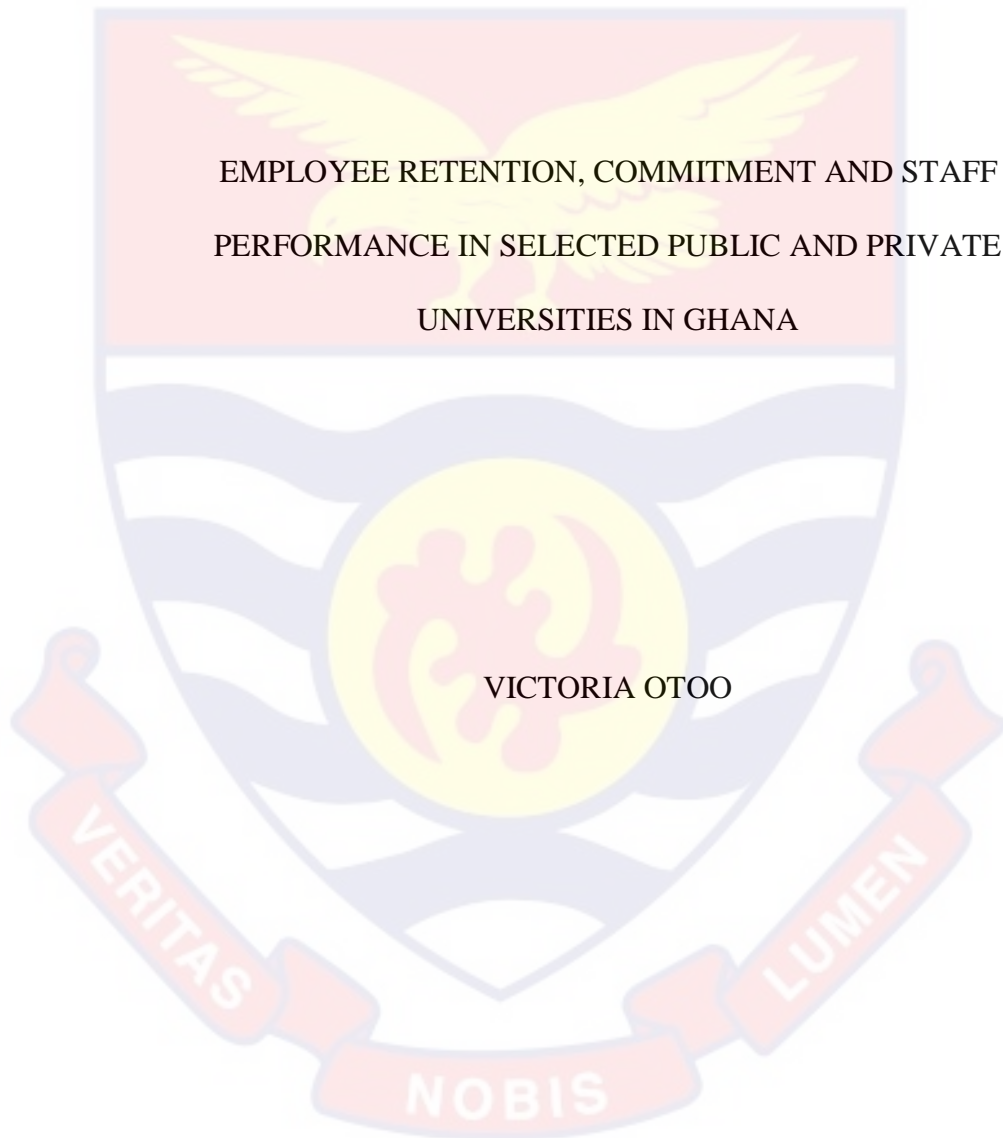
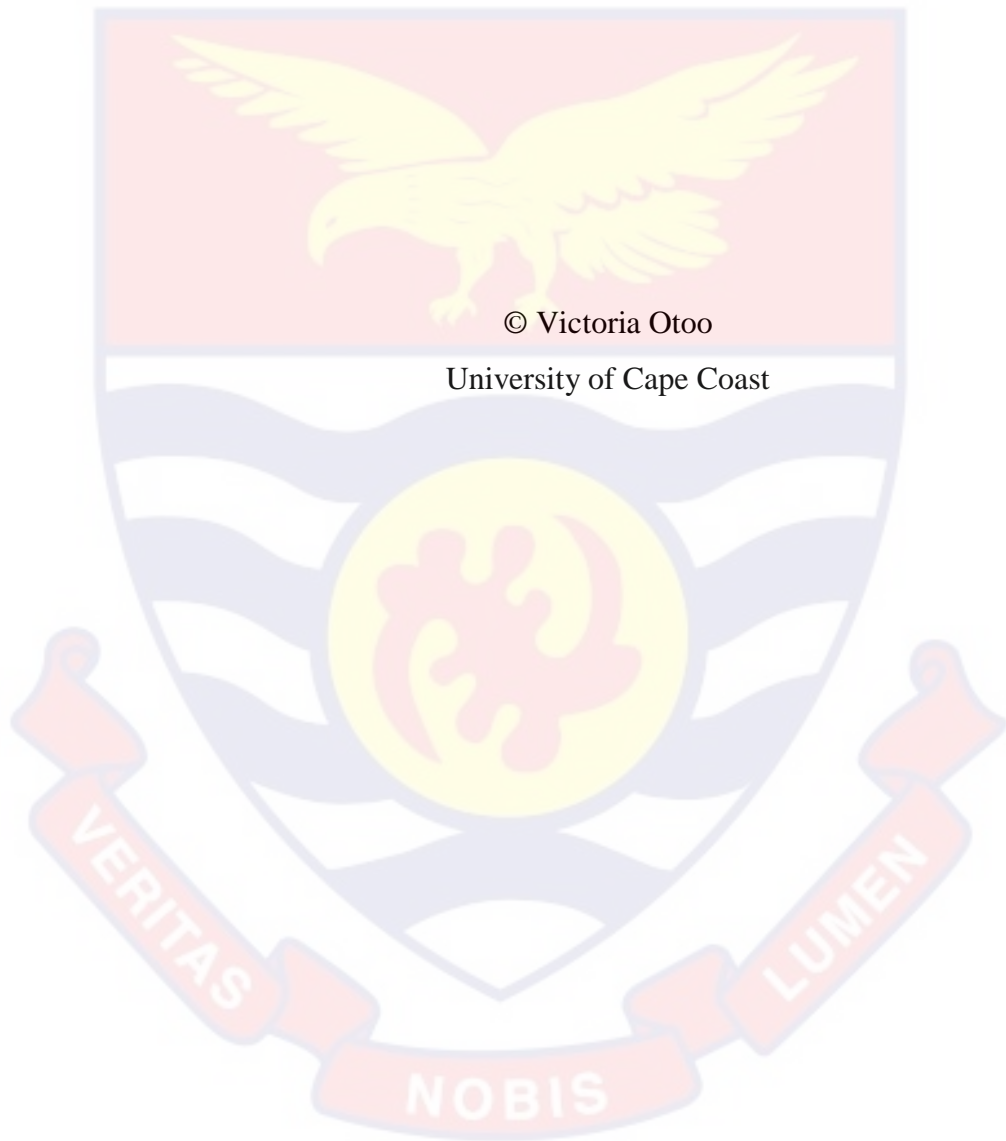


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EMPLOYEE RETENTION, COMMITMENT AND STAFF
PERFORMANCE IN SELECTED PUBLIC AND PRIVATE
UNIVERSITIES IN GHANA

BY

VICTORIA OTOO

This thesis submitted to the Department of Business Studies of the College of
Distance Education, University of Cape Coast, in Partial Fulfilment of the
Requirements for the award of Master of Commerce Degree in Human
Resource

NOVEMBER 2022

DECLARATION

Candidate's Declaration

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

Candidate's Signature..... Date.....

Name: Victoria Otoo

Supervisor's Declaration

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

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

Name: Prof. Nana Yaw Oppong

ABSTRACT

The study examined employee retention commitment and staff performance in selected public and private universities in Ghana. Specifically, the study sought to investigate the extent to which retention, and commitment influence performance of staff working in Valley View and University of Cape Coast. The study was quantitative research that adopted the descriptive cross-sectional survey design. The population of the study comprised of some selected senior staff at the University of Cape Coast and Valley View University College. The simple random sampling technique and census method was utilised to select 336 respondents for the study. The study employed a questionnaire developed on a five-point Likert scale to solicit responses from the respondents. The data obtained were analysed using descriptive and inferential statistics such as percentages, mean and standard deviation as well as multiple linear regression analysis. The study revealed that retention and commitment levels of staff working in both public and private universities in Ghana are very high. The study concluded that both retention and commitments have significant positive effects on the performance of senior staff working in both private and public universities in Ghana. The study recommended that management of the higher academic institution should prioritize employee retention and commitment strategies such as advancements of growth, conducive working environment, staff empowerment, allowances, and recognition among others as they positively correlate with high staff performance.

KEY WORDS

Employee Retention

Staff Performance

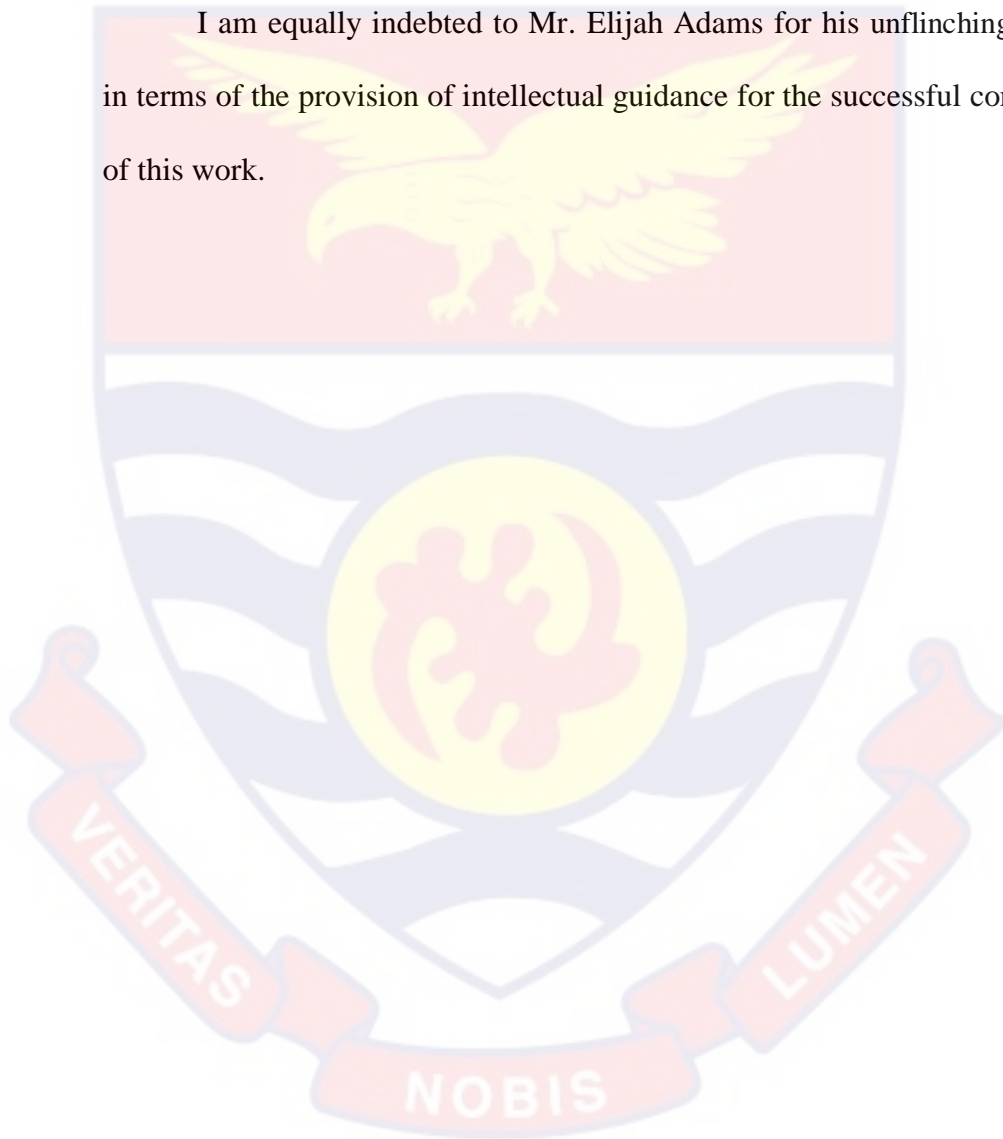
Employee Commitment



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DEDICATION

This thesis is dedicated to my children



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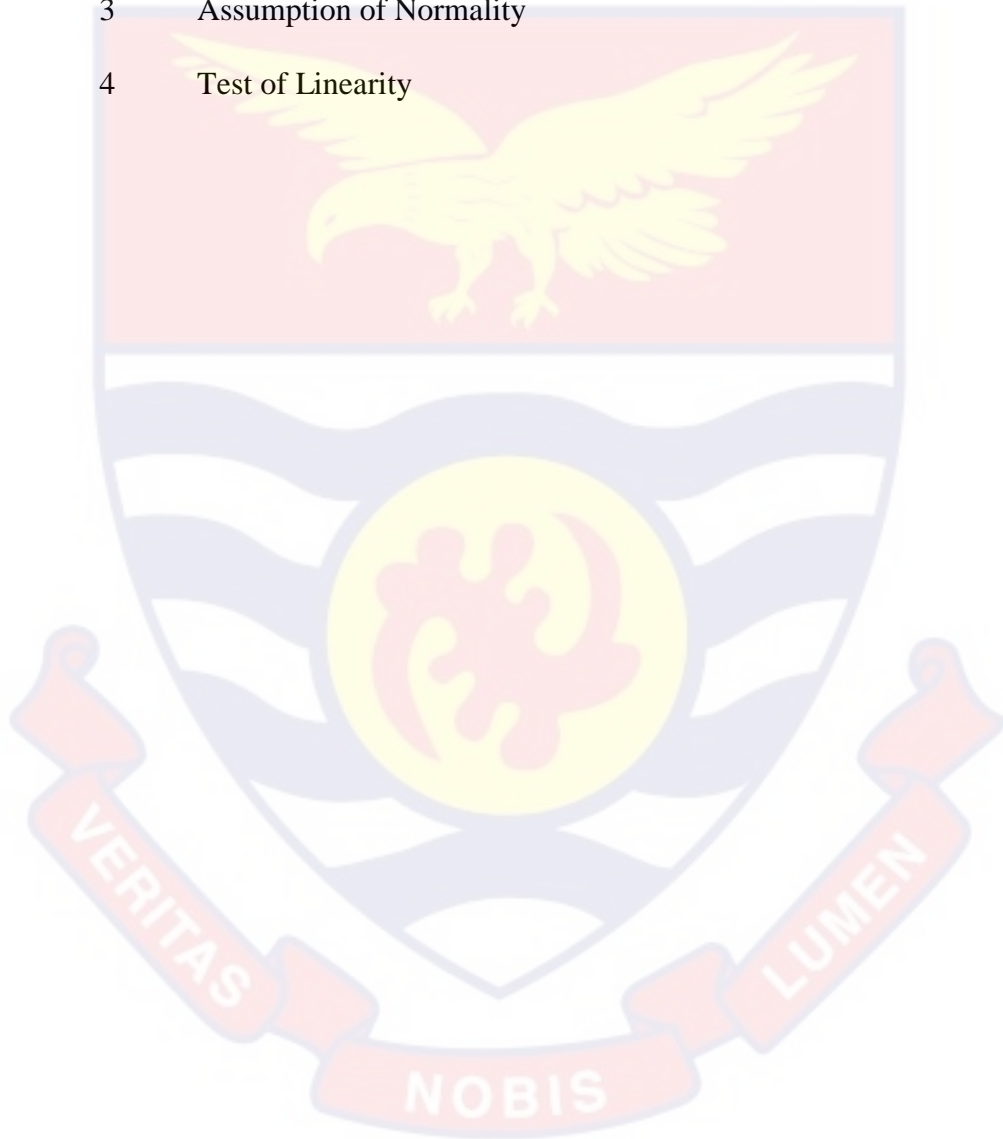
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CHAPTER ONE

INTRODUCTION

In the dynamic landscape of higher education, the importance of universities in fostering intellectual growth, disseminating knowledge, and advancing societal progress is unquestionable. This assertion holds true for both public and private universities in Ghana, as they have played pivotal roles in shaping the nation's educational and intellectual pursuits (Amo-Agyemang 2019). These institutions transcend being mere physical structures; they are vibrant ecosystems sustained and propelled by the unwavering dedication, commitment, and performance of their workforce (Kibona 2023). Employee retention, commitment, and performance represent intricate concepts that have garnered significant attention in the fields of organizational management and human resources, particularly within the context of universities (Pongton & Suntrayuth 2019; Sharma & Sharma 2021). This thesis embarks on a comprehensive exploration of these factors within selected public and private universities in Ghana. The driving force behind this study stems from the remarkable transformations occurring within Ghana's higher education landscape, marked by the emergence of private institutions alongside long-established public ones. The study is rooted in Vroom's expectancy theory and Herzberg's Motivation-Hygiene Theory. This understanding is crucial for devising strategies that enhance the overall quality and competitiveness of Ghana's universities. The study aimed to offer evidence-based recommendations that can guide policies and practices within Ghana's higher education sector.

Background to the Study

Improvement of productivity is a central issue in present-day organizations. Productivity through job performance stands as a widely researched domain in the literature on organizational behavior (OB) and human resource (HR) development (Mulianga, Sirai, & Mutinda 2022).

Developing an organization depends critically on employee performance. Performance of employees refers to a person's success on the job after making the necessary effort on the job, which is connected to receiving fulfilling employment, an interesting profile, and supportive coworkers and superiors nearby (Atatsi, Stoffers & Kil 2019). Good employee performance contributes to an organization's processes' overall productivity and efficacy. An employee's performance is influenced by a variety of factors, including organizational support, financial rewards, non-financial advantages, and supervisory assistance. Therefore, the methods which organizations use to manage employees greatly determine their performance and results.

Unequivocally, having a skilled staff is essential to the success of every organisation. To remain competitive, most businesses put a lot of effort into ensuring that organizational plans and goals are all in accordance with employee behavior. Many organizations have developed strategies that concentrate on maximizing individual performance optimization to improve organizational performance (Atatsi et al. 2019). This is because individual employees are the foundation of improved organizational performance. One factor to take into account while aiming for great performance from employees is employee retention (Torlak & Kuzey, 2019).

Strategies for retaining employees resonates with the Herzberg's Two-Factor Theory which distinguishes between hygiene factors (extrinsic) and motivators (intrinsic), both of which impact job satisfaction and motivation (Badubi 2017). For organizations aiming to achieve excellent employee performance and their intentions to stay in an organisation, it is essential to not only address hygiene factors to prevent dissatisfaction but also provide motivators that foster job satisfaction and employee commitment. Consequently, by incorporating both aspects of Herzberg's theory into their practices, organizations can cultivate a work environment conducive to retaining high-performing. Employee retention is an important facet of personnel management on a worldwide scale. Staff morale has a significant influence on work performance in Pakistan's petroleum industry, according to Hunjra, Raza, and Munir (2014). Employee performance in Australia is associated with an organization's capacity to retain people since high employee retention raises both productivity and performance (Galbreath, 2010).

