized that the use of innovation and technology was a competitive strategy for providing the training or enrolling students. In the twenty-first century, there have been notable changes brought about by the rapid advancement of technology, which also has an impact on what modern society needs. Technology in education and other fields is playing a bigger role in our daily lives and educational plans. As a result, chartered private universities are seeing an increase in demand for the use of information and communication technology (ICT).

Duffy and Sedlacek (2007) postulate that most universities have used technology and innovation as a competitive strategy, giving them an edge over the competition, and that technology has boosted the rate of enrolment at universities, but not by a large percentage, thereby boosting their performance. In another confirmation results, Hsuan Feng (2007) cited in Mushemeza (2016), students will want to spend time at a "World Class University" (in this case, an aspirant one) learning from and socializing with the brightest minds in the world and to be associated with the fame and respect that comes with this.

Potential students won't be drawn to a university whose top faculty members are unknown to a network of other academics. If they are unable to locate the professors who could supervise them in their area of interest, how

will students from other nations be drawn to the university? The best and the brightest are likely to be drawn to different programmes as enrolment from a broad spectrum rises. This is probably going to strengthen international connections in terms of funding, joint degrees, and research. Therefore, private universities need to start this crucial project right away in order to compete and become top universities in the world. To paraphrase Hsuan Feng (2007) once more: “For better or worse, knowledge is now bought and sold as a commodity. In the knowledge economy, research institutions, think tanks, and consulting firms are universities’ brand-new rivals. Private universities in Africa must stop delaying the addition of academic staff profiles to their websites, which are essential for competition (Hsuan Feng, 2007).

Question d. What is the mediation effect of collaboration (C) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?

The fourth model aimed at determining how the Mediation variable- Collaboration can affect both staff retention and enrolment performance. This model describes the hypotheses tested related to the staff retention variables, which are Leadership style, Remuneration, Training, and Promotion on Collaboration representing a mediator and tested on Enrolment Performance in Chartered Private Universities.

Confirmatory Analysis on Model 4

Table 17 shows that the overall results of the research Model 4 fitness. It is preferably to test for the chi-square (χ^2) = 10.982 over the degree of freedom ratio ($\chi^2/d.f$) = 2.7455 when is less than or equal to 3.00.

Table 17: Model Fit Summary of the Research Model 4

Fit index	Recommended value	Research model
Chi square/degree of freedom ($\chi^2/d.f.$)	≤ 3.0	2.7455
P-value	< 0.05	0.0268
GFI	≥ 0.80	0.989
AGFI	≥ 0.80	0.923
NFI	≥ 0.90	0.960
RMSEA	≤ 0.08	0.794
CFI	≥ 0.90	0.972
SRMR	≤ 0.05	0.0313
Incremental Fit Index (IFI)	≥ 0.80	0.974

Source: Author's Data Analysis (2021)

Table 17 indicates the chi-square, degree of freedom = 4, p-value = 0.0268, Root mean square error of approximation = 0.0794, Normed fit index = 0.960, Comparative fit index = 0.972, Incremental fit index = 0.974, Standardized root mean square residual = 0.0313, Goodness of fit index = 0.989, and Adjusted goodness of fit index = 0.923 are in agreement with previous literature (Wu & Chen, 2017).

Hypotheses Testing on H7 to H8

Figure 8 show that the SEM results of the test hypotheses H7c, and H7d were not supported. The implication is that Training and Promotion ($\beta = 0.032$, $p = 0.568$, and $\beta = 0.001$, $p = 0.986$ respectively) have no statistical significant influence on Collaboration. However, hypotheses H7a and H7b were supported.

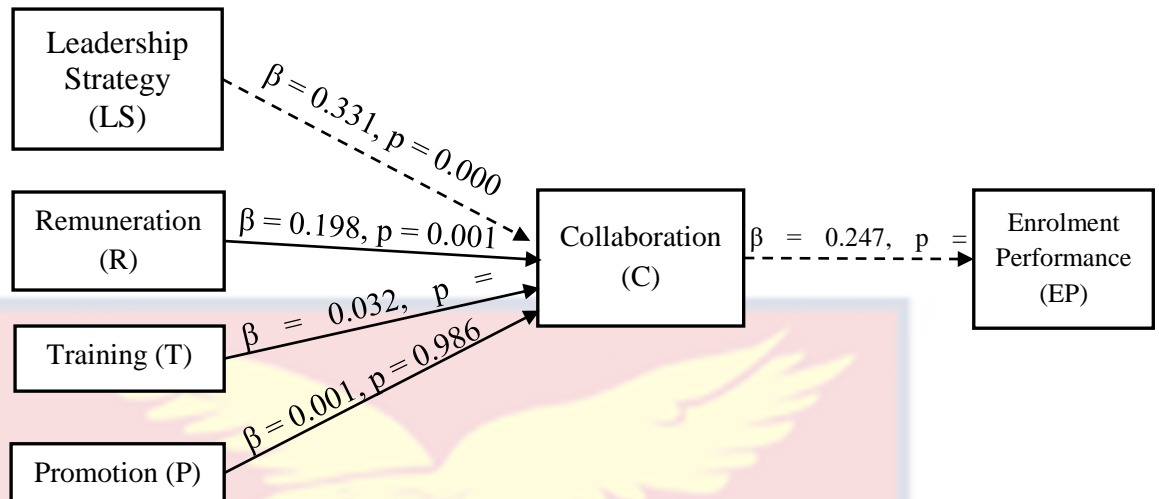


Figure 8: The relationship that exists in staff retention variables, collaboration and enrolment performance

Table 18: Summary of the Hypotheses Testing

Hypothesis	Path coefficient	P-value	Decision
H7a: LS → CS	0.331	0.000**	Supported
H7b: R → CS	0.198	0.001**	Supported
H7c: T → CS	0.032	0.568	Not Supported
H7d: P → CS	-0.001	0.986	Not supported
H8: CS → EP	0.274	0.000**	Supported

Source: Author's Data Analysis 2021.

Note: supported or significant at ** $p < 0.05$

Table 18 shows that the variables, Remuneration and Leadership style ($\beta = 0.198, p = 0.001$ and $\beta = 0.331, p = 0.000$ respectively), have a statistically significant positive influence on Collaboration. Also, the Enrolment Performance of Chartered Private Universities ($\beta = 0.247, p = 0.000$) is statistically influenced by the Collaboration. Among the five factors, Leadership style was the most important factor in influencing Collaboration and also Enrolment Performance of Chartered Private Universities in Ghana. Many private universities leaders collaborate purposely for visibility, seeking training and development for staff and students both academically and professionally.

Mediation Analysis of Collaboration

The relationship between academic staff retention strategy and collaboration as indicated in Table 18, shows that two of the four individual dimensions of academic staff retention strategy were supported. Thus, Remuneration ($\beta = 0.198$, $p = 0.001$) and Leadership style ($\beta = 0.331$, $p = 0.000$) have positive influence on collaboration.

Table 19: Finding a Relationship between Academic Staff Retention Strategy and Collaboration

Model	coefficients	T	Sig	Multiple regression model summary
Combined dimension of Staff Retention Strategy (R and Ls) relation with Collaboration	0.497	9.510	0.000	R = 0.497 R ² = 0.247 Adjusted R ² = 0.245 p < 0.000

Source: Author's Data analysis (2021)

The combined dimension of the individual academic staff retention strategy has a positive influence on collaboration as shown in Table 19. This suggests that academic staff retention strategy ($\beta = 0.497$, $p = 0.000$) has a direct and positive influence on Collaboration.

Figure 9, shows that partial mediation takes place when both paths are significant as revealed in the combined dimension of academic staff retention strategies and collaboration (combined academic staff retention strategies → collaboration, combined academic staff retention strategy → enrolment performance, and collaboration → enrolment performance). Therefore, H8 is supported. Thus, collaboration mediates the relationship between Academic Staff Retention Strategy and Enrolment performance.

