

UNIVERSITY OF CAPE COAST

RECRUITMENT, SELECTION AND RETENTION OF STAFF AT THE
TAKORADI POLYTECHNIC

BY

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2010

DECLARATION

Candidate's Declaration

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

Candidate's Signature: Date:

Name: RAMOS ASAFO – ADJEI

Supervisor's Declaration

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

Supervisor's Signature: Date:

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ABSTRACT

For organisations to achieve their goals and targets, it is often not enough for them to recruit and select staff, but very vital for them to retain their most valuable staff. The study assesses current practices in recruitment, selection, and retention of personnel at the Takoradi Polytechnic.

The data for the study were obtained from 222 employees of the Takoradi Polytechnic using the stratified random sampling procedure. The main instruments used were questionnaires and an interview guide.

The study revealed that the Polytechnic follows traditional methods of recruitment and selection. The existing staff were found to be concerned with the inadequate resources and support to perform their duties effectively, and, also, the poor monetary rewards in the Polytechnic system. It was evident that motivational preferences varied among the teaching and non-teaching staff. Whilst the teaching staff were found to prefer training and development, the non-teaching staff preferred increased salaries. The staff generally believed that what could motivate them most will be for their salaries to be increased. It was recommended that more resources should be provided at the Polytechnic to raise the commitment levels of staff. Monetary rewards at the Polytechnic should also be improved.

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DEDICATION

To my late father and mother- J. E. Amoako and Juliana Takyi

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LIST OF ACRONYMS

ANOVA	Analysis of Variance
CV	Curriculum Vitae
HND	Higher National Diploma
HR	Human Resource
HRD	Human Resource Development
NCTE	National Council for Tertiary Education
PAAG	Polytechnic Administrators' Association of Ghana
PNDC	Provisional National Defence Council
POTAG	Polytechnic Teachers' Association of Ghana
SPSS	Statistical Product and Service Solutions
TEWU	Teachers and Educational Workers' Union

CHAPTER ONE

INTRODUCTION

Background to the study

The Encarta World English Dictionary (1999) defines organisations as a group of people identified by shared interests or purpose. It is a system that is structured such that the technical aspects are interrelated with the human or social aspects with all these working together to achieve a common goal. Organisations, over the years, tend to employ the services of people who are well qualified, and, also, are competent enough to take up roles that may be assigned to them. The ability of a particular worker to execute his or her duties effectively goes a long way in aiding a particular organisation in the achievement of its set targets. In this wise, Acheampong (2006) believes that the human resource is the key agent in the production process. Without the human resource, an organisation cannot operate effectively because it is the human resource that combines all the other factors of production to aid in the achievement of the organisational goals. It is therefore important for organisations to ensure that the caliber of people that they recruit and select are qualified and can also deliver.

According to Acheampong (2006: 99), “recruitment refers to the process of making a worker interested in a particular job so as to apply for it.” Recruitment also involves making the organisation attractive in order to attract

qualified prospective workers. Analoui (2007) defines selection as a process of choosing from among available applicants the individuals who are likely to successfully perform a job. Gomez-Mejia, Balkin and Cardy (2007) also state that selection is a process of making a 'hire' or 'no hire' decision regarding each applicant for a job.

Retention of staff, on the other hand, involves the putting up of effective mechanisms such as study leave with pay and the provision of logistics to enhance work. The purpose of these is to ensure that valuable staff do not readily exit organisations. It is thus, not enough for any organisation to recruit and select qualified staff, but the organisational ability to retain them constitutes a major challenge to most organisations including educational institutions such as the Universities and the Polytechnics in Ghana.

The Takoradi Polytechnic happens to be one of such educational institutions that are facing recruitment, selection and retention problems. It was chosen for the study because it has been in existence for more than forty years, and, as such, is one of the prime Polytechnics in Ghana which has trained a lot of personnel.

Takoradi Polytechnic in brief

Polytechnic education in Ghana, as envisaged in the legislative instrument that established the Polytechnics (PNDC L321 of 1992), has the aim of providing relevant middle-level manpower training, a role particularly critical for the effective implementation of industrial and technological development of a

country. It is against this background that the government of Ghana established ten Polytechnics in all the ten regions of the country to train people in Applied Science and Technology, Engineering, Building, Furniture Design and Construction, Hospitality and Catering, Statistics, Applied Arts, Fashion and Commercial Arts; and Commerce – Accounting, Secretarial and Communication Practice to provide the requisite technological know-how to aid in advancing the country's developmental goals.

The Takoradi Polytechnic was established in April 1954 as a Government Technical Institute. For nearly forty (40) years, the institution operated under the organisation and administration of the Ghana Education Service. As part of the Government Education Reforms which began in the late 1980s, Takoradi Polytechnic and five other similar institutions were upgraded by the Polytechnic Law 1992 (PNDC L321, 1992) to become part of the Ghana Tertiary Education System. The Polytechnic began to offer Higher National Diploma (HND) in the 1992/93 academic year. Currently, the Takoradi Polytechnic has two campuses- one at Effia (Takoradi) and the other at Butumagyebu (Sekondi). The Takoradi campus is the main campus and houses the School of Applied Arts, Applied Science, and Engineering. The Sekondi campus caters for the School of Business Studies.

Administratively, the direct governance and administration of the Polytechnic is vested in the Polytechnic Council which is the highest policy making body while the Academic Board is responsible for determining academic policies, prescribing rules and regulations for operations, and advising the Council

on policy formulation. The Polytechnic is governed and administered in accordance with the Polytechnic Law (1992) and the Statute of the Takoradi Polytechnic.

The Takoradi Polytechnic, as it stands now, has a student population of 7082 out of which 4789 are males with the remaining 2293 being females. In staff strength, the Polytechnic has a total of 175 academic/teaching staff out of which 142 are males with the remaining 33 being females. The current lecturer student ratio is 1:36 as compared to the standard of 1:18 set by the National Council for Tertiary Education (NCTE). The non-teaching staff strength of the Polytechnic stands at 424. (Takoradi Polytechnic Planning Unit, 2008).

The vision of the Polytechnic is to achieve excellence in manpower training and action research in order to provide support to industry and commerce in the areas of human resource development and information development. To this end, the Polytechnic aims to promote industrialisation and economic development for the Western Region and Ghana in general (Takoradi Polytechnic, 2005).

Statement of the problem

It is the vision of the Polytechnics in Ghana to achieve excellence in manpower training and action research in order to provide support to industry and commerce. Specifically, the Takoradi Polytechnic aims to contribute towards industrialisation and economic development in the Western Region of Ghana and the nation at large. To do so requires an adequate supply of competent individuals

who are willing and able to serve the Takoradi Polytechnic in that regard. Unfortunately, like most tertiary institutions in Developing Countries, Takoradi Polytechnic has not been able to address its human resource needs.

There has been difficulty in recruiting, selecting and retaining lecturers, instructors, technicians, and other supporting staff. The Takoradi Polytechnic has a total of 175 academic/teaching staff with the current lecturer-student ratio standing at 1:36 as compared to the standard of 1:18 set by the National Council for Tertiary Education (NCTE), (Takoradi Polytechnic Planning Unit, 2008). This clearly indicates that there is still a lot to do in terms of recruitment, selection, and retention of staff at the Polytechnic since the current prevailing condition, according to the figures quoted above, is not satisfactory.

To add to this, the work environment of Polytechnics, including Takoradi Polytechnic, is characterised with frustration and low morale culminating in frequent strike actions and instability on the Polytechnic campuses. The Polytechnic Teachers' Association of Ghana (POTAG), Polytechnic Administrators' Association of Ghana (PAAG), as well as the Teachers and Educational Workers' Union (TEWU), have been embarking on periodic strike actions to press for better conditions of service.

The study therefore sets out to assess the current practices in recruitment, selection, and retention of personnel at the Takoradi Polytechnic.

Objectives of the study

The main objective of the study was to assess current practices in recruitment, selection, and retention of personnel at the Takoradi Polytechnic. The specific objectives of the study were to:

1. determine the recruitment and selection procedures of the Takoradi Polytechnic;
2. determine the extent of satisfaction among the staff of the Takoradi Polytechnic;
3. examine staff's preferred motivation at the Takoradi Polytechnic;
4. examine factors that influence staff turnover at the Takoradi Polytechnic;
and
5. make recommendations for improvement on recruitment, selection, and retention of staff at the Takoradi Polytechnic.

Hypotheses

The study was guided by the following hypotheses:

- 1) H_0 : There is no significant difference in the perceptions about job preview with respect to workers' education attainment.
 H_1 : There is a significant difference in the perceptions about job preview with respect to workers' education attainment.
- 2) H_0 : There is no significant difference in the concerns expressed by teaching and non-teaching staff in terms of working hours at the Takoradi Polytechnic.

H₁: There is a significant difference in the concerns expressed by teaching and non-teaching staff in terms of working hours at the Takoradi Polytechnic.

3) H₀: There is no significant difference in the concerns expressed about workload among the different educational groups.

H₁: There is a significant difference in the concerns expressed about workload among the different educational groups.

Significance of the study

It is believed that the results of this study will provide reliable information that will enable the Polytechnic develop appropriate mechanisms to recruit, select and retain quality staff. The study also has the potential of uncovering some of the factors underlying the unrests/labour agitations at the Takoradi Polytechnic. It is believed that the identification of some of these factors will go a long way to help management find possible ways to remedy them.

Furthermore, since the Polytechnics in Ghana have similar human resource policies, the results of the study could be used to address the problem of staff recruitment, selection and retention that exist in the other Polytechnics. Also, other tertiary institutions that are faced with similar problems can adopt the recommendations of the study to help solve their staff recruitment, selection and retention problems.

Organisation of the study

The study is divided into five chapters. The first chapter contains information on the background of the study, the statement of the problem, the objectives of the study, the research questions, the significance of the study, as well as the organisation of the study. The second chapter deals with the literature review. Literature that have a bearing on the subject matter were reviewed. The methodology that was used in gathering the data for the study is spelt out in chapter three. The issues covered include the study organisation, the study design, population, sample size and selection, instrumentation and data collection, data and sources, ethical issues addressed, fieldwork, field challenges, as well as data management. The analysis of the data collected is found in chapter four. The fifth chapter then covers the summary, the conclusions, and the recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

Literature on staff recruitment, selection, and retention and their importance in the organisational goal attainment are reviewed in this chapter. Issues covered include the types of recruitment, the recruitment procedures, the selection process, employee turnover, job satisfaction, methods that employers adopt to retain staff, and ends with a conceptual framework.

Recruitment

Organisations, over the years, seek the services of qualified individuals to aid in diverse ways in promoting their goals and objectives. It is to this effect that Acheampong (2006: 9) comments that “the other factors of production are passive agents of production since it is the human resource that organises them to make production possible.” It is based on this indispensable role of the human resource that makes it imperative for organisations to ensure that they do not just recruit, but rather recruit those people who are qualified and are willing to provide their services toward the overall goal attainment of such organisations.

Many scholars have expressed their notions concerning the definition of the term “recruitment”. Owusu Ansah (1972), as cited in Korantwi (2005), believes that where there is unemployment and underemployment as in almost all African states, recruitment procedures are often of minor importance as compared to selection. It must be said that this situation allows breeding grounds for some organisations in Africa to overlook the importance of recruitment because, after all, there exist a whole lot of people on the job market who are willing to provide their services to any organisation that is willing to engage them. Cole (2004: 334) states briefly that “recruitment is concerned with assembling the raw materials.” He adds that it is important that such activities are conducted in a manner that sustains or enhances the good reputation of the organisation. Acheampong (2006) defines recruitment as the process of making a worker interested in a particular job so as to apply for it. According to him, it is a positive process for searching for prospective workers and stimulating them to apply for a job. Analoui (2007) describes recruitment as a mechanical procedure that identifies many applicants as possible in order to create a pool of high-quality applicants from which to ‘fish’. Thus through recruitment, an organisation has the opportunity to have a good number of applicants from which to choose those ones who best fit the job specification.

Aims of recruitment

Cole (2004) believes that the aim of recruitment is to ensure that an organisation’s demand for employees is met by attracting potential employees

(recruits) in a cost-effective and timely manner. Analoui (2007) also states that the aim of recruitment is to have staff who possess the competence as desired by the organization and are capable of self development. He again adds that such staff should be able to generate practical ideas, make few mistakes, stay with the business for a long time and generate a high return for the money they are paid.

Essentials of good recruitment

Cole (2004) gives a code of conduct which organisations are to follow in their search for possible recruits in the marketplace. He opines that in matters of recruitment organisations must address the following:

1. advertise all vacancies internally before making use of external sources,
2. always advertise under the company name when advertising externally,
3. endeavour to ensure that every applicant for a position in the company is informed in advance about the basic details of the vacancy, and the basic conditions of employment attached to it,
4. endeavour to ensure that applicants are kept informed of their progress through the recruitment procedures,
5. seek possible candidates on the basis of their ability to perform the job required,
6. not knowingly make exaggerated or misleading claims in recruitment literature or job advertisement,
7. not discriminate unfairly against possible candidates on the ground of sex, race, age, religion, or physical disablement.

When is recruitment necessary?

Normally, recruitment is undertaken after the manpower requirement process has shown clearly that there is a vacancy. This vacancy could be brought about by promotions, by retirements, by expansion, or by the exiting of staff. Recruitment could also be necessitated when it comes to the notice of the management board of a company that there is the need to increase the number of staff occupying a particular position or rank. The human resource manager will then have to look out for possible sources of recruitment after he or she has had the approval to 'hunt' for possible replacements. As Acheampong (2006: 99) puts it, "when a human resource manager has determined that there is a need to fill up a particular position and he or she has been given the approval by the management board to have the position filled then the next step is to determine the recruitment sources."

Sources of recruitment

As Acheampong (2006) indicates, there are two recruitment sources, namely; internal and external. Recruitment is said to be done internally when the human resource unit of an organisation decides to accept applications from staff who already work for the organisation. One advantage of the internal recruitment source is that it reduces the cost which may be incurred from recruitment to training. One major disadvantage of the internal recruitment source is that it brings about in-breeding.

External recruitment, on the other hand, occurs when the human resource unit of an organisation decides to take and consider applications from people who do not already work for the organisation. This source of recruitment is resorted to when there is no worker in the organisation can fill the vacancy. Sources of external recruitment include the use of websites, professional placement firms, and recruitment at colleges and training schools. Other sources of external recruitment include walk-ins, employee referrals, advertising, E-recruitment, and word-of-mouth.

Advertisement

Armstrong (2006) identifies advertising as the most obvious method of attracting candidates. He suggests that advertisement should be chosen based on these three objectives:

1. it must compete for the interest of potential candidates against other employers;
2. it has to communicate in an attractive and interesting way information about the job, the company, the terms and conditions of employment and qualifications required;
3. the message needs to be conveyed in a manner that will not only focus the peoples' eye on the advertisement but also encourage them to read to the end, as well as prompt a sufficient number of replies from good candidates.