Studies carried out in Malaysia by Nasir, Ahmed, and Barkat (2017) found a strong correlation between employee retention and performance. The researchers claim that better workers can leave one company for another in quest of greater possibilities. Work colleagues who are unable to advance in their roles are more inclined to stay. This is particularly possible if exceptional performance goes unrecognized because of insufficient induction. They further postulated that the inability of management to separate talented personnel from the rest of the workforce inside the firm results in non-

productive and productive workers obtaining the same or nearly the same wage and benefits package.

In accordance with research by Gberevbie (2010), employee retention has a major impact on the performance of staff members working in health facilities in Lagos, Nigeria, in the African context. According to a related study carried out in Malawi, staff retention tactics including bonuses, incentives, high pay, and benefits are favorably correlated with worker performance (Osibanjo, Adeniji, Falola, & Heirsmac, 2014). Employee retention significantly affects worker performance, according to study done in Kenya by Gisho (2015) at Eagle Africa Insurance Broker Limited. The long-term well-being and prosperity of any organization, including Ghana, relies on the retention of important personnel (Das & Baruah, 2013). Domfeh (2012) investigated the impact of staff retention on the performance of workers at a few rural banks in the Ashanti area. According to the study, staff performance at the chosen rural banks is positively impacted by staff retention. In a similar vein, James and Mathew (2012) proposed that employee performance levels are positively impacted by retaining employees.

Employee work success has been found to be significantly predicted by employee commitment (Watson, 2012). This is closely related to the Vroom's Expectancy Theory which posits that an individual's motivation to exert effort in a particular task is influenced by three key factors: expectancy (belief that effort will lead to performance), instrumentality (belief that performance will lead to outcomes), and valence (the value an individual places on the anticipated outcomes). In the context of employee commitment, individuals who are highly committed to their organizations are more likely to believe that

their efforts will result in positive performance outcomes, which aligns with the expectancy component of Vroom's theory. Even though commitment has several dimensions, it was treated as composite variable in conformity with the aims of the study. In accordance with Vroom's theory, when employees have high expectations that their dedication and hard work will yield favorable performance results and ultimately lead to valued outcomes such as job security, recognition, or career advancement, they are more likely to demonstrate strong commitment and exert greater effort in their roles, thus positively impacting their overall performance (Watson, 2012). Corporate management has been grappling with problems related to employee commitment for the many years (Walton, 2012). This public outrage extends beyond management's purview and affects scholars as well, who are slavishly searching for practical solutions to keep employee commitment at their highest levels. Among these, a quantitative study on managers' opinions of employees' commitment in some American firms undertaken by Barkshade (2012) stands out. According to the data, there is a strong correlation among workers' degrees of commitments and the company's effectiveness.

In a related study, Ahmad, Javed, and Hamad (2014) looked at how commitment affected job performance in Pakistan. The report's findings indicated a positive association between commitment and job effectiveness. Consequently, Memari, Mahdieh, and Marnani (2013) investigated the relationship between organizational commitment and employees' job performance at Meli Bank in Kurdistan Iran. The results revealed a positive relationship between organizational commitment and employees' job performance. Also, Zafeiti and Mohamad (2013) investigated the perceived

influence of organizational commitment on work performance in the context of Omani governmental organizations. From the study, organizational all organizational commitment subscales (affective, normative, and continuance) have a significant impact on employee performance.

Quite interestingly, studies conducted by (Sutanto 2012, Mathieu & Zajac 2002, Mowday et al., 2012) revealed that there is no relationship between employees' level of commitment and job performance. According to these researchers, job performance is influenced by other factors other than employee commitment. Thus, the relationship between commitment and performance is largely non-existent. Issues of commitment and retention of staff are crucial to every organization. The challenge of identifying and sustaining adequate pools of highly qualified, well-prepared, well-motivated, and committed academic staff to work in key positions at higher education institutions, whether public or private, large or small, has remained a difficult challenge for administrators of universities across the globe (Tettey, 2009).

From the backdrop, it can be seen that there has not been thorough investigation of how staff dedication and retention affect work performance. In light of this, the researcher intended to carry out an empirical investigation on impacts of staff retention and commitment on work performance while taking into account the perspectives of both public and private universities.

Statement of the Problem

It has been a public uproar in the past centuries over, among other things, the truly awful work atmosphere, inadequate pay, poor welfare policies, and a lack of staff advancement that eventually leads to a decline in employee performance (Chepkoech, 2018). The University of Cape Coast and

Valley View University have reported anecdotal information that recent staff performance has been alarmingly poor (Lasim, 2020). Furthermore, Lasmin noted that there have been many instances of workplace dispute at the UCC throughout the years. The much more notable instance concerned disparities in the disbursement of senior and junior staff's extra compensation, that resulted in a reduction in employee performance. Additionally, it is known that several senior administrators at privatized institutions in Ghana migrated to state universities due to lack of retention and low commitment levels (Amoako, Dartey-Baah & Sokro, 2019). Additionally, data from Valley View University's Directorates of Human Resource demonstrated that the staff members no longer have a connection to the institution and that they have recently displayed poor performance.

Additionally, in light of the healthy and keen competition in the Ghanaian tertiary education sector, both private and public universities are to recruit competent staff and provide effective compensation packages and appropriate structures to gain a competitive advantage. Generally, retaining desirable employees is beneficial to every organization as it makes them gain a competitive advantage and produces high morale among the workers. However, over recent decades, Valley View University and the University of Cape Coast have grown increasingly susceptible to losing their highly skilled academic and office employees to better-paying institutions. Both the academic and managerial levels of the two institutions have recently had issues with staff retention. The fundamental question that comes to mind is, do these universities have a working retention strategy that enhances employee performance?

Despite the effort of the management of the aforementioned universities in ensuring that there is a high performance, it appears commitment levels of employees have been considerably low due to poor salaries, lack of incentives, and poor working conditions among others. Also, it appears little attention has been focused on the strategies that public and private universities could employ to retain highly efficacious staff. However, this evidence has not been explored empirically to afford any scientific statement on the matter.

Furthermore, a plethora of evidence in the literature suggests that a series of works have been conducted in the area of how retention and commitment influences staff performance (Gberevbie 2010; Hunjra et al. 2014; Nasir et al.2017; Lo 2009) However, from a cursory inspection of literature, it appears that, most of the studies on how commitment and retention influences employee job performance were carried out in different parts of the globe and few in Ghana (Sutanto 2012, Mowday et al., 2012; Zafeiti & Mohamad 2013; Ahmad et al. 2014) Also, considering few studies conducted in Ghana (Domfeh 2012; Afenyo 2012; James & Mathew 2012) it appears most probably did not focus on a comparative assessment of employee retention and commitment in public and private universities. Again, a critical review of the literature on retention and commitment demonstrated inconsistencies in the findings from the researchers. For example, studies conducted by Baah (2015); Adnan, Nhaily, and Wang (2018); Zafeiti and Mohamad (2013), revealed a positive relationship between commitment and employee performance which was however opposed by the works of Sutanto (2012), Mathieu and Zajac (2002), Mowday et al., (2012).

Ultimately, from a cursory inspection of the literature by the researcher, it appears no study has been conducted that considered the blend of how retention and commitment to influence staff performance. It was against this backdrop that gave the researcher the impetus to conduct an empirical study that aimed at filling the missing knowledge gap on the comparative assessment of employee retention and commitment on staff performance in Ghanaian public and private universities using the University of Cape Coast and Valley View University College.

Purpose of the Study

The overarching aim of the study was to conduct a comparative assessment of employee retention and commitment on staff performance in public and private universities with evidence from the University of Cape Coast and Valley View University College. The study explicitly sought to;

1. assess the levels of retention and commitment in the universities in the University of Cape Coast and Valley View University College.
2. examine individually the extent to which retention and commitment influence staff performance in the University of Cape Coast and Valley View University College.
3. make a comparative assessment based on the outcomes from the two universities on the effects of retention and commitment on staff performance.

Research Questions

The study was guided by the following research questions;

1. What are the levels of retention and staff commitment in the University of Cape Coast and Valley View University College?
2. To what extent do retention and commitment influence staff performance in the University of Cape Coast and Valley View University College?
3. What are the outcomes based on the assessment of the influence of retention and commitment on staff performance from the two universities?

Significance of the Study

The study is significant in two critical areas; contribution to literature and practical implications. The study is expected to make contributions to the expanding literature on issues related to the influence of retention and commitment on employees' performance in Ghanaian public and private universities. Thus, the study will be used as an important reference material for other academicians who will use the research document for further reference. The secondary data of this research will also be easily acquired from the library as well as the university's institutional repository and it will provide the students with more information and knowledge on the impacts of retention and commitment on staff performance.

Practically, the study will be of great importance to private and public universities as it will spot some of the serious challenges obstructing increased performance and growth in the organization. Findings will be significant to the management of public and private universities in drafting effective strategies that enhance retention and commitment in the organization.

Additionally, the study will be of great importance to the employees since it will be used to increase their morale and commitment levels to perform well and improve the performance of the organization. Lastly, the results of this research will be of great importance not only to the management of public and private universities but to other corporate organizations in Ghana as it will help human resource management to recognize the causes of low employee performance emanating from lack of retention be familiar with the best employee's retention and commitment approaches that will boost performance.

Delimitations

This thesis focused on the comparative assessment of employee retention and commitment in public and private universities. The variables in the study include; retention, commitment, and staff performance. Geographically, the study was carried out exclusively in Ghana, targeting two higher academic institutions; the University of Cape Coast and Valley View University College. The study participants included only senior staff working in the aforementioned universities. Thus, the study does not include other categories of staff such as senior members and junior staff in selected universities. Also, the findings and conclusions were based on the views of respondents in terms of their responses to the items on the questionnaire.

Limitations

The first limitation of this thesis has to do with the use of questionnaires. Questionnaires have their weaknesses, which include bias and ambiguities. Some respondents were a bit skeptical about the purpose and motivation of the study. This is due to the fact they felt the researcher was delving into their private issues. However, the respondents were convinced

positively to correct the negative disposition. Accordingly, the purpose of the study was explicitly made to the respondents. Also, the sample size could have covered all tertiary academic institutions in Ghana, but due to the short time within which this work was to be completed and due to inadequate resources, the researcher decided to limit the study to only the University of Cape Coast and Valley View University College. Notwithstanding these constraints and limitations that the researcher encountered during the data collection period, the study did not suffer significantly since every possible measure was put in place to right the wrongs during data collection.

Operational Definitions of terms

Employee retention: It is the proportion of employees remaining in an organization

Employee performance: It is defined as the record of outcomes produced on specified job functions or activities during a specific period.

Employee commitment: This refers to the degree to which the employee feels devoted to the organization.

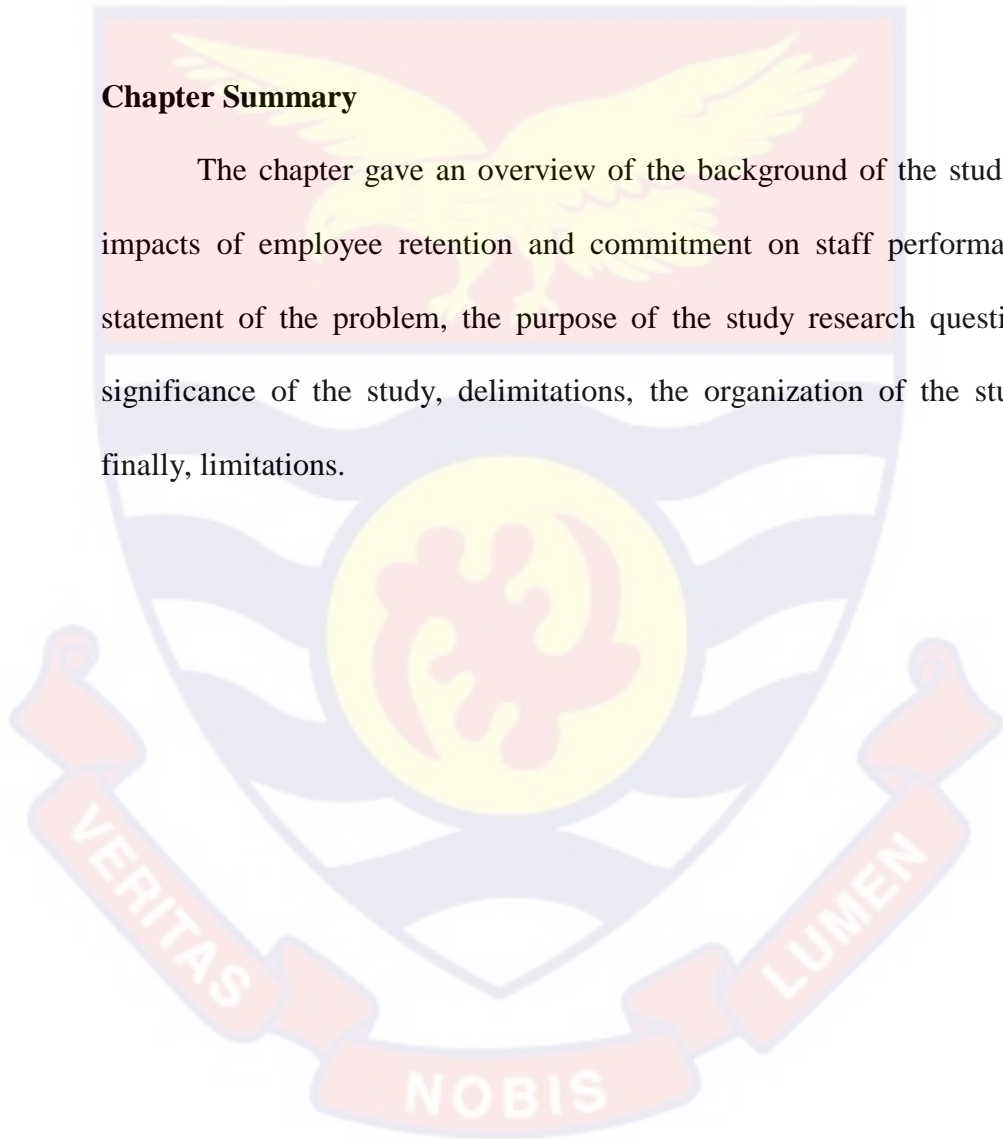
Organization of the study

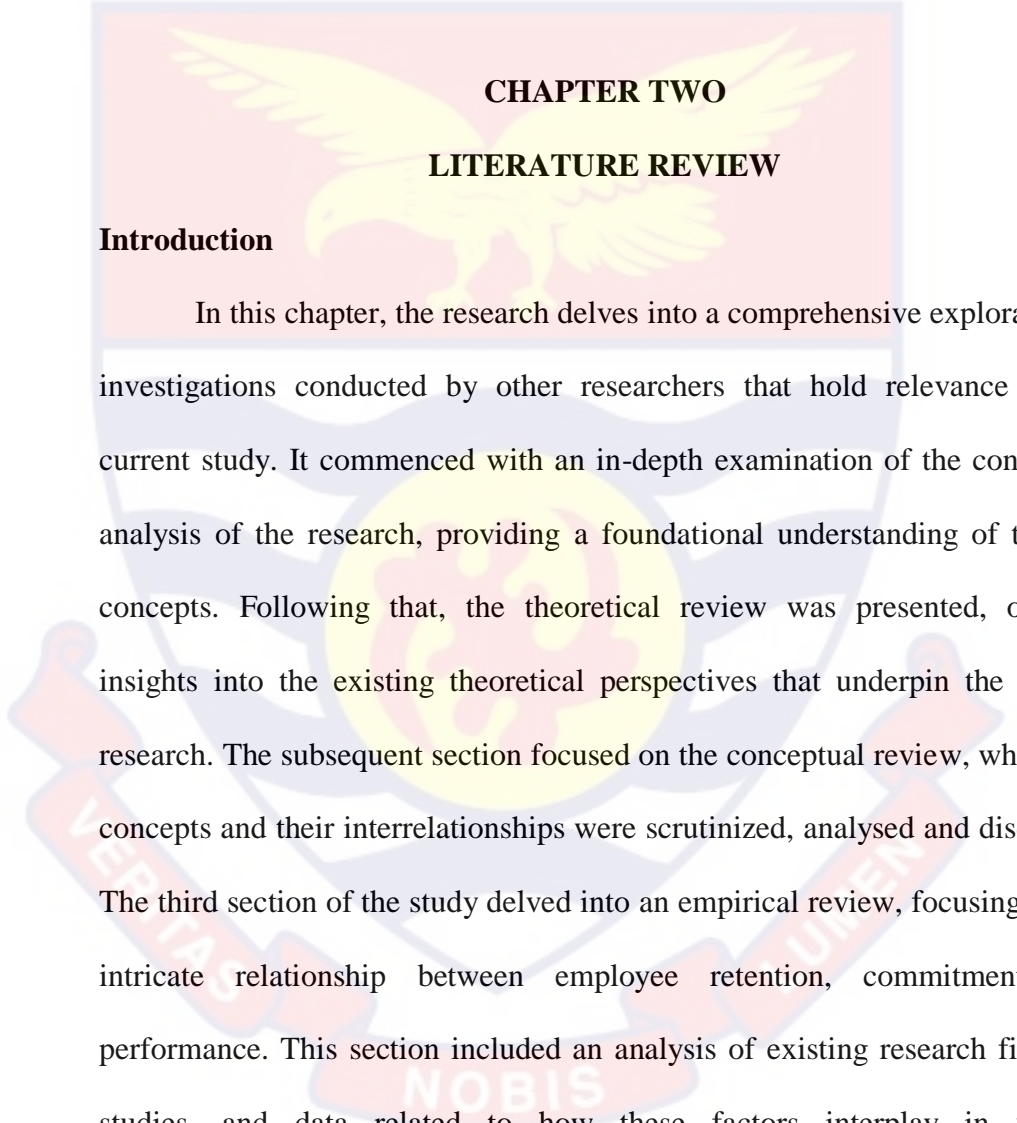
The study was organized into five chapters. Chapter one gives the introduction which entails background to the study, the statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and definition of key terms. Chapter two gives the literature review which consists of a theoretical review, conceptual review, conceptual framework as well as empirical review. Chapter three gives the research methodology which entails the description of the study area, study design, study population, sample and sampling technique, data collection

instrument, data collection procedure, data validation, pilot study, ethical consideration as well as data analysis. Chapter four contains the data analysis, presentation, and interpretation. Chapter five of the study dealt with the summary of key findings, conclusions, recommendations as well as areas for further research.

Chapter Summary

The chapter gave an overview of the background of the study on the impacts of employee retention and commitment on staff performance, the statement of the problem, the purpose of the study research questions, the significance of the study, delimitations, the organization of the study, and finally, limitations.





CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the research delves into a comprehensive exploration of investigations conducted by other researchers that hold relevance to the current study. It commenced with an in-depth examination of the conceptual analysis of the research, providing a foundational understanding of the key concepts. Following that, the theoretical review was presented, offering insights into the existing theoretical perspectives that underpin the current research. The subsequent section focused on the conceptual review, where key concepts and their interrelationships were scrutinized, analysed and discussed. The third section of the study delved into an empirical review, focusing on the intricate relationship between employee retention, commitment, and performance. This section included an analysis of existing research findings, studies, and data related to how these factors interplay in various organizational contexts. In the final section, the conceptual framework was presented, outlining the theoretical foundation and research framework that guided the study. This framework provided a structured approach for

investigating the impact of retention and commitment on employee performance in the specific context of the research.

Theoretical Review

Vroom's expectancy theory

Vroom (1964) introduced the expectancy theory, which posits that behavior stems from deliberate choices among alternatives with the aim of maximizing pleasure and minimizing discomfort. This theory acknowledges that an employee's performance is influenced by individual factors, such as their personality, skills, knowledge, experience, and capabilities. Furthermore, it suggests that our behavior results from a conscious selection among various potential options, always leaning towards the choice that maximizes satisfaction and minimizes stress, as per the Expectancy Theory. Fundamentally, this theory underscores the influence of human motivation on three key aspects: Valence, Instrumentality, and Expectancy. Figure 1 provides a visual representation of Vroom's theory;



Figure 1: Vroom Expectation theory

Expectancy

Expectancy, as outlined by Vroom (1964), pertains to employees' expectations regarding the outcomes of their efforts (expected outcome) and the connection between good performance and desirable outcomes (performance expectancy). Organizations can address this aspect by

identifying motivating factors that encourage employees to deliver their utmost performance. This entails establishing a linkage between performance and the appropriate sources of motivation, which may encompass facilities, training opportunities, or supportive supervisors who bolster employees' confidence. Vroom's theory also posits that increased effort typically results in improved performance. To motivate employees to exert effort, incentivizing them for completing tasks effectively and efficiently can be effective. Nevertheless, it is crucial to ensure that employees have access to necessary resources, possess requisite skills, and receive adequate management support.

Instrumentality

Instrumentality, as defined by Vroom (1964), relates to employees' beliefs and perceptions regarding the fulfillment of promised rewards by their managers. Effective management entails the assurance that commitments to rewards are upheld and clearly communicated to employees. It hinges on the idea that an employee's performance is instrumental in attaining desired outcomes. To foster instrumentality, organizations should follow through on promises of extra incentives like bonuses or promotions, instilling in employees the belief that exceptional performance will be duly recognized. The pivotal factor in instrumentality is transparency throughout the reward process, ensuring employees have confidence in the correlation between their efforts and the anticipated recognition (Vroom, 1964).

Valence

Valence, as defined in the theory, encompasses individuals' emotional orientations toward outcomes or rewards (Vroom 1964). It essentially includes

their affective attitudes and values associated with specific outcomes. If a person prefers achieving a particular outcome over not achieving it, that outcome is considered positively valent. Conversely, if an individual wishes to avoid a specific outcome, it is viewed as negatively valent. The perception of an outcome's value can either be intrinsic or because it contributes to the attainment of other valued goals. Valence is influenced by an individual's needs, goals, values, and motivational sources (Vroom, 1964).

According to Vroom (1964), expectancies, instrumentalities, and valences interact psychologically within an individual's beliefs, creating a motivational force that influences their behavior. Vroom also suggests that when individuals choose among different behavioral options, they tend to select the option with the highest motivational force. This theory underscores that an individual's motivation is rooted in the belief that they will receive desired rewards. While it may not encompass all aspects of individual motivation, it provides a foundational understanding for leaders seeking to motivate their subordinates. Therefore, Vroom's expectancy theory of motivation focuses on the associations people establish with expected outcomes and their perceived contribution toward achieving those outcomes, rather than just self-interest in rewards.

This research aligns with the theory by focusing on retaining top-performing employees while addressing the removal of those who underperform. The theory emphasizes the significance of employing diverse tactics, such as fostering employee growth, adopting technological advancements, providing rewards, and implementing employee welfare

policies, to effectively mitigate the costs associated with employee turnover. Human resource managers play a vital role in cultivating a work environment that encourages employee retention, thereby reducing the financial burdens linked to undesired turnover. Moreover, the theory advocates recognizing and incentivizing high achievers to alleviate the financial strains of turnover, encompassing expenses like knowledge transfer, processing, onboarding, training, experience, and development.

Herzberg's Motivation-Hygiene Theory

Herzberg (1959), drawing on Maslow's research, established two main components; motivators and hygiene factors—to establish employee loyalty. He concluded that factors that seemed to make individuals feel satisfied with their jobs were associated with the content of the job and these were labeled motivators, yet factors that seemed to make individuals feel dissatisfied were associated with the job context and these were labeled hygiene factors. Herzberg argued that two entirely separate dimensions contribute to employee behavior at work. When hygiene factors are valued, work is dissatisfying. These are considered maintenance factors that are necessary to avoid dissatisfaction but they do not themselves contribute to the job satisfaction and motivation of personnel. That is, they only maintain employees on the job. The theory is relevant to the current study because, the hygiene factors, when not present will lead to dissatisfaction and low morale. This means that hygiene factors need to be provided by both public and private universities to boost the performance of employees. . On the other hand, the motivators as

Herzberg identified, are to be provided, or when present will enhance the commitment of employees in Universities in Ghana.

Therefore, managers should provide hygiene factors to reduce sources of worker dissatisfaction and be sure to include motivators because they are the factors that can motivate workers and lead ultimately to job satisfaction. In line with Herzberg's view, unsafe working conditions or a noisy work environment would cause employees to be dissatisfied with their job but their removal will not lead to a high level of motivation and satisfaction. Other examples of hygiene factors include salary, status, security, supervision, and company policy. On the other hand, motivators, leading to job satisfaction are associated with the nature of the work if self. They are those job-related practices such as the assignment of challenging jobs, achievement, work itself, recognition, responsibility advancement, and opportunities for growth in the job.

Herzberg (1959) argued that when motivators are absent, workers are neutral toward work, but when motivators are present, workers are highly motivated to excel at their work. Cheptoek (2002) while studying factors that affect job satisfaction and dissatisfaction of employees, came up with the view that the factors which contribute to their satisfaction, are achievement, recognition, and responsibility while those contributing to dissatisfaction were policy and administration, interpersonal relationships, supervision, and personal life.

Chandan (1997) in agreement with Herzberg argued that it is only natural that people who are generally satisfied with their job will be more dedicated to their work and perform it well as compared to those who are

dissatisfied with their jobs. In extreme cases, dissatisfaction among employees will lead to attrition which makes this theory applicable to the study. In essence, this study sought to conduct a comparative assessment of employee retention and commitment on staff performance in public and private universities with evidence from the University of Cape Coast and Valley View University College. In this study, the researcher argued that hygiene and motivators when not present in higher education institutions in the country could lead to low staff retention as well as lack of commitment thereby decreasing employee performance.

Conceptual Review

The Concept of Employee Retention

Retention is a complex concept and there is no single recipe for keeping employees with a company. Retention, according to Schuler and Jackson (2006), is anything a company does to persuade capable and effective workers to stay on board. Retention's primary goal is to decrease the number of valued employees leaving on their own volition. Effective recruiting and retention strategies work together to both attract candidates to the company and raise the likelihood that candidates will stay on after being employed. According to Nair (2009), retention refers to an executive's capacity to hold onto workers as initiatives for recruiters to encourage workers to keep their jobs (Nair, 2009).

Workers are becoming dissatisfied with their employers as a result of a growing percentage of buyouts, and they are dogged by worries about their overall business stability. As a consequence, people are now choosing

deliberate personal choices in an effort to choose a position that meets their need for security. Workers, in contrast must prevent their staff from leaving or working for other firms. Businesses that provide staff workshops are successful at keeping employees (Logan, 2000). Due to the significant expenses associated with hiring and educating current hires, it's realistic. Due to the competitive labor market, the adage "good help appears hard to get" is far more true than ever (Eskildesen & Nussler, 2000).

According to studies on worker turnover, keeping current staff happy with employee development is less expensive than hiring fresh recruits because employers previously invested in enticing new hires at a higher initial cost (Davidow & Uttal, 1989). According to influence of employee retention, happy employees are far more dedicated to doing a great deal and wish to increase the satisfaction of respective employers' customers (Denton 2000). The turnover rate is reduced because contented workers are more likely to stay with their company (Mobley, Griffeth, Hand & Meglino, 1979). Many studies have implied or inferred links between quality service and actions, such going commitment (Anderson & Sullivan, 1993). Additional research explains the value of effective team development and how it might increase retention (Arthur, 1994). In summary, the literature defines retention as continuing relation between employees and their organization.

Critical analysis of the above clearly shows that, retention is a multifaceted concept, encompassing efforts made by organizations to retain capable and effective employees and reduce voluntary turnover. Effective recruitment and retention strategies go hand in hand to attract candidates and encourage them to stay. Dissatisfaction among workers is growing due to

uncertainties about their employers' stability, prompting employees to make deliberate choices in search of job security. To counter this, organizations invest in employee development and workshops to retain their staff, recognizing that retaining current employees is more cost-effective than hiring new ones. Happy employees, who are more dedicated and committed to their roles, are less likely to leave, leading to reduced turnover rates. The literature suggests that retention involves fostering a continuous relationship between employees and their organizations, acknowledging the importance of employee satisfaction and development in achieving this goal (Schuler & Jackson, 2006; Nair, 2009; Logan, 2000; Davidow & Uttal, 1989; Denton, 2000; Mobley et al., 1979; Anderson & Sullivan, 1993; Arthur, 1994).

Concept of Organizational Commitment

Employee commitment seems to be a crucial factor in achieving organizational success (Walton, 2012). Individuals with low levels of commitment will do only enough to work by. They do not put their hearts into the work and mission of the organization. They seem to be more concerned with personal success than with the success of the organization as a whole. Less committed people are also more likely to look at themselves as outsiders and not as long – term members of the organization. An attractive job offer elsewhere is very likely to result in their departure. By contrast, employees with high commitment to an organization see themselves as an integral part of the organization. Anything that threatens the organization is an imminent danger to them as well. Such employees become creatively involved in the organization's mission and values and constantly think about ways to do their

jobs better. In essence, committed employees work for the organization as if the organization belongs to them.

Studies have concluded that committed employees remain with the organization for longer periods than those who are less committed. Al-Jabari and Ghazzawi (2019) suggested that the more committed an employee is, the less of a desire they have to terminate the organization. These highly committed employees were found to have a higher intent to remain with the company, a stronger desire to attend work and a more positive attitude about their employment. According to Hyde and Gupta (2018) when organizations seek to foster a philosophy of commitment, then the likelihood of an employee searching for employment elsewhere is lowered.

Owens (2006) had a similar finding that employees that had a higher level of commitment also had a higher level of “turnover cognitions”. A higher score in “turnover cognitions” indicated that the employee had a more favorable attitude and was less likely to consider turnover representing an inverse relationship between commitment and turnover. The aforementioned studies are representative of much of the research available relating to commitment and turnover. Commitment has a significant and positive impact on job performance and workforce retention. The underlying belief is that a more committed employee will perform better at their job.

From the above, it is worth noting that, employee commitment is indeed a critical factor in organizational success. Committed employees are deeply invested in the organization's mission and values, and they view themselves as integral members of the team. They are more likely to go the extra mile in their work and remain loyal to the organization over the long

term. This commitment not only reduces the likelihood of employees seeking opportunities elsewhere but also positively impacts job performance and retention. Studies by Al-Jabari and Ghazzawi (2019), Hyde and Gupta (2018), and Owens (2006) consistently show that higher levels of commitment are associated with lower turnover intentions, more positive attitudes toward employment, and improved job performance. In essence, employees who are committed to the organization tend to work as if they own it, making their contributions invaluable to the overall success of the company.

Concept of Employee Performance

Performance, according to Aquinis (2007), is defined as activities that people take, rather than the results of their labor. Aquinis categorized employee performance into two; thus, evaluative and multidimensional. The evaluative means that such behaviors of the employee can be judged as negative, neutral, or positive for individual or organizational effectiveness. This means that the value of the behavior can vary based on whether they contribute to goal accomplishment or not. The multidimensional implies that many different kinds of behavior can advance or hinder organizational goals. However, because not all behaviors are observable, performance management systems often include measures of results or consequences that we infer are the direct results of employees' behaviors. (Anokye, 2011).

Performance, according to Brumbrach (2018), entails both acts and results. Through performer's actions, it transforms from conceptualization to

actuality. He went on to say that actions also have results of their own. Analyzing Brumbrach's concept directly shows that behavior and outcomes need to be taken into account while developing plans. This claim might imply that anything workers do while at work has an impact on how well the company does its tasks or how well it performs its tasks in general.

From the above, Aquinis (2007) and Brumbrach (2018) offer distinct perspectives on the definition of performance within an organizational context. Aquinis emphasizes the multifaceted nature of employee performance, categorizing it into evaluative and multidimensional components. Evaluative performance implies that behaviors can be judged as positive, negative, or neutral depending on their contribution to individual or organizational effectiveness. Multidimensional performance suggests that various behaviors can either advance or hinder organizational goals. This perspective recognizes that not all behaviors are observable and often necessitates the inclusion of measures of results or consequences in performance management systems. In contrast, Brumbrach's view incorporates both actions and outcomes, highlighting that employee actions have direct consequences on the organization's task performance. This perspective underscores the interconnectedness of behavior and outcomes, emphasizing the importance of considering both when developing performance plans. Overall, these perspectives collectively underscore the complexity of employee performance, encompassing behaviors, results, and their interplay in achieving organizational objectives.

Indicators for Measuring Performance

Agunus (2009) claims that there are three basic ways to gauge employees' efficiency. It comprises the traits, behaviors, and results. The behaviour method to appraisal concentrates on certain employee attitudes. Aguinis claims that using a psychosocial tactic is appropriate if there is a hazy association between actions, those outcomes are far in the background, and the consequences are outside of the authority of the workers. The habits have to be relevant to the achievement being pursued in order to succeed.

The outcomes method may also be suitable unless there is a clear connection between employee actions and an outcome (Aguinis, 2009). The results method simply considers the outcomes of an employee's actions, such as errors committed and output units generated, among other things. The best situation for this technique is when staff members have the necessary abilities to execute duties and are able to identify and rectify erroneous actions. This strategy seems to be far unbiased compared to other ways (Aguinis, 2009). This strategy is equally effective when workers advance over time. This could encourage people to increase their knowledge and abilities in order to get the desired outcomes. Additionally, this method enables skilled employees to use their knowledge and resources more independently to achieve desired performance. This strategy concentrates on the result of one's work.

In addition, Agunuis (2009) emphasized that characteristic method overlooks the particular scenario and outcomes in favor of focusing on human performance. He defines traits as relatively constant parts of people, including, but not limited to, looks, mood, drive, ethic, appreciation of authority, devotion, dedication with other, demeanor, brilliance, and a host of other attributes. The fact that attributes are mostly arbitrary makes using them as a

benchmark for evaluating employee performance problematic. However, if the attribute has a genuine connection to the profession, it could be useful in an evaluation. The trait method to gauging performance is seldom justified, according to Aguinis (2009). Companies virtually always adopt cognitive and outcome-based methodologies to assess job performance.

Dessler (2008) described the procedures that must be followed in order to manage performance efficiently. Planning, carrying it out, reviewing the results of the evaluation, and renewing or reconstructing it are all necessary steps for effective performance. Additionally, it defines goals and highlights the key facets of the task that require focus (Anokye, 2011). The planning process comes to a close with decisions by managers and subordinates over performance evaluation methods and the supporting documentation needed to determine competency levels. The staff works to create outcomes, exhibit the behaviors decided at the outset, and address objectives since the integration phase. Mostly in analysis phase, both the worker and the supervisor must examine how well the required acts were demonstrated and if the expected values are obtained. The assessment procedure must be owned by the trainer and trainee. The leader and followers convene during the auditing process to discuss their evaluation. This is sometimes referred to as the "appraisal meeting." The performance management method ends with the phase of re-establishment and reconstruction. This is much the same as the plan development part. This cycle makes use of the knowledge and data by the earlier stages (Dessler, 2008).

Careful analysis of the above shows that, Aguinis (2009) presented three fundamental approaches to assess employees' efficiency: traits,

behaviors, and outcomes. The behavior method focuses on employee attitudes and is suitable when there is an unclear connection between actions and distant outcomes beyond the employees' control. The outcomes method considers the results of an employee's actions and is effective when there's a clear link between actions and outcomes. Aguinis emphasizes that the trait method, which evaluates employees based on their inherent characteristics, is rarely justified because traits are often arbitrary unless directly related to the job. Dessler (2008) outlines a comprehensive performance management process, including planning, execution, reviewing, and renewal. It involves setting goals, monitoring behavior and outcomes, and conducting appraisal meetings to assess performance. This cyclic process integrates data and knowledge from previous stages for continuous improvement. Overall, Aguinis and Dessler provide insights into different approaches to employee performance assessment and the importance of a well-structured performance management process.

Empirical review

This section reviewed the literature individually on the influence of retention on employee performance; and the influence of commitment on employee performance.

Impacts of Employee retention on employee performance

Employee retention is more of a practice or strategy in an organization that is utilized to reduce valuable employees from leaving their work or jobs. Hiring, screening, interaction, teaching, and growth, pay and vocational promotion, assistance from the boss, and also cultural fit, are some of the

retention techniques used, according to Maliku (2016). It is unknown which of the aforementioned tactics can be used in keeping a talented asset due to the preceding methods. This has prompted to conduct of an empirical review of different scholars on employee retention and employee performance in their organizations.

According to Ibrar, and Khan (2015), employee extrinsic rewards are compensations that a worker receives in the form of payments, fringe benefits, and other benefits which tangible and emanate from an organization after a worker has satisfied some set targets and also maybe as part of the firm. In the majority of the organization, these forms of rewards are in the form of salary, wages, vacation remuneration, leave payment, and other bonuses, (Murphy, 2015). Due to the highly competitive nature of the current business environment, employers must formulate a reward structure that is attractive to the present worker and also those seeking to be employed.

Maliku (2016) investigated the perception of retention of employment practices and the performance of an organization. The study investigated training and development, socialization, work environment, effective communication, support of supervisor as well as the relationship, compensation and reward, organization culture, and career advance. It utilized a descriptive survey design, which targeted 210 staff in National Oil Corporation Limited. Study findings indicated employee retention moderately affects the performance of the organization, explaining the high employee turnover in the organization and low market share at National Oil Corporation Limited.

Additionally, Gicho (2015) investigated the connection between employee performance at Eagles Africa Insurance Brokers Limited and measures for employee retention. 85 personnel were employed in the descriptive research approach for the study. According to the results of this study, both pay practices and the capacity to get institutional awards have had an effect on the way a person works. It was also established that training helps to provide the required abilities utilized in the business while career growth improves organizational productivity. A positive workplace guarantees a lower job harmony and lower turnover, which helps the business function better.

Additionally, Edirisooriya (2015) studied employee rewards in Sri Lanka. To attain the aims of the study, the quantitative research design was adopted and 100 employees using stratified random sampling techniques and employed primary data collected with the help of a structured questionnaire. Additionally, the findings established that from all the explanatory variables examined in the study, pay and recognition were found to be the most important and influential elements the affected employee performance.

