

# **The Effect Of Human Resource Management Practices On Employee Retention In Private Universities In Ghana**

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## **ABSTRACT**

*Employee retention in Private Universities in Ghana is critical challenge that affect Institutions' success and sustainability. The study sought to examine the effect of Human Resource Management Practices on employee retention in Private Universities in Ghana. The study used quantitative approach and adopted descriptive survey design. Questionnaire was used to gather primary data to address the objectives of the study. The sample size of 237 were selected through simple random sampling. The frequency and percentage, multiple regression analyse were for data analyses. The study found that career development, training and development, rewards and compensation and performance appraisal have statistically significant positive effect on employee retention. The study recommended that Private Universities in Ghana should give competitive and attractive rewards and compensation, training and development programme that will motivate employee remain in the Private Universities. The study highlighted the effect of human resource management practices on employee retention in Private institutions in Ghana.*

**Keywords:** *Human Resource, Management, Practices, career development, rewards and compensation, training and development, performance appraisal, employee retention.*

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## **I. Introduction**

In today's competitive educational environment, human resources and intellectual capital, especially in private universities, play a vital role in achieving sustained success and maintaining competitive advantage (Bouzakhem et al., 2023; Dobre, 2013). Private universities in Ghana, like other traditional universities, consist of staff (human capital), students and buildings. Among the three main components of universities, university employees are recognized for their teaching, research, administration, community service and engagement. Academics are essential to social life because they educate leaders, produce highly skilled and enlightened intellectual capital of society, conduct scientific research to provide students with quality educational experiences for social transformation and economic development of the nation (Chankseliani et al. 2021).

The effective human resources practices at the higher education level helps to retain the best talented and skilled staff, develop the expertise and skills of academic staff and build an academic and inclusive higher education environment (Nguyen, 2016; Hendriarto et al., 2021; Suroso et al., 2021; Widjaja & Aslan, 2022). The

human resources in Private Universities serves as a catalyst for enhancing the reputation of the Universities, which is a vehicle for achieving development goals in a country (Helm et al., 2019; Muharrom et al., 2023; Sumar'in & Aslan, 2022).

Retention of efficient and experienced staff in a higher education institution is very crucial for the overall performance of the institution (Hassan, 2022). Indeed, to remain competitive in a knowledge-based economy, organisations need to attract and recruit skilled people (Tung, 2008). Nowadays, there is an increased emphasis on strategic HRM in universities. The HR practices attract, develop, retain, and motivate employees of an educational institution to fulfill the organization's mission (Antonio et al., 2020; Huda et al., 2018, 2018; Suárez-Rodríguez et al., 2018).

Human resources (HR) practices have a significant impact on building perceptions that define employee-employer relationships. Therefore, it is necessary to develop more knowledge about how these HR practices affect employee retention in the context of higher education (Alajlani & Yesufu, 2022). Empirically, some studies have shown that HRM practices have a significant positive effect on employee retention in educational institutions (Alajlani & Yesufu, 2022; Graham et al., 2009; Kiray et al., 2018; Young et al., 2013). A study (Almerich et al., 2016; Hassan, 2022; Parette et al., 2010) showed that training and development, performance appraisal, rewards and compensation, career development contribute to employee retention in the organization. Islam et al., (2022) conducted a study to verify the relationship between HRM practices and employee retention and found that HRM practices have a positive impact on employee retention. HRM Best Practices Recruitment and selection, training and development, rewards and compensation, career development and performance appraisal have a significant positive impact on employee retention. Developing and implementing employee retention strategies can reduce employee turnover intention, increase employee engagement, increase employee motivation, improve job satisfaction levels, and increase organizational commitment (Hassan, 2022; Hechter et al., 2012; Huda et al., 2018; Suárez-Rodríguez et al., 2018). When an employee leaves an organization, they take with them a culture, values, skill set that can be used by competitors, and this is something that no company likes to do with them (Singh, 2019).

### **Statement of the Problem**

Retaining efficient and experienced staff in a higher education institution is very crucial for the overall performance of the institution (Hassan, 2022). Staff turnover is a major problem facing higher education institutions in Ghana. Kwegyir-Aggrey (2016) found that private universities in Ghana do not have the required number of lecturers and administrators in terms of quantity and quality to teach, research and manage the research. He concluded that 54% of lecturers leave the university every year. The high turnover rates in private universities cause financial losses, disruptions to teaching and research, and discontinuity in student mentoring (Taayeli, Yidana & Sebu, 2023). High turnover tarnishes the image and reputation of the institution and negatively affects the "satisfier" of the remaining faculty (Taayeli, Yidana & Sebu, 2023). According to Zheng (2015), when universities lose lecturers, it affects the number of students enrollments, high cost of finding competent new lecturers to replace those who leave the organization. retaining academic staff has become a serious challenge for universities because talented academics have a luxury of choice.

In both developed and most developing countries, there have been several studies on human resource management (e.g. Allui and Sahni, 2016; Emeagwal and Ogbonmwan, 2018; Francis, 2014) of which very few have been done on HRM practices and retention of academic staff in Private universities in Ghana. The few earlier works on the subject were conducted in the last five years (Korantwi-Barimah, 2017; Siekkinen, Pekkola and Kivistö, 2016; Kuoppala et al., 2015) in an advanced country. Extant literature has indicated a lack of adequate research about the relationship between HRM practices and employee retention in Private universities in Ghana (Fahim, 2018). The big question here maybe which HR practices are more likely to contribute to staff retention (Mbugua et al., 2015).