Analoui (2007) claims that advertising, including glossy brochures and the recruitment literature, reveal the company's values, ethos, and the desired image to be communicated to the public. He adds that more often than not these images are aimed at attracting graduates.

However, it is argued that there is little evidence that advertisements are entirely effective. Often, informal word-of-mouth information may be more accurate and effective (Iles & Salaman, 1995 as cited in Analoui 2007). Arguing on the same line as Iles and Salaman, Analoui believes that formal advertisement can be expensive and an organisation will have to take account of other factors in forming its recruitment plans and choice of media.

E-recruitment

Armstrong (2006) is of the view that E-recruitment or online recruitment uses web-based tools such as a firm's public internet site or its own intranet to recruit staff. He notes again that the process of E-recruitment consists of attracting, screening and tracking applicants, selecting, and offering jobs or rejecting candidates.

Torrington, Hall and Taylor (2005) commenting on the advantage of E-recruitment, state that the principal attraction for employees is the way that the internet allows jobs to be advertised inexpensively to a potential audience of millions. Frankland (2000), as cited in Torrington et al. (2005), also believes that the cost of setting up a good website is roughly equivalent to that associated with advertising a single high-profile job in a national newspaper. According to

Torrington et al. (2005), another advantage of this form of recruitment is speed. They believe that people can respond within seconds of reading about an opportunity by emailing their curriculum vitae (CV) to the employer. They also add that shortlisting can be undertaken quickly with the use of CV matching software or online application forms. Analoui (2007) however, believes that a key drawback is that this way of advertising jobs tends to mean that employers are bombarded with hundreds of applications.

Outsourcing recruitment

Armstrong (2006: 423) defines outsourcing recruitment as “getting agencies or consultants to carry out at least the preliminary work of submitting suitable candidates or drawing up a shortlist.” He goes ahead to outline steps that HR should take when choosing recruitment consultants:

1. Check reputation with other users.
2. Look at the advertisement of the various firms in order to obtain an idea of the quality of a consultancy and the type and level of jobs with which it deals.
3. Check on special expertise- the large accountancy firms, for example, are obviously skilled in recruiting accountants.
4. Meet the consultant who will work on the assignment to assess his or her quality.
5. Compare fees, although the differences are likely to be small, and other considerations are likely to be more important.

It should be stated that these activities will do nothing else than aid the recruiting organisation or employer to have a successful and an effective recruitment process.

Educational and training establishments

Another form of recruitment is by making a direct contact with the particular training institution or university (Acheampong, 2006). Armstrong (2006: 424) states that “graduate recruitment is a major annual exercise for some companies, which go to great efforts to produce glossy brochures, visit campuses and the ‘milk run’ and use elaborate sifting and selection procedures to vet candidates...”

Referral by current employee

Another source of recruitment that is common is referral by a current employee. According to Frankland (2000) as cited in Torrington et al. (2005), this method is especially effective, but managers must be careful because people tend to recommend people like themselves, and too much referral can perpetuate a lack of diversity or create cliques.

Unsolicited applications and resumes

Many employers receive unsolicited applications from individuals who may or may not be good prospects for employment (Sherman, Bohlander & Snell,

1996). They believe that even though the percentage of acceptable applicants from this source may not be high, it is a source that cannot be ignored.

Costs and benefits of the methods of recruitment

Torrington et al. (2005) give a summary of some of the possible sources of external recruitment and their respective advantages and drawbacks (Table 1).

Table 1: Advantages and drawbacks of different methods of recruitment

Commercial employment agencies and recruitment consultancies

Advantages: (1) Established as a normal method for filling certain vacancies, e.g. secretaries in London.
(2) Little administrative chore for the employer.

Drawbacks: (1) Can produce staff who are likely to stay only a short time.
(2) Widely distrusted by employers.
(3) Can be very expensive.

Management selection consultants

Advantages: (1) Opportunity to elicit applicants anonymously.
(2) Opportunity to use expertise of consultant in an area where employer will not be regularly in the market.

Drawbacks: (1) Internal applicants may feel, or be, excluded.
(2) Cost

Executive search consultants ('headhunters')

Advantages: (1) Known individuals can be approached directly.
(2) Useful if employer has no previous experience in specialist Field.
(3) Recruiting from, or for, an overseas location.

Drawbacks: (1) Cost
(2) Potential candidates outside the hunter's network are excluded.
(3) Recruits remain on the consultant's list and can be hunted Again.

Table 1 continued

Visiting universities

- Advantages: (1) The main source of new graduates from universities.
(2) Rated by students as the most popular method.

- Drawbacks: (1) Need to differentiate presentations from those of other employers.
(2) Time taken to visit a number of universities (i.e. labour intensive).

Schools and the Carriers Service

- Advantages: (1) Can produce regular annual flow of interested enquirers.
(2) Very appropriate for the recruitment of school-leavers, who seldom look further than the immediate locality for their first employment.

- Drawbacks: (1) Schools and the advisers are more interested in occupations than organisations.
(2) Taps into a limited potential applicant pool.

Source: Torrington et al. (2005)

Selection

Selection happens to be the next most important stage in the hiring process. Cole (2004) indicates that selection's task is to cream off the most appropriate applicants, turn them into candidates, and persuade them that it is in their interest to join the organisation, for, even in time of high unemployment, selection is very much a two-way process-the candidate is assessing the organisation, just as much as the organisation is assessing the candidate. Acheampong (2006) believes that selection is the process of matching prospective employees to the jobs they have applied for. He notes that the selection process is very crucial in human resource development because if the task of employee-job-

fit is not achieved then both the organisation and the individual worker would suffer. Analoui (2007: 146) defines selection as a “process of choosing from among available applicants the individuals who are likely to successfully perform a job.” Similarly, Gomez-Mejia et al. (2007) state that selection is a process of making a ‘hire’ or ‘no hire’ decision regarding each applicant for a job. The process typically involves determining the characteristics required for effective job performance and then measuring applicants on those characteristics, which are typically based on the job analysis.

Selection methods

The major selection methods include interviews, assessment centres, and various written tests such as achievement tests, aptitude tests, and personality tests.

The interview

Amongst all the selection methods, the interview is by far the most commonly used. Cole (1995), as cited in Korantwi (2005), defines interview as a formal exchange of facts, impressions, and viewpoints between a prospective employer and a prospective employee with a view of their mutual selection or parting. It must be said at this point that there exist many types of interviews which include the structured interview, the unstructured interview, the board or panel interview, and the group interview. Analoui (2007) gives the following definitions to this selected number of interviews:

1. Structured interview: an interview conducted according to a predetermined outline. This, he believes, could result in a lack of flexibility to obtain the necessary information.
2. Unstructured interview: an interview conducted without a predetermined checklist of questions. In this situation, he notes that, care needs to be taken to ensure that essential information is obtained within a given time limit.
3. Board or panel interview: interviewing method in which two or more people conduct an interview with one applicant. A predetermined arrangement of who should tackle which areas and ask what kind of questions may be useful.
4. Group interview: interview method in which several applicants are questioned together. It is important, he adds, that each applicant is given equal opportunity to answer the questions asked.

It should, however, be noted that though interviews have many advantages, they are nonetheless bedeviled with many problems and some of these problems come about because of the belief that anybody can conduct an interview. Cole (2004), commenting on the same subject, posits that the main reasons why so many poor interviews are carried out are two-fold:

1. Lack of training in interviewing technique, and
2. Lack of adequate preparation for an interview.

Arvey and Campion (1982), as cited in Acheampong (2006), claim that research indicates that prior knowledge about an applicant biases the interviewer's

evaluation. Again, they posit that interviewers tend to favour applicants who share their attitudes, that the order in which the applicants are interviewed influences the evaluations, that negative information is given unduly high weight and that applicants' ability to do well in an interview is irrelevant in most jobs.

Selection tests

The main aim of selection tests is to give management/employees a fore-knowledge of what an applicant can do on the job by measuring selected psychological factors. In his thesis, Korantwi (2005) states that these tests provide a broad range of assessment solutions including ability testing, candidate selection, and performance management. Armstrong (2006) claims that selection tests are used to provide more valid and reliable evidence of levels of intelligence, personality characteristics, abilities, aptitudes and attainments that cannot be obtained from an interview.

The most commonly used selection tests in Ghana include performance simulation tests, achievement tests, aptitude tests, personality tests, as well as intelligence tests.

For performance simulation tests, they provide the applicant with the opportunity to do the job in a simulated environment. The idea behind performance simulation tests is that the best way to find out if an applicant can do the job successfully is to let him or her actually do it.

Achievement tests on the other hand measure abilities or skills that have already been acquired by training or experience. An achievement test is a good

prediction of the performance of a worker in the future, because the performance in the past should be an indicator of what the future performance is going to be. A typing test is the most typical example. It is easy to find out how many words a typist can type and compare that with the standard required for the job (Armstrong, 2006).

Armstrong (2006) believes that aptitude tests are job specific tests that are designed to predict the potential that an individual has to perform tasks within a job. They can cover different areas as clerical aptitude, numerical aptitude, mechanical aptitude and dexterity. Contributing to the subject matter, Acheampong (2006: 104) states that “aptitude tests measure whether an applicant has the capacity or potential to learn a given job if he/she is provided with an enabling environment.” Aptitude tests are generally more relevant when applied to prospective applicants before they are trained.

Personality tests attempt to assess the personality of candidates in order to make predictions about their likely behaviour in a role (Armstrong, 2006). Personality is an all-embracing and imprecise term that refers to the behaviour of individuals and the way it is organized and coordinated when they interact with the environment. Acheampong (2006) claims that personality tests are used for measuring workers’ interests, ideas, and beliefs. He adds that this test is very important in many organisations because an employee’s job may involve interacting with very diverse clientele.

Toplis, Dulewicz and Fletcher (1991), as cited in Armstrong (2006), define intelligence as the capacity for abstract thinking and reasoning. Intelligence

tests measure reasoning, work efficiency, comprehension, numeracy, and object assembly. The intelligence tests are usually designed to cover several areas of intelligence and are marked against contemporaries.

According to Gomez-Mejia et al. (2007), an assessment centre is a set of simulated tasks or exercises that candidates (usually for managerial positions) are asked to perform. Observers actually rate performance on these simulations and make inferences regarding each candidate's managerial skills and abilities. Although expensive, an assessment centre also appears to be an effective technique for judging key leadership competencies.

Reference checks

One of the methods of predicting the future success of prospective employees is to look at their past employment record, Gomez-Mejia et al. (2007). Fear of defamation suits has often caused companies to not provide job related information about former employees. However, checking employees' references is an employer's best tactic for avoiding negligent hiring suits.

Medical examination

Having selected candidates from the interview, the next thing to do is to have medical examination. The medical examination is actually conducted to 'sieve' healthy applicants from those who are unhealthy. Commenting on this subject, Gomez-Mejia et al. (2007) state that the purpose is to avoid hiring people who may become problem workers. It also provides a baseline against which

subsequent medical examinations can be compared and interpreted. This is particularly important in determinations of work-caused disabilities.

Job offer

The final stage in the selection process is to confirm the offer of employment after satisfactory references have been obtained. If an applicant is found suitable for a particular position or role in an organisation, he/she is offered the job in the form of a letter of appointment.

The job contract

Coming with the letter of appointment is the job contract. According to Armstrong (2006: 858), individual contracts of employment must satisfy the provision of contracts of employment legislation. He further notes that these contracts of employment "...include a statement of the capacity in which the person is employed and the name or job title of the individual to whom he/she is responsible. They also include details of pay, allowances, hours, holidays, leave and pension arrangement and refer to relevant company policies, procedures, and rules."

Socialisation/orientation and induction

Induction can be defined as the process of introducing someone formally or with a special ceremony to an organisation or group or to beliefs or ideas. That is to say, any new staff coming into an organisation needs to be given an opening into what the organisation stands for, its mission, vision, so as to enable the new

employee to come to terms with what is expected of him/her in the organisation. Van Maanen and Schein (1979), as cited in DeSimone and Harris (1998: 211), define organisational socialisation as “the process by which an individual acquires the social knowledge and skills necessary to assume an organisational role.” According to DeSimone and Harris (1998), successful socialisation of new members is critical to both the individual and the organisation. At stake are:

1. The employee’s satisfaction, performance, and commitment to the organisation.
2. The work group’s satisfaction and performance.
3. Start up costs invested in the new employee (such as recruiting, selection, training, and the time until the employer is up to full speed).
4. The likelihood that the employee will remain with the organisation.
5. The costs of replacing the employee if he/she leaves.

These factors then make it important for organisations to make conscious efforts that are aimed at ensuring that their orientation or socialisation programmes are effectively implemented. According to Acheampong (2006), a consciously designed programme should be made to assist the new employee to settle on the job as smoothly as possible. He adds that the induction process must give the details of the job description and the overall organisational expectations of work related activities.

Employee turnover

The Encarta World English Dictionary (1999) defines turnover as the number of employees in an organisation who leave and are replaced over a given period. Employees leave jobs for a variety of reasons. The common assumption that money drives people to leave companies, according to Brown (2007), is rarely the full truth.

The causes of staff turnover

One of the most common reasons behind staff turnover is that the day-to-day reality of the job is different from what the employee expected. The idea of a realistic job preview has been around for a long time, but few companies are succeeding in giving prospective employees a good idea about what the job might actually be like. Brown (2007) outlines some of the factors that cause employees to leave organisations. He categorises them under recruitment factors, job satisfaction, appraisal and feedback, career development, organisational factors, work-life balance, managers, and money.

Table 2: Causes of staff turnover

Recruitment factors	Job satisfaction
Unrealistic job preview	Lack of variety
Overqualified for the position	Poor job design
Expectations unfulfilled	Too many tasks
	Lack of autonomy/responsibility
	Working hours
	Limited support/ resources
Appraisal, feedback	Career development

Table 2 continued

Lack of feedback	Lack of career development
Lack of recognition	Desire to learn new skills
Feeling undervalued	Unfulfilled aspirations
Poorly conducted appraisal	Slow career progress
	Equity and fairness of promotion
Organisational factors	Work-life balance
Conflicting values	Limited flexibility
Poor communication	Child care
Mergers	
Culture	
Lack of caring environment	
Managers	Money
Lack of interpersonal skills	Increased pay
Unrealistic demands	
Lack of encouragement	
Poor communicators	

Source: Adapted from Brown (2007)

Retention of staff

Retention of staff involves employers' ability to hold on to valuable staff so that they do not voluntarily exit the organisation. To achieve this requires that the employer puts up some measures aimed at encouraging his/her staff to stay on and contribute to the realisation of the goals of the organisation. Examples of such measures or policies include motivation, congenial superior-subordinate relationship, and good welfare policies.