Furthermore, Daniels *et al.* (2019) analyzed reward structure and performance. The study investigated the impact of bonuses in form of cash on the performance of the employees. The study target population was 500 and sampled 250 by employing a simple random sampling technique. Descriptive as well as inferential statistics were utilized on data collected using questionnaires. The result revealed that cash bonuses do not affect the performance of the employee.

Kamkari, Ghafourian, and Hossein (2015) did research that sought to assess the association between welfare service and the performance of staff in the office of the Inspector General in Kenya. The research used a survey of 300 people where 169 were chosen as a sample. From statistical analysis, there was a significant influence of welfare policies implementation as well as communication on the performance of the employee.

Furthermore, Musyoka (2015) studied the impact of welfare programs for staff on the satisfaction of employees in the banking sector in Eastern Africa. The research has a target population of 957 members of staff in management at the top middle and low-level management ranks. It established that there exists a positive and significant effect of worker's compensation and employee satisfaction. It was concluded that employee welfare is significant in employee satisfaction which is essential in employee performance.

More so, Manandhar, (2015) investigated welfare facilities on employee performance. This study was done in NGOs within Nairobi. The study used primary data to evaluate the impact of the welfare facility where interview guides were utilized during the collection of data. The study found that political interference, unfamiliarity with the organization strategic approaches, ineffective communication, poor networking with NGOs, inefficiency in government, lack of funds, and disparity in remuneration among NGOs were challenges that rocked the Kenya Red Cross Society welfare. Hence these challenges have affected to some extent the performance of the organization.

Employee development is a management concept, which assists in developing knowledge, skills, and competencies and creates satisfaction within the working environment. Employee development includes training, mentoring, and career development to increase productivity and create self-value for individual employees. Technology has replaced human resources in the majority of the manufacturing industry. The introduction of new technology has then affected employee retention and with an increase in innovation, employee performance has gone low. The introduction of a new tea-plucking machine among other technological factors has required employees to acquire new expertise, training, and skills, (Papa, Dezi, Gregori, Mueller, & Miglietta, 2018).

Mundia and Iravo (2018) assessed the effect that mentoring programs have on the performance of employees in organization biasing. The study was conducted on universities domiciled Nyeri County. The study established that mentorship program plays a crucial role in enhancing the transfer of knowledge, guidance for career choice, and enhancement of skills, and greatly affected the performance of the employee.

Karia, *et al.* (2016) investigated the role that training and development play in the performance of public water companies in Tanzania. The study combined both descriptive and correlation research designs and targeted a population of 1355 employees in the companies. The study applied Krejcie and Morgan's (1970) formula of sample size determination to sample 417 employees. Primary data and secondary data were employed and collected using questionnaires and analyzing company records. The study computed

both descriptive and inferential statistics. The study found that employee training and development plays a noteworthy role in employee performance.

Again, Cherono, Towett, and Njeje (2016) conducted a study and found that mentorship is considered one of the human resource development strategies that are associated with developing a career as well as skills development. The research is based on small and medium enterprises in the manufacturing sector in Garissa County. A cross-sectional survey design was employed. The research found that mentoring through leaders, innovations, transfer of knowledge transfer mentorship, and talent development mentorship affects the performance of the employee.

Also, welfare policies developed as part of labor relation practices; poor welfare policies lead to low retention of employees. However, well-structured welfare policies will enhance the performance of an organization by creating a closed circle of solving both social and economic employee problems among other factors. Welfare policies entail promotion policies, credit facility policies, and salary increment policies. The research hypothesis revealed that a good welfare policy increases employee performance (Wilke *et al.* 2018).

Technological development has made work easy in the modern era. It always changes and with time most of the operations will be automated using various technologies. Information technology is one area where technology has assisted in communication, processing, and assessing information that is very vital in industries. Automation technology has a significant contribution to productivity but it has its side issue associated with the reduction of motivation and reduction of employee attitude towards the job, (Saleh, 2018).

A study conducted by Gicho (2015) examined the impact of employee retention strategies on employee performance. The study specifically sought to assess the impact of compensation strategies, flexible work environment strategies, and career development strategies on employee performance. A total of 85 employees of Eagle Africa insurance were selected for the study who were working in operation, information technology, and operation technology. The study established that, a flexible work environment presents an opportunity for employees to achieve the objectives of the organization and that the work environment enabled employees to perform better, and that organization rewards employees for good performance, and as such compensation made employees strive for better performance. Additionally, concerning career development, it was found that the staff development offered to employees enabled them to sharpen their skills and increase performance.

In the same way, Abbas, Muzaffar, Khawar, Atib, and Sibte (2014) investigated the relationship between technology and employee performance in Allied Banks Limited, Pakistan. The interview was conducted and the response was analyzed using text analytics. The findings pointed out that technology greatly increased the productivity of employees. It also assisted in easy access to information and hence save time.

Impacts of Commitment on employee performance

Organizational commitment is an important determinant of employee performance (Folorunso et al, 2014). Committed employees perform better, work more efficiently and effectively, and complete tasks on time thus

enhancing organizational performance. Several studies have been conducted on how commitment affects employee performance. For example, Qureshi, Zaman, and Shah (2018) look at the effect of worker commitment on company performance in cement firms in Pakistan. Most of the passion in analyzing worker commitment originates from worry about the behavior repercussions that are assumed to arise. It concentrates on the impact of worker dedication on organizational efficiency and worker turnover. Both descriptive and informative research methodologies were utilized in this research. The outcome reveals that: the degree of worker commitment of the personnel of cement firm is very high; there is a relatively more significant connection between worker dedication and company performance; there is likewise a high relation between staff member commitment and workers' turnover.

Again, Gul (2019) conducted a study to examine the effect of worker commitment on company development. The study population consisted of middle-level supervisors of all telecommunication businesses in Pakistan's Khyber Pakhtunkhwa district. Primary data was gathered from 370 supervisors. A set of questions was carried out to gather primary information. Company growth and worker commitment were used as dependent and independent variables specifically. Correlation and regression evaluation tests were examined to know whether there is a connection between worker commitment and business growth and, likewise, to learn the forecaster of company growth. Research exposed a high correlation between worker dedication and its elements and company growth. Regression analysis verified that worker commitment is a forecaster of company growth. The research has great value for the supervisors and scholars as it will undoubtedly assist them

in making an incorporated and thorough system for developing commitment amongst the workers to increase the company's performance.

More so, Evangelista (2019) researched the effects of organizational commitment on employee motivation via two moderating aspects of opportunistic behavior and expertise sharing in Vietnamese businesses. The samples were picked by the non-probability sampling approach followed by practical sampling, moderately stratified by areas in Vietnam. The sample dimension was 636 workers in Vietnamese businesses. The number of gathered online surveys was 379, while the variety of legitimate surveys was 329. In the direct survey, the variety of distributed sets of questions was 750, while the variety of gathered sets of questions was 421 and the number of valid sets of questions was 307. The total number of legitimate sets of questions utilized for analysis was 636. The research utilized quantitative methods with structural formula modeling evaluation. The outcome shows that among the parts of business dedication, normative commitment has both straight and indirect influence on worker motivation with two mediating aspects: opportunistic actions and understanding sharing. On the other hand, effective dedication indirectly affects worker motivation with these moderating aspects. Continuance dedication has both direct and indirect effects; nevertheless, it has only an indirect influence on worker motivation via opportunistic behavior. On top of that, the results reveal opportunistic behaviors have an unfavorable effect on the understanding sharing of workers in businesses.

Furthermore, Meyer, Becker, and Vandenberghe (2018) looked at the factors that influence worker dedication. The study has a sampled population

of 40 participants. The study tools utilized in information gathering were interviews and surveys comprising both open and closed-ended questions. The research shows that worker commitment has a counterproductive impact on enhanced productivity, performance, worker morale, performance, and efficiency and lowers absence as a dissatisfying factor in the workplace. The method through which worker dedication is enhanced and dealt with is additionally an issue of the research. The study focuses on how team building, company society, incentives, involvement, and participation affect worker dedication. The research also recognized just how external and innate variables affect worker dedication. The research findings were that incentives as external factors to a significant level impact worker commitment. Participation and worker involvement as an innate aspect to a relative extent influence staff member dedication. The research revealed that teamwork, to an extent, influences worker dedication. Culture is a rarely recognized aspect that has a small or no impact on worker commitment.

Also, Anitha (2016) indicates that employee commitment plays an essential role in developing the company's performance. Numerous firms wish to enhance their performance. Employee commitment will increase the employee's performance in the company. The behavior of commitment adjustments can occur in job fulfillment, motivation, and job participation. The data was collected from one hundred workers. It was found that workers' commitment is positively associated with firm performance. Worker commitment is positively associated with job satisfaction, motivation, and job participation. The firm must pay more relevance to increasing the worker's commitment to a high level of performance.

A study by Stackhouse and Turner (2019) argued that no firm could perform at high levels unless every staff member is dedicated to the company's goals. The research goal was to determine the impact of worker commitment on the company's performance of Sugar Factory. The research identified variables that impact worker commitment in the research location and likewise attempted to recognize the partnership and their impact between workers' commitment, elements influencing workers' commitment, and the connection and impact between workers' dedication models and organizational performance at Sugar Manufacturing Facility. The study is cross-sectional research. Two hundred sixty-one workers and four monitoring participants were selected as the research samples. Standard surveys were distributed, filled up, and gathered. SPSS was utilized to analyze and examine the information accumulated from the participants. In addition, workers' commitment was discovered to affect the organizational performance in the research location. According to the regression results, workers' commitments influence performances for the firm at Sugar Manufacturing Facility. Hence, suggestions have been given to enhance commitment by deliberately offering motivational packages and developing a sustainable regular training program.

Koima, (2015) investigated the effect of workplace environment on the performance of Bank employees in Nakuru Town. More specifically, the study sought to establish the extent to which physical workplace factors, psychosocial factors, and work-life balance factors affect the performance of Bank employees in Nakuru Town. To achieve the objectives of the study, a survey design was employed. A sample of 173 employees participated in the study as respondents. Descriptive statistics and multiple regression models

were used to analyze the data. The study findings showed that the physical aspects did not have a significant effect on employee performance while the psychosocial and work-life balance factors were significant. The results, therefore, indicated that psychosocial aspects exhibited the strongest association with employee performance while physical aspects and psychosocial aspects were moderate.

Also, Maina and Waithak (2017) investigated the influence of on-the-job training on the performance of police officers in the Kenya Police Service. A population of 85 serving police officers and 47197 households were used in the study. A census was conducted on 85 serving police officers in Imenti South Police Division while a sample of 100 households was considered for the study. Two semi-structured questionnaires were used for the collection of data. The findings indicate that on-the-job training has a positive but statistically insignificant effect on the performance of police officers in the Kenya Police Service and that reduction of the crime does not solely depend on police training as it is a joint effort by various stakeholders.

Obasan (2012) linked compensation with performance using selected firms in Nigeria as a case study. Using the cross-sectional data analysis, the study found that compensation strategy has the potential beneficial effects of enhancing workers' productivity and by extension improving the overall organizational performance. Therefore, the significance of compensation cannot be overemphasized in an organization and is a veritable option for attracting, retaining, and motivating employees for improved organizational productivity. This finding further enriches the literature supporting that higher pay guarantees higher productivity and vice-versa.

Summary and discussion of lessons learnt from empirical review

The empirical review on the impacts of employee retention on employee performance highlights several key lessons. Firstly, it emphasizes the importance of employee retention strategies, including compensation, a flexible work environment, and career development, in enhancing employee performance (Gicho, 2015). Secondly, the research underscores the significance of employee welfare policies in improving employee retention and, subsequently, performance (Wilke et al., 2018). Thirdly, it suggests that technological advancements can boost productivity but may also affect employee motivation and attitudes towards their jobs (Saleh, 2018). Additionally, mentorship programs play a vital role in knowledge transfer and skills enhancement, positively influencing employee performance (Mundia & Iravo, 2018; Cheron, Towett, & Njeje, 2016). Finally, the study highlights the importance of employee development, including training and career growth, in increasing productivity and self-value for employees (Papa et al., 2018; Karia et al., 2016). These findings collectively contribute to a better understanding of the relationship between employee retention and performance, offering valuable insights for organizations aiming to enhance their workforce performance and overall success.

The empirical examination regarding the effects of commitment on employee performance imparts numerous valuable insights. In the first instance, it accentuates the substantial and affirmative correlation between organizational commitment and employee performance, illuminating that devoted employees tend to excel and augment overall organizational effectiveness (Folorunso et al., 2014). Additionally, it underscores the

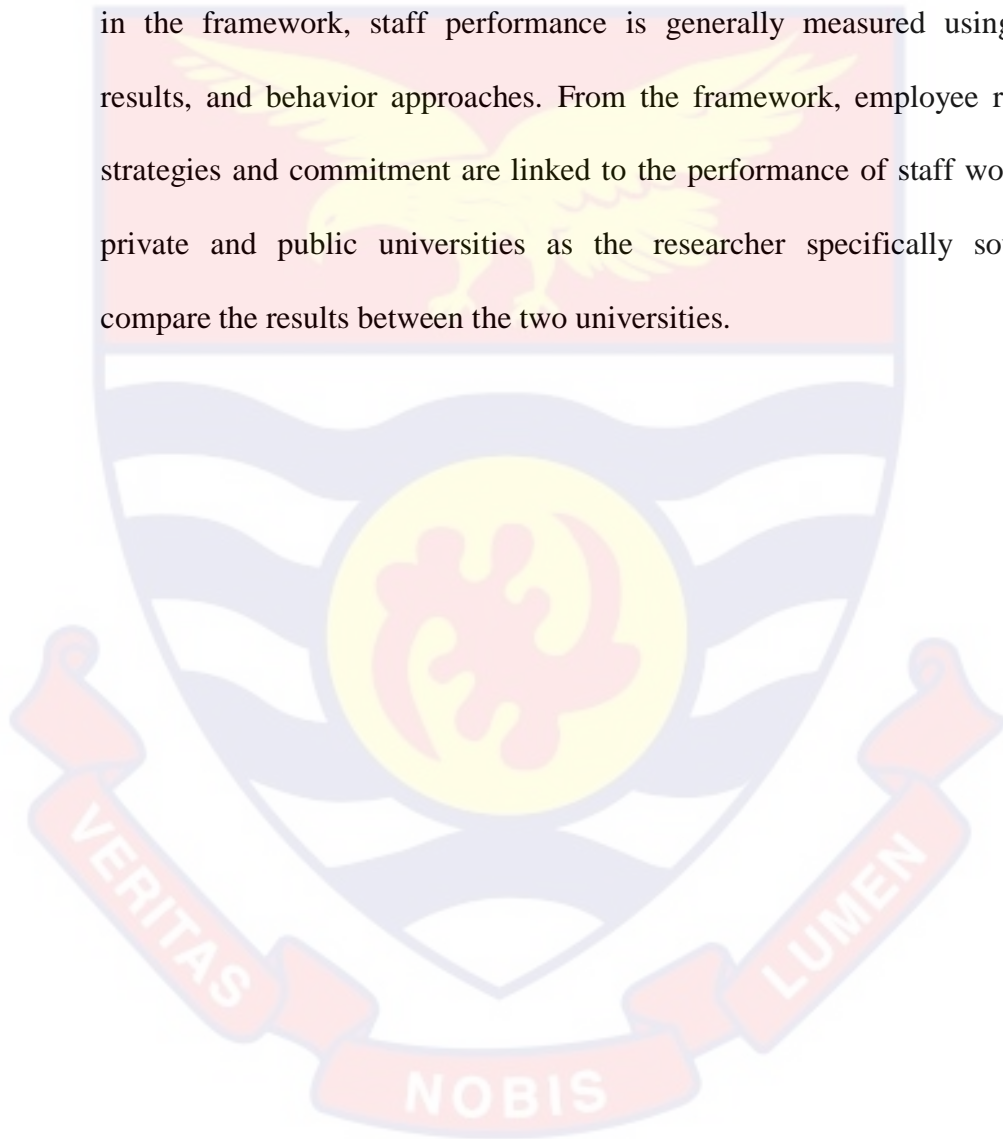
imperative nature of perceiving commitment as a nuanced construct encompassing normative, affective, and continuance commitment, each exerting distinct influences on motivation and performance (Evangelista, 2019; Meyer, Becker, & Vandenberghe, 2018). Furthermore, the review posits that factors such as incentives, engagement, and collaborative teamwork can wield influence over employee commitment, consequently impacting performance (Meyer et al., 2018; Anitha, 2016). It also brings to the fore the significance of psychosocial elements and equilibrium in work-life dynamics as pivotal forces shaping employee performance (Koima, 2015). Moreover, it underscores that on-the-job training may not stand as the exclusive determinant of police officer performance, underscoring the need for a comprehensive approach to crime reduction (Maina & Waithak, 2017). Lastly, the examination on compensation and performance proposes that compensation strategies have the potential to favorably affect employee productivity and organizational efficacy (Obasan, 2012). Collectively, these findings illuminate the intricate nature of employee commitment and the myriad factors that both influence and are influenced by it within the realm of employee performance.

Conceptual Framework

According to Kivunja (2018), the conceptual framework visually shows the connection that exists in variables to enable the reader to understand what is being investigated at a glance. The conceptual framework for this study is presented in Figure 2. The independent variables of the study are employee retention strategies and commitment strategies. Retention is broken down into the following specific variables; reward, welfare policies,

employee development, supervisor support, and work climate while technology and commitment strategies include; compensation, work environment, communication, and engagement. The dependent variable was employee performance.

Furthermore, the dependent variable is staff performance. As depicted in the framework, staff performance is generally measured using traits, results, and behavior approaches. From the framework, employee retention strategies and commitment are linked to the performance of staff working in private and public universities as the researcher specifically sought to compare the results between the two universities.