Empirically, some studies have shown that training and development, rewards and compensation, career development, and performance appraisal have a significant effect on employee retention (Alajlani & Yesufu, 2022; Cox & Graham, 2009; Hechter & Vermette, 2014) while other studies have shown no significant effect on employee retention (Hassan, 2022; Hsu et al., 2013; Huda et al., 2018; Suárez-Rodríguez et al., 2018) suggesting that the results of past research studies have been inconclusive, which warrants further investigation.

Other findings (Alajlani & Yesufu, 2022; Cox & Graham, 2009; Islam et al., 2022) showed that career development does not have a significant effect on employee retention. Studies on the effect of human resource management practices on lecturer retention in Africa, particularly in Private Universities in Ghana, are scarce. This leaves a significant research gap for this study to fill in determining effect of HRM practices on academic staff retention in Private Universities in Ghana. Further studies showed that there are few studies on the impact of HRM on employee retention mediated by compensation and rewards, particularly in Ghanaian Private universities in Ghana is scarce. Based on the aforementioned research gap in the literature, this study seeks to

examine the impact of human resource management practices on academic staff retention in Private Universities in Ghana.

The study specific objectives of the study were to:

1. Investigate the effect of compensation and reward on employee retention in Private Universities in Ghana.
2. determine effect of career development has effect on employee retention.
3. examine effect of training and development has effect on employee retention.
4. Examine the effect of performance appraisal effect on employee retention

### **Hypothesis**

The following null hypothesis were tested:

H<sub>01</sub>: There is no statistically significance influence compensation and reward on employee retention in Private Universities in Ghana.

H<sub>01</sub>: There is no statistically significance influence of career development has on employee retention.

H<sub>01</sub>: There is no statistically significance influence of training and development has on employee retention.

H<sub>01</sub>: There is no statistically significance influence of performance appraisal on employee retention

## **II. LITERATURE REVIEW**

### **Human Resource Management Practices**

The success of any educational institution depends to a large extent on effective human resource management practices that strive to retain its employees with high skills and competencies (R. P. Hechter & Vermette, 2013). According to Aktar and Pangil (2018), HRM practices can be viewed as a policy or system that influences employee attitudes and behaviors. Similarly, Snell et al. (2015) argue that the HRM function is a philosophy that defines how employees can be encouraged to achieve organizational goals.

In the HRM literature, researchers have identified several HRM practices that can be implemented to contribute to organizational success. For example, Dessler (2011) included recruiting, training, rewarding, and employee participation among the core HRM practices. On another note, Lee and Lee (2007) added job security, performance appraisal, human resource planning and teamwork to the above practices. Human resource management (HRM) practices can be characterized as a set of internally coherent and consistent practices aimed at supporting and increasing employee performance through maintaining competent, committed and motivated employees (Elrehail et al., 2019).

Also, human resource management practices such as training and development, career development, performance appraisal, and compensation and rewards helps institutions to retain talented and skills staff to help achieve organizational goals (Hassan, 2022). HRM practices are expected to create good working conditions and positive high commitment to the organization by doing their best.

In previous studies, motivational theories such as the Hierarchy of Needs and the Two-Factor Theory of Motivation have been used as a basis for determining key HRM practices that influence employee retention (Elrehail et al., 2019). In terms of Maslow's Hierarchy of Needs theory, motivational factors are divided into five levels (Azeez, 2017). The five levels of needs that motivate employees are physiological, safety, love and belonging, esteem, and self-actualization (Aktar & Pangil, 2018). The Hierarchy of Need theory supports human resource management practices such as career and development as well as training and development along with reward and compensation (Aburumman, Salleh, Omar, & Abadi, 2020). Maslow argued that it is necessary for a lower level need to be satisfied and a higher level need to be accessed in order to satisfy and motivate employee retention (Al Kurdi et al., 2021; Graham et al., 2009; Young et al., 2013).

### **Conceptual review**

Retention is a complex concept and there is no single recipe for keeping employees in the company. Employee retention is defined as employees' feeling or commitment to the organization to stay, based on the factors offered by the organization (Kurdi & Alshurideh, 2020). It refers to those who remain in an organization due to a positive work environment and rewards and compensation that satisfy their aspirations and needs (Pittino, Visintin, Lenger, & Sternad, 2016). Employee retention includes organizational efforts, policies, and practices to retain and motivate employees while reducing turnover (Maalouf, et al., 2023). The employee retention is a strategic approach emphasizes creating a supportive work environment through well-designed strategies, plans, and policies that enhance job satisfaction, engagement, and loyalty ((Maalouf, et al., 2023; Patel & Mohanty, 2023).

### **Career Development Effect (CD) Practices employee retention**

Career development is the process of increasing individual employability achieved in order to realize a desired career (Niati, Siregar & Prayoga, 2021). Career development is a step that companies can use to maintain

and increase employee productivity and prepare for the employee's future career (Igudia, 2022). Career development is usually seen from an individual's perspective as a process of learning, managing life and working throughout life ( Mangion-Thornley, 2021). It is a vital element of an individual's life cycle, helping to navigate the path through education and training to employment and fulfilling working life (Aktar & Pangil, 2018). Career development is the effort of organizations in career development programs to facilitate the career progression of employees in order to improve organizational commitment and performance (F. M. Aldhafeeri et al., 2016). Career development programs help to develop employees' performance, increase their commitment, reinforce the organization's core values, help employees in career growth and offer employees other benefits that increase their commitment to stay with the organization (Alatailat et al., 2019; Al-Okaily et al., 2022; Elrehail et al., 2019; Rehman et al., 2023). This will enable the employee to make progress in fulfilling their organizational tasks. It also helps remove all obstacles to workers' progress (Akhter et al., 2022; Aktar & Pangil, 2018; Alatailat et al., 2019; Elrehail et al., 2019). Ideally, workers choose and stay in organizations that support their career interests as well as organizations that have career development programs that interest them (Kathukya, Mwang & Machogu, 2022).