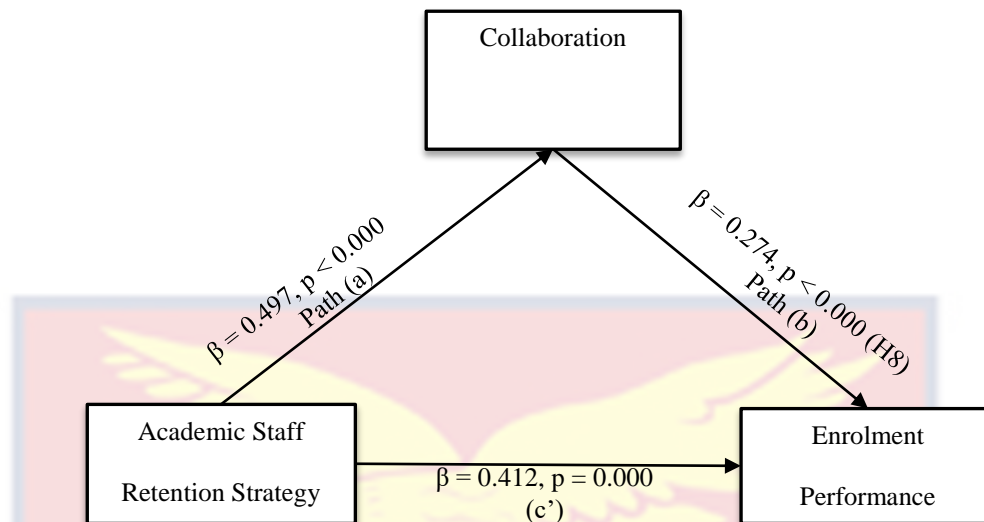


Figure 9: Coefficients of Mediation Effect

Figure 9 reports the relationship and corresponding results of collaboration mediating the relationship between Academic Staff Retention Strategy and Enrolment Performance. Collaboration among private universities takes the form of research, teaching, students exchange programmes and funding. This shows the linkage among academic staff retention strategy, collaboration and enrolment performance in Chartered Private Universities. Hallinger and Heck (2010) also discovered significant direct effects of collaborative leadership (defined as both principal leadership and distributed teacher leadership) on changes in the academic capacity of the schools as well as indirect effects on rates of growth in student reading achievement in their large-scale study in one USA state.

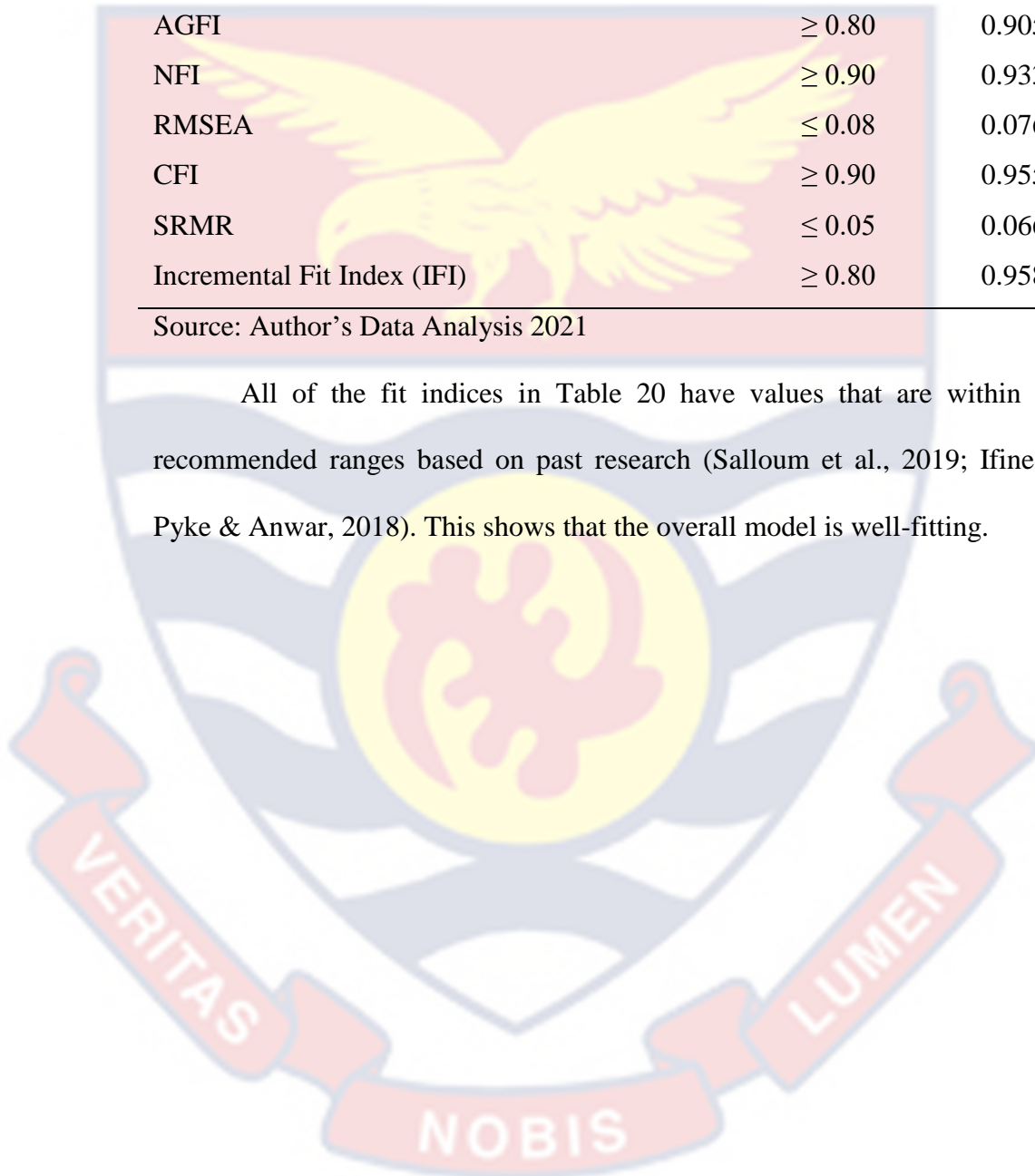
Research in the USA and elsewhere has repeatedly demonstrated that school leaders can positively affect school and student outcomes by using instructional and transformational leadership practices (Jacobson & Bezzina, 2008; Leithwood & Jantzi, 2008; Robinson et al., 2008; Marzano et al., 2005; Hoy & Sweetland, 2002).

Table 20: Model fit Summary of the General Research Model

Fit index	Recommended value	Research model
Chi square/degree of freedom ($\chi^2/d.f.$)	≤ 3.0	2.613
P-value	< 0.05	0.002
GFI	≥ 0.80	0.975
AGFI	≥ 0.80	0.905
NFI	≥ 0.90	0.933
RMSEA	≤ 0.08	0.076
CFI	≥ 0.90	0.955
SRMR	≤ 0.05	0.066
Incremental Fit Index (IFI)	≥ 0.80	0.958

Source: Author's Data Analysis 2021

All of the fit indices in Table 20 have values that are within the recommended ranges based on past research (Salloum et al., 2019; Ifinedo, Pyke & Anwar, 2018). This shows that the overall model is well-fitting.