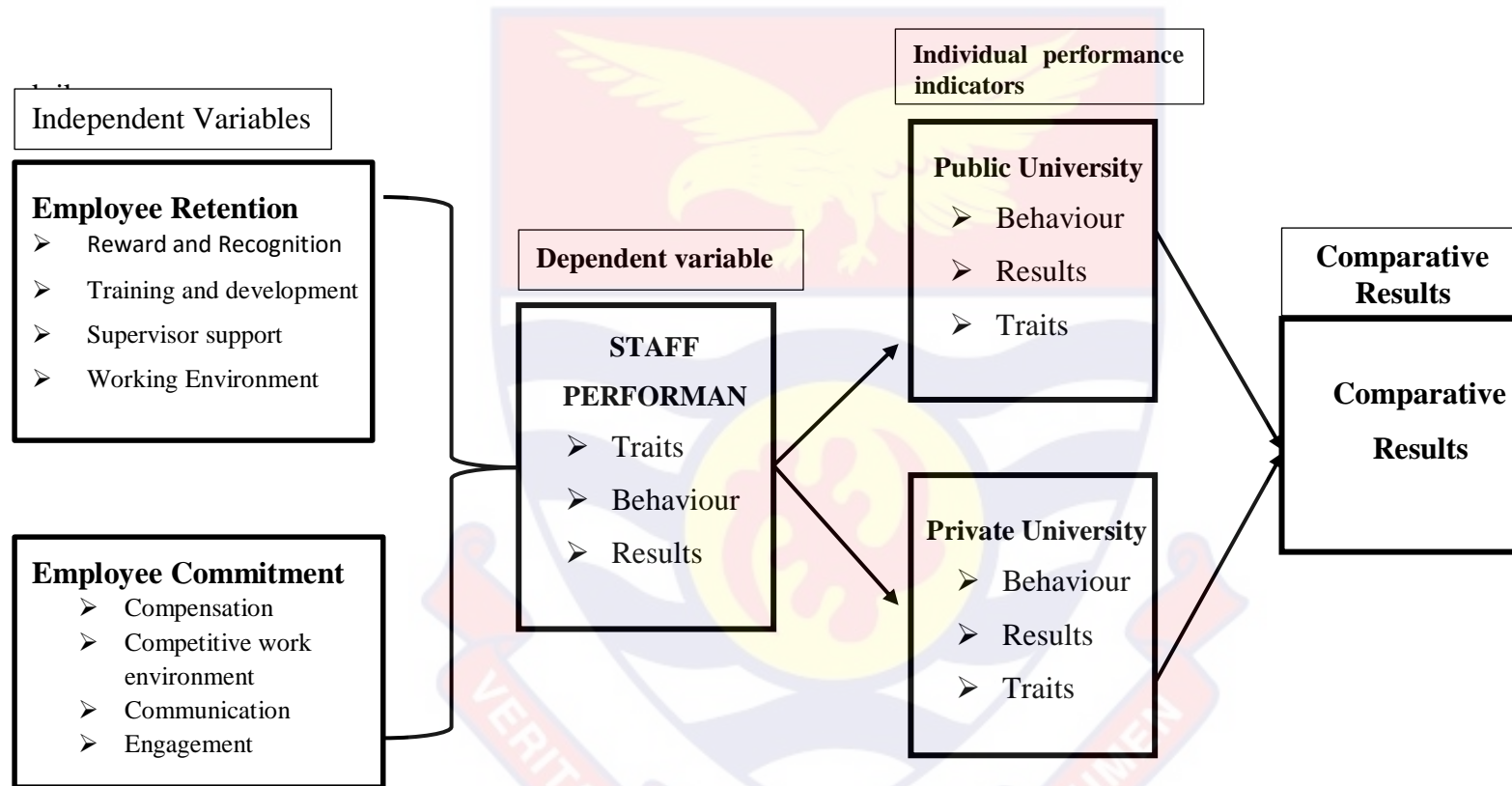


Figure 2: Conceptual framework showing the impacts of employee retention and commitment on staff performance.

Source: Authors' own construct.

CHAPTER THREE

RESEARCH METHODS

Introduction

This section presented the methodology employed in collecting and analyzing data to achieve the stated objectives of the study. Sections of the chapter include; research design, population, sampling procedure, data collection instruments, pilot-testing, reliability and validation of data, considerations, data collection procedure, and data processing analysis.

Research Approach

Quantitative, qualitative, and mixed techniques are the three essential research strategies that can be used in investigations in the humanities, as shown by Creswell (2014). In order to develop the subjective creation of meanings for the selected issue, qualitative researchers concentrate on broad, open-ended inquiries; built meaning is typically produced through interactions with other people (Creswell, 2014). Qualitative research does not always involve the artificiality that might accompany experimental or survey research; rather, it describes social events as they occur spontaneously (Hancock, 2002; Wimmer & Dominick, 2011). Understanding, elucidating, exploring, discovering, and clarifying circumstances, emotions, thoughts, opinions, ideas, convictions, and involvements of a set of society are the main areas of a qualitative method (Osibanjo, Adeniji, Falola & Heirsmac, 2014). In other words, qualitative research does not always involve the artificiality that often accompany experimental or survey research, but rather describes social

events as they occur spontaneously (Hancock, 2002; Wimmer & Dominick, 2011).

To defend or refute conflicting claims about the level of research, quantitative research aims to collect facts that can be measured and numerically examined (Creswell, 2013). It is impartial and deductive in nature. The measurement and categorization criteria of the data that is acquired in quantitative research necessitate a more systematic, rigorous, fixed, and planned precision (Kumar, 2011). Furthermore, the positivist approach, according to Muijs (2004), aids in the description of events by collecting numerical data that is subsequently investigated utilizing methods which are derived from arithmetic. Additionally, the positivist research strategy entails data collecting in order to quantify data and expose it to data methods in to back up or deny alternative expertise assertions (Creswell, 2013). Also as result, it technique entails gathering data, which is frequently numerical, as well as the investigator frequently employs statistical formulas for hypothesis testing.

When conducting a research, a mixed technique includes the collection and analysis of both quantitative and qualitative data (Bowers, Cohen, Elliot, Grabowski, Fishman, Sharkey, & Kemper 2013). The investigation of a variety of perspectives and the identification of linkages among the intricate tiers of the complicated, multi-layered study are made possible by research that combines qualitative and quantitative methodologies (Creswell, 2013). By examining events from several angles as well as through multiple research lenses, this paradigmatic research technique helps researchers to seek a more comprehensive understanding of the study terrain.

To satisfy the objectives of this research, a quantitative research approach was employed. Quantitative which begins with the collection of data based on a theory or hypothesis followed by inferential statistics or descriptive statistics (Teddlie & Tashakkori, 2003). Muijs (2004) asserts that the quantitative approach deals with explaining phenomena by collecting numerical data that are analyzed using mathematically based methods. This study, therefore, employed a quantitative research approach as it enabled the researcher to analyze and present the findings of the data on the effects of retention and commitment on staff performance solicited from the staff of both private and public universities as they are without making any attempt to manipulate the results.

Research Design

The element which binds the study together is research design (Newman, 2006). Similar to this, Yin (2009) proposed that the research design is the logic connecting the conclusions to be derived and the data to be collected to the study's original questions. Thus, the design of the study is a systematic procedure that the investigator employs to offer true, unbiased, correct, and economical responses to inquiries. Since solely quantitative data was gathered and used for analysis, the study used the positivist research paradigm. The research located in this paradigm uses deductive logic, the formation and testing of hypotheses, uses operational definitions, mathematical equations, and calculations to arrive at conclusions (Park, Konge & Artino 2020). This paradigm was the most appropriate because this study aimed to investigate the impact of retention and commitment on staff

performance. To collect data of this nature, a quantitative approach (the questionnaire) was employed. Based on this, a descriptive cross-sectional survey was employed in the study.

This design is the most ideal because it allowed the researcher to collect one short data from both senior staff at private and public universities in Ghana to have achieved the aim of the study. Additionally, “cross-sectional survey design allows researchers to seek explanations of certain aspects of a social phenomenon such as perceptions of respondents” (Chalmers 2004; Ponterotto, 2005). As the study sought to analyze the effect of retention and commitment on staff performance, the cross-sectional survey design was the best option.

Population

A population in research refers to the larger group of people with common observable features to which one hopes to apply the research result (Fraenkel & Wallen, 2003). According to Neuman (2007), the population is the unit being sampled, the geographical location, and the temporary boundaries. The target population is the group of individuals whom the intervention intends to conduct research and draw conclusions from (Zhao et al. 2013). In this study, the population comprised staff at the University of Cape Coast and Valley View University. However, the targeted population of the study consisted of senior staff working in the aforementioned universities. Estimates put the general population of Senior Staff of the two universities as provided by their Directorates of Human Resources are presented in Table 1 below.

Table 1: Distribution of Population

University	No
University of Cape Coast	1000
Valley View University	60
Total	1060

Source: Directorates of Human Resource -UCC & Valley View (2021)

Sampling Procedure

The sampling technique involves taking a representative selection of the population and using the data collected as research information (Saunders 2012). The sampling technique provided a range of methods that enabled the researcher to reduce the amount of data collected by considering data from a sample than all possible populations or elements. The study employed a simple random sampling technique and census method in selecting the sample size for the study. First, at the University of Cape Coast, the simple random sampling technique, specifically, the computer-generated random numbers, was employed to select the respondents for the study. To select the sample size of senior staff from the University of Cape Coast, the researcher obtained the names of all senior staff from the directorate of human resources. The names were entered in Microsoft Excel Spreadsheets and through computer-generated random numbers, senior staff from UCC were selected.

The researcher employed this method in selecting the senior staff in the university due to their relatively large numbers and the fact that she wanted to give the respondents equal chances of being selected and to avoid selection bias. Secondly, the census method was employed to select all the Senior Staff from Valley View University. This technique was employed due to the

relatively small number of senior members in the Valley View University College, so there was no need to sample.

Sample Size

According to Burns (2000), sample size depends on the nature of the population, the kind of data to be elicited, the nature of the analysis to be carried out, and the availability of funds for the investigation. The sample size from the University of Cape Coast is determined using Yamene (1967) sample size determination formula is given as:

$$n = \frac{N}{1 + N(e)^2}$$

From the formula above, n = sample size, N = sample frame and e = margin of error. Using a margin of error of 5%, with a staff population of 1000 the sample is calculated below:

$$\text{Sample size (s)} = 1,000 \div [1 + 1,000 (0.05)^2]$$

$$n = 1000 \div 3.5$$

$$n = 285$$

Thus, 285 senior staff were sampled from the University of Cape Coast. The justification for this number is based on the assertions of Bryman (2012) that it is impossible to use the whole universe in research and to select a target/subject to represent the whole population.

Furthermore, all 60 senior staff from Valley View were selected to take part in the study. Therefore, while the population of staff working in UCC was sampled, the whole population of Valley View was used. In all, a total of 345

respondents were sampled for the study. Table 2 shows the breakdown of the sample size.

Table 2: Distribution of sample size

Target Population	Sampling technique	Sample Size
University of Cape Coast	Simple Random	285
Valley View University	Census	60
Total		345

Source: Authors' own construct.

Data Collection Instruments

The study employed a questionnaire as the main data collection instrument. The questionnaire was prepared in four thematic sections. The first section dealt with the demographic representation of the respondents which included; the name of the university, sex, age, staff designation as well as work experience. The section dealt with employee retention strategies. The employee retention scale was adapted from Bawan, Hampus and Magnus (2016). Thus, 16 items were used to measure the retention strategies employed by the two universities. The respondents were asked to indicate the extent to which they agree or disagree with each item on a five-point Likert scale. The response choices were; Strongly Agree (SA= 5), Agree (A= 4), Undecided (U= 3), Disagree (D= 2), and Strongly Disagree (SD =1). The retention scale was more appropriate as the study partly sought to analyse the influence of retention on staff performance.

The third segment of the questionnaire captured questions measuring employee commitment. The employee commitment questions were adapted from Hayday (2003) to measure the commitment levels of staff working in the two universities. The commitment questions consisted of 23 items. The

respondents were asked to indicate the extent to which they agree or disagree with each item on a five-point Likert scale ranging from Strongly Agree (SA= 5), Agree (A= 4), Undecided (U= 3), Disagree (D= 2), and Strongly Disagree (SD =1). The commitment questions were more appropriate as the study partly sought to analyse the influence of commitment on staff performance.

The last section measured staff performance. Accordingly, the researcher adapted the Job Performance scales developed by Goodman and Svyantek (1999) to measure the performance of staff working in the two universities. The performance scale was made up of 20 items. The respondents were asked to rate their level of agreement (from 1 to 5) with the statements by ticking (√) in the corresponding box. The study employed this performance scale as it measured the levels of staff performance.

Pilot Testing

A pilot test was conducted at Cape Coast Technical University to ensure the research instrument's reliability and refine the questions so that respondents do not find challenges answering the questions. According to Pallant (2011), pilot testing should be done in advance of the main survey since it makes clear instructions, questions, and scale items. The pilot testing was done with 40 from Cape Coast Technical University. The 40 respondents were selected because they had homogenous characteristics with the study area. After the pilot testing, it was found that the data collection instruments were good to carry out the main survey.

Validity and Reliability of the Research Instrument

According to Saunders (2012), “validity of an instrument, on the other hand, refers to how well an instrument measures a particular concept it is supposed to measure”. The researchers argued further that, “an instrument must be reliable before it can be valid, meaning that an instrument must be consistently reproducible; and that once this has been achieved, the instrument can then be scrutinized to assess whether it is what it purports to be”. Thus, the validity of the instrument was ensured by submitting copies of the questionnaire to the supervisor for vetting. His corrections were incorporated. Items found to be ambiguous or not necessary were discarded and others were restructured to gather the right information as per the study objectives.

To determine the reliability of the instruments, the forty (40) copies administered to the respondents in the pilot testing were recorded. Statistical Package for Social Sciences (SPSS v22) was used to compute Cronbach Alpha for the reliability test. The reliability coefficient of the employee retention scale was .848 (number of items = 16). Also, the Alpha value of the employee commitment was .831 (number of items = 23). Again, the alpha value of the staff performance was .872 (number of items = 20). The alpha values imply that the data collection instruments are statistically reliable.

Also, Cronbach's Alpha was used to check post reliability coefficient of the research instruments. The reliability coefficients of the main data collection are presented in Table 3 below.

Table 3:Reliability tests for main data collection

Variable	Reliability Coefficient (α)
Staff Performance Scale	0.848 (Number of items = 20)

Employee Commitment	0.858 (Number of items =23)
Employee Retention	0.829 (Number of items =16)

Source: Field Survey, 2021.

Data Collection Procedure

Before data collection, the researcher presented copies of an introductory letter from the Head of Business Department, College of Distance Education, the University of Cape Coast to the Universities selected for the study. The purpose of this introductory letter was to solicit cooperation and also to create rapport between the researcher and respondents for the study. The authority of the outfit then granted permission for the data to be collected. The outfit also informed its workforce about the intended study. The purpose of the study was explained in the questionnaire to all participants. Consent of the respondents was also sought. The questionnaire was self-administered to the respondents. The questionnaire was administered from 1st October 2020 till was collected on December 21, 2020. A total of 60 copies of the questionnaire were issued to 60 senior staff from Valley View University College. All 60 copies of the questionnaire issued were fully retrieved. There was an overwhelming 100% return rate for the issued research instruments and a 100 % response rate from the senior staff at Valley View University College sampled for the study.

However, on the parts of senior staff at the University of Cape Coast sampled for the study, out of the 285 research instruments issued to them, 276 expressed in percentage terms as 96.84% were fully retrieved, returned, and found valid for data analysis. This supports the point made by Sileyew (2019)

that the high response rate is the key value of direct administration of the instrument. Furthermore, Wadsworth (2020) suggested that for research and reporting, a response rate of 50% is acceptable, while 60% is decent, and 70% is decent. Averagely, the actual response rate for this analysis was 98.42% was extremely commendable. Table 4 below shows the response rate for the questionnaires.

Table 4: Return Rate of Questionnaires

University	Questionnaires Administered	Returned Rates
University of Cape Coast	285	276 (96.84%)
Valley View University	60	60 (100%)
Average Response Rate	345	336(98.42%)

Source: Field Survey, 2022.

Data Processing and Analysis

Data analysis is concerned with editing, cleaning, transforming, and modeling data to pinpoint important information, suggestion, and conclusion (Sarwar & Abugre, 2013). The data were checked for accuracy, uniformity, logical completeness, and consistency before analysis. To address the research questions that were formulated to guide the study, the data obtained from respondents were filtered to remove any irrelevant responses and then coded in SPSS (v.23). The data were subsequently exported to Stata (v15.0) for the analysis. The study made use of many statistical tools to facilitate the organization, analysis, and interpretation of the data collected.

Accordingly, simple percentages and frequencies were used to analyze the demographic representations of the respondents. Data on levels of retention and commitment were analysed using mean and standard deviation. Also, the study employed multiple linear regression analysis to examine the impacts of retention and commitment on staff performance. Linearity, collinearity, and normality tests were carried out to verify the key assumptions of multiple linear regression. The study also employed an analytical model of the form; $SP = \beta_0 + \beta_1ER + \beta_2EC + e$. From the regression model, the dependent variable is staff performance (SP), while the predictors include; Employee Retention (ER) and Employee Commitment (EC). Also, the intercept (constant) is represented as β_0 , and the error term is represented as “e”. Also, from the model, “ β_1 , and β_2 ” are the coefficients depicting the degree of variation in staff performance as a result of a per-unit change in the explanatory variables (retention and commitment). Tables were used for the display of the results.

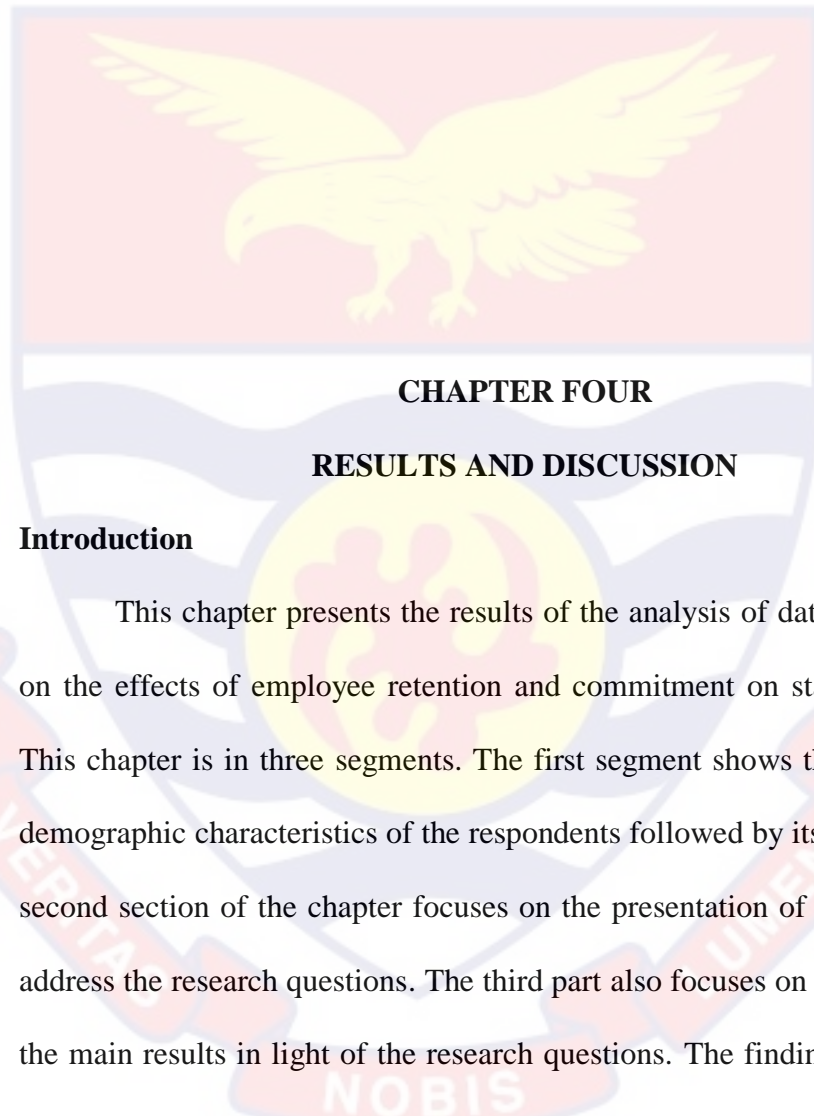
Ethical Considerations

According to Saunders, Lewis, and Thornhill, (2009) research ethics relates to questions about how to formulate and clarify a research topic, design research and gain access, collect data, process and store data, analyze data and write up research findings morally and responsibly. Ethical issues are highly relevant and require due consideration. According to Babbie and Mouton (2006), ethical standards require that researchers do not put participants in a situation where they might be at risk of harm as a result of their participation.