Studies (Al-Okaily et al., 2022; Elrehail et al., 2023; Hsu et al., 2013; Igudia, 2022) have shown that career development has a positive effect on employee retention. Imna and Hassan (2015) showed that when employees perceive career development practices more positively, it has a significant and positive effect on employee engagement leading to employee retention. Study by (Alatailat et al., 2019; Aldhafeeri et al., 2016; Aljuhmani et al., 2022; Gulia & Gehlot, n.d.; Suárez-Rodríguez et al., 2018) showed that employee career development has a positive and significant effect on employee retention and reducing employee turnover intention. Similarly, other studies (Aktar & Pangil, 2018; Al-Okaily et al., 2022; Islam et al., 2022; Rehman et al., 2023) have shown that it increases employee engagement and satisfaction and affects employee retention.

#### **Effect of compensation on employee performance**

A study showed that rewards are the basis for the retention of employees by an organisation (Hassan, 2022; Rotich, 2020). Alferaih, Sarwar and Eid (2018) also pointed out that an appropriate organizational reward system will help to make their employees more efficient. Empirically, studies by several Scholars (Hassan, 2022; Sija, 2022) have found that compensation and reward have significance positive effect on employee retention. Kalyanamitra, Saengchai, & Jernsittiparsert, (2020) found significance relation between compensation and employee retention.

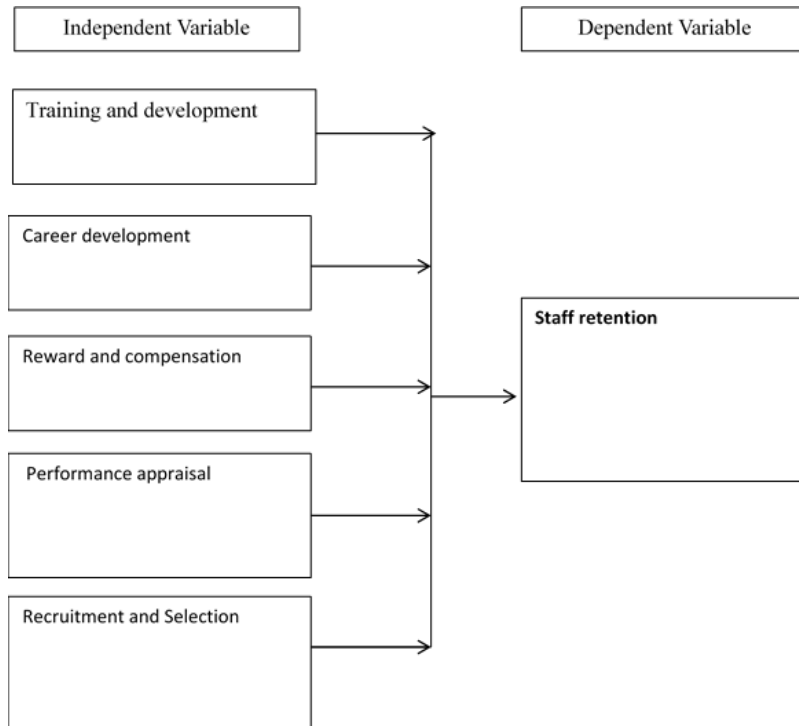
Previous studies (Malik et al., 2020; Imna & Hassan, 2015) showed that compensation, reward and recognition practices have found that compensation and reward have significance positive effect on employee retention. A similar study by Islam, et al., (2023) showed that compensation and reward have significance positive effect on employee retention. Mmbusa (2019) study also showed that compensation such as good salary bundle can enhance staff member motivation, minimize staff member turnover and increase employee retention The results of the regression analysis shows that rewards, aimed at motivating employees, positively influence employee retention.

#### **Effect of performance appraisal on lecturers' retention**

Performance appraisal is a way to provide feedback from managers to employees concerning their strengths, weaknesses, and improvement areas. These appraisals can be conducted periodically (Jacobs & Washington, 2003). Through performance appraisals, managers and employees can set performance goals, establish action plans, highlight skill gaps, and develop needs by identifying areas for improvement and providing training, coaching, and mentoring to enhance employees' skills and competencies (Lehnert & Sundheim, 1991). To ensure the success of performance appraisals, organizations should establish clear evaluation criteria and policies and update the appraisal process with the best practices (Hong et al., 2012).A study by Alam (2022) showed that performance appraisal has significance positive effect employee retention.

#### **Conceptual framework**

According to Imenda (2014), a conceptual framework is the end result of combining a number of related concepts to explain a given event as well as a broader understanding of a research problem. The conceptual framework was developed to highlight the general idea of the research. A conceptual framework was developed from the theories guiding the study. The study claimed that career development, training and development, attractive compensation, performance appraisal, recruitment and selection can have a strong positive effect on employee retention as shown in Figure 1.