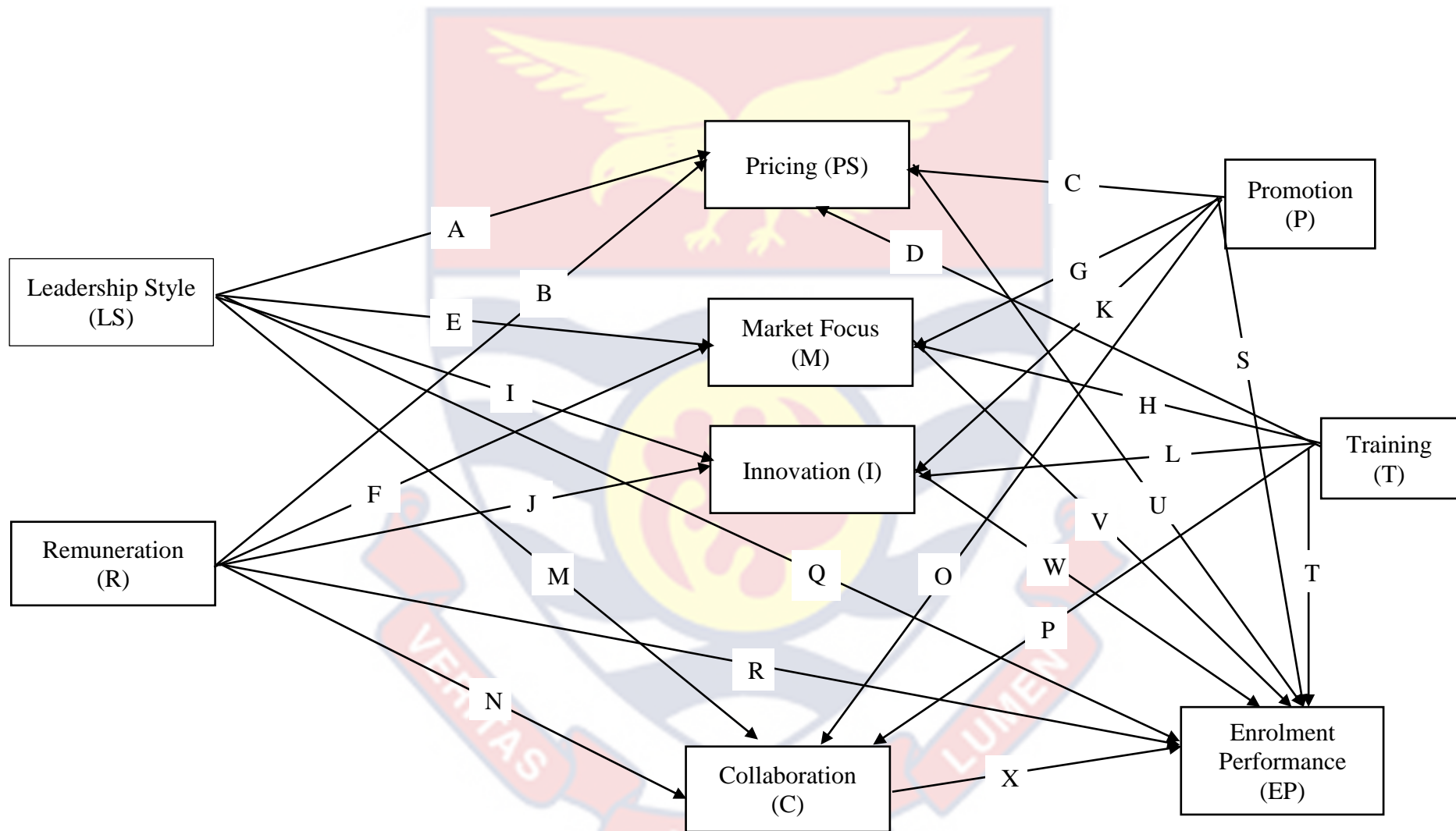


Figure 10: Relationships of academic staff retention strategy, enrolment strategy and enrolment performance

Table 21: Summary of the General Hypotheses Testing and Decision

Alphabet	Path	Coefficient (β)	T-value	P-value	Decision
A	LS \rightarrow PS	0.136	2.667	0.008**	Supported
B	R \rightarrow PS	0.051	0.965	0.335	Not Supported
C	P \rightarrow PS	0.361	7.270	0.000**	Supported
D	T \rightarrow PS	0.044	0.894	0.372	Not Supported
E	LS \rightarrow M	0.557	11.360	0.000**	Supported
F	R \rightarrow M	0.157	3.117	0.002**	Supported
G	P \rightarrow M	-0.008	-0.197	0.844	Not Supported
H	T \rightarrow M	0.105	2.236	0.025**	Supported
I	LS \rightarrow I	0.108	2.455	0.014**	Supported
J	R \rightarrow I	0.224	4.945	0.000**	Supported
K	P \rightarrow I	0.056	1.477	0.140	Not Supported
L	T \rightarrow I	-0.018	-0.420	0.675	Not Supported
M	LS \rightarrow C	-0.033	-0.687	0.492	Not Supported
N	R \rightarrow C	0.085	1.812	0.070	Not Supported
O	P \rightarrow C	0.089	2.056	0.040**	Supported
P	T \rightarrow C	0.459	9.936	0.000**	Supported
Q	LS \rightarrow EP	0.374	6.588	0.000**	Supported
R	R \rightarrow EP	0.242	4.381	0.000**	Supported
S	P \rightarrow EP	0.096	1.440	0.150	Not Supported
T	T \rightarrow EP	0.132	2.239	0.025**	Supported
U	PS \rightarrow EP	-0.012	-0.224	0.823	Not Supported
V	M \rightarrow EP	-0.063	-1.305	0.172	Not Supported
W	I \rightarrow EP	0.054	1.051	0.292	Not Supported
X	C \rightarrow EP	0.190	3.745	0.000**	Supported

Source: Author's Data Analysis 2021.

Note: supported or significant at ** $p < 0.05$

From Table 21, academic staff retention strategy, leadership style is statistically significant with Pricing ($\beta = 0.136$, $p = 0.008$), market focus ($\beta = 0.557$, $p = 0.000$), innovation ($\beta = 0.108$, $p = 0.014$) and enrolment performance ($\beta = 0.374$, $p = 0.000$). The implication is that the management leadership style influences the level of students' fees, target areas of student advertisement, and the level of innovation used to boost enrolment performance.

The remuneration of academic staff is positive and significant with market focus ($\beta = 0.157$, $p = 0.002$), innovation ($\beta = 0.224$, $p = 0.000$) and enrolment performance ($\beta = 0.242$, $p = 0.000$). Thus, an innovative faculty

attracts wealthy students, who influence compensation at private universities indirectly. Also, promotion is significant with Pricing ($\beta = 0.361$, $p = 0.000$) and collaboration ($\beta = 0.089$, $p = 0.040$). This means that academic staff promotion is linked to some sort of benefit, which could be financial or collaborative. The financial benefits will result in higher student fees. Furthermore, training is significant with market focus ($\beta = 0.105$, $p = 0.025$), collaboration ($\beta = 0.459$, $p = 0.000$) and enrolment performance ($\beta = 0.132$, $p = 0.025$). More academic staff training would improve collaboration and enrolment performance at Ghana's chartered private universities.

Generally, collaboration ($\beta = 0.190$, $p = 0.000$) is significant with enrolment performance among the four variables of enrolment strategies. As previously stated, pricing is not significant in the general model. In all, academic staff retention strategy (Promotion and Training) has direct influence with collaboration, which is directly associated with enrolment performance.

The implication is that chartered private universities must work together to increase student enrolment and keep the students until they graduate. In addition, academic staff retention would boost student performance in private universities. In order to increase enrolment and remain competitive in the global education market, private university management should make it a policy decision to encourage collaboration. Collaboration is, by and large, the key to the survival of Ghana's chartered private universities.

Question 2: What Challenges affect the growth of Chartered Private Universities in Ghana?

Tables 22 and 23 show the percentages of respondents and the rankings of the challenges that private universities face. This provides opportunities for the university's Council or Management to take decisions based on relative importance index (RII). These RII values are essential to identify and enumerate the significant challenges for priority decision making.

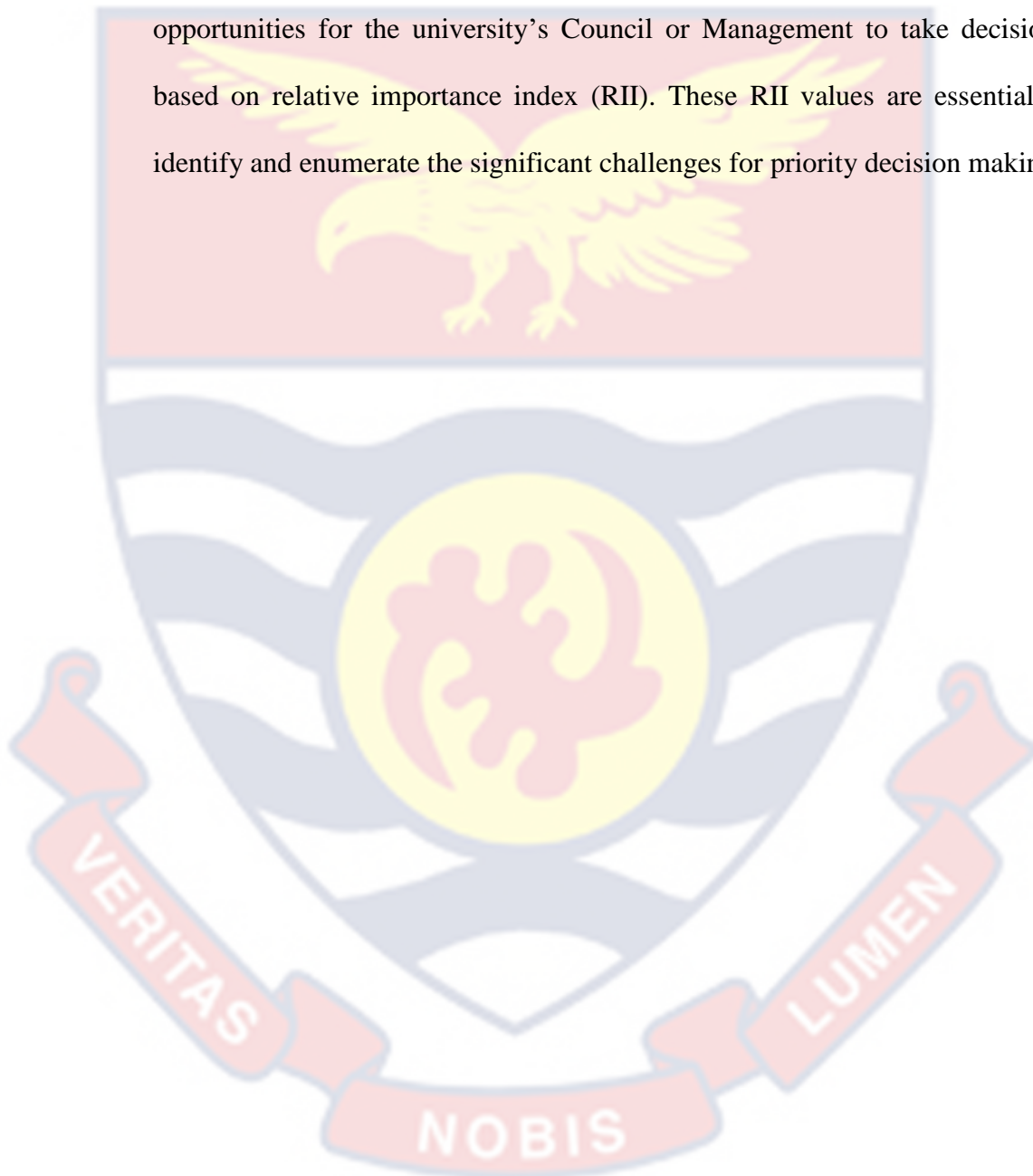


Table 22: Percentage Response on Challenges affecting Private Universities in Ghana