The trustworthiness of a quantitative study is judged by whether the researcher conforms to standards for acceptable and competent practices and whether they meet standards for ethical conduct (Rossman & Rallis, 2003). It is as a result of this, that the researcher needs to prepare and consider ethical concerns as she designs the study so that sound ethical practice is built into the study (Neuman, 2006). To ensure this the researcher will obtain consent from respondents and permission to administer the questionnaire, ensure the confidentiality of their responses, and inform them about the purpose of the research.

Chapter Summary

This chapter has provided information as to how the primary data for the study was collected, organized, analyzed, and presented for easy comprehension. This chapter also presents information on the design of the study and the scientific approach it took in terms of approach to data needs, statistical techniques, and systematic inquiry into the investigation under consideration.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results of the analysis of data and discussion on the effects of employee retention and commitment on staff performance. This chapter is in three segments. The first segment shows the results on the demographic characteristics of the respondents followed by its discussion. The second section of the chapter focuses on the presentation of the main data to address the research questions. The third part also focuses on the discussion of the main results in light of the research questions. The findings are discussed extensively, giving cognizance to managerial implications as well as empirical claims in previous studies. The findings are presented on tables and charts for easy understanding and readability.

Background Information on the Respondents

This section dealt with background data on the respondents who were involved in the study. These respondents were Senior Staff of the University of Cape Coast and Valley View University. The background information of the respondents which was considered in this section included the gender, age, level of education, number of years of service, and staff designation. The background information of senior staff from the University of Cape Coast is presented in Table 5 below.

Table 5: Background Information of the Senior Staff at the University of Cape Coast

Variable	Sub-scale	N	%
Gender	Male	198	71.7
	Female	78	28.3
Age (years)	35 and below	0	0.0
	36-40	50	18.1
	41-45	115	41.7
	46-50	93	33.7
	51+	18	6.5
Level of Education	First Degree	107	38.8
	Master's Degree	169	61.2
Work Experience (years)	Below 6	37	13.4
	6-10	106	38.4
	11-15	102	37.0
	16-20	31	11.2

	20+	0	0.0
Staff Designation	Administrative Assistant	22	8.0
	Senior Administrative/Research Assistant	104	37.7
	Principal Administrative/Research Assistant	135	48.9
	Chief Administrative/Research Assistant	15	5.4

Source: Field Survey, 2021.

Table 5 shows the background information of the senior staff at the University of Cape Coast. The Table 5 shows that 198(71.7%) of the respondents were females whilst 78(28.3%) of the respondents were males. This means that more male senior staff were involved in the study than their female counterparts.

Also, no respondents (0.0%) were under the age of 35, 50 respondents (18.1%) were between 36 and 40years, 115 (41.7%) were between the ages of 41 and 45, 93 (33.7%) were between the ages of 46 and 50, and 18 respondents (6.5%) were over the age of 51. According to the respondents' age distribution, a sizeable number of them are enthusiastic and vibrant.

On the educational level of the respondents, Table 5 shows that all the respondents have received formal education. The Table shows that 107(38.8%) of the respondents have First Degrees and the majority 169(61.2%) of them are master's degree holders. It is therefore clear that the majority of the senior staff have the requisite levels of education to be employed by the University.

From the Table, 37(13.4%) of the respondents have served in the University of Cape Coast for either 5 years or less, whilst 106(38.4%) have served for more 6-10 years and 102(37.0%) of them have served for 11-15 years. This gives the revelation that all the employees involved in the study have gathered high levels of working experience in the University of Cape Coast as senior staff. In that regard, they will be able to provide accurate responses to the items on the questionnaires.

Finally, it was brought to bear that 22(8.0%) of the senior staff were serving in their current designations as administrative assistants, 104(37.7%) of them have been serving as senior administrative/research assistants, 135(48.9%) of them have been serving as administrative/research assistants and 15(5.4%) of them have been serving as administrative/research assistants. This implies that the study made it possible for all respective designations of the senior staff to be involved in the study.

Table 6:Background Information of the Senior Staff at Valley View

University		N	%
Variable	Sub-scale		
Gender	Male	29	48.3
	Female	31	51.7
Age (years)	35	10	16.7
	36-40	18	30.0
	41-45	16	26.7
	46-50	8	13.3
	51+	8	13.3
Level of Education	First Degree	35	58.3
	Master's Degree	25	41.7
Experience (years)	Below 6	10	16.7

	6-10	21	35.0
	11-15	10	16.7
	16-20	10	16.7
	20+	9	15.0
Staff Designation	Administrative Assistant	15	25.0
	Senior Administrative/Research Assistant	20	33.0
	Principal	18	30.0
	Administrative/Research Assistant		
	Chief Administrative/Research Assistant	7	11.6

Source: Field Survey, 2021.

Table 6 shows the background information of the senior staff at Valley View University. The Table 6 shows that 29(48.3%) of the respondents were females whilst 31(51.7%) of the respondents were males. This means that more male senior staff were involved in the study than their female counterparts.

About the age distribution of the respondents, Table 6 shows that 10(16.7%) of the respondents were aged 35 years and below, 18(30.0%) of the respondents were between the ages of 36-40 years, 16(26.7%) of them were between the ages of 41-45 years and 8(13.3%) each of them was between the ages of 46-50 years and 51 years and above respectively. The age distribution of the respondents indicates that a significant proportion of the senior staff at Valley View University is energetic and vibrant.

On the educational level of the respondents, Table 6 shows that all the respondents have received formal education. The Table 6 also shows that 35(58.3%) of the respondents have first degrees and 25(41.7%) of them are

master's degree holders. It is therefore clear that the majority of the senior staff have the requisite levels of education to be employed by the University.

From the Table, 10(16.7%) of the respondents have served in the Valley View for either 5 years or less, 21(35.0%) have served for more 6-10 years, 10(16.7) of them have served for 11-15 years, 10(16.7) of them have served for 16-20 years and 9(15.0%) of them have served for More than 20 years. This gives the revelation that all the employees involved in the study have gathered high levels of working experience in the University as senior staff.

Finally, it was brought to bear that 15(25.0%) of the senior staff were serving in their current designations as administrative assistants, 20(33.0%) of them have been serving as administrative/research assistants, 18(30.0%) of them have been serving as Principal administrative/research assistants and 7(11.6%) of them have been serving as chief administrative/research assistants. This suggests that the research made it feasible for all senior staff members to participate in their appropriate roles.

Presentation of Main Results

This section discusses the main findings of research questions that were formulated to guide the study. Mean and Standard deviation was used in analyzing research questions one and two. The data on research questions one and two were collected on a five-point Likert scale (Strongly Disagree = 1; Disagree = 2; Neutral =3, Agree = 4; Strongly Agree = 5). A criterion value of 3.0 was established for the scale. The criterion value (CV =3.0) was ascertained by adding together all the scores divided by the number in the

scale ($5+4+3+2+1 = 15/5 = 3.0$). This implies that mean scores of statements less than the criterion value (3.0) were regarded as a disagreement with that construct ($CV < 3.0$, disagreement). Also, statements that have mean scores above the criterion value of 3.0 were considered as an agreement to that same statement ($CV > 3.0$, Agreement). Additionally, standard deviation measured the dispersion of responses solicited from the respondents sampled for the study. A standard deviation of 1.0 and below implies homogeneity in responses while a standard deviation above 1.0 means diversity in responses solicited from the respondents. The above interpretations applied to only research questions one was reported accordingly. However, data on research question two was analyzed using multiple linear regression analysis while the comparative assessment technique was employed to analyze research question three.

Research Question One: What are the levels of retention and staff commitment in the University of Cape Coast and Valley View University College?

The first research question examined the levels of retention and commitment among staff working in University of Cape Coast and Valley View University. The study's respondents were asked to reply to a series of assertions by indicating how much they agreed or disagreed with each one in order to answer this research question. The results of the analysis provided by the staff are analyzed below.

Retention levels at University of Cape Coast (UCC)

This part analyzed the retention levels of public universities with evidence from senior staff from the University of Cape Coast. The results obtained are presented in Table 7 below.



Table 7: Retention levels of staff working in the University of Cape Coast

Statement	M	SD
I feel like I can reach my full potential in this institution	2.58	1.46
I feel comfortable working with my teammates	2.04	1.31
I have a clear understanding of my career path and promotion plan	3.30	1.10
I am happy with my career path and promotion plan	3.39	1.30
I feel like my work is valued	3.75	1.28
Management comes forward to support me when you are facing a critical situation	3.64	1.28
Work-life balance is supported by this organization	3.53	1.25

Training program in this organization is always linked with my development/growth	3.80	1.24
There are no barriers to communication while I'm communicating with my superiors	3.76	1.18
I am rewarded periodically for my performance	3.63	1.21
There is a favourable working environment in my organization	3.77	1.26
Interpersonal relationships are encouraging in this organization.	3.71	0.94
I am encouraged to participate in training to improve my skills and Competencies	3.64	1.27
I get the recognition that I deserve for my performance	3.72	1.15
The university pays more attention to incentives offered to me	4.05	0.98
Female employees are entitled to maternity leave with pay	3.73	1.18
Average Mean/Average Standard Deviation	3.50	1.21

Source: Field survey, 2021

From Table 7, the average mean recorded is 3.50 with a corresponding standard deviation of 1.21. The average mean is above the criterion mean value of 3.0. This shows that retention in public universities is high as indicated by the senior staff from the University of Cape Coast. Also, the average standard deviation of 1.21 (SD =1.21) denoted diversity in the responses solicited from the study participants.

Again, the highest mean recorded was 4.05 and is associated with the statement “*the university pays more attention to incentives offered to me*”. Thus, senior staff at UCC opined that the university gives them the necessary incentives (M=4.05). The standard deviation of 0.98 also implies that the

responses from the senior staff in UCC were homogenous (SD=0.98). More so, other retention strategies in place in the University of Cape Coast as clearly espoused by the senior staff includes; maternity leave with pay for female employees (M=3.73, SD =1.18); favorable working environment (M=3.77, SD =1.26); effective work-life balance (M=3.53, SD =1.25); periodic reward schemes (M=3.63, SD=1.21); good interpersonal relationships (M=3.71, SD=0.94); clear promotion plans (M=3.39, SD=1.39) among several others.

However, evidence from Table 7 revealed that the majority of the respondents disagreed with the statement “I feel like I can reach my full potential in this institution” (M=2.58, SD =1.46). In the same way, senior staff from the University of Cape disagreed that, they feel comfortable working with their teammates (M=2.04, SD=1.31).

Retention levels at the Valley View University College

The levels of retention in private universities with evidence drawn from Valley View University are presented in this section. The results solicited from senior staff from the aforementioned university are presented in Table 8 below.

Table 8: Retention levels of staff working in the Valley View University

College	Statement	M	SD
	I feel like I can reach my full potential in this institution	3.67	1.20
	I feel comfortable working with my teammates	3.33	1.37

I have a clear understanding of my career path and promotion plan	3.32	1.10
I am happy with my career path and promotion plan	3.43	1.41
I feel like my work is valued	2.23	1.32
Management comes forward to support me when you are facing a critical situation	2.60	1.51
Work-life balance is supported by this organization	3.68	1.21
Training program in this organization is always linked with my development/growth	3.83	1.28
There are no barriers to communication while I'm communicating with my superiors	3.78	1.30
I am rewarded periodically for my performance	3.55	1.29
There is a favorable working environment in my organization	3.85	1.23
Interpersonal relationships are encouraging in this organization.	3.55	0.95
I am encouraged to participate in training to improve my skills and Competencies	3.67	1.28
I get the recognition that I deserve for my performance	2.70	1.61
The university pays more attention to incentives offered to me	3.73	1.44
Female employees are entitled to maternity leave with pay	3.58	1.20
Average Mean/Average Standard Deviation	3.41	1.29

Source: Field survey, 2021.

The majority of Valley View University's senior staff members agreed, as shown by the results in Table 8 ($M=3.33$, $SD=1.37$), that they feel at ease working with their coworkers. Also, they concurred that they have a good knowledge of their professional path and advancement strategy ($M=3.32$, $SD=1.10$). Additionally, the majority of them ($M=3.68$, $SD=1.21$) attested to the university's support for work-life balance. The statistics also demonstrated that there are no obstacles to effective communication in private universities ($M=3.78$, $SD=1.30$).

Other retention strategies used by private institutions currently, according to Valley View University staff, include reward programs ($M=3.55$,

SD=1.29), conducive work environments (M=3.85, SD=1.23), paid maternity leaves (M=3.58, SD =1.20), and excellent interpersonal interactions (M=3.67, SD=1.28).

Contrarily, the majority of respondents from Valley View University fiercely disagreed (M=2.70, SD=1.61) that they receive the praise they merit for their work. Additionally, they felt that their contribution was not valued as they had anticipated (M=2.23, SD=1.51). It's interesting to note that they disputed that management stepped up to help them in dire circumstances (M=2.60, SD=1.51).

To climax it all, the findings from Table 8 showed unequivocally, retention rates in private universities are high, as reported by Valley View University's senior staff (M=3.41, SD=1.29).

Commitment levels at the University of Cape Coast

The level of commitment at staff working at the University of Cape Coast was examined in this section using data from senior staff at the University of Cape Coast. The findings are shown in Table 9 below.

Table 9: Commitment levels of staff working in University of Cape Coast

Statement	M	SD
I get a feeling of accomplishment from my job	4.05	0.97
I know the standards of work expected of me.	4.00	1.04
I feel loyalty to this organization	3.91	1.06
My job fully uses my skills	3.91	1.25
I tell my friends this is a good organization to work for.	3.89	1.07
I am proud to be part of my section/department/service	3.87	1.25
I care about the fate of this organization.	3.85	1.26

I am extremely glad that I chose to work here rather than one of the other jobs I was considering at the time I joined.	3.82	1.01
The most important things that happen to me involve my work	3.76	0.97
The major satisfaction in my life comes from my job.	3.76	1.28
Morale in this organization is good	3.67	1.26
For me, this is the best of all possible organizations for which to work.	3.67	1.23
Changing my career would be difficult for me to do now	3.67	1.21
My organization inspires the best job performance from me.	3.60	1.29
I think my profession is a rewarding career.	3.56	1.24
I am willing to put in a great deal of extra effort to help this organization be successful.	3.39	1.40
I am proud to tell others that I am part of this organization.	3.39	1.32
My organization is known as a good employer locally	3.03	1.24
I live for my job.	2.98	1.48
I have a good understanding of where the organisation is going	2.36	0.87
I would accept almost any type of job assignment to keep working for this organization	2.34	0.94
I understand how my job contributes to the organisation's goals and objectives	2.23	0.74
I find that my values and the organization's values are very similar.	2.21	0.97
Average Mean/Average Standard Deviation	3.43	1.15

Source: Field survey, 2021.

A cursory inspection of Table 9 brought to light that, senior staff from UCC get a feeling of accomplishment from their work (M=4.05, SD =0.97). Also, the respondents from UCC agreed that they know the standards of work expected of them (M=4.00, SD= 1.04). More so, senior staff from UCC agreed that; their job responsibilities fully use their accumulated skills (M=3.91, SD =1.25); they are proud to be part of the staff strength of the university

($M=3.87$, $SD =1.25$); their major satisfaction in life comes from their job ($M=3.76$, $SD=1.28$).

In the same way, the majority of the senior staff sampled from UCC agreed that changing their career would be extremely difficult for them ($M=3.67$, $SD=1.23$). They further alluded to the fact that working at UCC inspires the best job performance from them ($M=3.60$, $SD =1.29$). Also, more than half of UCC- senior staff attested to the fact that; their profession is indeed a rewarding career ($M=3.56$, $SD=1.24$); their organisation is known as a good employer locally ($M=3.03$, $SD =1.24$).

The respondents from UCC, however, disagreed ($M=2.98$, $SD =1.48$) that they live for their job. It's important to note that the majority of senior personnel at UCC objected they don't have a clear understanding of where the organization was headed ($M=2.36$, $SD=0.87$). Additionally, they disagreed that, to continue working for this company, they would accept practically any form of job assignment ($M=2.34$, $SD =0.94$). Additionally, they disputed that they understood how their work helped the university achieve its aims ($M=2.23$, $SD=0.74$).

The average mean recorded from Table 9 is 3.43, with a commensurate standard deviation of 1.15. According to senior staff at the University of Cape Coast, commitment levels in public universities are generally high ($M=3.43$, $SD=1.15$).

Commitment levels of staff working in Valley View University College

The responders from Valley View University were asked to answer a series of questions gauging their degree of commitment. In Table 10 below, the results obtained from senior personnel at the aforementioned university are displayed.



Table 10: Commitment levels of staff working in Valley View University

College	Statement	M	SD
	I tell my friends this is a good organisation to work for.	3.63	1.13
	I feel loyalty to this organisation	3.83	1.14
	I would accept almost any type of job assignment to keep working for this organization	3.57	1.43
	I find that my values and the organization's values are very similar.	3.58	1.12
	I understand how my job contributes to the organisation's goals and objectives	3.58	1.14
	I have a good understanding of where the organisation is going	3.45	1.41
	I am proud to tell others that I am part of this organisation.	3.28	1.40
	My organisation is known as a good employer locally	2.80	1.26
	I am willing to put in a great deal of extra effort to help this organisation be successful.	3.38	1.51
	I am extremely glad that I chose to work here rather than one of the other jobs I was considering at the time I joined.	3.72	1.12
	I care about the fate of this organisation.	3.85	1.34
	For me, this is the best of all possible organisations for which to work.	3.68	1.30
	My organisation inspires the best job performance from me.	3.67	1.37
	I am proud to be part of my section/department/service	3.85	1.33
	Morale in this organisation is good	3.58	1.36
	The major satisfaction in my life comes from my job.	3.70	1.44
	The most important things that happen to me involve my work	3.67	1.07
	I live for my job.	2.73	1.52
	Changing my career would be difficult for me to do now	3.53	1.36
	I think my profession is a rewarding career.	3.55	1.35
	I know the standards of work expected of me.	4.10	0.93
	My job fully uses my skills	3.78	1.38
	I get a feeling of accomplishment from my job	4.17	0.83
	Average Mean/Average Standard Deviation	3.60	1.27

Source: Field survey, 2021.

As depicted in Table 10 above, the majority of senior staff from Valley View University agreed that they hold their allegiance to the University (M=3.83, SD =1.14). Also, they understand how their job contributes to the organizations' goals and aspirations (M=3.58, SD =3.58). In the same way, the senior staff from Valley View further agreed that they are proud to tell others that they are part of the organisation (M=3.28, SD= 1.40). They further indicated that they are willing to put in a great deal of extra effort to help the organisation be successful (M=3.38, SD=1.51). Additionally, most of them attested to the fact that they have the welfare of the organisation at heart (M=3.68, SD=1.30). More so, they agreed that the organisation inspires the best performance from them (M=3.67, SD=1.37). Furthermore, senior staff from Valley View University agreed that; they *care about the fate of this organisation*” (M= 3.85, SD =1.34); their major satisfaction in life comes from their job (M=3.70, SD=1.44); they know the standards of work expected of them (M=4.10, SD = 0.93). However, only a few indicated that they live for their job (M=2.73, SD=1.52). Also, only a few believed that their organisation is known as a good employer locally (M=2.80, SD =1.26).