**Figure 1: Conceptual Framework**

Source: Field survey, Andoh (2024)

Figure 1: displays the conceptual framework of this study.

**Empirical Review**

There are many studies on the impact of HRM practices on employee retention both locally and internationally. Internationally, (Abubakar et al., 2019) conducted a study that investigated the mediating effect of HRM outcomes (employee retention) on the relationship between HRM practices and organizational performance. Based on evidence derived from the literature, it is concluded that employee retention is likely to mediate the relationship between HRM practices and organizational performance.

Imna and Hassan (2015) establish the influence of human resource management practices on employee retention. The dependent variable used in this research is employee retention. The study adopted descriptive and explanatory research design. This study found that three human resource practices such as career development, reward and recognition, and health and safety have a positive and significant impact on employee retention. This research did not find any significant influence of training and development nor performance appraisal on employee retention. However when training and development is linked with career development, there is a positive and significant influence on employee retention. Also when performance appraisal is linked with reward and compensation there is a positive and significant influence on employee retention.

Noranee, Som, Adam, Aziz and Shahrudin (2021) examine the relationship between human resource practices and employee retention, with work environment acts as a moderating variable. Respondents collected were among a private university academic and non-academic staff and the sample size was 178 respondents. Multiple hierarchical regression analysis was used to analyse the relationships among variables. The results showed that supervisor support and compensation had significant relationship with employee retention, while training did not. The study found that compensation has the highest impact on employee retention. Hassan (2022) examined the effects of human resource management (HRM) practices on employee retention mediated by reward and compensation. The findings showed that reward and compensation (R&C) practices had a significant and positive effect on employee retention. However, the study found no significant effect of career development, training and development, and performance appraisal on employee retention.

Islam et al., (2022) investigated that human resource management practices and retention of millennial employees in small and medium-sized enterprises. The results show that the positive relationship between green training and development, employee retention compensation and compensation, career development, and performance appraisal has a positive effect on employee retention. In addition, the study found that training and development, reward are the most beneficial both individually and organizationally. Alatailat et al., (2019) examined the relationship between various HR practices and employee retention in an organization. Findings showed that HR practices can improve employee retention.

Aktar and Pangil (2018) empirically examined effect human resource management practices on employee retention. The variables used were training and development ompensation, monetary incentives, employee recognition) and their relationship in Sri Lanka. The results showed that compensation, career development, training and development performance appraisals have a positive effect on employee retention

### III. RESEARCH METHODOLOGY

#### Introduction

This chapter will provide a background and justification to the study design and methodology. It will cover the research design, the population, sample and sampling techniques, data collection instruments, data collection procedures, pilot testing and data processing and analysis. This study adopted a descriptive survey design. This design is appropriate because it gives room for accurate description, recording analysis and interpretation of the existing condition as far as the identified the impact of strategic planning on firm performance is concerned. This design also allows the researcher to collect data using scientific method. The population for the study consists of (583) respondents selected from six private universities in Ghana. The population were made up of vice deans, Deans, Heads of department, Faculty members, administrative staff working in different departments like finance, admissions, registrar, human resources, academic affairs, information technology, maintenance in the selected private University. The final sample size was determined using the formula by Miller and Brewer (2015) as given below:

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

Where:

n = sample size,

N= population universe and

e= the confidence level

The formula adopted a confidence level of 95% and the margin of error is therefore 5% which is acceptable in social science research. The break down for each of the group is calculated as follows:

$$n = \frac{N}{1 + N(e)^2}$$
$$n = \frac{583}{1 + 189(0.05)^2}$$

$$n = \frac{583}{1+189(0.0025)}=237$$

A sample of 237 respondents was drawn using the above formula. After obtaining the sample size, a simple random sampling method was chosen to select the participants for the study. This technique is a probabilistic tool that gives each member in a given population a fair chance to be selected.

#### Data Collection Instruments

The instrument for data collection was questionnaire. Questionnaires were used to collect primary data from the respondents. The use of a questionnaire cover a large area and saves time. The questionnaire also enabled the researcher to collect original data from a sample population within a short period of time (Ogutu, 2012). The items on the questionnaire were measured on 5-points Likert scales ranging from 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and strongly agree. A five-point Likert scale is used because it is relatively easy to construct, makes it easier to quantify responses, allows items to be ranked, respondents are more likely to answer all statements in the instrument, and can best help capture people's opinions (Malhotra, Sharma, Garg, Bishnoi, Kothari, & Pujara, 2014) .

The HR practices instrument was adapted from Geringer et al. (2002), while the employee retention tool was adapted from the literature and previous studies on employee satisfaction. The overall instrument has two parts: Background of the respondents (Section A); HR practices (part B) with five factors and 30 items such as recruitment and selection (five items), training and development (five items), performance appraisal (five items), compensation and benefits (five items) and empowerment (five items) . Section B also included recruitment (dependent variable), which has only five items

#### Reliability of the data collection instrument

This study also confirmed the reliability of the instrument as shown in Table 2 by calculating Cronbach's alpha of each factor in Statistical Package for Social Science software (SPSS version 25). The results showed that the alpha coefficients of HR practices range from 0.782 to 0.846 and the value of employee retention is 0.952. This achieved reliability as these coefficients are between the recommended values of Ursachi, Horodnic and Zait (2015). Table 1 presents the results of the Cronbach's Alpha study.