Statements	SA	A	UN	D	SD
Meeting national accreditation board (NAB) requirements	85(30.7%)	140(50.5%)	17(6.1%)	22(7.9%)	13(4.7%)
Use of competitors as NAB personnel to assess the university for programme renewal	77(27.8%)	92(33.2%)	81(29.2%)	13(4.7%)	14(5.1%)
Increased competition from other universities	153(55.2%)	111(40.1%)	8(2.9%)	5(1.8%)	-
Staff turnover	85(30.7%)	100(36.1%)	65(23.5%)	27(9.7%)	-
Maintaining reasonably low fees	52(18.8%)	100(36.1%)	79(28.5%)	37(13.4%)	9(3.2%)
Copying courses offered by other universities	19(6.9%)	50(18.1%)	95(34.3%)	80(28.9%)	33(11.9%)
Students inability to differentiate your courses from those offered by other universities	29(10.5%)	64(23.1%)	90(34.2%)	73(26.4%)	21(7.6%)
High fee default rate among students	56(20.2%)	115(41.5%)	87(31.4%)	9(3.2%)	10(3.6%)
Huge financial requirement to run the university	167(60.3%)	77(27.8%)	29(10.5%)	4(1.4%)	-
Lack of government support for private universities	216(78.0%)	35(12.6%)	10(3.6%)	16(5.8%)	-
Maintenance of teaching and learning infrastructure	123(44.4%)	104(37.5%)	18(6.5%)	13(4.7%)	19(6.9%)
Adjust to current trend of teaching and learning	85(30.7%)	139(50.2%)	32(11.6%)	13(4.7%)	8(2.9%)

Source: Author's Field Data, 2021. SA=Strongly Agree; A=Agree; UN=Undecided; D=Disagree; SD=Strongly Disagree

From the Table 22, 216 respondents out of 277 representing 78.0% strongly agree that lack of government support for private universities is the biggest challenge. Also, 19 respondents representing 6.9% strongly agree that copying courses offered by other universities constitute the least challenge faced by private universities in Ghana. Further, more than 55% of the respondents agree to the fact that private universities management battle with the challenges identified in the Table 22.

The primary data collected was analyzed through a formula of relative index analysis method from previous related studies. The finding shows that, there are three challenges that rated high important: The first was “Lack of government support for private universities” with (RII 0.931), “Increased competition from other universities” was ranked second with (RII 0.898) and “Huge financial requirement to run the university” was ranked third (RII 0.895). It was revealed that the Lack of government support for private universities should be first priority decision concern of management of private universities in Ghana.

Sequential qualitative studies with eight Deans and two Registrars as respondents answered the question ‘*Does your university receives grants from government and which form does it take?*’ The following three (3) interview excerpts summarise the issue of government support in the private universities as given by three participants of the universities.

[...] *Government does not support the university in any way. Some years back we received a bus. That is all I know about Government’s support. Considering the fact that we contribute to the manpower development of the*

nation's youth, government could do more'. (Participant 4, University Z, 19th August, 2022)

'[...] No free support from government and agencies. Support from the regulator and other government agencies are fully paid for. Even so, we are not reimbursed for the cost of building roads on our university campuses. The biggest issue we face as a university is this. (Participant 6, University Z, 19th August, 2022)

[...] The only government assistance we receive is access to the student loan scheme, which helps some students pay their tuition fee. The government could provide scholarships to private university lecturers for further studies, particularly doctoral degrees to argument staff training in private universities. (Participant 5, University X, 20th August, 2022)

According to the responses, running a private university is expensive, and government assistance could alleviate some of the difficulties. The provision of library buildings and the stocking of books and other equipment could be of enormous assistance to chartered private universities in their training of scholars.

Another follow up question was posed to the respondents as *'Do you usually advertise your programmes'? Justify your answer'*.

[...] Yes, we cannot do without it. Now we are heavy on social media as well. When we did not have many competitors, our management was a bit relaxed, but now lack of enrolment has led to the discontinuation of some of the programmes. The university has a policy not to run programmes with a minimum threshold of admission. Also, with low differentiation in the products and services offered by competitors, competition is expected to increase. The

market for university education is becoming more competitive. This is especially true when universities in the same region offer courses that are similar and identical. The identical courses offered, facilitate substitution by students and enhance competition among private universities. (Participant 1, University Y, 17th August, 2022)

[...] There was a time when we had a lot of students, however since the public universities began more innovative enrolments, like evening and weekend school, fee-paying, and so on, the competition for students has been high. Another factor is the multiplicity of accredited private universities and foreign universities with campuses in Ghana. (Participant 2, University Y, 17th August, 2022).

In the excerpts summary, the feeling is that numerous competitors exist in the higher education space, particularly in areas of Business programmes that are identical and market driven. The competition is compounded, when foreign universities establish their campuses in Ghana.

Table 23: RII on Challenges Facing Private Universities in Ghana

Statements	Mean	Std. D	RII	Rank	RII Index
Meeting National Accreditation Board (NAB) requirements	3.95	1.053	0.789	6 th	Medium Important
Use of personnel to assess the university for Competitors as NAB programme renewal	3.74	1.072	0.748	8 th	Medium Important
Increased competition from other universities	4.49	.646	0.897	2 nd	High Important
Staff turnover.	3.88	.959	0.775	7 th	Medium Important
Maintaining reasonably low fees	3.54	1.044	0.707	10 th	Medium Important
Copying courses offered by other universities	2.79	1.087	0.558	12 th	Low Important
Students inability to differentiate your courses from those offered by other universities	3.03	1.105	0.605	11 th	Low Important
High fee default rate among students	3.71	.945	0.742	9 th	Medium Important
Huge financial requirement to run the university	4.47	.740	0.893	3 rd	High Important
Lack of government support for private universities	4.63	.809	0.925	1 st	High Important
Maintenance of teaching and learning infrastructure	4.08	1.146	0.815	4 th	Medium Important
Adjust to current trend of teaching and learning	4.01	.934	0.802	5 th	Medium Important

Source: Author's Field Data, 2021. To measure the relative importance of each factor or variable used indices of range 0.85-1.00=High Important; 0.65-0.84=Medium Important; 0.00-0.64=Low Important

In Table 23, the second priority challenge to private university management is “increased competition from other universities”. Private universities compete predominately for potential students for enrolment, quality staff and grants. The number of private universities is on the rise in recent years. By 2018, private tertiary institutions increased to eighty-one (81) accredited private tertiary institutions (Accreditation News, 2018).

Institutions of higher learning are rapidly growing, particularly in the vast majority of developing nations (Mbirithi, 2013). The third out of twelfth challenges rated in the analysis is “Huge financial requirement to run the university”. Many managers of private universities are businessmen and must raise money resources for infrastructure, research, and training mainly from school fees. Private universities, according to Ajadi (2010), rely heavily on tuition fees and other internally generated revenue from students to cover their expenses. The cost of operating a private university is high, and it takes time for the investment to pay off. Unfortunately, many owners of private universities in Ghana don't seem to have the resources to support the financial responsibilities of these institutions. The management of Ghana's university system, whether public or private, has identified funding as its biggest challenge, according to various academics and stakeholders (Oyeneye, as cited in Abiodun-Oyebanji, 2011). Many of these universities have subpar facilities because of a lack of funding and the apparent scarcity of funds available to private universities. Thus, these are the three most important challenges that private universities management must consider in decision making toward achieving growth in infrastructure, innovation in teaching and learning in higher education.

The other seven of the challenges of private universities with relative important index ranging from RII 0.816 (Maintenance of teaching and learning infrastructure) to RII 0.707 (Maintaining reasonably low fees) recorded Medium Important Index in decreasing magnitude. The 4th and 5th Medium Important indices are challenges regarding maintenance of teaching, methods of teaching and teaching infrastructure that are challenges facing quality teaching and learning. Therefore, this indicator implies private university managements and stakeholders pay more attention to quality teaching and learning.