Additionally, the average mean recorded from Table 10 is 3.60 with a corresponding standard deviation of 1.27. The average mean recorded is above the criterion mean value of 3.0. This implies that, on average, the commitment levels of senior staff working in private universities are very high (M=3.60, SD=1.27).

Research Question Two: To what extent do retention and commitment influence staff performance in the University of Cape Coast and Valley View University College?

The second research question sought to analyse the extent to which retention and commitment influence staff performance in the University of Cape Coast and Valley View University College. The data on the retention, commitment, and performance levels of employees sampled in the study were coded into SPSS (v.25) and subsequently exported to Stata (v. 15.0) for analysis.

Data Screening and test of Multiple Regression Assumptions

Assumptions of normality, linearity, and multicollinearity, among others, were verified by testing in the preliminary stage.

Assumptions of Normality

Figure 3 underneath was used to evaluate the premise of the normalcy of the information gathered from the research participants.

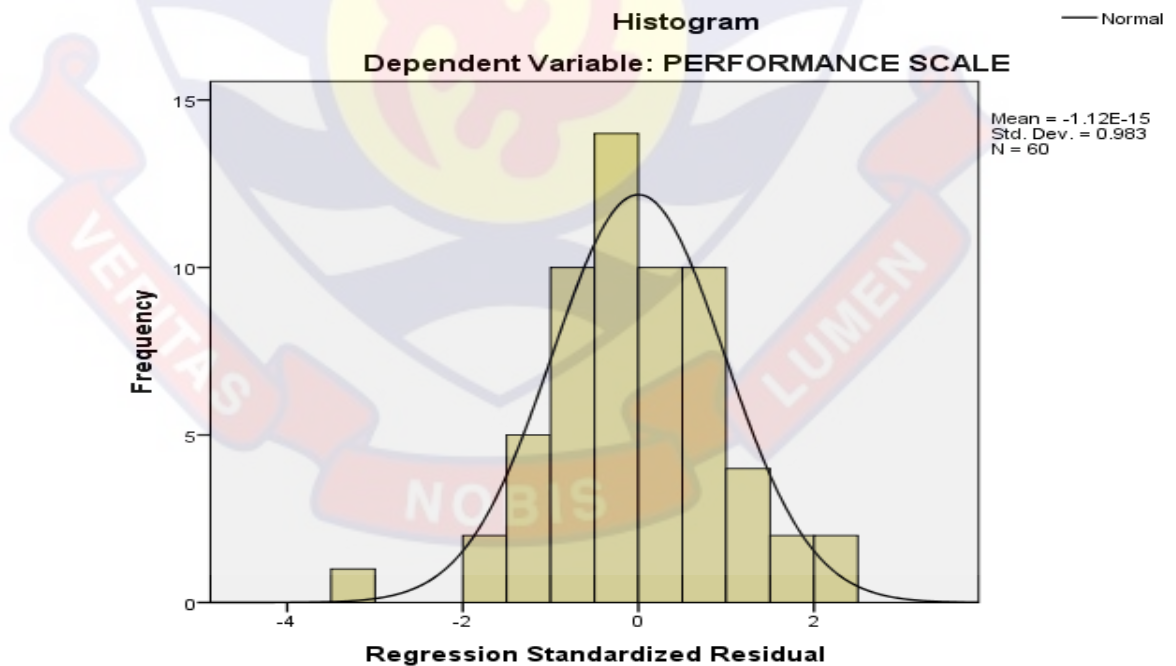


Figure 3: Assumption of Normality

Source: Field survey, 2021.

A visual verification of the normal dispersion of the dataset was made using a histogram in Figure 3. The notion of uniformity was supported by the usual distributions slope that was visible. Thus, it may be concluded in Figure 3 that the homoscedasticity criteria and lack of heteroscedasticity were met.

Test of Linearity

The test of linearity was conducted to confirm the assumptions of multiple regression analysis. The normal P-P plots in Figure 4 showed that the points lie in a reasonably straight line from the left bottom to the top right, hence showing that the assumption of linearity was not violated.

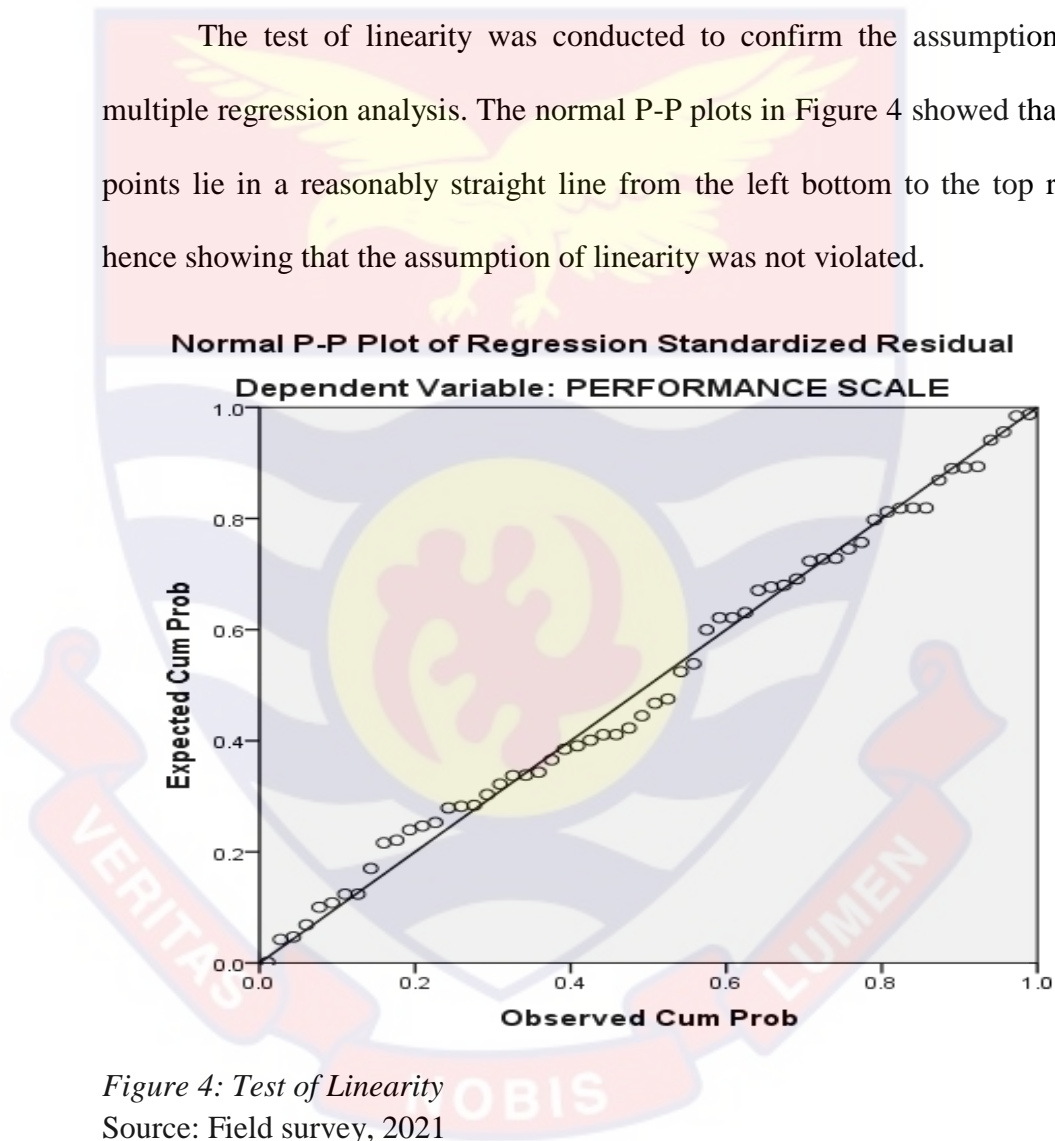


Figure 4: Test of Linearity
Source: Field survey, 2021

Test of Multicollinearity

Two collinearity diagnostics parameters employed in checking for multicollinearity are tolerances and the variance inflation factor (VIF),

according to Lind, Marchal, and Wathen (2018). Additionally, they stated as a VIF of more than 10 is regarded as unacceptable and indicates multicollinearity, hence the predictor should be eliminated in the study. The probability of multicollinearity is also suggested by the result of Tolerances being more than 1.0, which shows that the parameter has a significant association with other factors in the model. Table 11 suggests that for retention and commitment, the VIF revealed 1.606 and 1.606 respectively. Considering that all of the VIF values are less than 10.0, it may be inferred that there is not a substantial correlation between the independent variables. Again, the tolerance values from Table 11 were all less than 1.0 also indicating no possibility of multi-collinearity. Table 11 shows results on the multicollinearity.

Table 11: Test of Multi-collinearity

Variable	Collinearity Statistics	
	Tolerance	VIF
Employee Retention	.623	1.606
Commitment	.623	1.606

Source: Field survey, 2021.

Senior Staff at UCC’s views on the influence of employee retention and commitment on staff performance

Table 11 presents the influence of employee retention and commitment levels of senior staff working at the University of Cape Coast.

Table 12:Regression Coefficients of effects of employee retention and commitment on staff performance

Variable	Coef.	Std. Err.	T	Sig.	[95% Conf. Interval]
Retention	1.028	0.0411	24.97	0.000	.9465 1.109
Commitment	.197	.0351	5.63	0.000	.1285 .2667
_cons	.6617	2.092	0.32	0.752	-3.456 4.7803
N	276				
F(2, 273)	789.18				
Prob > F	0.0000				
R-squared	0.8525				
Adj R-squared	0.8515				
Root MSE	4.8486				

Source: Field survey, 2021

From the above Table 12, R^2 and the adjusted R^2 values are .8525 and .8515 respectively. Thus, regarding the predictive capacity of the model, senior staff at the UCC sampled for the study opined that the explanatory variables (retention and commitment) accounted for 85.25% variation in staff performance ($R^2 = .85.25$). This finding also implies that 14.75% (100% - 85.25%) of the variation in staff performance is caused by factors other than the predictors included in this model.

A close observation of the significant level of the model shows that the 85.25% variation in the dependent variable (staff performance) caused by changes in the predictors (Employee Retention and Commitment) was statistically significant (Prob > F = 0.0000). The implication is that, the regression model is significant and that the study data fits the regression model better. Therefore, the management of the University of Cape Coast can rely on this model since it significantly influences their staff performance.

Again, from Table 12, the general form of the equation to predict staff performance from employee retention and commitment in public universities is given by

$$SP = .6617 + 1.0276 ER + 0.197C \dots\dots\dots(1)$$

Where;

SP = Staff Performance

ER = Retention

C=Commitment

From the regression equation, the ‘C’ (constant) is .6617. The constant is the predicted value for the dependent variable (staff performance) if all independent variables are equated to zero (0); i.e., (R =0, and C = 0). That is, UCC would expect an average staff performance of .6617 when all predictors take the value zero (0).

Also, the regression coefficient in the equation provides the expected change in the dependent variable (staff performance) for a one-unit increase in the independent variables. From equation 1, the coefficient for employee retention is 1.0276. Thus, the senior staff in UCC sampled for the study indicated that, for every unit increase in employee retention strategies, there is a 1.0276 increment in staff performance. Also, it could be observed in the regression model that, a per unit increase in employee commitment will lead to a proportionate increase in staff performance by 0.197 ($\beta = 0.197$).

Additionally, from Table 14, it could be revealed that the positive variation in staff performance caused by changes in employee retention strategies is statistically significant ($p= .0000$). Again, it could be observed that there is a statistically significant effect between commitment levels of

staff working in the University of Cape Coast on their performance levels (p (.000) <0.01).

Senior Staff at Valley View University’s views on the influence of employee retention and commitment on staff performance

The study also solicited the views of senior staff at Valley View University on the effects of employee retention and commitment on staff performance. Table 13 presents the results from the analysis of data provided by the respondents at Valley View University.

Table 13:Regression Coefficients of the influence of employee retention and commitment on staff performance

Variable	Coef.	Std. Err.	T	Sig.	[95% Conf. Interval]
Commitment	.2068	0.0565	3.66	0.001	.0937 .3199
Retention	.9200	0.0819	11.23	0.000	.7560 1.0840
_cons	6.7012	3.9935	1.68	0.099	-1.2957 14.6983
N	60				
F(2, 57)	152.62				
Prob > F	0.0000				
R-squared	0.8426				
Adj R-squared	0.8371				
Root MSE	4.7857				

Source: Field survey, 2021

From the above Table 13, R^2 and the adjusted R^2 values are .8426 and .8371 respectively. Thus, retention and commitment accounted for about 84.26% variation in the performance of staff working in private universities ($R^2 = .8426$). This finding also implies that 15.74% (100%-84.26%) of the variation in staff performance is caused by factors other than the predictors (retention and commitment) in the model.

Also, from Table 13 above, it could be observed that the p value is less than 0.05 indicating a statistically significant effect between the explanatory variables (retention and commitment) and staff performance (Prob > F = 0.0000). Thus, there is sufficient evidence to say that, the regression model is a good fit for the data. Therefore, the management of Valley View University can rely on this model since it positively influences the performance levels of their employees.

Again, from Table 13, the established equation between staff performance, employee retention, and commitment is represented as;

$$\text{Staff Performance} = 6.7012 + 0.9200 (\text{Retention}) + 0.2068 (\text{commitment})$$

.....(2). From equation 2, it could be observed that private universities would expect an average staff performance of 6.7012 when the predictors, employee retention and commitment, take on the value zero (0). Also, the equation depicts a statistically significant positive effect between employee retention and staff performance ($\beta = 0.9200$). Thus, a per unit increment in retention strategies significantly increases staff performance in private universities by .9200 ($\beta = 0.9200$). Again, from equation 2, it could be observed that there is a statistically significant effect between the commitment

levels of staff working in Valley View and their performance levels ($\beta = 0.2068$; $p = .001$).

Research Question Three: What are the outcomes based on the assessment of the influence of retention and commitment on staff performance from the two universities?

The third research question sought to make a comparative assessment based on the influence of retention and commitment on staff performance from the two universities. As depicted in Table 14, retention and commitment accounts for 85.25% variation in staff performance as perceived by senior staff at the University of Cape Coast. However, a cursory inspection of Table 16 revealed that 84.26% variation in staff performance as perceived by staff in Valley View University is a result of employee retention and commitment. From the above, it could be observed that retention and commitment both account for greater variation in staff performance in Ghanaian Universities. Nevertheless, the variation in staff performance explained by retention and commitment as perceived by the respondents in public universities (University of Cape Coast) is relatively higher than the case of private universities (Valley View University)

Furthermore, the 85.25% changes in staff performance caused by employee retention and commitment as perceived by senior staff at the University of Cape Coast are statistically significant ($p = 0.000$; $p < 0.001$). Additionally, it is crystal clear that the 84.26% variation in staff performance in private universities caused by the explanatory variables (retention and commitment) is statistically significant ($p = 0.000$; $p < 0.001$). This implies that

the regression model in both cases was considered a good fit for management perusal.

Furthermore, it could be depicted that, there are statistically significant positive effects between the independent variables (employee retention and commitment) and dependent variables (staff performance). Considering the case of public universities, a per unit increment in retention strategies will increase staff performance by 1.0276. However, considering the case of private universities as depicted, a per unit increase in retention will lead to a proportionate increment in staff performance by 0.9200. This implies that, even though an increment in retention affects staff performance in both public and private universities, the case of the public university is better.

Additionally, a per unit increase in commitment in public universities leads to a proportionate increment in staff performance by 0.6617. On the contrary, a per unit increment in commitment will lead to a proportionate increment in staff performance of private universities by 0.2068. Drawing from the above expositions, it could be observed that, the commitment levels of staff working in public universities are relatively higher compared to that of staff working in private universities.

Discussion of Results

This section discusses the findings of the study concerning the:

1. levels of retention and staff commitment in the University of Cape Coast and Valley View University College.
2. extent to which retention and commitment influence staff performance in the University of Cape Coast and Valley View University College.

3. comparative assessment based on the outcomes from the two universities on the influence of retention and commitment on staff performance.

Levels of retention and commitment in the University of Cape Coast and Valley View University College

This objective aimed to examine the levels of commitment and retention at Ghanaian universities while taking into account the opinions of senior employees from Valley View and the University of Cape Coast. According to senior staff at the University of Cape Coast, the data collected showed that retention in public universities is high. Public universities also use incentive programs, paid maternity leaves for female employees, a positive work environment, a decent work-life balance, positive interpersonal interactions, and clear advancement plans among other retention techniques.

In a similar vein, senior staff at Valley View University reported high retention rates in private universities. Private institutions use a variety of retention techniques, such as encouraging work-life balance, efficient lines of communication, reward programs, conducive work environments, paid maternity leaves, and good interpersonal skills.

The University of Cape Coast's senior staff also claims that public universities often have high commitment levels. It was expected when they said that switching careers would be quite challenging for them and that working at UCC motivates them to provide excellent efforts. Additionally, they made mentioned the fact that their organization is well-known in the community as a reputable employer and that their job is a gratifying one.

As evidenced by senior employees from Valley View and UCC, senior staff working at both Ghanaian universities have high levels of commitment. The degrees of commitment did, however, differ slightly between the country's public and private universities. According to UCC respondents, among other things, they feel a sense of success from their work, they are aware of the standards required of them, their job duties make full use of their skill sets, and they are proud of the university. Valley View employees, however, expressed the opinion that they have the organization's best interests at heart, are prepared to make many extra efforts to ensure the organization's success and understand how their work helps to further the university's objectives, among other things.

The findings above are in line with research done by Saeed et al. (2013) who found that Parkistan University personnel had very high levels of commitment and retention, which increases organizational effectiveness. The study supported an empirical investigation by Samuel and Chipunza (2013) that found employee retention programs at South African universities are successful in raising staff commitment levels. The study, once more, resonates with research by Kiragu (2021), which discovered that academic staff members at Kenyan universities have high levels of commitment and retention, which improves organizational performance.

The extent to which retention and commitment influence staff performance in the University of Cape Coast and Valley View University College

The second research objective was to look into how staff performance at Ghana's public and private institutions is impacted by retention and

commitment. According to the regression model, retention and commitment account for greater variation in staff performance at the University of Cape Coast. Since retention strategies and levels of commitment account for a greater proportion of variation in overall staff performance, the management of UCC should pay close attention to keeping their highly efficacious employees and raising their levels of commitment so that they can give their all to achieving the university's objectives and aspirations. Regression analysis once more demonstrates that both commitment and retention strategies have a considerable favorable impact on senior staff performance levels at the University of Cape Coast.

Additionally, at Valley View University, employee retention and commitment have led to a higher level of variation in staff performance. The independent factors (retention and commitment) also significantly and positively affect staff performance. Valley View University's senior staff commitment and employee retention rates account for the vast majority of the variation in overall staff performance, which is adequate proof that management should focus heavily on doing both to improve staff performance.