**Table 1: Cronbach's Alpha Results**

Variables	Cronbach's Alpha
Career development	.829
Rewards and compensation	.792
Training and development	.877
Performance appraisal	.768
Employee retention	.978

Source: Field Survey (2024).

**Data processing and analysis**

The data collected using the questionnaires were screen, entered into SPSS version 22 for coding. Frequency and percentage were used to analysed the demographic characteristics of the respondents. Pearson's Product Moment Correlation used to determine the relationship between HRM practices and employee retention and Linear Multiple Regression analysis was used to effect of HRM practices on employee retention.

The linear multiple regression model was stated thus:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where Y = employee retention

$\beta_0$  = Model constant

X1 = compensation and rewards

X2 = Career Development

X3 = Performance and Appraisal

X4= Training and development

$\beta_1$  to  $\beta_4$ , are the coefficients of the variables determined by the model

e = estimated error of the regression model.

The findings were subsequently presented in tables, interpreted and discussed.

To conduct the linear multiple regression analysis, the regression assumptions will be checked to ensure that the study meet the assumptions. Normality is important in knowing the shape of the distribution and helps to predict dependent variables score (Paul & Zhang, 2010). The normality of the data was tested using a histogram, P-P plot. This study tested normality, heteroscedasticity and multicollinearity.

**IV. Results**

**Demographic Characteristics of the Respondents**

The study gathered on gender, age, number of years respondents have worked, educational background and marital status of the respondents. The responses are presented in Table 2

**Table 2: Demographic Characteristics of the Respondents**

Gender	Frequency	Percentage (%)
Male	134	56.5
Female	103	43.5
Responses	Frequency	Percent
21-30	29	12.2
31-40	98	41.4
41-50	62	26.2
Above 50 years	48	20.3
Working experience	Frequency	Percent
1-5 Years	66	27.7
6-10	94	39.7
11-15	51	21.5
Above 20 Years	26	11.0
Responses	Frequency	Percent
Bachelor's Degree	78	32.9
Master's Degree	97	40.9
Doctorate	62	26.2
<b>Total</b>	<b>237</b>	<b>100.0</b>

Source: Field Survey (2024)

The results in Table 2, shows that the majority 56.6% of respondents were male even though females were highly participated in the study. The results revealed that majority (41.4) of the respondents were young and aged between 31 to 40 years. With regards to the level of education, results showed that he majority (40.9%)

of the respondents had master’s degree as their highest qualification, although considerable number of respondents had Doctorate degree. The results also showed that majority (39.7%) of the respondents had worked for 6 to 10 years. These findings indicate that most of the respondents had a reasonable level of education as well as considerable experience of working in schools and were therefore expected to comment on the study issue. Aber and Muturi (2015) explained that in order to conduct a reliable study, the basic characteristics of the respondents such as age, gender, education and work experience need to be established in order to determine that a sample from a reliable population is likely to provide valid responses and credible information on effect on human resource management practices on employee retention.

**Correlation Analysis**

Peason’s Product Moment **Correlations analysis between HRP and employee retention in private Universities in Ghana**

**Table 3: Correlations between HRP and employee retention in private Universities in Ghana**

		Employee Retention	Reward and Compensation	Career development	Performance Appraisal	Training and Development
Employee Retention	Pearson Correlation	1	.509**	.634**	.649**	.576**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	237	237	237	237	237
Reward and Compensation	Pearson Correlation	.509**	1	.511**	.702**	.465**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	237	237	237	237	237
Career development	Pearson Correlation	.634**	.511**	1	.601**	.395**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	237	237	237	237	237
Performance Appraisal	Pearson Correlation	.649**	.702**	.601**	1	.586**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	237	237	237	237	237
Training and Development	Pearson Correlation	.576**	.465**	.395**	.586**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	237	237	237	237	237

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Field survey (2024)

**Kur Peason’s Product Moment Correlations** analysis was conducted to examine the relationship between HRP and employee retention in private Universities in Ghana.

The results showed that compensation and rewards has strong positive correlation with employee retention ( $r = .509^{**}$ ,  $n = 237$ ,  $p < 0. 05$ ). This result is statistically significant implying that compensation and rewards contributes to employee retention in the selected private Universities in Ghana. The results further showed that career development has strong positive correlation with employee retention ( $r = .634^{**}$ ,  $n = 237$ ,  $p < 0. 05$ ). This result is statistically significant implying that career development contributes to employee retention. The results further established that performance appraisal has strong positive correlation with employee retention ( $r = .649^{**}$ ,  $n = 237$ ,  $p < 0. 05$ ). The results established that training and development has strong positive correlation with employee performance ( $r = .576^{**}$ ,  $n = 237$ ,  $p < 0. 05$ ). The finding agreed with (Abu & Kamol, 2018; Kumar, 2015) found statistical significant positive correlation between career development, training and development, performance appraisal, rewards and compensation and employee retention. The findings aligned with that of Nor, et al., (2020) who established that human resource management practices such as training and development, performance appraisal and compensation have statistically significant positive effect on employee retention.