Motivation

Motivation happens to be a crucial factor in limiting the attrition rate of any organisation. Mitchell (1982), as cited in DeSimone and Harris (1998),

defines work motivation as the psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed. Motivating other people is about getting them to move in a direction you want them to go in order to achieve a result. Armstrong (2006) is of the view that well motivated people are those with clearly defined goals who take actions that they expect will achieve those goals. He goes on to add that the organisation can provide the content within which high levels of motivation can be achieved by providing incentives and rewards, satisfying work, and opportunities for learning and growth.

Using pay as a reward

Sherman et al. (1996: 503) are of the view that “pay is something that employee’s value, and its value may be best understood in terms of the different needs employees have.” They further acknowledge that it provides employees with the means to purchase food to satisfy their physiological needs; it allows them to afford shelter to satisfy their need for safety; and it enables them to meet their esteem needs, since pay is one measure of relative worth. Gomez-Mejia and Balkin (1992) believe that employers who offer the most attractive reward packages have lower attrition rates than those who pay poorly.

Bevan, Barber and Robinson (1997) and Hiltrop (1999) however, believe that pay is a good deal less important than other factors in a decision to quit one’s job. Torrington et al. (2005), arguing on the same line, claim that the consensus among researchers specialising in retention issues is that pay has a role to play as

a satisfier, but that it will not usually have an effect when other factors are pushing an individual towards quitting. The other problem with the use of pay increases to retain staff is that it is an approach that is very easily matched by competitors.

Job satisfaction

According to Armstrong (2006), job satisfaction refers to the attributes and feelings that people have about their work. To him, positive and favourable attributes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction. It must be noted that, at this stage, when workers or employees are dissatisfied with their job, the tendency for them to exit the organisation is very high. This then makes it pressing on employers to ensure that effective mechanisms are instituted to give their employees job satisfaction to encourage them (employees) to stay on.

Training and development

Training and development is one factor that helps employees to retain staff. Acheampong (2006) is of the view that training is the process of exposing junior employees to specific knowledge and skills in order to enable them to perform specific job tasks while development, on the other hand, is the process of providing senior employees with conceptual skills for performing general duties. Torrington et al. (2005) claim that training opportunities enhance commitment to an employer on the part of individual employees, making them less likely to leave

voluntarily than they would if no training were offered. Training also enhances job motivation and satisfaction. Dissatisfaction which leads to tardiness, absenteeism, turnover, and restriction can be greatly reduced when employees are enabled through training to experience direct job satisfaction associated with a sense of achievement and the knowledge that they are developing their own inherent capabilities at work (Acheampong, 2006).

Figure 2 below summarises the process of motivation:

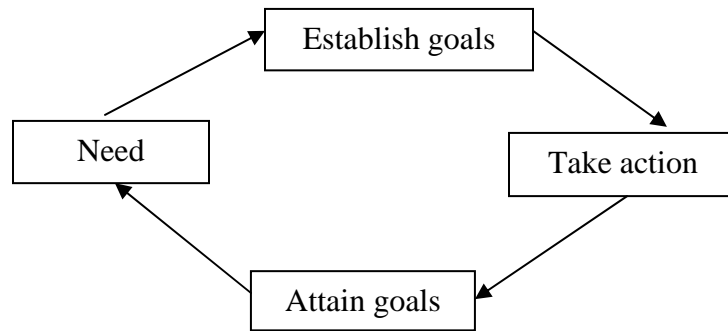


Figure 1: The process of motivation

Source: Armstrong (2006)

Figure 2 suggests that motivation is prompted by a conscious or unconscious recognition of unsatisfied needs. These needs create wants, which are desires to achieve or obtain something. Goals are then set which is believed will satisfy these needs and wants and a behavioural path is chosen which it is expected will attain the goal.

Conceptual framework of the study

The human resource is the key agent in the production process; it is the human resource that combines the other factors of production (passive agents)

in order to make production, of either goods or services, possible. If this is the case, then it behooves on organisations to employ the services of these human resources who are vital to the production process. The employment of qualified human resources sends positive signals to organisations, while the employment of unqualified human resources sends negative signals to organisations.

The process of hiring and retention of staff begins with the organisational goals and objectives which are then translated into vacant positions. The organisational goals and objectives inform management as to which vacancies should be created and which ones need to be expanded. The vacancies normally declared are to ensure that organisations employ the services of people who are well qualified and are willing to go to all lengths to ensure that their respective duties are effectively undertaken to aid in the overall goal attainment of such organisations.

To fill a vacancy requires that the various steps that are required for an effective hiring process are followed. The process of hiring and retention of staff begins with organisations' goals and objectives which are then translated into vacant positions through to recruitment, selection, placement or job offer, orientation or induction, and motivation.

Recruitment and selection is not an end in itself, but a means to an end. After the appropriate person to fill a particular vacant position has been identified and offered the job, it is imperative that organisations ensure that such a person is well motivated to bring the best out of that person. This will also aid in retaining such staff. It is until this is done that the organisational goals will be

fully realised. Traditional ways that employees adopt to retain staff include offering training and development opportunities for staff, enhancing good working conditions, and offering of attractive wages.

CHAPTER THREE

METHODOLOGY

Introduction

The various methods that were employed to obtain information to achieve the study objectives are presented in this chapter. Issues covered include the study organisation, the study design, population, sample size and selection, instrumentation and data collection, data and sources, ethical issues addressed, fieldwork, field challenges, as well as data management.

Study organisation

The Takoradi Polytechnic was established in April 1954 as a Government Technical Institute. For nearly forty (40) years, the institution operated under the organisation and administration of the Ghana Education Service. Currently, the Takoradi Polytechnic has the National Council for Tertiary Education (NCTE) as its top advisory and constitutional agency. However by law, direct governance and administration are vested in the Polytechnic Council and the Academic Board respectively. The former, as the governing council, is the highest policy making body. The latter, the Academic Board, is responsible for determining academic policies, prescribing rules and regulations for operation and advising the Polytechnic Council on policy formulation. The Polytechnic is governed and

administered in accordance with the Polytechnic Law (1992) and the Statutes of the Takoradi Polytechnic.

The membership of the Polytechnic falls into four categories. These are the senior members, the junior members, the senior staff and the junior staff. The senior members include senior academic and professional staff like the Rector (who is the Head of the Polytechnic) and the Registrar. The junior members constitute students enrolled in the Polytechnic and registered with an academic department for a programme of study. The senior staff are the administrative and technical staff of the equivalent rank of administrative assistant and above. The junior staff are supporting staff, both administrative and technical and of equivalent rank below administrative assistant. Again, the staff are put under two main categories which are the academic and non-academic staff. The academic staff of the Polytechnic are in charge of teaching and assessing students while the non-academic staff consist of administrative staff, security officers, and labourers.

The central administration of the Polytechnic is responsible for general administration, correspondence, financial transaction and control as well as provision of maintenance services. The professional and technical units of the central administration include the offices of the Rector, Vice-Rector, Registrar, Finance Officer, Librarian, Internal Auditor, Dean of Students' Affairs, Development, Planning, Industrial Liaison and Works Superintendent.

The schools are responsible for coordinating academic work of the various academic departments of the Polytechnic and ensuring that proper academic standards are maintained. With deans as heads, Takoradi Polytechnic currently

has four schools (School of Applied Science, School of Applied Arts, School of Business and Management Studies, and School of Engineering).

Study design

The cross-sectional study design was employed for the study. The cross-sectional study design is a study design in which a statistically significant sample of a population is used to estimate the relationship between outcome of interest and population variables as they exist at one particular time (Abramson & Abramson, 2000). The rationale for the adoption of this research design was two-fold. One was because this study design aims to provide data on the entire population under study. Also, this study design aims at finding out the prevalence of a phenomenon, situation, problem, or an issue by taking a cross-section of the population.

Population

Population is a well defined set or class containing a finite number of elements (Hansen, Hurwitz & Madow, 1953). The population of this study is all staff of the Takoradi Polytechnic during the 2007/2008 academic year. The staff of the Takoradi Polytechnic is made up of both academic and non-academic staff. The academic staff of the Polytechnic are in charge of teaching and assessing students while the non-academic staff consist of administrative staff, security officers, and labourers. The Registrar and the Head of the Personnel Unit were contacted to provide data on issues bordering on staff recruitment, selection, and

retention at the Polytechnic. The Registrar and the Head of the Personnel Unit were contacted because the offices they occupy have direct dealings on staff recruitment, selection, and retention issues at the Polytechnic. The teaching staff population of the Takoradi Polytechnic is 175 while that of the non-teaching staff is 424 making a total of 599 staff (Takoradi Polytechnic Planning Unit, 2008).

Sample size and selection

It would have been most appropriate if the entire staff population (599) of the Polytechnic was used, but this could not be achieved because of the limited time for the study, and, also, because of the limited financial resources available to the researcher. This situation then necessitated the adoption of a sample size that was representative of the entire staff population. Since the study depended on a sample, elements from both the teaching and non-teaching staff were selected for the study. A total of 300 respondents were considered as adequate for the study because according to Saunders, Lewis and Thornhill (1997), the adequate sample size even for a population of 750 is 254 so 300 was chosen to guard against non-response. Also, the 300 respondents were regarded as adequate for the study because it was informed by factors such as the size of the population and representativeness. Table 3 presents the distribution of the sample size among the two classes of staff.

Table 3: Staff population of Takoradi Polytechnic and sample size for study

Type of staff	Population	Sample	Percentage (%)
Teaching	175	88	50
Non-teaching	424	212	50
Total	599	300	100

Source: Field survey, 2008

The study employed two sampling techniques namely purposive and stratified random sampling:

1. The Registrar and the Head of the Personnel Unit were purposively sampled. They were contacted because the offices they occupy have direct dealings on staff recruitment, selection, and retention issues at the Polytechnic.
2. The stratified random sampling procedure was used to select 300 respondents from the categories specified as shown in Table 3. The stratified random sampling was used because it allowed all sub-groups within the population to be represented in the sample. The sample was drawn based on the four steps outlined by Sarantakos (2005). Firstly, the target population was divided into two strata (teaching and non-teaching staff). Secondly, the sample frame for each stratum was compiled (Table 3). Thirdly, the sample size for each group was proportional to the population. Fourthly, a sample was randomly selected from the sample frame for each stratum using the simple random sampling technique. Here, the lottery approach was used where prospective respondents were given codes after which the codes were put into boxes (for each stratum) and

Instrumentation and data collection

The main instruments used for the study were questionnaires and interview guide. The questionnaire was used because it was cost-effective and also less time consuming. It moreover turned out the needed data on statements of facts and on personal opinions which were germane to the study. The questionnaire was made up of closed and open-ended questions. Respondents had to tick appropriate columns or select from suggested alternative answers. The respondents also provided relevant data through a few open-ended questions.

The questionnaire was made up of 4 main sections. The first section covered socio-demographic factors such as sex, age, educational level, work status of respondents, as well as duration of work. The second section covered issues on recruitment and selection of staff. The third section was concerned with exploring the general satisfaction of staff at the Polytechnic as well as the causes of staff turnover (push factors) at the Polytechnic. The last section, on the other hand, looked at staff retention at the Polytechnic. In this section, respondents were asked to select their preferred motivational factors that could inspire them to continue working in the Polytechnic. A 5- point likert scale was also utilized to measure issues relating to staff turnover and general satisfaction of staff at the Polytechnic. On the scale, 1 represented “Strongly Agree”, 2 represented “Agree”,

3 represented “Neither Agree nor Disagree”, 4 represented “Disagree”, and 5 represented “Strongly Disagree”. To aid the interpretations of the likert scale related data, the mid points (1.5, 2.5, 3.5, and 4.5) were used as the cut off points. Thus values below 1.5 were considered to mean strong agreement with the statement whilst those from 1.5 to 2.4 were considered to mean agreement with the statement.

For the interview, two (2) Principal Officers who are members of management were interviewed. This medium was used because it is one of the best and popular ways of getting information from staff, and it also provides a valuable opportunity for an exchange of information (Armstrong, 2006). Again, workers, due to their tight work schedule, could misplace questionnaires so to control non-response rate, the interview was used. The researcher also engaged in personal face-to-face interviews with some of the staff (especially the labourers and other auxiliary staff who could not read and write) to enable the researcher explain some aspects of the questionnaire that needed further explanation in order to get the much needed data from them.

Data and sources

Primary and secondary data were both employed to achieve the objective of the study. Data on recruitment and selection, causes of staff turnover, satisfaction of staff, and motivational preferences of staff were collected. The instruments employed for the collection of primary data were interview guide and a set of questionnaires developed by the researcher. The sources of secondary data

for the study included the Rector's Annual Report and the Corporate Strategic Plan of the Polytechnic.

Ethical issues addressed

Permission was sought from the respondents in order to meet their rights to free consent and informed consent. By avoiding quoting the individual respondents, their rights to anonymity and confidentiality were guaranteed. The researcher applied the appropriate methods of data collection, analysis and reporting to avoid any form of intellectual dishonesty. Literature used in the study have also been acknowledged accordingly.

Fieldwork

To ensure that the right people responded to the questionnaires and at the right time, the questionnaires were administered personally by the researcher. The administration of the questionnaire took approximately one month (1st April-1st May, 2009). Personal contacts were made because of the premonition that some of the respondents may forget to answer them or may leave them at home after completion. The respondents were also given the chance to ask questions pertaining to the importance of the study to them and also to the Polytechnic. Out of a total number of 300 questionnaires sent out, 222 were retrieved representing 74%.

Field challenges

A series of challenges were encountered. Prominent among them was that, it seemed the staff were fed up with research work. Most of these staff had been interviewed on several occasions, but were not convinced with the outcome of those past research encounters. This made them loath to fill the questionnaire. Also, some of the respondents requested for money before providing relevant data. But the researcher was able to inform them (right to informed consent) of the relevance of the study to the Takoradi Polytechnic. This made the data collection subsequently easier.

Data management

The researcher employed the Statistical Products and Service Solutions software (SPSS) and the Microsoft Excel software for the processing of the data collected. Tabulations and calculations of the various responses were all done through these media to ensure that the right conclusions were drawn from the various varying responses. Two statistical methods, namely one-way Analysis of Variance (ANOVA) and the Student T-test were employed for the study. The one-way Analysis of Variance (ANOVA) was used to determine differences among the age groups, educational levels and work experience whilst the Student T-test was employed to determine differences in perception among males and females and also among teaching and non-teaching staff.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The results of the study are presented in this chapter. Issues covered include the background of the respondents, recruitment and selection of staff, staff turnover, satisfaction of staff, and motivational preferences of staff at the Polytechnic. A sample size of 300 out of a population of 599 was used for the study, and the results have also been presented with the aid of tables. Simple frequencies and percentages were employed to analyse the socio-demographic characteristics of the respondents as well as the recruitment and selection of staff issues.