The aforementioned findings are consistent with research by Anis, Khan, and Humayoun (2011), who found that employee commitment and retention have a positive impact on employee performance. The analysis also takes into account an empirical investigation by Mahal (2012), "HR Practices as Determinants of Organizational Commitment and Employee Retention." Mahal contends that retention and commitment work together to affect employees' performance. The study also confirms an empirical study

conducted by Barkshade (2012) which revealed that there is a significant positive relationship between commitment, retention, and performance in public and private organizations.

Comparative assessment based on the outcomes from the two universities on the influence of retention and commitment on staff performance

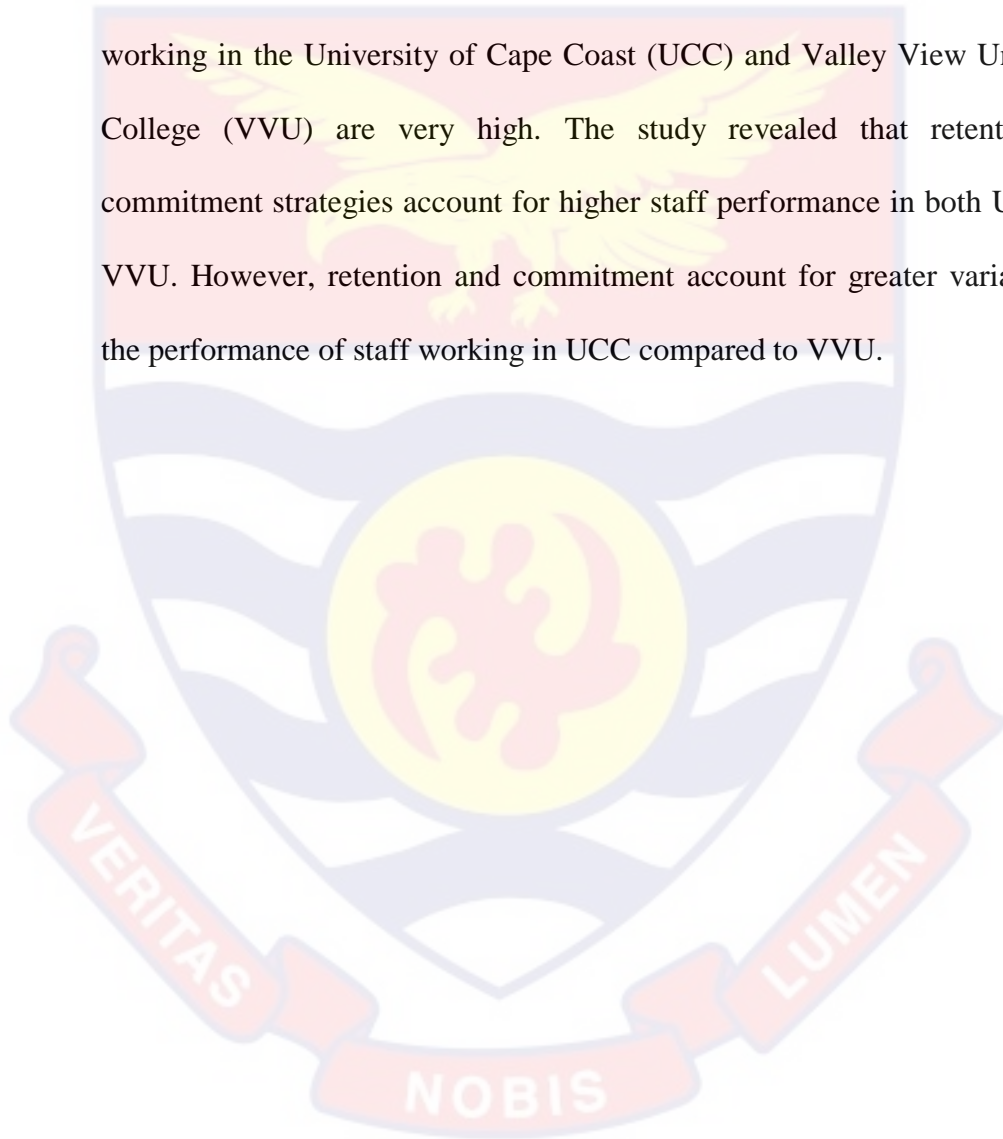
The last research objective sought to make a comparative assessment based on the influence of retention and commitment on staff performance from the two universities. The findings revealed that retention strategies and commitment levels account for greater variations in staff performance in both public and private universities in Ghana. Nevertheless, the variation in staff performance explained by retention and commitment as perceived by the respondents in public universities (University of Cape Coast) is relatively higher than in the case of private universities (Valley View University). Additionally, the changes in staff performance caused by employee retention and commitment levels as perceived by respondents used for the study are statistically significant. This means that management could depend on the findings for decision-making purposes.

Additionally, staff performance at both public and private universities benefits from retention and commitment. The degree to which employee commitment and retention impact performance vary slightly depending on the organization. Another interesting finding is that, although staff performance is impacted by improvements in commitment and retention at both public and private institutions, the situation at public universities is generally better. The considerably higher job security offered by working for public organizations

as compared to private universities may be one factor in the higher retention and commitment levels of personnel in public universities.

Chapter Summary

The study revealed that retention and commitment levels of staff working in the University of Cape Coast (UCC) and Valley View University College (VVU) are very high. The study revealed that retention and commitment strategies account for higher staff performance in both UCC and VVU. However, retention and commitment account for greater variations in the performance of staff working in UCC compared to VVU.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Introduction

This is the study's final chapter. It summarizes the research and outlines the methodologies used to collect and analysed data to come up with the key findings in answering the research questions formulated on the comparative assessment of employee retention and commitment on staff performance in public and private universities with evidence from the University of Cape Coast and Valley View University College. Conclusions have been taken based on the key results, allowing for guidelines as well as suggestions for further research.

Summary of the Research Process

The study investigated the impact of retention and commitment on staff performance in public and private universities with evidence from the University of Cape Coast and Valley View University College. The study was guided by the following research questions.

1. What are the levels of retention and commitment in the universities in Ghana?
2. To what extent do retention and commitment influence staff performance in public and private universities in Ghana?
3. What are the outcomes based on the assessment of the influence of retention and commitment on staff performance from the two universities?

The descriptive cross-sectional survey design was employed in the study. The population of the study comprised selected senior staff at the University of Cape Coast and Valley View University College. The Yamane (1967) sample size determination formula was employed to select 336 respondents for the study. Also, the study employed a simple random sampling technique, specifically, the computer-generated random numbers to select 276 staff from the University of Cape Coast while the census method was utilized to select 60 senior staff from Valley View University College. A questionnaire was used as the main data collection instrument. The data were analyzed using both descriptive and inferential statistics. Thus, descriptive statistics such as frequencies and percentages were used to analyse the demographic data. Also, the mean and standard deviation was used to analyse research question one and two while multiple regression analysis was used to address research question three.

Summary of Key Findings

The study revealed that employee retention and commitment levels of staff working in both University of Cape Coast and Valley View University are very high. The implication is that these institutions are likely to experience increased organizational stability and enhanced overall performance due to the dedicated and loyal workforce.

Additionally, the study found statistically significant positive effects between employee retention, commitment, and performance of staff in both University of Cape Coast and Valley View University. The implication is that as human resource professionals in these universities increase employee

retention and commitment levels of staff, their performance will increase proportionately.

The study further brought to light that, retention and commitment account for higher variations in the performance of staff in both University of Cape Coast (UCC) and Valley View University (VUU). Also, employee retention and commitment levels of staff in a public University (UCC) are relatively higher compared to private university (VUU).

Conclusions

The study discovered extremely high staff retention and commitment levels in Ghana's public and private universities. The study also discovered that behaviors, results, and attributes were the three key indicators utilized to assess the performance of staff members working in Ghanaian universities. In both private and public universities, the study concluded that commitment and retention strategies are accountable for improved employee performance. However, retention and commitment account for greater variations in the performance of staff working in public universities compared to private universities. Additionally, the study discovered that retention and commitment were often higher at public universities than at private universities.

Based on the findings above, the study concludes that, for both private and public universities to increase their staff performance, they can depend on the findings in this study to implement strategic employee retention strategies and substantive ways of boosting employee commitment levels. The findings of this study have also contributed significantly to filling the missing

knowledge gap of the comparative assessment of the influence of retention and commitment on staff performance in both private and public universities.

Recommendations

Relative to the findings of the study, the following are recommended for consideration

1. Given the study's findings, which reveal remarkably high levels of employee retention and commitment within Ghanaian universities, it is strongly recommended that university management continue to prioritize and invest in initiatives aimed at preserving this positive environment. To further bolster this commitment, institutions should consider implementing strategies that not only maintain job security but also promote professional development opportunities, recognition, and inclusive workplace practices. Additionally, fostering open communication channels and actively seeking employee feedback can help sustain and strengthen the high retention and commitment levels observed, ultimately contributing to the overall success and reputation of Ghanaian universities.
2. The study revealed that employee retention has a significant positive effect on staff performance of both private and public universities in Ghana. As a result of this study, management of the higher academic institution should prioritize employee retention strategies such as advancements of growth, a conducive working environment, and staff empowerment, among others as they positively correlate with high staff performance.

3. Given the significant positive association between commitment and staff performance, the Human Resource Department of higher academic institutions should incorporate strategies that aim at enhancing staff commitment as part of their Human Resource Practices. Management should consider effective reward systems, good leadership styles, good communication channels, allowances, and recognition among others to boost the commitment levels of their employees.
4. Universities in Ghana must demonstrate a high level of commitment to their staff. If employees are afraid of losing their jobs, they are very unlikely to have high employee commitment. If adequate resources, facilities, and training are not provided, people will not see the organization as committed to them.
5. Management of universities in Ghana should take performance evaluation exercises seriously to assess employee performance and take appropriate action to address both their strengths and flaws. The management should also give all of the staff feedback about their work performance.

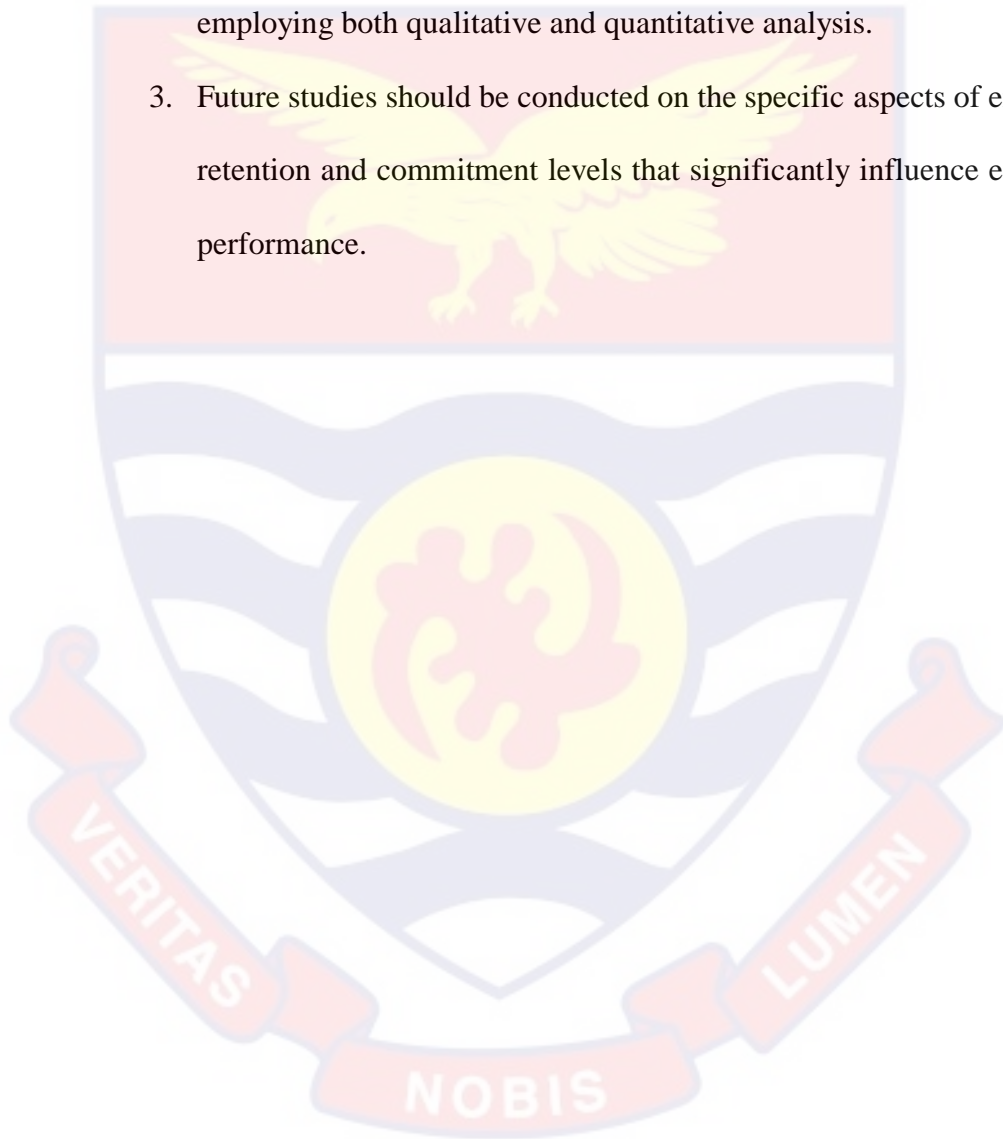
Suggestions for Further Research

The researcher suggests the following areas for further studies.

1. The study evaluated how employee engagement and retention impacted employee performance at two tertiary institutions in Ghana. However, Ghana's tertiary institutions and education sector are made up of several more institutions, each of which has a unique

management style and set of circumstances. This justifies the necessity for further research that would assure the generalization of the study findings for all tertiary institutions in Ghana and so pave the way for new policies.

2. Future studies should consider a mixed-method research approach by employing both qualitative and quantitative analysis.
3. Future studies should be conducted on the specific aspects of employee retention and commitment levels that significantly influence employee performance.



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APPENDIX A
UNIVERSITY OF CAPE COAST
COLLEGE OF DISTANCE EDUCATION
SCHOOL OF BUSINESS
EMPLOYEE RETENTION QUESTIONNAIRE

Dear Respondent,

I am a final year Master of Commerce (Human Resource Management) student at the aforementioned university conducting a research on the topic “comparative assessment of employee retention and commitment on staff performance in public and private universities”. In view of this, your cooperation and consent are indispensable as far as this academic work is concerned. Please read the questions carefully and give your honest and unbiased opinion in your response. We appreciate you contributing to this research in your own time.

SECTION A: BACKGROUND INFORMATION OF RESPONDENTS

Instructions: Please tick (✓) the box where applicable.

Please, indicate your institution.

- a. Valley View University []
- b. University of Cape Coast []
1. Sex (a) Female [] (b) Male []
2. Age: (a) 35 years and below [] (b) 36- 40 years []
- (c) 41 -45 years [] (d) 46 -50 years []
- (e) Above 50 years []

4. Staff Designation:

- (a) Administrative Assistant []
- (b) Senior Administrative/Research Assistant []
- (c) Principal Administrative/Research Assistant []
- (d) Chief Administrative/Research Assistant []

5. Work Experience

- (a) 5 years or less []
- (b) 6- 10 years []
- (c) 11-20 years []
- (d) 16 -20 years []
- (e) More than 20 years []

SECTION B: EMPLOYEE RETENTION

Kindly rate your level of agreement (from 1 to 5) with the following statements. Indicate whether you Strongly Agree (SA= 5), Agree (A =4), Undecided (U= 3), Disagree (D= 2), or Strongly Disagree (SD =1); to the statements by ticking (√) in the corresponding box.

S/N	Statement	1	2	3	4	5
1.	I feel like I can reach my full potential in this institution					
2.	I feel comfortable working with my teammates					
3.	I have a clear understanding of my career path and promotion plan					
4.	I am happy with my career path and promotion plan					
5.	I feel like my work is valued					
6.	Management comes forward to support me when you are facing with the critical situation					

7.	Work-life balance is supported by this organization					
8.	Training program in this organisation is always linked with my development/growth					
9.	There are no barriers to communication while I'm communicating with my superiors					
10	I am rewarded periodically for my performance					
11	There is a favourable working environment in my organization					
12	Interpersonal relationships are encouraging in this organization.					
13	I am encouraged to participate in training to improve my skills and Competencies					
14	I get the recognition that I deserve for my performance					
15	The university pays more attention to incentives offered to me					
16	Female employees are entitled to maternity leave with pay					

SECTION C: EMPLOYEE COMMITMENT

Instructions: Please tick (√) the box where applicable

S/N	Statement	1	2	3	4	5
1.	I tell my friends this is a good organisation to work for.					
2.	I feel very little loyalty to this organization					
3.	I would accept almost any type of job assignment to keep working for this					

	organization					
4.	I find that my values and the organization's values are very similar.					
5.	I understand how my job contributes to the organisation's goals and objectives					
6.	I have a good understanding of where the organisation is going					
7.	I am proud to tell others that I am part of this organisation.					
8.	My organisation is known as a good employer locally					
9.	I am willing to put in a great deal of extra effort to help this organisation be successful.					
10.	I am extremely glad that I chose to work here rather than one of the other jobs I was considering at the time I joined.					
11.	I really care about the fate of this organisation.					
12.	For me this is the best of all possible organisations for which to work.					
13.	My organisation inspires the best job performance from me.					
14.	I am proud to be part of my section/department/service					
15.	Morale in this organisation is good					
16.	The major satisfaction in my life comes from my job.					
17.	The most important things that happen to me involve my work					

18.	I live for my job.					
19.	Changing my career would be difficult for me to do now					
20.	I think my profession is a rewarding career.					
21.	I know the standards of work expected of me.					
22.	My job fully uses my skills					
23.	I get a feeling of accomplishment from my job					

SECTION D: STAFF PERFORMANCE SCALE

Instructions: Please tick (✓) the box where applicable

S/N	Statement	1	2	3	4	5
	Behavior Approach					
1.	I am always punctual at work.					
2.	I do not take undeserved work breaks.					
3.	I give advance notice if I'm unable to come to work.					
4.	I do not take unnecessary time off work.					
5.	I can perform well in the overall job by carrying out tasks as expected					
6.	I actively looked for ways to improve my performance at work.					
	Results Approach					
7.	I always achieve the objectives of the job					
8.	I meet the criteria for performance					

9.	I demonstrate expertise in all job-related tasks					
10	I can fulfill all the requirements of the job					
11	I make innovative suggestions to improve the overall quality of the department.					
12	I plan and organize my tasks to achieve the objectives of the job and meet deadlines					
13	I always meet work deadlines					
14	I work under little supervision					
	Traits approach					
15	I could manage more responsibility than typically assigned					
16	I am suitable for a higher-level role					
17	I am competent in all areas of the job.					
18	I handle tasks with proficiency					
19	I take initiative to orient new employees to the department even though not part of my job description.					
20	I willingly attend functions not required by the organization, but help in its overall image.					