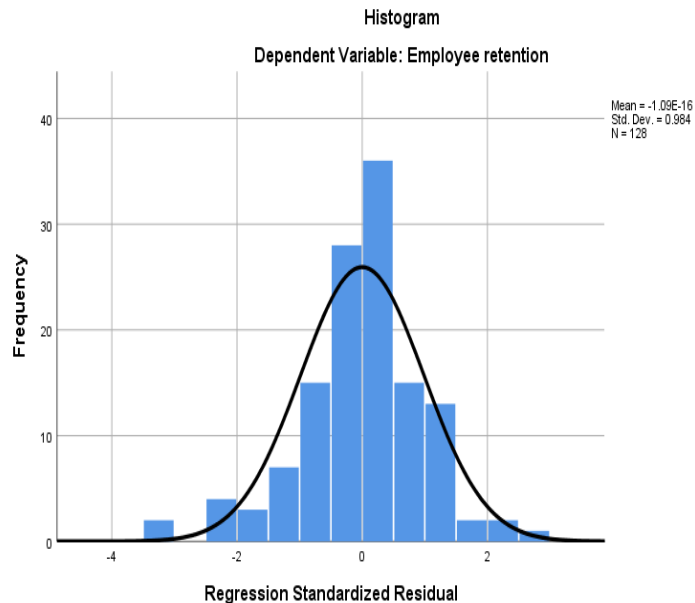
**Regression Analysis**

In order to conduct the regression analyses, regression assumptions such as normality teat, multi-collinearity, autocorrelation were checked to avoid inaccurate interpretation of the data. The study checked the normality test assumption using histogram as shown in Figure 2



### Diagnostic tests and results

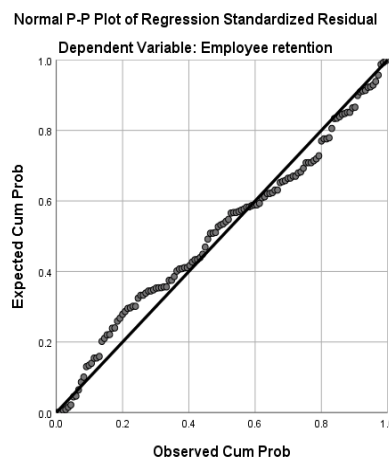
In order to conduct the regression analyses, regression assumptions such as Normality test, Multilinearity, autocorrelation were checked to avoid inaccurate interpretation of the data. The study checked the normality test assumption using histogram as shown in Figure 2



**Figure 2: Regression Standardized Residual**  
Source: Field survey (2024)

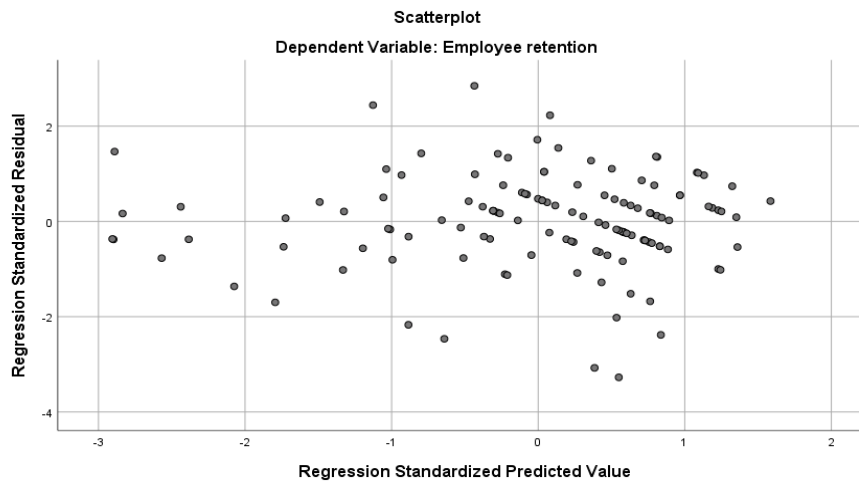
The findings show that the histogram of the regression standardized residual displays an approximately normal curve. This means that the normality assumption was met (Garson, 2012). The histogram showed that the data was normally distributed and does not violate the regression assumption.

The study also used the A normal P-P plot was also used to test for normality. The results are shown in Figure 3



**Figure 3: Observed cum Prob**  
Source: Field survey (2024)

The results showed that the data is normal. The graph revealed that the points spread around the diagonal line and therefore follows the direction of the diagonal line and the points do not move away from the diagonal line. The findings show that the plot of the regression standardized residuals is approximately along the straight line in Figure 3. This means that the residuals were normally distributed (Garson, 2012).



**Figure 4: Regression Standardized Predicted Value**  
Source: Field survey (2024)

**Durbin Watson Test**

Durbin-Watson is a test statistic that is used to check and detect whether there is an autocorrelation problem. The findings show that the Durbin-Watson statistic was 1.717. This means that the assumption of independence has been met because the value is within the acceptable range of 1.5 to 2.5 (Garson, 2012). The assumption of no autocorrelation between the residuals was also tested using the Durbin-Watson statistic for the second model where the dependent variable was the return on equity.

**Multicollinearity Test**

It is also assumed that the independent variables are uncorrelated. The assumption of no multicollinearity was examined using VIF and tolerance for the model where financial performance was the dependent variable. The results are shown in Table 3

**Table 3: Multicollinearity Test**

	Tolerance	VIF
Compensation and Rewards	.557	1.795
Career Development	.363	2.754
Training and Development	.469	2.131
Performance Appraisal	.677	1.478

Source: Field Survey (2024)

The findings show that the Compensation and Rewards had a VIF of 1.795 and a tolerance of 0.557. The Career Development had a VIF of 2.754 and a tolerance of 0.363. Training and Development had VIF of 2.131 and a tolerance of .469. The Performance appraisal had a VIF of 1.478 and a tolerance of .677. Findings indicated that there were no serious multicollinearity issues as all independent variables had tolerance greater than 0.2 and VIF less than 10, and therefore all independent variables were included in the multiple regression model (Garson, 2012).