Background of respondents

Among the respondents characteristics used in the study are sex, age, education attainment, work status and work experience. This information is crucial for the interpretation of respondents' method of recruitment and sources of advertisement. Table 4 presents the socio-demographic characteristics of the respondents.

Table 4: Socio-demographic characteristics of respondents

Characteristics	Frequency	Percent (%)
Sex		
Male	146	65.8
Female	76	34.2
Age		
Below 30	81	36.5
30-39	83	37.4
40 and above	46	20.7
Non-response	12	5.4
Education level		
No formal education	10	4.5
SHS and below	60	27.1
Tertiary	113	50.8
Post Graduate	39	17.6
Work status		
Teaching staff	73	32.9
Non-teaching Staff	149	67.1
Work experience		
Below 5 years	159	71.6
5-9 years	34	15.3
10 and above	26	11.7
Non-response	3	1.4

Source: Fieldwork, 2009

The sex distribution of the respondents was male (65.8%) and female (34.2%). It is evident from the result that the majority of the respondents were male (Table 4).

The age distribution of respondents was as follows – those below 30 years (36.5%), the 30-39 year group (37.4%), and those above 40 years (20.7%). It is clear from Table 4 that respondents who are between the ages of 30-39 are in the majority. Twelve of the respondents constituting 5.4% however did not respond to this particular item. The ages of the respondents were put into these three categories because traditionally, ages of people can be broadly divided into youth, middle-aged, and aged. Thus, those below 30 years were considered as youth, those between 30 to 39 years were considered as middle-aged while those aged forty years and above were considered as aged.

On the educational qualifications of the respondents, it can be observed that 27.1% of them had attained educational levels from SHS and below. Also, 50.8% of the respondents had attained tertiary education while 17.6% had attained post-graduate education. These indicate that the majority of the respondents had attained high levels of education. Regarding their work status, 67.1% were non-teaching staff while the remaining 32.9% were teaching staff (Table 4).

Table 4 reveals that 71.6% of the respondents had worked for less than 5 years, 15.3% of the respondents had worked between 5-9 years whereas 11.7% had worked for 10 years and more. These results indicate that the respondents who had worked for less than 5 years constituted the majority. Three of the respondents constituting 1.4% however did not respond to this item. The classes

for the work experience were done because by such times, it is believed, the respondents would have stayed in the system long enough to know the work environment so as to provide usable data for the study.

Recruitment and selection of staff

This section highlights on how respondents were recruited at the Takoradi Polytechnic, the selection procedures that they underwent, how they were assessed during the selection, whether they underwent any form of medical examination, how they were informed of their employment, and whether they underwent orientation/induction.

Method of recruitment

Recruitment involves making a worker interested in a particular job so as to apply for it (Acheampong, 2006). Traditional recruitment methods include advertisements, walk-ins, and postings. Table 5 displays the recruitment methods at the Takoradi Polytechnic.

Table 5: Method of recruitment at Takoradi Polytechnic

Method of recruitment	Frequency	Percent (%)
Advertisement	104	48.6
Walk-in	74	34.6
National Service	36	16.8
Total	214	100.0

Source: Field survey, 2009

Table 5 suggests that, generally, out of 214 respondents who answered this item, 104(48.6%) were recruited through advertisement, 74(34.6%) were recruited through walk-in while 36(16.8%) were retained after National Service. These indicate that the leading method of recruitment at the Takoradi Polytechnic is advertisement. This finding corroborates what Armstrong (2006) believes. According to him, advertisement is the most obvious method of attracting candidates for a position.

Method of recruitment by respondents' characteristics

Table 6 displays the recruitment methods by respondents' characteristics at the Takoradi Polytechnic. With regard to staff status, advertisement (37.7%) and walk-in (37.7%) were identified as the leading methods of recruitment for the teaching staff while for the non-teaching staff, advertisement (53.8%) alone was identified as the leading method of recruitment.

Regarding sex, advertisement was the leading method of recruitment among both males and females with 50.4% and 45.2% respectively. From Table 6, it can be observed that, for work experience, advertisement was rated by all three groups as the leading method of recruitment.

Advertisement was again identified as the leading method of recruitment for all the age categories. It can furthermore be observed from Table 6 that all the four groups regarding educational level indicated that advertisement was the leading method of recruitment. Thus, advertisement was generally identified as the leading method of recruitment at the Takoradi Polytechnic.

Table 6: Method of recruitment by respondents' characteristics

Individual Characteristic	Method of recruitment		
	Advertisement (%)	Walk-in (%)	National Service (%)
Status of staff			
Teaching	37.7	37.7	24.6
Non-teaching	53.8	33.1	13.1
Sex			
Male	50.4	30.5	19.1
Female	45.2	42.5	12.3
Work experience			
Below 5 years	48.4	35.3	16.3
5-9 years	51.5	27.3	21.2
10 and above	48.0	40.0	12.0
Age			
Below 30 years	41.6	31.2	27.3
30-39 years	51.9	34.6	13.6
40 and above	56.8	38.6	4.5
Educational level			
No formal Education	90.0	10.0	-
SHS and below	54.5	45.5	-
Tertiary	39.8	32.4	27.8
Post graduate	53.7	31.7	14.6

Source: Field survey, 2009

This finding confirms the assertion put forward by Armstrong (2006) that advertisement is the most popular method of attracting candidates for a position. Also, an interview with a member of management staff affirmed that recruitment at the Polytechnic is mainly through advertisement. This response corroborates

the views of the senior and junior staff that advertisement is the main method of recruitment of staff in Takoradi Polytechnic.

Sources of advertisement

Closely related to the use of advertisement as a recruitment tool is the source of the information regarding the job vacancies. The respondents who were recruited through advertisement were asked to indicate the sources. Table 7 presents the sources of advertisement of vacant posts at the Takoradi Polytechnic.

Table 7: Sources of advertisement of vacant posts

Source of advertisement	Frequency	Percent (%)
Newspaper	85	82.5
Word of mouth	14	13.6
Notice board	4	3.9
Total	103	100.0

Source: Field survey, 2009

The findings in Table 7 reveal that, generally, out of a total of 103 respondents who answered this item, 85(82.5%) indicated that they got information regarding the job vacancies through newspaper. Another 14(13.6%) of them identified word of mouth as their source of information regarding the job vacancies, while 4(3.9%) indicated that they got to know of their job vacancies through notice boards.

Sources of advertisement by respondents' characteristics

Table 8 presents the sources of advertisements by respondents' characteristics at the Takoradi Polytechnic. For the status, the results in Table 8 suggest that both the teaching staff and the non-teaching staff identified newspaper as the leading source of advertisement with 84.0% and 82.1% respectively.

Regarding sex, both the males and the females identified newspaper as the chief source of advertisement with 88.4% and 70.6% respectively. With respect to work experience, the results also suggest that those who had worked for less than 5 years, those who had worked for between 5-9 years, and those who had worked for 10 years and above indicated that newspaper was the leading source of advertisement of vacant posts at the Takoradi Polytechnic. Newspaper was again identified as the leading source of advertisement for all the age categories. It can furthermore be observed from Table 8 that all the four groups regarding educational attainment indicated that newspaper was the leading source of advertisement. The findings reveal therefore that though the Takoradi Polytechnic advertises through other media, the paramount amongst them is the newspaper.

An interview with a member of management staff tells that newspaper is the dominant source of advertising vacant posts at Takoradi Polytechnic. This response happens to be in consonance with that of the junior and senior staff who identified newspaper as the leading source of advertisement.

Table 8: Sources of advertisement by respondents' characteristics

Individual Characteristic	Sources of advertisement		
	Newspaper (%)	Word of mouth (%)	Notice board (%)
Staff status			
Teaching	84.0	16.0	-
Non-teaching	82.1	12.8	5.1
Sex			
Male	88.4	10.1	1.4
Female	70.6	20.6	8.8
Work experience			
Below 5 years	89.3	10.7	-
5-9 years	70.6	17.6	11.8
10 and above	50.0	30.0	20.0
Age			
Youth	82.4	17.6	-
Middle aged	85.7	9.5	4.8
Aged	81.0	14.3	4.8
Education level			
No formal Education	88.9	11.1	-
SHS and below	86.2	10.3	3.4
Tertiary	79.5	13.6	6.8
Postgraduate	81.0	19.0	-

Source: Field survey, 2009

Selection methods

Effective selection of employees in general has been identified to be critical to the success of organisations the world over. As Acheampong (2006)

posits, the selection process is very crucial in human resource development because if the task of employee-job-fit is not achieved then both the organisation and the individual worker would suffer. Traditional selection methods include interviews, written tests, and reference checks.

The researcher asked the respondents which selection procedures they underwent at the polytechnic before being employed and out of a total of 218 who responded to this particular item, 214(98.2%) of them indicated that they were selected through interviews whereas 4(1.8%) said they were selected through written tests. This indicates that, clearly, the majority of the respondents were selected through interviews.

An interview with a member of the management staff affirmed that interview is the major selection method used by the Takoradi Polytechnic. This finding was expected as interviews, according to Cole (1995) as cited in Korantwi (2005), are by far the most commonly used selection method.

Nature of interviews that respondents underwent

Closely related to the use of interviews as a selection tool is the nature of interviews. Analoui (2007) identifies some types of interviews among which are the structured and the unstructured interview. Hence this vital domain was explored to identify which type the Takoradi Polytechnic uses.

It was found that out of 210 valid respondents, 189(90.0%) said they were assessed through unstructured interviews while the remaining 21(10.0%) said they were assessed through structured interviews. In order to gain more

insight into the subject, the opinion of the management staff was sought on the nature of interviews used. It was found that Takoradi Polytechnic mainly uses unstructured interview as part of its selection process thus confirming the opinion of the junior and senior staff on this subject. This finding is in consonance with the beliefs of Sherman et al. (1996) who, commenting on the usefulness of the unstructured interview, believe that they are valuable in bringing to the interviewer's attention any information, attitudes, or feelings that may often be concealed by more structured questioning. This perhaps informed the Polytechnic on its choice of the unstructured interview.

Medical examination

Another important element of the selection process is medical examination. The researcher therefore set out to explore whether respondents underwent medical examination before being employed.

It was found out that out of a total of 219 valid respondents, 155(70.8%) said that they did not undergo any form of medical examination whilst the remaining 64(29.2%) indicated that they underwent medical examination before they were employed. This shows that the majority of the respondents did not undergo medical examination before they were employed. This finding is in contrast with what Gomez-Mejia et al. (2007) opined that the medical examination is good because it helps avoid hiring people who may become problem workers.

In order to throw more light on this subject, a management staff was interviewed by the researcher. The response signified uncertainty in relation to the subject on the part of this particular management staff. This stands in opposition to the supposition of Gomez-Mejia et al. (2007) since at the management level, knowledge about whether or not medical examinations are conducted should be clearly known.

Medium through which respondents are informed of their employment

An important aspect of the selection process is the feedback sent to prospective employees regarding the outcome of the recruitment and selection process. In this light, the respondents were asked how they were informed of their employment.

The responses indicate that two mediums namely-letters 206(93.6%) and e-mail 14(6.4%) were employed to inform prospective employees of the outcome of the recruitment and selection exercises. From these results, there is a clear indication that the majority of the respondents (93.6%) were informed of their employment through the medium of letters.

Again, through interviews, the researcher obtained the views of the management staff on this same subject under consideration, and the finding is not different from the responses obtained from the senior and junior staff who indicated that the main medium through which prospective employees are informed of their employment is letters. These suggest that letters are the chief

source of informing prospective employees of their employment at the Takoradi Polytechnic.

Orientation/Induction

One other element important in the selection process is orientation/induction of newly arrived staff. The researcher hence sought the views of the respondents as to whether or not they underwent any orientation/induction after they were employed.

The results suggest that out of a total of 221 valid data to this item, 122(55.2%) said that they did not undergo any form of orientation/induction when they were offered their jobs while the remaining 99(44.8%) said that they did undergo orientation/induction when they were offered their jobs. These indicate that the majority of the respondents did not undergo any form of orientation/induction when they were offered their respective jobs. This finding is in contrast to the views of Acheampong (2006) who posited that when orientation/induction is done, it assists new employees to settle on their jobs as smoothly as possible.

However, an interview granted to the members of management staff suggest that they were divided as to whether or not orientation/induction is given to newly employed staff. The inconsistency among the top level management staff suggests that there is still more to be done at the Takoradi Polytechnic regarding orientation/induction.

Staff turnover

Respondents' views on factors affecting recruitment, job satisfaction, appraisal/feedback, career development, work-life balance, managers, and money are examined in this section. These potential push factors were explored by the researcher in order to identify those ones that can cause staff to readily exit the Polytechnic for other jobs. A 5- point likert scale was utilised to measure issues relating to staff turnover and general satisfaction of staff at the Polytechnic. On the scale, 1 represented "Strongly Agree", 2 represented "Agree", 3 represented "Neither Agree nor Disagree", 4 represented "Disagree", and 5 represented "Strongly Disagree". To aid the interpretations of the likert scale-related data, the mid points (1.5, 2.5, 3.5, and 4.5) were used as the cut off points. Thus values below 1.5 were considered to mean strong agreement with the statement whilst those from 1.5 to 2.4 were considered to mean agreement with the statement. The presentations involve the means of each concerned statement, their T-test results as well as their P-values.

Factors affecting recruitment

Effective recruitment is very essential in every work environment (Analoui, 2007) hence this vital domain was explored by the researcher because it is believed that issues bordering around recruitment, when not given premium attention, have the propensity of causing the staff to leave their places of work for other jobs. The results of the concerns of the respondents on factors affecting recruitment at the Takoradi Polytechnic by their socio-demographic

characteristics are presented in Table 9. Three factors affecting recruitment-related items were utilised to measure respondents' concerns. In connection with the analysis, the hypothesis which states that there is no significant difference in the perceptions about job preview with respect to workers' educational attainment was tested.

With respect to work status, Table 9 reveals that, on the average, the teaching staff disagreed (mean = 3.68) that their job previews were unrealistic whilst their non-teaching staff counterparts were divided (mean = 3.16) as to whether or not their job previews were unrealistic.

Again, while the teaching staff (mean = 3.46) doubted as to being overqualified for their positions, their non-teaching staff counterparts (mean = 3.71) disagreed that they are overqualified for their positions. It was again found that both the teaching (mean = 2.87) and non-teaching (mean = 2.78) staff were ambivalent as to whether or not their expectations were being fulfilled.

For age, the results in Table 9 reveal that all the three groups doubted as to whether or not their job previews are unrealistic (youth: mean = 3.48, middle aged: mean = 3.11, aged: mean = 3.36). Also, all the three groups disagreed as to being overqualified for their positions (youth: mean = 3.68, middle aged: mean = 3.65, aged: mean = 3.53). It was again observed that the three groups expressed doubt as to whether or not their expectations are unfulfilled (youth: mean = 2.84, middle aged: mean = 2.96, aged: mean = 2.56).