Table 23 further reveals that two of the challenges were ranked low important. They are 'Copying courses offered by other universities' with (RII 0.609) and 'Students inability to differentiate your courses from those offered by other' with (RII 0.557). These two challenges regarding courses offered in private universities are considered least in decision making to private university management. The implication is that private universities are getting it better relative to courses they offer. Most courses offered at the private universities are flexible and innovative. These results confirm Suleiman et al., (2017); Amponsah & Onuoha (2013) that private universities are more effective at adapting to organizational changes and innovations because of their organizational flexibility in management and administration. This, in turn, enables them to introduce more curricular and programme innovations, better assessment techniques, and cutting-edge teaching methods compared to public institutions.

A follow up question was posed for participant comments, thus ‘*How can you describe the relationship between your university and Ghana Tertiary Education Commission (GTEC)?*’

[...] *The relationship between our University and GTEC is cordial, even though sometimes there is the feeling that GTEC is stricter on chartered Private Universities than the public Universities. As the regulator, we have no choice but to submit to their requests.* (Participant 9, University Y, 17th August, 2022)

[...] *The university relationship with GTEC is cordial. However, there are areas of divergence sometimes in areas such as programme accreditation there are undue delays in the delivery of feedback from GTEC after panel assessment of programmes. One challenge is that, GTEC puts undue quotas on our programmes that are usually oversubscribed.* (Participant 8, University Z, 19th August, 2022).

The relationship between chartered private universities and GTEC is friendly. However, participants believe that academic programmes submitted to GTEC for accreditation are being delayed excessively. Furthermore, academic programmes at private universities that attract more students are given quotas. This may result in the private universities running below capacity and therefore increasing the costs of capital.

Question 3. What factors influence academic staff switching intentions in chartered private universities?

Demographic Factors and Switching Intention (Chi-square (χ^2) Analysis)

In this study, the Chi-square test was used to compare the observed and expected distributions for two different factors (Demographic and Institution Factors) affecting switching propensity of academic staff working with private chartered universities. In this study, chi-square tests for the different factors were performed.

Table 24: Association between Demographic Factors and Switching Intention

Items	Chi-square (χ^2)	Cramer's V	df	p-value
Gender	9.125	0.182	2	0.010
Age	43.732	0.281	8	0.000
Academic qualification	23.776	0.207	8	0.002
Professional or other masters	24.644	0.213	8	0.002
Years of working in the university	38.445	0.263	8	0.000
Years intending to work in the university	19.064	0.189	10	0.039
Current Designation	8.555	0.124	6	0.200
Positions or roles played or ever played	12.321	0.149	4	0.015
Specific positions or roles played	31.484	0.267	10	0.000
Full-time or part-time staff	5.100	0.136	2	0.078
Number of tertiary institutions taught or worked	34.954	0.251	8	0.000

Source: Author's Estimation using 2021 field Survey Data

As shown in the table 24, there is a significant association ($\chi^2 = 9.125$, $df = 2$, $p\text{-value} = 0.010$) between respondent's gender and switching propensity. It was observed from the cross-tabulation that males have showed greater propensity to switch as compared to females. This result implies that the

prevailing working conditions in the Ghanaian private universities affect males and females differently to a very large extent. This result could be linked to the prevailing socioeconomic conditions in the country. Given the culturally defined role of men in Ghana, there are many expectations from them as compare to their female counterparts, hence the high propensity to switch from one organization to another where they could meet their expectations.

There is significant association ($\chi^2 = 43.732$, $df = 8$, $p\text{-value} = 0.000$), ($\chi^2 = 23.776$, $df = 8$, $p\text{-value} = 0.002$) respectively between Age, Academic Qualification and switching propensity of staff. The age bracket that is sensitive to 'switching intention' is 40-44, followed by 50+ and 45-49. The age range that is susceptible to switch to different universities is 40-50. This age group have the work experience and eager to build their lives and therefore very mobile. Both the public and private universities are competing for experience academic staff in order to meet GTEC minimum requirements for staffing pyramid and win research grants from donors. It is reasonable that all private universities are adopting strategies to retain their core and experience work force to compete for grants and survive in the global competition. According to Glickman et al (2014), survival can only be guaranteed through sufficient staffing, relations between the teaching staff and economic capacity, learners and the parents, and having adequate facilities that can aid lecturers, students and research for learning in the universities.

Besides, 214 of the respondents comprise 85(30.7%) PhD degree holders and 129 (46.6%) professionals. Further, academic staff who worked 6-10 years was 92(33.2%) and those who worked for 11-15 years was

88(31.8%). This confirms the fact that private universities have adopted strategies to retain core and experience work force. Thus, full time academic staff was 164 (95.3%) and part time 13 (4.7%).

Staff were asked how long they intended to work in their current university, the cross tabulation shows a high propensity to work 'less than five years' in their current university. Table 24 shows there is significant association ($\chi^2 = 19.064$, $df = 10$, $p = 0.039$) between respondent's years intended to work at the current university and switching propensity to other universities.

Academic staff positions or roles played or ever played, specific positions or roles played, and number of tertiary institutions taught or worked, all show significance at 5% association between academic staff demographic intention and their strong desire to switch off to other universities.

However, the association between Switching Intention and demographic factors such as current designation ($\chi^2 = 8.555$, $p\text{-value}=0.200$) as well as full-time or part-time staff ($\chi^2 = 5.100$, $p\text{-value}=0.078$) is not significant.

Binary Logistic Models Analysis

Binary logit models were developed to estimate the probability of a binary response as a function of one or more predictors. The study uses a binary logistic regression model, as the dependent variable (switching propensity) is dichotomous (e.g., yes or no).

Table 25: Binary Logit Model 1: Demographic Factors that Affect Switching Intentions

Factors	<i>B</i>	SE	Wald	Exp(B)	P- value	95 % CI
Gender	-0.920	0.341	7.288	0.398	0.007	0.204-0.777
Age	0.317	0.115	7.585	1.374	0.006	1.096-1.722
Academic qualification	-0.209	0.164	1.623	0.812	0.203	0.589-1.119
Professional or other masters	-0.050	0.136	0.133	0.952	0.716	0.729-1.242
Years of working in the university	-0.014	0.141	0.010	0.986	0.919	0.748-1.299
Current Designation	-0.245	0.211	1.348	0.782	0.246	0.517-1.184
Constant	0.503	0.894	0.317	1.653	0.574	
Model fit Statistics						
-2loglikelihood (Final model)			365.268			
χ^2 (df) Final Model			17.432(6)**			
χ^2 (df) Hosmer and Lemeshow Test			20.622(8)**			
Nagelkerke R-Square			0.081			
Cox and Snell R ²			0.061			
Overall Percentage Classification			59.2			

Source: Author's Data Analysis 2021. *significant at 99% ($p=0.01$) **significant at 95%

From the estimated demographic factors (model 1), the coefficients determine how much each independent (predictor) variable contributes to explaining the probability (log odd) of occurrence. The Wald statistics, as shown in Table 25, were used to validate the significance of the regression coefficients. The Logit model 1 was statistically significant, $\chi^2(8) = 20.622$, $p = 0.001$. The explained variation in switching propensity in the current model ranges from 6.1% to 8.1% for Cox and Snell R² and Nagelkerke R² and correctly classified 59.2% of the cases, indicating a high level of model fit. As showed in the Table 25 the result shows that gender of the ($\beta = -0.920$, OR = 0.398, p -value 0.007) respondents significantly influence the switching propensity of the respondents. The result further shows that females are 0.398 times more unlikely to switch as compare to their male counterparts controlling for other variables in the model. Additionally, age of the ($\beta = 0.317$, OR = 1.374, p -value 0.006) respondents significantly influence the switching propensity of the respondents. The result shows that respondents within age category of 20-49 are 1.374 times more likely to switch as compared to their counterparts in the other age categories controlling for other variables in the model.

Table 26: Association between Institutional Factors and Switching Intention

Items	Chi-square (χ^2)	Cramer's V	df	p-value
Promotion	7.204	0.163	3	0.066
Renumeration	33.206	0.349	4	0.000
Leadership	9.071	0.183	3	0.028
Training	10.382	0.195	4	0.034

Source: Author's Estimation 2021

As shown in the Table 26, there is a significant association between academic staff switching intention and remuneration ($\chi^2 = 33.206, p < 0.000$), leadership ($\chi^2 = 9.071, p = 0.028$) and training ($\chi^2 = 10.382, p = 0.034$). However, the association between academic staff switching intention and promotion ($\chi^2 = 7.204, p = 0.066$) was not significant.