The table 6 present the summary result of the contingent and independent variables.

**Table 1: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.773 <sup>a</sup>	.597	.584	1.61975	1.719
a. Predictors: (Constant), Performance appraisal , compensation and rewards, training and development, Career development					
b. Dependent Variable: Employee retention					

Source: Field Survey (2023)

The study conducted Multiple Regression analyses to examine the determinants of employee retention. The results showed that, the coefficient of determination R-Square was .597; indicating that independent variables (Performance appraisal , compensation and rewards, training and development, Career development) in the model jointly explained about 59.7% of the variation in the employee retention. This means that 40.7% of employee

retention can be explained by other factors not included in this study. The findings of the study agree with several researchers (Aburumman et al., 2020; Boon et al., 2019; Kalyanamitra, Saengchai, & Jermstittiparsert, 2020; Jeffrey & Prasetya, 2019) who found that rewards and compensation, career development, training and has statistically significant positive effect on employee retention

The results in Table 4 showed the ANOVA results at 95% level of significance. The Anova results showed how the regression equation fits the data and predict the dependent variable.

**Table 4: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	478.267	4	119.567	45.574	.000 <sup>b</sup>
	Residual	322.702	123	2.624		
	Total	800.969	127			
a. Dependent Variable: Employee retention						
b. Predictors: (Constant), Performance appraisal, compensation and rewards, training and development, Career development						

Source: Field Survey (2024)

As shown in Table 4, the F-statistic of the estimated model is  $F(4, 123) = 45.490, P < 0.05$ . The results in table 4 showed that the estimated model is significant in predicting the employee retention in private universities. The results showed that performance appraisal, compensation and rewards, training and development, Career development has statistically significantly predict the employee retention.

Table 5 presented the coefficient of the regression model to give adequate to explain how the independent variables predict the dependent variable as presented in Table 5

**Table 5: Regression Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.665	.897		2.971	.004		
	Compensation and rewards	.280	.061	.352	4.592	.000	.557	1.795
	Career development	.240	.066	.346	3.646	.000	.363	2.754
	Training and development	.123	.063	.032	2.345	.011	.469	2.131
	Performance appraisal	.159	.046	.241	3.464	.001	.677	1.478
a. Dependent Variable: Employee retention								

Source: Field survey (2024)

The study conducted the multiple regression analysis to examine the effect of HRP on lecturers retention. The Multiple Regression Model was as follows:  $Y = 2.665 + .280X_1 + .240X_2 + .159X_3 + .159X_4 + e$

Y= Employee Retention

X<sub>1</sub>= Compensation and rewards

X<sub>2</sub> = Career development

X<sub>3</sub>= Training and development

X<sub>4</sub>= Performance appraisal

e = Error term

It was evident in the results that when all holding all other variables constant, determinants the employee retention is 2.665. The beta value of compensation and rewards ( $B = .280, t = 4.592, p < 0.5$ ). The results showed that 1% increase in compensation and rewards while holding all other factors constant, would lead to 28% increase in employee retention. This was statistically significant implying compensation and rewards has statistically significant positive effect on lecturers' retention.

The results further showed career development ( $B = .240, t = 3.646, p < 0.5$ ). This implied that 1% increase in career development while holding all other factors constant would lead to 24% increase in lecturers' retention. The results showed that career development has statistically significant positive effect on lecturers' retention. The career development makes the second contribution to employee retention in Private University.

The findings showed that the beta value of performance appraisal is ( $B = .159, t = 3.464, p < 0.5$ ). The findings implied that 1% increase in performance appraisal while holding all other factors constant would lead to 15.9% increase in academic staff retention. The results showed that the performance appraisal makes that third

highest contribution to lecturers' retention in Valley View University, followed by training and development is ( $B = .123, t = 2.345, p < 0.5$ ). The findings showed that the beta value of performance appraisal is ( $B = .159, t = 3.464, p < 0.5$ ). The findings implied that 1% increase in performance appraisal while holding all other factors constant would lead to 15.9% increase in academic staff retention.

The findings further showed that the beta value of training and development is ( $B = .123, t = 2.345, p < 0.5$ ). The findings implied that 1% increase in training and development while holding all other factors constant would lead to 12.3% increase in employee retention. The findings implied that training and development has statistically significant positive effect on employee retention.

### **Hypothesis Testing**

#### **Hypothesis one: Compensation and rewards have no statistically significant effect on employee retention**

The findings showed that rewards and compensation have statistically significant positive effect on employee retention. The findings agreed with that of Imna and Hassan (2015) who found that rewards and compensation have statistically significant positive effect on employee retention. Hassan (2022) findings showed that reward and compensation (R&C) practices had significant and positive effects on employee retention. The findings further support that of (Hanai & Pallangyo, 2020; Khalid & Nawab 2018) whose findings established that rewards and compensation have a statistically significant positive effect on positive employee health service. The study findings are in line with several researchers (Alajlani & Yesufu, 2022; Cox & Graham, 2009; Hechter & Vermette, 2014) who found that training and development, rewards and compensation, career development, and performance appraisal have a significant effect on employee retention