Table 9: Concerns about factors affecting recruitment by respondents’ socio-demographic characteristics

Statement	Individual characteristic	Mean response	T-test (p-value)
Work status			
I feel that my job preview is unrealistic	Teaching	3.68	3.548
	Non-teaching	3.16	(.006)
I feel overqualified for my position	Teaching	3.46	1.064
	Non-teaching	3.71	(.769)
I believe that my expectations are unfulfilled	Teaching	2.78	.517
	Non-teaching	2.78	(.096)
Age			
I feel that my job preview is unrealistic	<30	3.48	2.620
	30-39	3.11	(.075)
	>40	3.36	
I feel overqualified for my position	<30	3.68	.114
	30-39	3.65	(.892)
	>40	3.53	
I believe that my expectations are unfulfilled	<30	2.84	1.816
	30-39	2.96	(165)
	>40	2.56	
Sex			
I feel that my job preview is unrealistic	Male	3.31	.002
	Female	3.36	(.965)
I feel overqualified for my position	Male	3.61	.732
	Female	3.65	(.393)
I believe that my expectations are unfulfilled	Male	2.79	4.279
	Female	2.85	(.040)
Education			
I feel that my job preview is unrealistic.	No formal edu.	2.60	7.368
	SHS and below	2.91	(.000)

Table 9 continued

	Tertiary	3.55	
	Postgraduate	3.51	
I feel overqualified for my position	No formal edu.	4.80	2.252
	SHS and below	3.46	(.083)
	Tertiary	3.69	
	Postgraduate	3.40	
I believe that my expectations are unfulfilled	No formal edu.	2.78	.736
	SHS and below	2.61	(.532)
	Tertiary	2.88	
	Postgraduate	2.90	
	Work experience		
I feel that my job preview is unrealistic	<5 years	3.39	1.414
	5-9 years	3.06	(.245)
	10 and above	3.32	
I feel overqualified for my position	<5 years	3.71	.766
	5-9 years	3.32	(.466)
	10 and above	3.58	
I believe that my expectations are unfulfilled	<5 years	2.83	.590
	5-9 years	2.88	(.555)
	10 and above	2.58	

Source: Field survey (2009)

Significant level set = 0.05

With regard to sex, whereas both groups doubted as to whether or not their job previews are unrealistic (male: mean = 3.31, female: mean = 3.36), and, also, as to whether or not they believe that their expectations are unfulfilled at the Polytechnic (male: mean = 2.79, female: mean = 2.85), they rather disagreed that they feel overqualified for their positions (male: mean = 3.61, female: mean = 3.65).

With respect to educational attainment, the ANOVA results revealed a statistical significant difference in the perception of the four groups with regard to job previews ($P = 0.000$). Hence, the null hypothesis which states that there is no significant difference in the perception about job previews with respect to workers' educational attainment is rejected and the alternative hypothesis accepted. It was established that whereas those with no formal education and those educated to SHS and below doubted as to whether or not their job previews are unrealistic, those educated to the tertiary and postgraduate levels rather disagreed that their job previews are unrealistic (Table 9). Also, whereas those educated to SHS and below and those educated to the postgraduate level were ambivalent as regards whether or not they are overqualified for their positions, their other two counterparts disagreed on this issue. More so, all the four groups were unsure as to whether or not their expectations are unfulfilled (Table 9).

With respect to work experience, doubt was expressed among the three groups regarding whether or not their job previews are unrealistic (less than 5 years: mean = 3.39, 5-9 years: mean = 3.06, 10 years and above: mean = 3.32). Again, while those who have worked for less than 5 years (mean = 3.71) and those who have worked for 10 years and above (mean = 3.58) disagreed that they are overqualified for their positions, those who have worked for 5-9 years (mean = 3.32) were rather ambivalent on this issue. All the three groups were however unsure as to whether or not their expectations are unfulfilled (less than 5 years: mean = 2.83, 5-9 years: mean = 2.88, 10 years and above: mean = 2.58).

Job satisfaction

Job satisfaction is known to be very essential in every work environment; hence this vital domain was explored at the Takoradi Polytechnic. According to Armstrong (2006), positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction. When workers are not satisfied with their jobs, they can easily leave their work for other jobs. Table 10 presents the concerns expressed by respondents on job satisfaction at the Takoradi Polytechnic by their socio-demographic characteristics. Four job satisfaction-related items were employed to measure respondents' concerns about job satisfaction at the Takoradi Polytechnic. In connection with the analysis, the hypothesis which states that there is no significant difference in the concerns expressed by teaching and non teaching staff in terms of working hours was tested.

For work status, Table 10 depicts that the teaching and non-teaching staff were uncertain as to whether or not there is lack of variety on their jobs and whether or not their tasks are too many. Whereas the teaching staff denied that their working hours are too long (mean = 3.68), their non-teaching staff counterparts were uncertain on this issue (mean = 3.38).

The T-test result revealed that there was a significant difference in the concerns expressed by the teaching and non teaching staff in terms of working hours at the Takoradi Polytechnic ($P = 0.001$). Moreover, both groups agreed that there was little support/resources at the Takoradi Polytechnic (teaching: mean = 2.21, non teaching: mean = 2.20).

Table 10: Concerns about factors affecting job satisfaction by respondents' socio-demographic characteristics

Statement	Individual characteristic	Mean response	T-test (p-value)
Work status			
I feel that there is lack of variety on the job	Teaching	3.26	2.926
	Non-teaching	2.76	(.930)
I believe that my tasks are too many	Teaching	3.44	.296
	Non-teaching	3.40	(.452)
I believe that the working hours are too long	Teaching	3.68	1.999
	Non-teaching	3.38	(.001)
I believe that there is little support/resources	Teaching	2.21	.017
	Non-teaching	2.20	(.044)
Age			
I feel that there is lack of variety on the job	<30	2.97	.427
	30-39	2.80	(.653)
	>40	2.91	
I believe that my tasks are too many	<30	3.41	.239
	30-39	3.41	(.788)
	>40	3.29	
I believe that the working hours are too long	<30	3.41	.295
	30-39	3.53	(.745)
	>40	3.43	
I feel that there is little support/resources	<30	2.06	1.330
	30-39	2.33	(.267)
	>40	2.07	
Sex			
I feel that there is lack of variety on the job	Male	2.88	.432
	Female	3.00	(.512)
I believe that my tasks are too many	Male	3.35	.274
	Female	3.53	(.601)

Table 10 continued

I believe that the working hours are too long	Male	3.40	.513
	Female	3.62	(.475)
I believe that there is little support/resources	Male	2.19	.449
	Female	2.22	(.504)
Education			
I feel that there is lack of variety on the job	No formal edu.	2.44	1.458
	SHS and below	2.79	(.227)
	Tertiary	2.93	
	Postgraduate	3.20	
I believe that my tasks are too many	No formal edu.	2.80	8.224
	SHS and below	2.91	(.000)
	Tertiary	3.64	
	Postgraduate	3.65	
I believe that the working hours are too long	No formal edu.	2.90	7.314
	SHS and below	3.02	(.000)
	Tertiary	3.70	
	Postgraduate	3.64	
I believe that there is little support/resources	No formal edu.	2.60	3.929
	SHS and below	1.79	(.009)
	Tertiary	2.28	
	Postgraduate	2.46	
Work experience			
I feel that there is lack of variety on the job	<5 years	2.96	.796
	5-9 years	2.88	(.453)
	10 and above	2.64	
I believe that my tasks are too many	<5 years	3.49	1.709
	5-9 years	3.12	(.184)
	10 and above	3.31	
I believe that the working hours are too long	<5 years	3.53	.917
	5-9 years	3.26	(.401)

Table 10 continued

I believe that there is little support/resources	10 and above	3.40	2.327
	<5 years	2.28	(.100)
	5-9 years	2.12	
	10 and above	1.77	

Source: Field work (2009)

Significant level set = 0.05

This is perhaps one of the major causes of unrests on Polytechnic campuses in Ghana today. Polytechnics generally need equipment and other logistics for the practical components of their courses and the non-availability of these could be a source of frustration for both the teaching and non-teaching staff.

With respect to age, it was established that the youth, the middle-aged and the aged expressed uncertainty as to whether or not they feel that there is a lack of variety on their respective jobs (youth: mean = 2.97, middle-aged: mean = 2.80, aged: mean = 2.91) and as to whether or not they believe that their tasks are too many (youth: mean = 3.41, middle-aged: mean = 3.41, aged: mean = 3.29). It was identified that whereas the youth and the aged expressed uncertainty as to whether or not their working hours are too long (youth: mean = 3.41, aged: mean = 3.43), their middle-aged counterparts denied that their working hours are too long (mean = 3.53). Again, all the three groups agreed that there is little support/resources at the Takoradi Polytechnic (below 30: mean = 2.06, 30-39: mean = 2.33, 40 and above: mean = 2.07).

For sex, it was identified that both male and female were not sure whether or not there is a lack of variety on their jobs (male: mean = 2.88, female: mean = 3.00). Again, it was established that whereas the males were uncertain (mean =

3.35) whether or not their tasks are too many, their female counterparts disagreed (mean = 3.53) that their tasks are too many. Similarly, whereas the males were not certain (mean = 3.40) as to whether or not their working hours are too long, their female counterparts were noted to have disagreed (mean = 3.62) that their working hours are too long. Both groups were however in agreement that there is little support/resources at the Polytechnic (male: mean = 2.19, female: mean = 2.22).

Associated with this analysis, the third hypothesis which states that there is no significant difference in the perception about workload in terms of workers' educational background was tested. The ANOVA analysis revealed that there is a significant difference in the perception about workload in terms of workers' educational attainment hence the null hypothesis was rejected. This is supported by the P-value ($P = 0.000$) which is less than the significant level set (0.005). Thus, whereas those with no formal education and those educated from SHS and below were uncertain whether or not their tasks are too many, their other counterparts (tertiary and postgraduate) disagreed on this issue (Table 10).

Regarding work experience, all the three groups were uncertain whether or not they feel that there is a lack of variety on their jobs. Similarly, all the three groups were not sure whether or not their tasks are too many (Table 10). Moreover, whilst those who had worked for less than 5 years disagreed that their working hours are too long, their other two counterparts were ambivalent on this issue. All the three groups were however in agreement that there is little

support/resources at the Takoradi Polytechnic (less than 5 years: mean = 2.28, 5-9 years: mean = 2.12, 10 years and above: mean = 1.77).

Appraisal/feedback

Appraisal/feedback is one of the determiners that aid workers to know whether their performances on their respective jobs are of standard or otherwise. It can be said that appraisals and feedback issues can constitute one of the push factors in organisations when not given much needed attention (Brown, 2007) thus making it incumbent on management staff to give it all the necessary attention it needs. It is in the light of this that issues bordering on appraisals/feedbacks were explored in this study. Table 11 presents the results of concerns expressed by respondents on appraisals/feedback at the Takoradi Polytechnic by their socio-demographic characteristics. Four appraisal/feedback-related items were employed to measure respondents' concerns.

Table 11 suggests that a statistical marked difference was found between the teaching and non-teaching staff. That is, whilst the teaching staff were ambivalent (mean = 2.77) as to whether or not there is a lack of appraisal at the Polytechnic, their non-teaching staff counterparts agreed (mean = 2.37) that there is a lack of appraisal at the Polytechnic.

The two groups expressed doubt as to whether or not they are not recognised at the Polytechnic (teaching: mean = 3.21, non-teaching: mean = 3.10), as to whether or not they feel undervalued at the Polytechnic (teaching: mean = 3.04, non-teaching: mean = 3.17) and as to whether or not appraisals are

conducted poorly at the Polytechnic (teaching: mean = 2.83, non-teaching: mean = 2.65).

Table 11: Concerns on appraisal/feedback by respondents' socio-demographic characteristics

Statement	Individual characteristic	Mean response	T-test (p-value)
Work status			
I believe that there is a lack of appraisal	Teaching	2.77	2.347
	Non-teaching	2.37	(.202)
I feel that I am not recognised at the Polytechnic	Teaching	3.21	.657
	Non-teaching	3.10	(.974)
I feel undervalued at the Polytechnic	Teaching	3.04	.746
	Non-teaching	3.17	(.189)
I believe that appraisals are conducted poorly	Teaching	2.83	1.106
	Non-teaching	2.65	(.209)
Age			
I believe that there is a lack of appraisal	<30	2.43	.228
	30-39	2.55	(.796)
	>40	2.49	
I feel that I am not recognised at the Polytechnic	<30	3.26	1.220
	30-39	3.01	(.297)
	>40	2.98	
I feel undervalued at the Polytechnic	<30	3.18	1.143
	30-39	2.95	(.321)
	>40	3.24	
I believe that appraisals are conducted poorly.	<30	2.60	.586
	30-39	2.71	(.557)
	>40	2.82	

Table 11 continued

	Sex		
I believe that there is a lack of appraisal	Male	2.49	.444
	Female	2.52	(.506)
I feel that I am not recognised at the Polytechnic	Male	3.21	.345
	Female	3.00	(.558)
I feel undervalued at the Polytechnic	Male	3.11	.000
	Female	3.17	(.988)
I believe that appraisals are conducted poorly	Male	2.63	.970
	Female	2.85	(.326)
	Education		
I believe that there is a lack of appraisal	No formal edu.	2.30	4.277
	SHS and below	2.19	(.006)
	Tertiary	2.48	
	Postgraduate	3.03	
I feel that I am not recognised at the Polytechnic	No formal edu.	2.50	7.624
	SHS and below	2.61	(.000)
	Tertiary	3.33	
	Postgraduate	3.51	
I feel undervalued at the Polytechnic	No formal edu.	3.00	1.864
	SHS and below	2.82	(.137)
	Tertiary	3.24	
	Postgraduate	3.28	
I believe that appraisals are conducted poorly	No formal edu.	2.80	1.334
	SHS and below	2.70	(.264)
	Tertiary	2.60	
	Postgraduate	3.00	
	Work experience		
I believe that there is a lack of appraisal	<5 years	2.59	2.666
	5-9 years	2.09	(.072)
	10 and above	2.35	

Table 11 continued

I feel that I am not recognised at the Polytechnic	<5 years	3.50	6.339
	5-9 years	2.67	(.002)
	10 and above	2.68	
I feel undervalued at the Polytechnic	<5 years	3.25	3.720
	5-9 years	2.67	(.026)
	10 and above	2.96	
I believe that appraisals are conducted poorly	<5 years	2.75	1.667
	5-9 years	2.38	(.191)
	10 and above	2.76	

Source: Field survey (2009)

Significant level set = 0.05

With regard to age, although no significant differences were established regarding whether or not there is a lack of appraisal at the Takoradi Polytechnic, marked differences were observed regarding the concerns raised by the three groups. Thus, whilst the youth and the aged agreed (youth: mean = 2.43, aged: mean = 2.49) that there is a lack of appraisal at the Polytechnic, the middle aged were rather ambivalent (mean = 2.55) on this issue.