Table 27: Binary Logit Model 2: Factors Affecting Switching Intentions

Factors	<i>B</i>	SE	Wald	Exp(B)	P- value	95 % CI
Promotion	-0.200	0.208	.922	0.819	0.337	0.544-1.231
Remuneration	1.048	0.211	24.781	2.853	0.000	1.888-4.311
Leadership	-0.536	0.211	6.477	0.585	0.011	0.387-0.884
Training	0.009	0.135	.005	1.009	0.945	0.775-1.315
Constant	-2.437	0.938	6.746	0.087	0.009	
Model fit Statistics						
-2loglikelihood (Final model)			339.152			
$\chi^2(df)$ Final Model			35.800(6)**			
$\chi^2(df)$ Hosmer and Lemeshow Test			34.200(8)			
Nagelkerke R-Square			0.165			
Cox and Snell R ²			0.123			
Overall Percentage Classification			67.6			

Source: Author's Data Estimation 2021. *significant at 99% ($p=0.01$) **significant at 95% ($p=0.05$)

Table 27 also, shows that remuneration academic staff receives for their work is satisfactory and disagree that, they are 2.853 times more likely to switch to other universities than their counterparts who are not receiving same remuneration. Following on the same table 27, Leadership style in chartered private universities makes positive contribution to the overall effectiveness of the institution. Academic staff who are not under a committed leadership agrees that they are 0.585 times more likely to switch off to other universities than their counterparts controlling for other variables in the model. The explained variation in switching intentions of the respondents in the current model ranges from 12.3% to 16.5% for Cox and Snell R² and Nagelkerke R² respectively. The model correctly classified 67.6% of the cases which is an indication of a high good fit for the model.

These are consistent with the following studies; Rosser (2004) noted that, although much of the overall research on faculty members suggests that salary is not the most important aspect of their work life and satisfaction, salary is one of the primary reasons why faculty members leave their institution. Rosser discovered that the faculty did not believe they were compensated fairly in comparison to other comparable institutions. Furthermore, Theron et al. (2014) discovered that remuneration and tenure influenced their retention. They explain that academic staff expects and demand for higher pay which is a limitation for small colleges. They also come to the conclusion that academics' lack of satisfaction with their pay is a major factor in their decision to leave their institutions and careers.

The following qualitative excerpts are from two respondents on the question ‘*What measures do management take to ensure the payment of staff remunerations during times of financial crisis?*’

[...] *It takes a lot of juggling with the finances, including getting overdraft from the banks, and sometimes appealing to our mother organization, the church to bail us out. The major challenge is that we rely mostly on students’ fees to pay all our staff, and if we have low student numbers, default fee payments or with the difficulty in the economy, payment of salaries are delayed. Staff feel unsecured when salaries are delayed.* (Participant 2, University Y, 17th August, 2022)

[...] *Salaries are paid through loans in some cases, the non-payroll allowances are paid in arrears as and when funds are available from fees and investments. This situation drives out our experience lecturers to join timely paid jobs.* (Participant 10, University Z, 19th August, 2022).

The excerpts conclude that chartered private universities rely heavily on students’ fees to pay staff remunerations, which appear unsustainable. Increasing demand of remuneration by academic staff coupled with the cost of borrowing from banks is relatively high, which adds to the expenses of running the university. Therefore, inability of private universities to offer competitive remuneration to their academic staff will lose the experienced staff to competitive organizations.

The evidence suggests that some academic staff members become extremely anxious about the financial uncertainties that frequently accompany retirement as they approach the decade prior to retirement. In order to ensure a more comfortable retirement, even if they do not receive a large pension, they

decide to leave academia in good time and take jobs that pay better and are more likely to help them accumulate the necessary funds (Budree, 2005; Blair & Jordan, 1993).

Table 27 further, indicates the variables like Promotion ($p = 0.337$) and Training ($p = 0.945$) are not significant on academic staff switching intention. Thus, the likelihood of Chartered Private Universities' academic staff intention to leave or not to leave for other universities or jobs is not associated with Promotion, and Training.

Verhees (2012) and Nawaz and Pangil (2015) findings that training and development did not significantly affect turnover intention and organizational commitment are supported by the results of the current study. Nawaz and Pangil (2015) discover that turnover intention and the rate of promotion had significant relationships. They also said that even after receiving a promotion, it is uncertain whether an individual will remain with the company or leave if a better opportunity arises with another organization. Apparently in this current study, promotion is not significant with switching intention because in the private universities in some cases, people are being promoted with or without allowances, hence, not a deciding factor.

The following qualitative comments are typical of what two respondents said based on the question *'Is your university affected by high attrition rate? What does your university put in place to motivate academic staff to stay?'*

[...] Yes, the leadership style is amorphous; it is determined by those in charge. I believe that leadership could be more consensus-based than it is now. Management's leadership style causes academic staff to leave the university. (Participant 1, University Y, 17th August, 2022). Beardwell and

Claydon (2007) claims that the role of a supervisor and leadership is critical in employee retention and that employee quit managers, not firms. Some excerpts are;

[...] *Those who need to complete their terminal degree are given a fixed amount. There is also a regular workshop on research, academic writing, and grant writing, which is usually organized by the research office. These are training sessions designed to help academic staff advance in their careers. The irony is that those who benefit from training to obtain a terminal degree eventually leave the university.* (Participant 6, University Z, 19th August, 2022).

The result is that, academic staff are dissatisfied with management's leadership style and believes that support for training and obtaining terminal degrees is insufficient. Terminal degree holders should be given some recognition upon their return by being given higher positions in the university to earn some allowances as an incentive to stay.

Two participants' excerpts summaries the question that *'Do you think the owners of the university have influence on academic staff decision?'*

[...] *The owner is the church, and we are members of the church, so the university is for us, and we will work there until we retire.* (Participant 3, University X, 20th August, 2022).

[...] *The university owner's humility and nobleness have made some lecturers loyal friends who vow not to leave the university to another.* (Participant 8, University Z, 19th August, 2022).

The excerpts from the participants expressed the participants' believe that university owners have no direct influence over academic staff at

chartered private universities. The participants believe that owners are role models and pacesetters for some academic staff, an intrinsic motivation for them to stay in these chartered private universities.

These findings are supported by the studies of Watson (2009) that, having a good working relationship with one's immediate supervisor is the most important factor in determining an employee's ability to remain committed to their organization. The academic staff will be committed to their core mandate, when there is positive relationship between academic staff on one hand and Heads of Department, as well as Deans on another hand. Similarly, leadership has the power to boost employee commitment and keep talented employees in the company (Pahi et al., 2015; Ng'ethe et al., 2012). Furthermore, Gwavuya (2011) confirms that poor leadership contributes to subpar employee performance, high stress, low job commitment, low job satisfaction, and an intention to leave the company. Additionally, Nyambubarwa (2013) showed how organizational leadership actively affects employee motivation and retention, particularly when giving employees regular praise and recognition. Therefore, the style of leadership can have a positive impact on the academic staff's intentions to leave or stay at an organization.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Chapter five provides brief summary of the study. It highlights the key findings, conclusions, recommendations and suggests areas of further research.

Summary of Research

This study assessed the competitive strategies and enrolment performance of chartered private universities in Ghana. The variables understudied included: academic staff retention strategies (Leadership style, Remuneration, Training and Promotion), the mediators are; Pricing, Market Focus, Innovation and Collaboration on Enrolment Performance in Chartered Private Universities. The challenges affecting growth of Chartered Private Universities and the academic staff switching intention were investigated.

The study adopted the mixed method approach. The research used the quantitative method to report the relationships between the academic staff retention variables on enrolment performance as well as the mediators on enrolment performance. The challenges affecting growth of Chartered Private Universities were ranked using relative importance index and qualitative responses and the linear regression was used to analyse the growth of private universities. The study also used both quantitative and qualitative method to investigate the factors that influence academic staff switching intention among Chartered Private Universities.

Review of literature covered both theoretical and empirical issues on competitive strategies, challenges, enrolment performance and staff switching intention in higher education. Basically, the study was a multi-site case study

involving three sampled chartered private universities. In terms of the sampling techniques, random sampling and purposive were employed to select the academic staff and Heads of Units in three chartered private universities.

The research instruments were questionnaire and interview guide to facilitate the collection of the necessary information for the study. Some of the data on academic staff and graduates were gathered through secondary source. The instruments were pre-tested at Methodist University and some ambiguities in the questionnaire were removed or modified before the main administration of the questionnaire.

The study's research questions were as follow:

1. What is the mediating role of enrolment strategies on the relationship between academic staff retention strategy and enrolment performance.

This major question was translated into four subsidiary Research Questions (a), (b), (c) and (d) and answered using structural equation model.

- a) What is the mediation effect of Pricing (P) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?
- b) What is the mediation effect of Market focus (MF) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?
- c) What is the mediation effect of Innovation (I) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?

- d) What is the mediation effect of collaboration (C) on the relationship between academic staff retention strategies and enrolment performance of chartered private universities?
2. What challenges affect the growth of chartered private universities in Ghana?
3. What influence academic staff switching intention in chartered private universities in Ghana?

With objective two, the Relative Importance Index (RII) have been employed and used to calculate for ranking of selection challenges of chartered private universities. The respondents were required to rate these challenges on a 5-point Likert scale. In this study, scale 1 is considered Strongly Disagree (Very Low) and scale 5 is considered Strongly Agree (very high). Linear regression was used to analyse academic staff category on growth strategy. This was followed by an interview to further explain the issues.

