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Exploring the Staff Development and Retention Challenges Faced by Tertiary Educational Institutions in Ghana: The Case of Takoradi Technical University

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Abstract

Human resource is essential in the development of every nation. Nations including Ghana have and continue to make concerted efforts in terms of human capital formation required to drive their development agenda. To achieve effective human resource means that institutions such as the polytechnics and universities charged with the responsibility of churning out well-qualified personnel have the capacity to carry out their mandate. Efforts towards human resource capacity at the polytechnics and universities require that investments are made in staff development and retention at these institutions. Failing to develop and retain well-qualified personnel in these institutions will make the dream of sustainable human resource development a mirage. In essence, staff development within the tertiary institutions is vital in positioning them as centers of excellence within the discourse of strategic human capital formation measures. This paper therefore focuses on analyzing factors affecting staff development and retention within the tertiary educational institutions of Ghana using Takoradi Technical University as a case. The researchers adopted the convergent parallel mixed method research based on descriptive survey design. Stratified, simple random and purposive sampling techniques were used to select 94 respondents made up of 92 teaching staff and two key officers of the University. Questionnaire and interview guide were the instruments used in gathering relevant data for the study. For the quantitative analysis, frequencies, percentages and an independent sample t-test were used whereas transcribed data were analyzed thematically in the case of the qualitative analysis. The study found that staff development challenges the University was faced with include inadequate funds, rigid institutional policies, high cost of replacing personnel, lack of transparency, and favoritism. Staff development challenges that male lecturers faced were not different from that of their female colleagues. A number of challenges such as poor conditions of service, low involvement of lecturers in decision making, delay in promotion, inadequate feedback, as well as poor recognition of and reward for hard work in the institution threatened staff retention. There was statistically significant difference in retention challenges based on the gender of lecturers. The Management of the University should team up with faculty to come out with measures to generate additional sources of revenue for the institution including writing innovative research proposals that can attract both local and international sponsorships.

Keywords: Organizations, Human resource, tertiary education,

1. Introduction

Human resources are the life-blood of every organization and nation. In the ever- increasingly competitive nature of the world due to progressive technological advancements and globalization, human resource occupies an indispensable place in organisations and nations In spite of the fact that most organizations these days are found to be technology driven, human resources are still required to run the technology (Taher & Arifen, 2000). Human resources are the most vital and dynamic resources of any organization. The remarkable success of many countries and several organizations can be traced to the kind of human resources they possessed and deployed. It is within this context that national educational policies continue to pay critical attention to the human resource base of nations especially in recent times (Awuku 2000; Odoom, Opoku & Ayipah 2016a; Odoom, Opoku & Ayipah 2017). Within the framework of national development, the human capital theory succinctly indicates that investing in human capital formation is crucial at all levels (Harbison 1973). Taher and Arifen (2000) argue that with the passage of time the importance of human factor in the realization and attainment of organisational goals has increased considerably because of increasing competition and globalization of management. They further explained that nowadays the people at the workplaces are considered the most indispensable factor in production. On the part of Haslinda (2009), human resources are the organisations' greatest assets because without them everyday business function cannot be performed. Quality human factor is indeed the pillar and the heart of productive resources. The quality and the quantity of human resources drive organizational success (Odoom *et al.* 2016a).

Institutions of higher learning are principally established to impart knowledge and conduct research. Such institutions may have all the state of arts facilities but without the human factor the facilities cannot be put into

any productive use. The workforce is considered as the lifeblood of every institution. Gouillart and Kelly, as cited in Kwaw (2015) maintain that in the era of educational change, even though several efforts need to be considered and diversity of resources are needed for implementing and managing it, well-qualified personnel in the institutions are critical in the accomplishment of goals. Thus, tertiary institutions depend on their employees' skills, knowledge and abilities for efficient and effective delivery of services. The people at work and the potential they possess then become the most critical factor of production of goods and rendering services.

Since self-rule commenced in Ghana, the various Governments of the country considered the vocational and technical education sector to be an important component in the national development agenda (Annoh 1997). Annoh stressed further that Takoradi Polytechnic and all other polytechnics in Ghana have been established through the efforts of Governor Guggisberg's 1925 Education Ordinance. This Governor saw education as a central tool for national development and as such enacted the 1925 Education Ordinance which among other things gave rise to the idea of expanding technical education at the lower level of education by opening four technical schools at Yendi, Mampong Ashanti, Asuansi and Kibi in 1926. The various training institutions in the vocational sector helped equipped citizens with the skills needed by industries to enable them make meaningful contributions to the economy and at the same time helped reduce massive unemployment issues that confront potential workers in the country.

Several changes have occurred in the educational sector including the tertiary level. For instance, the technical universities in Ghana mainly started as technical institutes. They were then upgraded to polytechnics, offering diploma and certificate related programs. Indeed, changes that occur at these institutions are a reflection of the ever growing nature of societies. However, for the changes the institutions go through to be effective, there is need for a re-shape of internal conditions and institutional re-positioning (Carol 2008). This may call for modification of the structure of the institution, introduction of new values, new technology as well as demand for diversity of skills and other dispositions needed to perform a number of activities to meet the goals of the institution (Nyarko 2011). Changes in the educational system also have the tendency to shape the activities and performances of the institutions in finding solutions to societal problems. In terms of a proposed change of program in tertiary institutions, work is often needed on new processes or new performance requirements to produce new job profiles, and requirements, and finally to undertake staff selection and staff development programs. Such staff development should also seek to enhance personnel operations to help achieve higher standards of competence and performance (Kwaw 2015).