Moreover, Table 11 suggests that the three groups were all ambivalent as to whether or not they are not recognized at the Polytechnic (youth: mean = 3.26, middle aged: mean = 3.01, aged: mean = 2.98) as to whether or not they feel undervalued at the Polytechnic (youth: mean = 3.18, middle aged: mean = 2.95, aged: mean = 3.24) and as to whether or not appraisals are conducted poorly (youth: mean = 2.60, middle aged: mean = 2.71, aged: mean = 2.82).

With respect to sex, while the males agreed (mean = 2.49) that there is a lack of appraisal at the Polytechnic, their female counterparts were rather

uncertain (mean = 2.52) on this subject. The two groups expressed doubt as to whether or not they are not recognised (male: mean = 3.21, female: mean = 3.00) and as to whether or not appraisals are conducted poorly at the Polytechnic (male: mean = 2.63, female: mean = 2.85).

Regarding educational attainment, the results in Table 11 suggests that while those with no formal education, those educated from SHS and below and those educated to the tertiary level were in agreement that there is a lack of appraisal at the Polytechnic, their postgraduate counterparts rather doubted whether or not there is a lack of appraisal at the Polytechnic. The ANOVA results suggest that there is significant difference in the perceptions relating to workers' recognition in Takoradi Polytechnic. Whilst employees with postgraduate qualification disagreed (mean = 3.51) that they were not recognised in the Polytechnic set-up, their counterparts in the other educational groupings (no formal education: mean = 2.50, SHS and below: mean = 2.61, tertiary: mean = 3.33) were uncertain about their recognition in the system.

For work experience, while those who have worked for less than 5 years doubted (mean = 2.59) as to whether or not there is a lack of appraisal at the Polytechnic, their other two counterparts were in agreement on this matter (5-9 years: mean = 2.09, 10 years and above: mean = 2.35). A statistical significant difference was found in the perception of the three groups on the subject of their recognition at the Polytechnic ($P = 0.002$). More so, all the three groups expressed ambivalence as to whether or not they feel undervalued at the Polytechnic (less than 5 years: mean = 3.25, 5-9 years: mean = 2.67, 10 years and above: mean =

2.96). On the issue of the conduct of appraisals, while those who have worked for 5-9 years agreed that appraisals are poorly conducted (mean = 2.38), their other two counterparts were uncertain on this issue (less than 5 years: mean = 2.75, 10 years and above: mean = 2.76).

Career development

As another possible push factor, career development is known to be essential in every work environment hence this vital domain was also examined. Table 12 provides information concerning respondents' responses on issues bordering on their career development at the Takoradi Polytechnic by their socio-demographic characteristics. Three career development-related items were employed to measure respondents' concerns.

The results show that both the teaching and non-teaching staff expressed doubt as to whether or not they feel that their aspirations are unfulfilled, whether or not their career progression is slow and whether or not there is no equity and fairness in promotion (Table 12).

For age, a marked difference was found among the three groups regarding whether or not their aspirations are unfulfilled. That is, while the youth and the middle aged were ambivalent as regards whether or not their aspirations are unfulfilled, their aged counterparts agreed that their aspirations are unfulfilled. All the three groups expressed doubt as to whether or not their career progression is slow (youth: mean = 2.59, middle aged: mean = 2.73, aged: mean = 2.61).

Table 12: Concerns on factors affecting career development by respondents' socio-demographic characteristics

Statement	Individual characteristic	Mean response	T-test (p-value)
Work status			
I feel that my aspirations are unfulfilled	Teaching	2.54	.918
	Non-teaching	2.69	(.778)
I believe that my career progression is slow	Teaching	2.74	.247
	Non-teaching	2.69	(.776)
There is no equity and fairness in promotion	Teaching	3.07	1.384
	Non-teaching	2.82	(.731)
Age			
I feel that my aspirations are unfulfilled	<30	2.52	1.346
	30-39	2.76	(.263)
	>40	2.47	
I believe that my career progression is slow	<30	2.59	.312
	30-39	2.73	(.732)
	>40	2.61	
There is no equity and fairness in promotion	<30	2.81	3.272
	30-39	3.07	(.040)
	>40	2.51	
Sex			
I feel that my aspirations are unfulfilled	Male	2.64	3.003
	Female	2.63	(.085)
I believe that my career progression is slow	Male	2.63	4.047
	Female	2.85	(.045)
There is no equity and fairness in promotion	Male	2.86	1.345
	Female	2.99	(.248)
Education			
I feel that my aspirations are unfulfilled.	No formal edu.	2.50	2.170
	SHS and below	2.39	(.093)

Table 12 continued

	Tertiary	2.66	
	Postgraduate	2.98	
I believe that my career progression is slow	No formal edu.	2.40	4.062
	SHS and below	2.28	(.008)
	Tertiary	2.87	
	Postgraduate	2.95	
There is no equity and fairness in promotion	No formal edu.	2.20	8.399
	SHS and below	2.31	(.000)
	Tertiary	3.14	
	Postgraduate	3.23	
	Work experience		
I feel that my aspirations are unfulfilled	<5 years	2.70	4.411
	5-9 years	2.76	(.013)
	10 and above	2.00	
I believe that my career progression is slow	<5 years	2.81	2.942
	5-9 years	2.56	(.055)
	10 and above	2.23	
There is no equity and fairness in promotion	<5 years	3.11	9.193
	5-9 years	2.45	(.000)
	10 and above	2.19	

Source: Field survey (2009)

Significant level set=0.05

In the same vein, all the three groups again expressed uncertainty as to whether or not there is no equity and fairness in promotion at the Takoradi Polytechnic (youth: mean = 2.81, middle aged: mean = 3.07, aged: mean = 2.51).

With respect to sex, Table 12 revealed that both male and female expressed doubt as to whether or not their aspirations are unfulfilled (male: mean = 2.64, female: mean = 2.63), as to whether or not their career progression is slow

(male: mean = 2.63, female: mean = 2.85), and as to whether or not there is no equity and fairness in promotion (male: mean = 2.86, female: mean = 2.99).

For educational attainment, a statistical marked difference was registered among the four groups regarding whether or not aspirations are unfulfilled. Thus, while those with no formal education (mean = 2.50), those educated to the tertiary level (mean = 2.66) and those educated to the postgraduate level (mean = 2.98) expressed ambivalence as to whether or not their aspirations are unfulfilled, those educated from SHS and below (mean = 2.39) rather agreed on this issue. Moreover, a marked difference was again found among the four groups. Thus, whereas those with no formal education (mean = 2.40) and those educated from SHS and below (mean = 2.28) agreed that their career progression is slow, those educated to the tertiary (mean = 2.87) and postgraduate level (mean = 2.95) rather expressed doubt on this issue. The ANOVA results suggest that there was a statistical significant difference in the perception of the four groups regarding whether or not there is equity and fairness in promotion at the Takoradi Polytechnic ($P = 0.000$). Table 12 shows that whereas those with no formal education (mean = 2.20) and those educated from SHS and below (mean = 2.31) agreed that there is no equity and fairness in promotion at the Takoradi Polytechnic, those educated to the tertiary (mean = 3.14) and postgraduate level (mean = 3.23) were rather ambivalent on this issue.

With respect to work experience, a statistical marked difference was found among the three groups. Thus, while those who have worked for less than 5 years (mean = 2.70) and those who had worked for 5-9 years (mean = 2.76) doubted as

to whether or not their aspirations are unfulfilled, those who have worked for 10 years and above (mean = 2.00) rather believed that their aspirations are unfulfilled. A similar pattern of reasoning was registered for career progression. That is, while those who have worked for less than 5 years (mean = 2.81) and those who have worked for 5-9 years (mean = 2.56) were not sure as to whether or not their career progression is slow, those who have worked for 10 years and above (mean = 2.23) rather agreed on this issue. Furthermore, the ANOVA analysis revealed a statistical significant difference in the perception about equity and fairness in promotion at the Polytechnic with respect to duration of work in the organisation ($P=0.000$). It is evident from the analysis that those who have worked for less than 5 years doubted as to whether or not there is no equity and fairness in promotion whiles their other two counterparts agreed on this subject (Table 12).

Work-life balance

Issues bordering on work-life balance also happen to be major push factors in the organisational environment today. It is in the light of this that this domain was explored by the researcher. Table 13 provides information concerning respondents' perceptions on work-life balance issues at the Takoradi Polytechnic by their socio-demographic characteristics. Three work-life balance related issues were used to measure respondents' concerns.

**Table 13: Concerns on work-life balance issues by respondents’
socio-demographic characteristics**

Statement	Individual characteristic	Mean response	T-test (p-value)
Work status			
I believe that the work allows me limited time to attend to other issues	Teaching	3.29	1.524
	Non-teaching	3.03	(.179)
My time to care for my children is restricted	Teaching	3.57	2.179
	Non-teaching	3.24	(.692)
I want to work at the Polytechnic because I want to be stable	Teaching	2.56	.799
	Non-teaching	2.69	(.103)
Age			
I believe that the work allows me limited time to attend to other issues	<30	3.18	1.268
	30-39	2.96	(.284)
	>40	3.28	
My time to care for my children is restricted	<30	3.25	1.616
	30-39	3.30	(.201)
	>40	3.59	
I want to work at the Polytechnic because I want to be stable	<30	2.78	1.475
	30-39	2.51	(.231)
	>40	2.48	
Sex			
I believe that the work allows me limited time to attend to other issues	Male	3.04	.655
	Female	3.24	(.419)
My time to care for my children is restricted	Male	3.41	3.476
	Female	3.25	(.064)
I want to work at the Polytechnic because I want to be stable	Male	2.66	1.670
	Female	2.63	(.198)
Education			
I believe that the work allows me limited time to attend to other issues.	No formal edu.	2.40	2.232
	SHS and below	2.95	(.085)

Table 13 continued

	Tertiary	3.26	
	Postgraduate	3.10	
My time to care for my children is restricted	No formal edu.	2.75	2.943
	SHS and below	3.10	(.034)
	Tertiary	3.41	
	Postgraduate	3.63	
I want to work at the Polytechnic because I want to be stable	No formal edu.	2.10	3.239
	SHS and below	2.38	(.023)
	Tertiary	2.86	
	Postgraduate	2.58	
	Work experience		
I believe that the work allows me limited time to attend to other issues	<5 years	3.16	2.611
	5-9 years	2.73	(.076)
	10 and above	3.38	
My time to care for my children is restricted	<5 years	3.34	3.826
	5-9 years	3.03	(.023)
	10 and above	3.77	
I want to work at the Polytechnic because I want to be stable	<5 years	2.67	.950
	5-9 years	2.71	(.388)
	10 and above	2.35	

Source: Field survey (2009)

Significant level set=0.05

For work status, Table 13 indicates that the teaching and non-teaching staff were uncertain as to whether or not the job allows them limited time to attend to other issues. Again, while the teaching staff disagreed that their time to care for their children is restricted, their non-teaching staff counterparts were rather ambivalent on this issue. Both groups expressed doubt as to whether or not they want to work at the Polytechnic because they want to be stable.

For age, Table 13 suggests that all the three groups were uncertain as to whether or not the work allows them limited time to attend to other issues (youth: mean = 3.18, middle aged: mean = 2.96, aged: mean = 3.28). Moreover, while the youth (mean = 3.25) and the middle aged (mean = 3.30) doubted as to whether or not their time to care for their children is restricted, the aged (mean = 3.59) rather disagreed on this issue.

On the subject of stability, while the youth (mean = 2.78) and the middle aged (mean = 2.51) expressed uncertainty as regards whether or not they want to work at the Polytechnic because they want to be stable, their aged counterparts (mean = 2.48) rather agreed that they want to work at the Polytechnic because they want to be stable. This was expected as many aged people are traditionally known not to be fanatics of migration.

With reference to sex, Table 13 demonstrates that both groups were uncertain as to whether or not the work allows them limited time to attend to other issues (male: mean = 3.04, female: mean = 3.24), as to whether or not their time to care for their children is restricted (male: mean = 3.41, female: mean = 3.25) and as to whether or not they want to work at the Polytechnic because they want to be stable (male: mean = 2.66, female: mean = 2.63).

With respect to educational attainment, a marked difference was observed among the four groups. That is, whilst those with no formal education agreed (mean = 2.40) that the work allows them limited time to attend to other issues, their counterparts rather doubted as to whether or not the work allows them limited time to attend to other issues (SHS and below: mean = 2.95, tertiary: mean

= 3.26, postgraduate: mean = 3.10). More so, while those with no formal education (mean = 2.75), those educated from SHS and below (mean = 3.10) and those educated to the tertiary level (mean = 3.41) expressed ambivalence as to whether or not their time to care for their children is restricted, their postgraduate counterparts (mean = 3.63) disagreed that their time to care for their children is restricted. It was again realised that whereas those with no formal education (mean = 2.10) and those educated from SHS and below (mean = 2.38) agreed that they want to continue working at the Polytechnic because they want to be stable, their other two counterparts were not certain on this issue (tertiary: mean = 2.86, postgraduate: mean = 2.58).

For work experience, it was established that all the three groups were unsure as to whether or not the work allows them limited time to attend to other issues. Marked difference was registered among the three groups. Thus, while those who have worked for less than 5 years and those who have worked for 5-9 doubted as to whether or not their time to care for their children is restricted, their counterparts (10 years and above) rather disagreed that the work allows them limited time to care for their children. On the subject of stability, a statistical marked difference was again found among the three groups. That is, whereas those who have worked for less than 5 years and those who have worked for 5-9 years were ambivalent as to whether or not they want to keep working at the Polytechnic because they want to be stable, their other counterparts (10 years and above) were in agreement on this issue (Table 13).

Managers

Another important area of paramount relevance in organisations and which can also cause staff to leave their places of work for other jobs are issues bordering on managers. Table 14 provides information on perceptions of managers at the Takoradi Polytechnic by respondents' socio-demographic characteristics. Three management-related items were employed to measure respondents' concerns.

For work status, Table 14 suggests that both groups expressed doubt as to whether or not their superiors lack interpersonal skills (teaching: mean = 3.33, non-teaching: mean = 3.03). Moreover, a marked statistical difference was found among the two groups. That is, while the teaching staff disagreed (mean = 3.58) that their superiors make unrealistic demands, their non-teaching staff counterparts were rather divided (mean = 3.29) on this subject. Both groups however expressed ambivalence as to whether or not their superiors do not encourage them (teaching: mean = 3.26, non-teaching: mean = 2.90).