Objective three employed the chi-square test for the different factors and binary logistic regression model, as the dependent variable (switching propensity) is dichotomous. This was followed by an interview to further explain the variables.

Summary of Findings

1. In Model 1, promotion is the most influential factor on Pricing. However, Pricing was not significant on enrolment performance. Pricing was insensitive to enrolment.
2. In Model 2, Leadership style was the most important factor that determines market focus. Also, the market focus was significance on

enrolment performance. Thus, Chartered Private Universities target some group of people for admission and enrolment.

3. With Model 3, Leadership style and Remuneration were the most important factors influencing innovation. More so, innovation was significant on enrolment performance. Thus innovation mediates the relationship between the academic staff retention strategy and enrolment performance of Chartered Private Universities.
4. With Model 4, the academic staff retention strategies such as Training 46.5% and Remuneration 12.9% have direct and positive influence on collaboration. The collaboration partially mediates the relationship between the academic staff retention strategy and enrolment performance of Chartered Private Universities.
5. Generally, collaboration is the most critical factor with positive relationship between academic staff retention strategy and enrolment performance in Chartered Private Universities.
6. With reference to the challenges facing chartered private universities, the finding revealed that lack of government support for chartered private universities was the top most priority decision concerns of management of private Universities. The second challenge was increase competition from other universities in Ghana and the World. It was observed that huge financial requirements to run private universities constitute the third decision concerns of management of chartered private universities. However, meeting NAB now GTEC requirements was the sixth out of twelfth decision concerns of

management of chartered private universities. This explains fair cordial relationship between the private universities and the regulator.

7. With the issue of staff switching intention using demographic factors, age and sex were prominently associated with staff switching intention.

It was observed that males have shown greater propensity to switch as compared to females. There are many social expectations from males than females that propel them to switch from one institution to another.

8. The age group that is sensitive to switch is 40-50 years bracket. The females are 39.8% times unlikely to switch as compare to their male counterparts in chartered private universities.

9. With the institutional factors, affecting switching intention, remuneration staff received for their work in chartered private universities is satisfactory and respondents disagree that they are 2.853 times likely to switch to other institutions than their counterparts, who did not receive the same remuneration.

10. Academic staff leaves the private universities predominantly for job security.

Conclusions

The study results provided the following conclusions:

1. From the first research question of the study, it was concluded that there was no positive relationship between pricing and enrolment performance of private universities, though, the hypotheses testing revealed that Remuneration and promotion were positively related to Pricing. Therefore, pricing did not play a mediating role in determining enrolment performance in private universities.

2. Market focus was positive in influencing enrolment performance in private universities. Among the four staff retention strategies, three (leadership style, remuneration, and training) were positively related to market focus, which emphasize the mediation role between staff retention strategies and enrolment performance. The most influential factor out of the four staff retention strategies is the leadership style. Enrolment performance increases, when private universities identify students group whose enrolment is directly influenced by the quality of academic staff.
3. Enrolment performance was positive in influencing innovation. Therefore, innovation plays a mediation role between the staff retention strategies and enrolment performance in the private universities. The results concluded that the most important factor that influences innovation in private universities is the leadership style. Both staff retention strategies and enrolment performance have significant influence in innovation.
4. The results indicate that, enrolment performance of private chartered universities is influenced by collaboration. Also, collaboration mediates the relationship between staff retention strategy and enrolment performance. Therefore, the combined dimension of the individual staff retention strategy has a positive influence on collaboration.
5. Securing adequate government support was the main issue facing private universities. But all of this is constrained by the lack of money,

as school fees were still the main source of funding and were unsustainable.

6. It is apparent, that the mean for the statement- lack of government support for private universities is (4.63) with 92.5% marked as relative importance, which reflects good agreement concerns raised by management of chartered private universities.
7. The research suggests that age and sex are most important demographic factors that influence academic staff switching intention as the workforce shifts with a new generation of workers.
8. Remuneration and Leadership style are predictors that are most likely to influence staff switching intention. Academic staff feels dissatisfied even though they are given some support for training.

Recommendations

The research was able to produce the following recommendations:

1. Since collaboration is associated with improvement in enrolment performance, university authorities should expand admission activities to integrate the university and the community. Some of the planned activities should include involving parents as resource persons and making the various stakeholders functional to urge parents send their wards to private universities.
2. Private universities should leverage on their cordial relationship with GTEC to increase the quota on number of students for programmes that are in high demand. Through GTEC, authorities of private universities should lobby for government scholarship for academic

staff to pursue doctorate degree. Since that is the minimum requirements for academic staff to remain in teaching.

3. To reduce universities' dependency on fees, which has been found to be unreliable, university authorities must prioritize the role of strategy in order for them to attract alternate sources of income.
4. Since remuneration and leadership style are predictors of academic staff switching intention, the private university management should motivate staff and improve their welfare to avoid unnecessary switching intentions of staff members.

Suggestions for Further Research

It is suggested that further research be conducted in the following areas:

1. The literature suggests, it is possible to conduct research on how ownership influences private universities' success.
2. To conduct study into the reasons people supported to acquire PhDs still elect to leave the private universities.
3. A study on the Pricing mediating enrolment performance in private universities, since the current study findings confirm and contradict other literature.

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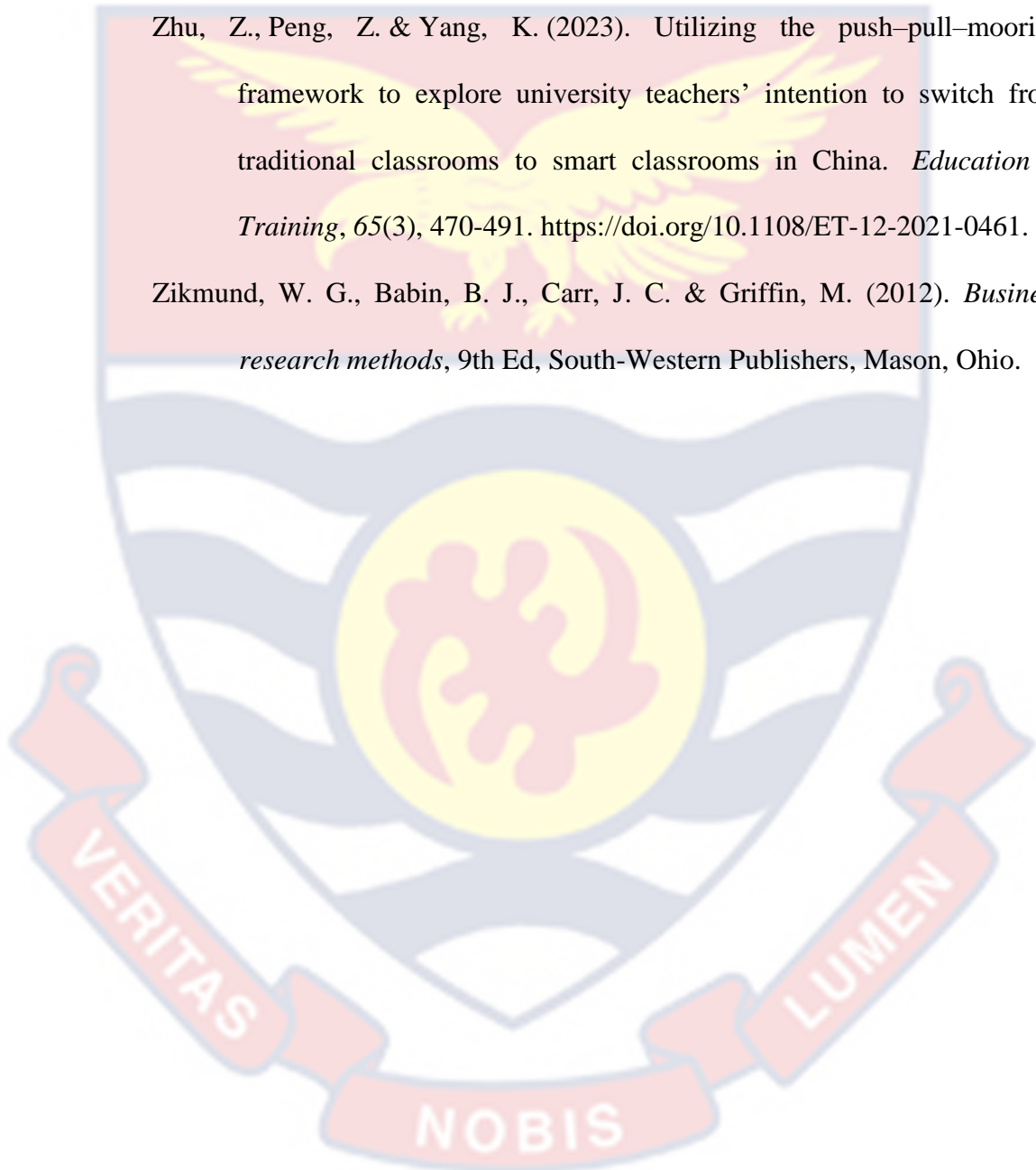
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APPENDICES