The finding aligned with several Scholars researchers (Kalyanamitra, Saengchai, & Jermstittiparsert, 2020; Malik, Baig & Manzoor, 2020; Hanai, & Pallangyo, 2020; Khan 2020) who found that attractive rewards and compensation can influence employees to stay and work for their institutions, especially where these rewards and compensation are perceived by employees to be fair. The findings are in line with that of talent (Hom et al., 2019; Al Jubouri, 2023) who posited that employers must create and foster a work environment that supports employee performance, productivity, and retention (Lwin, 2022). Implementing various strategies such training and development, effective performance appraisal, rewards and compensation, promoting employee engagement, investing in employee leadership and development, providing opportunities for growth and creating a positive work environment that can effectively reduce turnover and retain valuable

**Hypothesis Two:** Career development has no statistically significant effect on lecturers' retention. The findings showed that career development has no statistically significant effect on lecturers' retention. Therefore, the null that career development has no statistically significant effect on lecturers' retention was rejected and concluded that career development has statistically significant positive effect on lecturers' retention in Valley View University. The findings of the study agreed with Studies by (Al-Okaily et al., 2022; Elrehail et al., 2023; Hsu et al., 2013; Igudia, 2022) whose findings that career development has a positive effect on employee retention. Imna and Hassan (2015) found that when employees perceive career development practices as more positively, they become more engaged and stay to work for the institutions. Study by (Alatailat et al., 2019; Aldhafeeri et al., 2016; Aljuhmani et al., 2022; Gulia & Gehlot, n.d.; Suárez-Rodríguez et al., 2018) established that career development has a positive and significant effect on employee retention and reducing employee turnover intention.

**Hypothesis Three:** training and development has no statistically significant effect on lecturers' retention. The findings showed that training and development has statistically significant effect on lecturers' retention. Therefore, the null that training and development has no statistically significant effect on lecturers' retention was rejected and concluded that training and development has statistically significant positive effect on lecturers' retention in Valley View University. The findings are similar to that of (Sari & Nizam, 2020; Imna & Hassan, 2015) who found that training and development has statistically significant positive effect on employee retention. The finding was different from that of (Murtiningsih, 2020; Jehanzeb, Aldakhil, Hamid, & Khan, 2017) who found no significant effect of training and development on employee retentions. The disagree with that of (Wijesiri et al., 2019; Ozolina-Ozola, 2014) who found no significant effect of training and development on employee retention employee retention.

**Hypothesis Three:** Performance appraisal has no statistically significant effect on lecturers' retention. The findings showed that performance appraisal has statistically significant effect on lecturers' retention. Therefore, the null that performance appraisal has no statistically significant effect on lecturers' retention was rejected and the study concluded that performance appraisal has statistically significant positive effect on lecturers' retention in Valley View University. The findings show that performance appraisal has statistically significant positive effect on employee retention. The aligned with that of (Malik, Baig, & Manzoor, 2020; Aleem & Bowra, 2020; Jeffrey & Prasetya, 2019) whose showed that performance appraisal has statistically positive effect on employee retention employee retention. In Ghana, Enu-Kwesi, Koomson, Segbenya and Prah (2014), Mendis (2017) found that career development, compensation training and development has statistically significant

reffect on employee retention. On the other hand, Hassan (2022) study found no significant effect of career development, training and development, and performance appraisal on employee retention.

The findings from the study showed that human resource management practices in the study institution has significant positive effect on employee retention. The findings of the study is similar to that of Aslam and Nisar (2016) who found that rewards and compensation has significant mediating effects on employee retention. The findings further support that of (Bayraktar, Araci, Karacay & Calisir, 2017; Khalid & Nawab, 2018) who found that reward and compensation have statistically positive effect on academic staff retention. The finding further confirmed that of (Rombaut & Guerry, 2020) whose findings showed that reward and cmpensation has statistically significant positive effect on employee retention.

## **V. Conclusion and Recommendation**

The following recommendations re made based on the findings of the study:

1. The study concluded that rewards and attractive compensation packages play a vital role in attracting employees and ensuring employee retention. The rewards and compensation have significant influence on employee retention in this organisation. This can be timely payment of bonuses, salary perk and other forms of employee benefits that will make them intrinsically motivated and committed to stay. In addition, in the institution should recognize and reward good performance, which will help motivate and increase employee engagement
2. The study established that career deelopment has statistical significant positive effect on staff retention. This means that career development is one of the key factors that contributes to retention The study recommends that the management of the Private Universities should have an effective coaching and mentoring program as part of their career development to assist staff in fulfilling their responsibilities.
3. The study found that training and development has statistical significant positive effect on staff retention. Private universities in Ghana should invest in comprehensive training and development programs for faculty and staff. These initiatives should be tailored to address both professional and personal growth and provide opportunities for upskilling, career progression and personal development. By investing in the growth of their employees, private universities in Ghana demonstrate a commitment in their staff.
4. The study also found that performance appraisal has statistical significant positive effect on staff retention. The study recommends that the management of the Valley View University should have performance appraisal procedures that are objective, fair and authentic to influence employee retention. The employee must understand the performance appraisal process and the results should be communicated to appraisees in a timely manner. They should use regular feedback sessions should be held to allow staff to understand their strengths, areas for improvement and how their efforts contribute to the success of the university.

## **Suggestions for Further Research**

The study employed the descriptive survey to examine determinannts of employee retention. The study used only questionnaire in gathering data to analyze the data collected. The suggests that future researchers should use interview guide in addition to the questionnaire to gather qualitative data to give the respondents opportunity to share their views on determinants of employee retention.

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