With respect to age, all the three groups were ambivalent as to whether or not their superiors lack interpersonal skills (youth: mean = 3.15, middle aged: mean = 3.17, aged: mean = 3.02), as to whether or not their superiors make unrealistic demands (youth: mean = 3.40, middle aged: mean = 3.32, aged: mean = 3.39) and as to whether or not their superiors do not encourage them (youth: mean = 3.01, middle aged: mean = 3.09, aged: mean = 2.78).

Table 14: Concerns on management-related issues by respondents’ socio-demographic characteristics

Statement	Individual characteristic	Mean response	T-test (p-value)
Work status			
I think my superiors lack interpersonal skills	Teaching	3.33	1.694
	Non-teaching	3.03	(.160)
I think that my superiors make unrealistic demands	Teaching	3.58	1.823
	Non-teaching	3.29	(.510)
I believe my superiors do not encourage me	Teaching	3.26	1.884
	Non-teaching	2.90	(.193)
Age			
I think my superiors lack interpersonal skills	<30	3.15	.217
	30-39	3.17	(.805)
	>40	3.02	
I think that my superiors make unrealistic demands	<30	3.40	.121
	30-39	3.32	(.887)
	>40	3.39	
I believe my superiors do not encourage me	<30	3.01	.784
	30-39	3.09	(.458)
	>40	2.78	
Sex			
I think my superiors lack interpersonal skills	Male	3.21	1.123
	Female	2.97	(.290)
I think that my superiors make unrealistic demands	Male	3.44	.078
	Female	3.28	(.781)
I believe my superiors do not encourage me	Male	3.12	.174
	Female	2.82	(.677)
Education			
I think my superiors lack interpersonal skills.	No formal edu.	2.80	4.592
	SHS and below	2.67	(.004)

Table 14 continued

	Tertiary	3.25	
	Postgraduate	3.53	
I think that my superiors make unrealistic demands	No formal edu.	3.10	5.710
	SHS and below	2.96	(.001)
	Tertiary	3.46	
	Postgraduate	3.83	
I believe my superiors do not encourage me	No formal edu.	2.40	7.260
	SHS and below	2.43	(.000)
	Tertiary	3.27	
	Postgraduate	3.36	
	Work experience		
I think my superiors lack interpersonal skills	<5 years	3.22	1.821
	5-9 years	2.85	(.164)
	10 and above	2.85	
I think that my superiors make unrealistic demands	<5 years	3.46	1.611
	5-9 years	3.21	(.202)
	10 and above	3.12	
I believe my superiors do not encourage me	<5 years	3.20	6.213
	5-9 years	2.55	(.002)
	10 and above	2.46	

Source: Field survey (2009)

Significant level set = 0.05

A similar pattern of reasoning was again registered for sex. The results in Table 14 suggest that both groups were doubtful as to whether or not their superiors lack interpersonal skills (male: mean = 3.21, female: mean = 2.97), as to whether or not their superiors make unrealistic demands (male: mean = 3.44, female: mean = 3.28) and as to whether or not their superiors do not encourage them (male: mean = 3.12, female: mean = 2.82).

For educational attainment, the ANOVA analysis revealed a statistical significant difference in the perception of the four groups regarding whether or not their superiors lack interpersonal skills. This is supported by the P-value which is less than 0.005 ($P = 0.004$). It was established that whereas those with no formal education (mean = 2.80), those educated from SHS and below (mean = 2.67) and those educated to the tertiary level (mean = 3.25) were ambivalent as to whether or not their superiors lack interpersonal skills, those educated to the postgraduate level (mean = 3.53) rather disagreed on this particular issue.

The ANOVA results again registered a statistical significant difference in the perception of the four groups regarding whether or not their superiors make unrealistic demands ($P = 0.001$). Thus, whereas those with no formal education (mean = 3.10), those educated from SHS and below (mean = 2.96) and those educated to the tertiary level (mean = 3.46) were uncertain as to whether or not their superiors make unrealistic demands, their postgraduate counterparts (mean = 3.83) rather disagreed that their superiors make unrealistic demands.

Yet again, the ANOVA analysis revealed that there was a statistical significant difference in the perception of the four groups as to whether or not their superiors do not encourage them. This is supported by the P-value which is less than .005 ($P = 0.000$). Table 14 indicates that those with no formal education and those educated from SHS and below agreed that their superiors do not encourage them whereas their other two counterparts were ambivalent on this issue.

With respect to work experience, Table 14 depicts that all the three groups expressed doubt as to whether or not their superiors lack interpersonal skills (less than 5 years: mean = 3.22, 5-9 years: mean = 2.85, 10 years and above: mean = 2.85) and, also, as to whether or not their superiors make unrealistic demands (less than 5 years: mean = 3.46, 5-9 years: mean = 3.21, 10 years and above: mean = 3.12). A statistical significant difference was found in the perception of the three groups as regards whether or not their superiors do not encourage them ($P=0.002$). It was realised that while those who have worked for less than 5 years and those who have worked for 5-9 years were in doubt whether their superiors do not encourage them, their counterparts who have worked for 10 years and above rather agreed that their superiors do not encourage them (Table14).

Monetary rewards

Table 15 presents the results of the concerns expressed by respondents on monetary rewards at the Takoradi Polytechnic by their socio demographic characteristics. Three monetary rewards-related items were utilised to measure respondents' concerns.

Table 15 shows that, on the average, both the teaching and non-teaching staff considered their salaries as low. Apart from this, the two groups were in agreement that there were lack of fringe benefits and allowances in the Polytechnic system.

Table 15: Concerns on monetary rewards-related issues by respondents' socio-demographic characteristics

Statement	Individual characteristic	Mean response	T-test (p-value)
Work status			
I believe that my salary is low	Teaching	1.84	.618
	Non-teaching	1.94	(.039)
I believe that there is a lack of fringe benefits	Teaching	1.89	.338
	Non-teaching	1.94	(.739)
I feel that there is a lack of allowances	Teaching	2.36	1.618
	Non-teaching	2.08	(.009)
Age			
I believe that my salary is low	<30	1.86	.748
	30-39	1.99	(.475)
	>40	1.76	
I believe that there is a lack of fringe benefits	<30	1.95	.254
	30-39	1.85	(.776)
	>40	1.85	
I feel that there is a lack of allowances	<30	2.16	.909
	30-39	2.01	(.405)
	>40	2.30	
Sex			
I believe that my salary is low.	Male	1.85	.133
	Female	2.03	(.715)
I believe that there is a lack of fringe benefits	Male	1.92	1.862
	Female	1.92	(.174)
I feel that there is a lack of allowances	Male	2.21	2.002
	Female	2.11	(.159)
Education			
I believe that my salary is low.	No formal edu.	1.60	2.861
	SHS and below	1.60	(.038)

Table 15 continued

	Tertiary	2.09	
	Postgraduate	1.98	
I believe that there is a lack of fringe benefits	No formal edu.	2.10	2.469
	SHS and below	1.62	(.063)
	Tertiary	2.04	
	Postgraduate	1.98	
I feel that there is a lack of allowances	No formal edu.	1.90	8.172
	SHS and below	1.55	(.000)
	Tertiary	2.50	
	Postgraduate	2.51	
	Work experience		
I believe that my salary is low	<5 years	1.98	1.263
	5-9 years	1.79	(.285)
	10 and above	1.65	
I believe that there is a lack of fringe benefits	<5 years	2.00	2.268
	5-9 years	1.74	(.106)
	10 and above	1.62	
I feel that there is a lack of allowances	<5 years	2.27	2.738
	5-9 years	1.74	(.067)
	10 and above	2.12	

Source: Field survey (2009)

Significant level set=0.05

A similar line of reasoning was registered for age. On the average, all the three groups agreed that their salaries are low (youth: mean = 1.86, middle aged: mean = 1.99, aged: mean = 1.76), that there is a lack of fringe benefits (youth: mean = 1.95, middle aged: mean = 1.85, aged: mean = 1.85) and that there is a lack of allowances at the Polytechnic (youth: mean = 2.16, middle aged: mean = 2.01, aged: mean = 2.30).

With respect to sex, Table 15 suggests that both male and female believed that their salary is low (male: mean = 1.85, female: mean = 2.03). Also, the two groups were in agreement that there was a lack of fringe benefits (male: mean = 1.92, female: mean = 1.92) and allowances (male: mean = 2.21, female: mean = 2.11) in the Polytechnic.

For educational attainment, a similar pattern of reasoning was again registered. All the four groups agreed that their salary is low and that there is a lack of fringe benefits in the Polytechnic system. A statistical significant difference was registered among the four groups regarding whether or not they feel that there is a lack of allowances at the Polytechnic ($P = 0.000$). Averagely, whilst those with no formal education and those educated from SHS and below agreed that there is a lack of allowances at the Polytechnic, their other counterparts were ambivalent on this subject (Table 15).

With respect to work experience, Table 15 depicts that, on the average, all the three groups agreed that their salary is low (below 5 years: mean = 1.98, 5-9 years: mean = 1.79, 10 years and above: mean = 1.65). Apart from this, the groups agreed that there is a lack of fringe benefits and allowances in the Polytechnic. This is perhaps one of the major causes of unrests on Polytechnic campuses in Ghana today. As Gomez-Mejia and Balkin (1992) reiterated, employers who offer the most attractive reward packages have lower attrition rates than those who pay poorly. It is in this wise that it can be deduced that the inadequate nature of monetary rewards could be a source of frustration for staff and could further cause them to leave the Polytechnic for other jobs.

The views of the management staff were sought to know whether many of the staff leave the Polytechnic for other jobs. Their responses indicate that they were all uncertain as to whether or not many of the workers leave the Polytechnic for other jobs elsewhere.

Extent of satisfaction among staff of the Takoradi Polytechnic

With regard to this particular section, statements that had a bearing on measuring the extent of satisfaction of staff were given to respondents to indicate their levels of agreement or disagreement. In response, the results from Table 16 were obtained.

Table 16 reveals that there was a statistical significant difference in the perception of the teaching and non teaching staff regarding whether or not they are disappointed on their jobs ($P = 0.006$). On the average, both the teaching (mean = 4.06) and the non teaching staff (mean = 3.61) disagreed that they are disappointed on their jobs.

Similarly, both the teaching (mean = 4.03) and the non-teaching staff (mean = 3.59) disagreed that they are frustrated on the jobs they are doing. A statistical significant difference was found among the two groups in this regard ($P = 0.004$). Again, while the teaching staff were not sure as to whether or not they would like to leave the Polytechnic when there is another job offer, their non-teaching staff counterparts were rather in agreement on this matter (teaching: mean = 2.94, non-teaching: mean = 2.37).

**Table 16: Concerns on general job satisfaction by respondents’
socio-demographic characteristics**

Statement	Individual characteristic	Mean response	T-test (p-value)
Work status			
I am disappointed on the job I am doing	Teaching	4.06	2.988
	Non-teaching	3.61	(.006)
I am frustrated on the job I am doing	Teaching	4.03	2.899
	Non-teaching	3.59	(.004)
I would like to leave the Polytechnic when there is another job offer	Teaching	2.94	3.267
	Non-teaching	2.37	(.357)
Age			
I am disappointed on the job I am doing	<30	3.78	.420
	30-39	3.73	(.658)
	>40	3.60	
I am frustrated on the job I am doing	<30	3.76	.571
	30-39	3.60	(.566)
	>40	3.77	
I would like to leave the Polytechnic when there is another job offer.	<30	2.57	.271
	30-39	2.43	(.763)
	>40	2.52	
Sex			
I am disappointed on the job I am doing	Male	3.81	.460
	Female	3.65	(.498)
I am frustrated on the job I am doing	Male	3.81	3.331
	Female	3.59	(.069)
I would like to leave the Polytechnic when there is another job offer	Male	2.47	6.745
	Female	2.74	(.010)
Education			
I am disappointed on the job I am doing.	No formal edu.	2.50	11.809
	SHS and below	3.34	(.000)

Table 16 continued

	Tertiary	3.98	
	Postgraduate	4.03	
I am frustrated on the job I am doing	No formal edu.	2.50	8.805
	SHS and below	3.43	(.000)
	Tertiary	3.92	
	Postgraduate	3.97	
I would like to leave the Polytechnic when there is another job offer	No formal edu.	2.11	3.587
	SHS and below	2.18	(.015)
	Tertiary	2.68	
	Postgraduate	2.88	
	Work experience		
I am disappointed on the job I am doing	<5 years	3.89	7.137
	5-9 years	3.18	(.001)
	10 and above	3.60	
I am frustrated on the job I am doing	<5 years	3.85	5.470
	5-9 years	3.19	(.005)
	10 and above	3.64	
I would like to leave the Polytechnic when there is another job offer	<5 years	2.63	1.699
	5-9 years	2.47	(.185)
	10 and above	2.16	

Source: Field survey (2009)

Significant level set=0.05

For age, the youth (mean = 3.78), the middle aged (mean = 3.73) and the aged (mean = 3.60) were noted to disagree that they are disappointed on their jobs. Similarly, all the three groups disagreed that they are frustrated on their jobs (youth: mean = 3.76, middle aged: mean = 3.60, aged: mean = 3.77). In addition, while the youth (mean = 2.57) and the aged (mean = 2.52) doubted as to whether

or not they would like to leave the Polytechnic when there is another job offer, their middle aged counterparts (mean = 2.43) rather agreed to this.

With respect to sex, both groups disagreed as to being disappointed on their jobs (male: mean = 3.81, female: mean = 3.65) and as to being frustrated on their jobs (male: mean = 3.81, female: mean = 3.59). The t-test analysis revealed that there was a significant difference in the perception of both male and female as to whether or not they would like to leave the Polytechnic when there is another job offer ($P = 0.010$). It was established that whereas the males agreed (mean = 2.47) that they would like to leave the Polytechnic when there is another job offer, their female counterparts doubted (mean = 2.74) on this issue.

For educational attainment, the ANOVA analysis revealed that there were significant differences in the areas of disappointment ($P = 0.000$), frustration ($P = 0.000$) and exiting ($P = 0.015$). It was established that whereas those with no formal education (mean = 2.50) and those educated from SHS and below (mean = 3.34) doubted as to whether or not they are disappointed on their jobs, those educated to the tertiary (mean = 3.98) and postgraduate (mean = 4.03) level rather disagreed on this issue. A similar pattern of reasoning was registered for frustration. Whereas those with no formal education (mean = 2.50) and those educated from SHS and below (mean = 3.43) doubted as to whether or not they are frustrated on their jobs, those educated to the tertiary (mean = 3.92) and postgraduate (mean = 3.97) levels rather disagreed on this issue. More so, while those with no formal education (mean = 2.11) and those educated from SHS and below (mean = 2.18) agreed that they would like to leave the Polytechnic when

there is another job offer, their other two counterparts were ambivalent on this issue (tertiary: mean = 2.68, postgraduate: mean = 2.88).