APPENDIX A: ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
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 OMB NO: 0990-0279
 IORG #: IORG0009096

18TH NOVEMBER, 2020

Mr. Andrews Kofi Taayeli
 Department of Business and Social Sciences Education
 University of Cape Coast

Dear Mr. Taayeli,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2020/69)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research titled **Competitive Strategies and Performance of Private Universities in Ghana**. This approval is valid from 18TH November, 2020 to 17th November, 2021. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
 UCCIRB Administrator

ADMINISTRATOR
 INSTITUTIONAL REVIEW BOARD
 UNIVERSITY OF CAPE COAST

APPENDIX B: QUESTIONNAIRE

**UNIVERSITY OF CAPE COAST
DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES
EDUCATION**

**QUESTIONNAIRE
INFORMATION TO BE READ BY RESPONDENTS:**

My name is Andrews K. Taayeli, a PhD student at University of Cape Coast. This questionnaire was purposefully developed to facilitate a study looking into the **Mediating Role of Enrolment Strategies on Staff Retention and Enrolment Performance of Chartered Private Universities in Ghana**. Your contribution to this study is valuable since you are a key figure in this field. Please answer these questions as honestly and precisely as possible. Responses will be kept strictly secret and used for academic purposes only. Please check the applicable boxes or fill in the blanks with the necessary information.

SECTION A**PART I: Personal Data**

1. Gender Male Female
2. Your age in years (Please tick as appropriate)
- 20 – 24 25 – 29 30 - 34 35 - 39
- 40 - 44 45 - 49 50 and above
3. Academic qualifications
- PhD /ED/DPhil MPhil MA, MSc & MBA
- Professional, Please Specify.....
- Other, Specify.....
4. How many years have you worked in this university or analogous institution?
- Less than 5 years 6 to 10 years 11 to 15 years
- 16 to 20 years More than 20 years
5. Your current designation
- Professor Associate Professor Senior Lecturer Lecturer
- Assistant Lecturer Tutorial fellow

5. Which of the following positions or roles do you play or have ever played in this university or analogous institution currently?

Dean Head of Department Other, Please specify.....

7. Are you full-time or part-time staff.....

8. How many tertiary institutions have you taught or worked.....

9. Size of your university (in terms of students)

Less than 5,000 students 5,000 to 10,000 students

Above 10,000 students

10. Years of incorporation

Less than 5 years 5 to 10 years More than 10 years

Part II

Determinants of competitive strategies

Please tick the extent to which your university has used the following strategies to remain competitive in the market. Use the following scale

1. SD=Strongly Disagree 2. D=Disagree 3. UD=Undecided 4. A=Agree 5. SA=Strongly Agree

Codes	Management Strategy	SD 1	D 2	UD 3	A 4	SA 5
PS1	Use of customer focus such as flexible payment of fees					
PS2	Use of cost leadership such as reducing operation time and cost					
PS3	Product differentiation by offering unique flexible programmes					
MF 1	Use of concentrated growth such as concentrating on one key area of expertise					
MF2	Use of product development such as introduction of new courses					
MF3	Use of market development (such as opening new campuses in new cities and countries and international markets)					
IS 1	Use of vertical integration (such as acquiring high schools to supply university with students)					
IS 2	Use of horizontal integration such as acquiring other colleges to ease competition					
IS 3	Use of internet to offer e-learning					
IS4	Internet is used for online registration and release of results					
CS 1	Collaboration such as partnership with other universities to improve marketability					
CS 2	Collaboration to Enhance Joint Research and staff development					
CS3	Strong tier with alumni					
CS4	Partnership packages with churches such as awarding scholarships					

What other strategies do you think management could devise to ensure a constant flow of students?.....

Part III (Effect of competitive strategies on enrolment)

The following are some issues identified as challenges. Please describe the extent to which you agree to the challenges in your institution. Use the following scale

- 1.SD=Strongly Disagree, 2. D= Disagree, 3. UD= Undecided
 4. A= Agree, 5.SA= Strongly Agree

Challenge (CH)	SD 1	D 2	UD 3	A 4	SA 5
Meeting National Accreditation Board (NAB) requirements					
Use of Competitors as NAB personnel to assess the university for programme renewal					
Increased competition from other universities					
Staff turnover					
Maintaining reasonably low fees					
Copying courses offered by other universities					
Students' inability to differentiate your courses from those offered by other universities					
High fee default rate among students					
Huge financial requirement to run the university					
Lack of government support for private universities					
Maintenance of teaching and learning infrastructure					
Adjust to current trend of teaching and learning					

PART IV (Retention strategies adopted by chartered private Universities)

Using the Likert type scale below, indicate the extent to which you agree with the following statements concerning your University environment.

SD=Strongly Disagree, D= Disagree, UD= Undecided

A= Agree, SA= Strongly Agree

A	LEADERSHIP STYLE (LS)	SD 1	D 2	UD 3	A 4	SA 5
I	Organizational Leadership style in this university makes positive contribution to the overall effectiveness of the organisation					
II	The leadership of this university addresses staff issues promptly					
III	My manager presents my needs to managements					
IV	The leaders communicate to staff regularly on matters important to the staff					
V	I am satisfied with the leadership style of the managers in this university.					

A1 Would you say that the leadership style of the management in this university promotes academic staff retention? Yes No

A2 What areas of leadership styles should the university management improve upon to enhance academic staff retention?.....
.....

B	REMUNERATION (RM)	SD 1	D 2	UD 3	A 4	SA 5
I	I am satisfied with the amount of remuneration I receive for my work					
II	Salary raises are regular in this university					
III	I am satisfied with the amount of salary I earn compared to other employees in other organisations with similar qualifications					
IV	I am satisfied with the amount of salary I earn compared to other academic staff in this University with similar qualifications					
V	The university provides adequate part-time opportunities to supplement academic staff earnings					

B1 What areas of remuneration should the university improve on to enhance academic staff retention?.....
.....

C	TRAINING (TR)	SD 1	D 2	UD 3	A 4	SA 5
I	The university readily invests in professional development for the academic staff					
II	This university has good training opportunities compared with other organisations					
III	Financial support is regularly given by the University to attend conferences and workshops to enhance my professional growth					
IV	What is stated in the training policy is what is practiced always					
V	Fairness is practised all the time in the implementation of training policy for the academic staff					

C1 What issues should your university address to improve staff training in order to enhance academic staff retention?

.....

D	PROMOTION (PR)	SD 1	D 2	UD 3	A 4	SA 5
I	An employee upward career growth is important to this organization					
II	Internal promotion is more regular in this university compared to external recruitment					
III	Promotion are always based on merit in this University					
IV	What is stated in the promotion policy /criteria is what is practised always					
V	I am satisfied with the promotion practices in this University					

E1. Do you intend switching to another University in a near future?

Yes No

E2 Has there been improvement in students' enrolment in the past five (5) years ?

Yes No

E3 Indicate the student population your university can take with regard to infrastructure.....

E4 How many programmes do you offer in your university.....

APPENDIX C: INTERVIEW GUIDE

**UNIVERSITY OF CAPE COAST
DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES
EDUCATION**

INTERVIEW GUIDE

My name is Andrews K. Taayeli, a PhD student at University of Cape Coast. The purpose of this interview is to facilitate a study looking into the **Mediating Role of Enrolment Strategies on Staff Retention and Enrolment Performance of Chartered Private Universities in Ghana.** Given your importance to this field as a player, your contribution into this study is valuable. Please answer these questions as truthfully and precisely as you can. Responses will be kept private and will ONLY be used for educational reasons. It is totally up to you whether or not to take part in this study. You are not penalized if you leave it at any moment.

Please, respond to these questions as honestly as possible.

1. How can you describe the relationship between your University and GTEC?
.....
.....

2.a) Do you usually advertise your programmes?
.....

b) If YES, do you think your enrolment is determined by the advertisement?
.....

c) If NO, why don't your university advertise its programmes?
.....

3. a) Are staff salaries determined by or based on students' enrolment?
.....
.....

b) What measures do management take to ensure the payment of staff remuneration in times of financial crisis?
.....

4. a) Is your university affected by high attrition rate?.....

b) What does your university put in place to motivate staff to stay?
.....

5. How does your university handle academic staff development?
.....
.....

6. Does your university receive grants from government?

Which form does it take?
.....

7. In comparing your tuition fee with other private universities, will you say that yours is high or low? Justify your answer?

8. How does your university manage students who default fee payment?

.....
.....
.....

9. How does the University ensure constant flow of the funds to meet programme needs?

.....

10. How does your university maintain teaching and learning infrastructure?

.....
.....

11. Do the owners of the university influence the academic staff?

.....
.....

12 Sex: Male Female.....

13 Position.....

Thank you for participating