With respect to work experience, the ANOVA results revealed that there were significant differences in respondents' concerns in the areas of disappointment ($P = 0.015$), frustration ($P = 0.001$) and exiting of the Polytechnic ($P = 0.005$). Thus, whereas those who have worked for less than 5 years and those who have worked for 10 years and above disagreed that they are disappointed on their jobs, those who have worked for 5-9 years were rather ambivalent on this issue. Similarly, whereas those who have worked for less than 5 years and those who have worked for 10 years and above disagreed that they are frustrated on their jobs, those who have worked for 5-9 years were rather uncertain on this issue. Moreover, whilst those who have worked for less than 5 years doubted as to whether or not they would like to leave the Polytechnic when there is another job offer, those who have worked for 5-9 years and those who have worked for 10 years and above rather agreed that they would like to leave the Polytechnic when there is another job offer (Table 16).

Motivational preferences of staff at Takoradi Polytechnic

The researcher attempted to find what elements the workers believed could motivate them most, and this was done by the researcher giving a repertoire of possible motivators like training and development opportunities, enjoyment of fringe benefits, annual best worker awards, cordial superior/subordinate relationships, increased salaries, provision of accommodation, and provision of

needed logistics to enhance work to them to choose those ones they think could motivate them most. In response, the results in Table 17 were obtained.

Table 17: Motivational preferences of staff at Takoradi Polytechnic

Motivational preference	Percent (%)	Rank (%)
Increased salary	17.4	1
Training and Development	15.9	2
Enjoyment of fringe benefits	15.2	3
Provision of accommodation	15.0	4
Provision of needed logistics	14.4	5
Cordial superior and subordinate relationships	12.6	6
Annual best worker awards	9.4	7
Refreshment	0.1	8

Note: Multiple responses

Source: Field survey, (2009)

The results in Table 17 suggests that the staff preferred salary increment most (17.4%) followed by training and development (15.9%), enjoyment of fringe benefits (15.2%), provision of accommodation (15.0%), provision of logistics (14.4%), cordial superior subordinate relationship (12.6%), annual best worker awards (9.4%) and refreshment (0.1%). This finding corroborates the posits of Sherman et al. (1996) who acknowledge that pay provides employees with the means to purchase food to satisfy their physiological needs and also allows them

to afford shelter to satisfy their need for safety. They further conceive that it enables them to meet their esteem needs since pay is one measure of relative worth.

Motivational preferences at Takoradi Polytechnic by staff status

The views of the teaching and non-teaching staff were sought on this subject and the results are shown in Table 18. It can be observed that the teaching staff preferred Training and Development (16.6%) most, followed by provision of accommodation (16.4%), provision of needed logistics (16.1%), increased salaries (15.3%), enjoyment of fringe benefits and cordial superior/subordinate relationships (13.5%) respectively, and annual best worker awards (8.6%). This indicates that the teaching staff believe that what can motivate them most is for them to be given more training and development opportunities. This was expected since the teaching staff generally need to upgrade their knowledge base in order for them to match up with their ever changing work environment. This happens to be in harmony with the belief of Acheampong (2006) who is of the view that training and development exposes employees to specific knowledge and conceptual skills to enable them perform their general duties effectively.

The non-teaching staff, however, preferred increased salaries (18.5%) most, followed by enjoyment of fringe benefits (16.1%), Training and Development (15.6%), accommodation (14.2%), provision of needed logistics (13.6%), cordial superior/subordinate relationship (12.1%), annual best worker

awards (9.8%), and, lastly, refreshment (.1%). This indicates that the non-teaching staff believe that what can motivate them most is for their salaries to be increased.

Table 18: Motivational preferences at Takoradi Polytechnic by staff status

Motivational Preference	Teaching		Non-teaching	
	Percent (%)	Rank	Percent (%)	Rank
Training and Development	16.6	1	15.6	3
Provision of accommodation	16.4	2	14.2	4
Provision of needed logistics	16.1	3	13.6	5
Increased salaries	15.3	4	18.5	1
Enjoyment of fringe benefits	13.5	5	16.1	2
Cordial superior and subordinate relationships	13.5	6	12.1	6
Annual best worker awards	8.6	7	9.8	7
Refreshment	0.0	8	0.1	8
Total	100.0		100.0	

Note: Multiple responses

Source: Field survey, (2009)

This finding is in consonance with the posits of Sherman et al. (1996) who acknowledge that pay provides employees with the means to purchase food to satisfy their physiological needs and also allows them to afford shelter to satisfy their need for safety. They further conceive that it enables them to meet their esteem needs since pay is one measure of relative worth.

An interview of a member of management staff indicated that the motivational measures put in place to ensure that staff are satisfied include the provision of accommodation, training and development opportunities, provision of needed logistics to enhance work, and annual best worker awards.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter focuses on the summary, conclusions, and recommendations of the study. The study assessed the current recruitment, selection and retention practices at the Takoradi Polytechnic. The data were obtained from 222 staff of the Takoradi Polytechnic through a survey questionnaire and an interview guide. Two statistical methods namely one-way Analysis of Variance (ANOVA) and the Student T-test were employed for the study.

Summary of main findings

The first objective focused on the recruitment and selection procedures at the Takoradi Polytechnic and the key findings were that:

1. advertisement was the leading method of recruitment.
2. newspaper came out to be the most popular medium of advertisement.
3. interview was identified as the major selection procedure.
4. unstructured interview came up as the type of interview used.
5. medical examinations were not widely practiced.
6. letters were found to be the chief medium through which respondents are informed of their employment; and

7. orientation/induction was also not widely practiced.

With respect to the extent of satisfaction among staff at the Takoradi Polytechnic, the main factors identified are that:

1. there was a significant difference in the perception of the males and females as to whether or not they would like to leave the Polytechnic for other jobs.
2. the teaching staff, the middle aged, the males, those with no formal education, those educated from SHS and below, those who have worked for 5-9 years and those who have worked for 10 years and above agreed that they would like to leave the Polytechnic when there is another job offer.

The third objective focused on staff's preferred motivation at the Takoradi Polytechnic, and the major issues identified are that:

1. the staff preferred salary increment as their leading source of motivation.
2. for staff status, the teaching staff preferred training and development while the non-teaching staff preferred salary increment.

With respect to staff turnover, the main factors identified are that:

1. all staff categories indicated that there is little support/resources.
2. on appraisal/feedback, the non-teaching staff, the youth, the aged, the males, those with no formal education, those educated from SHS and below, and those educated to the tertiary level indicated that they are not appraised at the Polytechnic.
3. the aged claimed that appraisals at the Polytechnic are poorly conducted.

4. those with no formal education, those educated to SHS and below, and the aged suggested that their career progression is slow.
5. those with no formal education, those educated to SHS and below, the middle aged and the aged indicated that there is no equity and fairness in promotion.
6. those educated to SHS and below and the aged indicated that their aspirations are unfulfilled.
7. those with no formal education, those educated to SHS and below and the aged indicated that their superiors do not encourage them at the Polytechnic.
8. All the groups believed that the monetary rewards offered at the Takoradi Polytechnic are inadequate.

Conclusions

It must be stated that the study objectives were met. The study assessed the current recruitment, selection, and retention practices at the Takoradi Polytechnic. Based on the findings, four key conclusions were drawn. It can be said that Takoradi Polytechnic follows traditional methods of recruitment and selection. This can be supported by the fact that, traditionally, when job vacancies are identified, they are advertised through a medium/media after which prospective employees are made to undergo a selection process, and, then, medically examined. They are then informed of the success or otherwise of the process, and, if successful, given orientation/induction. However, some

components of this procedure practiced at the Takoradi Polytechnic leaves a lot to be desired since vital components like medical examination and orientation/induction are not given the much needed attention.

It can be concluded that workers were generally not satisfied with their working conditions as most of them agreed that they would like to leave the Polytechnic when there is another job offer. Quite a substantive number of the groups studied also were even not sure as to whether or not they would like to leave the Polytechnic for other jobs suggesting that they could be swayed any way at any point in time.

On the subject of motivational preference, the staff generally preferred salary increment as their leading source of motivation at the Takoradi Polytechnic. Also, the teaching staff preferred training and development while the non-teaching staff preferred salary increment.

Moreover, it is evident that multiple factors account for staff turnover at the Takoradi Polytechnic. The study revealed that issues such as little support/resources, the poor conduct of appraisals, slow career progression, lack of equity and fairness in promotion, unfulfilled aspirations, lack of encouragement from superiors and poor monetary rewards were some of the factors that account for staff turnover at the Takoradi Polytechnic. Thus, a substantive number of the groups expressed displeasure regarding the above listed push factors.

Recommendations

Based on the findings of the study, the following recommendations are made that:

1. the management should ensure that vital components of the selection process are judiciously practiced. Such components include medical examination and orientation/induction for newly arrived staff. These will help avoid hiring people who may become problem workers, and help the new employees to better settle on their jobs quickly.
2. the management must ensure that the appropriate support/resources are provided to enhance work at the Polytechnic since all staff categories indicated that there is little support/resources at the Takoradi Polytechnic.
3. the management should make sure that, for appraisal/feedback, the non-teaching staff, the youth, the aged, the males, those with no formal education, those educated from SHS and below, and those educated to the tertiary level are appraised because of these groups' relative importance to the overall organisational goal attainment.
4. the management must make sure that the department associated with the conduct of appraisals at the Polytechnic is made to revisit some of its procedures since the aged suggested that appraisals are poorly conducted.
5. management should, again, task The Personnel Unit to look into the process of promotion because of the concerns raised by those with no formal education, those educated to SHS and below, the middle aged and

the aged that there is no equity and fairness in promotion at the Polytechnic.

6. superiors at the Polytechnic should pay attention to all their subordinates since groups like those with no formal education, those educated to SHS and below and the aged indicated that their superiors do not encourage them at the Polytechnic.
7. the management should look into the nature of monetary rewards at the Polytechnic for possible improvement since all the groups agreed that the monetary rewards offered at the Takoradi Polytechnic are inadequate.
8. the management must give training and development opportunities to staff, especially the teaching staff, to enable them enhance their capacities since they indicated that what can motivate them most is for them to be given training and development opportunities at the Polytechnic.

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2. Word of mouth [] 4. Other(s), (please specify).....
- 7) What selection procedure(s) did you undergo before you were employed?
1. Interview [] 2. Written tests []
3. Other(s), (please specify).....
- 7b) If it was an interview, what was the nature of the interview?
1. Structured interview [] 2. Unstructured interview []
3. Other(s), (please specify).....
- 8) Did you undergo any form of medical examination before you were employed?
1. Yes [] 2. No []
- 9) How were you informed of your employment?
1. Through letters [] 2. Through telephone/ e-mail []
3. Other(s), (please specify).....
- 10) Were you given any form of orientation/induction when you were offered the job?
1. Yes [] 2. No []

SECTION THREE

STAFF TURNOVER

- 11) Below are some factors that can cause staff to leave their places of work. Please indicate the extent of your agreement or disagreement with the following statements on the scale 1-5 where 1= “Strongly Agree”, 2= “Agree”, 3= “Neither Agree or Disagree”, 4= “Disagree”, 5= “Strongly Disagree”. (Please tick only one)

Statements	SA 1	A 2	NA/D 3	D 4	SD 5
Recruitment Factors					
1.I feel that my job preview is unrealistic.					
2.I feel overqualified for my position.					
3.I believe that my expectations are unfulfilled.					
Job Satisfaction					
1.I feel that there is lack of variety on the job.					

2.I believe that my tasks are too many.					
3.I believe that the working hours are too long.					
4.I believe that there is little support/ resources					
Appraisal, Feedback					
1.I believe that there is a lack of appraisal.					
2.I feel that I am not recognized at the Polytechnic.					
3.I feel undervalued at the Polytechnic					
4.I believe that appraisals are conducted poorly.					
Career Development					
1.I feel that my aspirations are unfulfilled.					
2.I believe that my career progression is slow.					
3.There is no equity and fairness in promotion.					
Work-Life Balance					
1.I believe that the work allows me limited time to other issues.					
2.My time to care for my children is restricted.					
3.I want to work at the Polytechnic because I want to be stable.					
Managers					
1.I think my superiors lack interpersonal skills.					
2.I believe my superiors make unrealistic demands.					
3.I believe my superiors do not encourage me.					
Money					
1.I believe that my salary is low.					
2.I believe that there is a lack of fringe benefits.					
3.I feel that there is a lack of allowances.					

GENERAL SATISFACTION OF STAFF

12) Please indicate the extent of your agreement or disagreement with the following statements on the scale 1-5 where 1= “Strongly Agree”, 2=“Agree”, 3= “Neither Agree or Disagree”, 4= “Disagree”, 5= “Strongly Disagree”. (Please tick only one)

Statements	SA 1	A 2	NA/D 3	D 4	SD 5
1.I am disappointed on the job I am doing.					
2.I am frustrated on the job I am doing.					
3.I would like to leave the Polytechnic when there is another job offer.					

SECTION FOUR

RETENTION OF STAFF–STAFF MOTIVATION

13) What are your preferred motivational types? (Please tick as many as may apply.)

- 1. Provision of accommodation
- 2. Enjoyment of fringe benefits
- 3. Training and development opportunities
- 4. Increased salaries
- 5. Cordial superior/subordinate relationships
- 6. Provision of needed logistics to enhance work
- 7. Annual best worker awards
- 8. Other(s), (please specify).....

APPENDIX B

INTERVIEW GUIDE

INTERVIEW GUIDE ON RECRUITMENT, SELECTION, AND RETENTION OF STAFF POLICIES AND PROCEDURES AT THE TAKORADI POLYTECHNIC-MANAGEMENT STAFF

This study is for an M.A dissertation being conducted at the Institute for Development Studies at the University of Cape Coast. The study is based on a selected sample, so your participation is very critical. The results of the study will help improve the staff recruitment, selection and retention situation in the Polytechnic. The interview is anonymous and all responses will be treated with utmost confidence. You are free and entitled to your own opinion. Thank you for your help.

SECTION ONE

MODE OF RECRUITMENT AND SELECTION

- 1) What method(s) do you employ to recruit staff at the Takoradi Polytechnic?
- 1b) If you use adverts, what source(s) do you employ?
- 2) What selection procedures do prospective employees undergo before they are employed?
- 2b) If it is through interviews, which particular type(s) do you employ?
- 3) Are prospective employees made to undergo medical examinations before they are employed?
- 4) How do you inform prospective employees of their employment?
- 5) Are newly employed staff given orientation/induction?

SECTION TWO

STAFF TURNOVER

- 6) Do many of the staff leave for other (better) jobs elsewhere?

- 6b) If you agree, indicate the factors you think cause staff to leave.

SECTION THREE

RETENTION OF STAFF-MOTIVATIONAL PREFERENCES OF STAFF

- 7) What motivational measures do you put in place to ensure that the staff are satisfied?