Polytechnics and Technical Universities in Ghana are part of the higher education institutions responsible for training high quality multi-skilled units of human capacity relevant to the national needs of Ghana. The products of the polytechnics in Ghana are found in all sectors of the economy and they are making a lot of strides in their enterprises. Despite their importance, the Report of the Technical Committee on Polytechnic Education in Ghana (2001) stated that since their upgrading to tertiary status in 1992, polytechnics have faced numerous challenges including inadequate human resource and poor physical facilities. The most critical of these problems is the issue of adequate human resource. This makes it very difficult for them to have competent lecturers to handle the courses in the HND programs effectively (NCTE 2002). The situation is further complicated by the recent introduction of degree programs to the polytechnics. The situation challenges to the growth and sustainability of the institutions (Nyarko 2011).

According to Tettey (2006), many of tertiary educational institutions are faced with retention challenge. Ng'ethe, Iravo and Namusonge (2012) attribute the situation to the fact that universities in Africa have seen much of their expertise eroded to the extent that they do not have enough teaching capacity to provide quality training for new generation of citizens. They are struggling to retain their high caliber employees. According to Kwaw (2015), Technical Universities are plagued with inadequate HR capacity. She added that being able to retain high caliber staff especially academic staff members has been a challenge to these institutions. Scholars including Schreuder and Thereon (2001) argued that retention is important for the reason that organizations' competitive advantage usually depends on the expert knowledge and skills acquired by their employees. Mayfield and Mayfield (2008) opined that retention of talented and valuable employees is one of the most crucial issues confronting organizations. Odoom, Kyeremeh and Opoku (2014) assert that staff training and development is faced with challenges in Ghana. Beyond staff retention, Odoom *et al.* (2017) also observed that, particularly, poor staff development is a big challenge especially in the Ghanaian tertiary educational setting. Tetty (2006) believes that staff development is what makes universities truly the centres of innovations and ideas. Given the importance of employee development and retention to organizations, the researchers sought to explore the staff development and retention challenges tertiary educational institutions in Ghana are faced with in that regard using Takoradi Technical University as a case in order to proffer measures for improvement.

1.1. Research Aim and Objectives
The purpose of the study was to investigate the staff development and retention challenges faced by Takoradi Technical University.

Specifically, the following research objectives were explored:
1. Examine the factors which impede Takoradi Technical University's effort to embark on staff development programs;
2. Ascertain whether or not there is any significant difference in the staff development challenges according to the gender of lecturers;
3. Ascertain the factors that limit Takoradi Technical University's effort to retain academic staff; and
4. Ascertain whether or not there is any significant difference in the retention challenges according to the gender of lecturers.

1.2. Research Hypotheses
The following hypotheses were formulated and tested at a significant level of .05 alpha:
1. H0: There is no statistically significant difference in the staff development challenges according to the gender of lecturers.
2. H2: There is a statistically significant difference in the staff development challenges according to the gender of lecturers.
3. H0: There is no statistically significant difference in the staff retention challenges according to the gender of lecturers.
4. H3: There is a statistically significant difference in the staff retention challenges according to the gender of lecturers.

2. Overview of Literature
2.1 Conceptualizing Staff Development
The concept of staff development defies a universally accepted definition. Usually, the concept is used interchangeably by many scholars and institutions with staff training, professional development, human resource development, among others. The term has found its notoriety in several fields of study including education, health, psychology, and other related fields (Odoom *et al.* 2017). Also, staff development has often interchanged the terms professional development, in-service training, and staff development (Stout 1996). Jones and Lowe (1990) saw staff development as a continuing process that changes a teacher's practice. It should involve examining assumptions about teaching, learning, and the subject matter. Educators must look at ways to exploring and transferring research-based knowledge into classroom practices. Jones and Lowe again stated that staff development should offer practices that provide new techniques, strategies, methods, and approaches with feedback in a non-threatening environment. Mizell (2003) contended that staff development is a process in which learning opportunities are created for teachers resulting in students receiving the benefits from the teachers' new knowledge. Mizell further stated that the more challenging process would result in a higher quality of staff development. However, this will require staff development coordinators to take a holistic approach to staff development to ensure achievement of set goals of both students and educators. If this approach is taken seriously and staff development is looked at as a sequential process that starts with educating teachers, then student achievement should follow. Wanzare and Costa (2000) also contended staff development programs should be grounded in research and best practice. Thus, staff development should result in school improvement and a conducive school climate for change and reform. Jepppesen (2002) maintain that staff development should be looked upon as an investment, rather than a cost. It should have planning and budgeting requirements similar to those dedicated to capital improvements so as to strengthen the bond between the organisation and its employees.

Jones and Lowe (1990) stated that all activities for staff development must relate to a larger program goal. Many teachers resent sitting through all day in-service training and not receiving any educational benefits. Information presented in such all day sessions is rarely used. It is valued by some but rarely implemented in their classrooms (Burke 2000). The National Staff Development Council (NSDC) (2001) defined staff development as including high-quality training programmes with intensive follow-up and support, but also other growth-promoting processes such as study groups, action research, and peer coaching. The NSDC also believed that staff development was fundamentally people improvement. Norton (2001) commented that staff development creates many diverse opportunities for teachers through workshops, study groups, conferences, school visits, analyzing data, and collaborating with colleagues.

2.1.1 Benefits of Staff Development
According to Cole (1996), the benefits of systematic training include: the provision of a pool of skilled manpower for organization; the improvement of existing skills; an increase in the knowledge and experience of employees; and improvements in job performance with resulting improvement in productivity overall. On the part of Rebore (2001), the increasing commitment to staff development by educational establishments is based on the philosophical arrangements for change as well as pressure on social institutions to adapt to ever-changing environments. Basically, staff development programs ensure speedy acceleration in knowledge stock which

leads to curriculum reforms. As the years passed by teachers needed new and updated knowledge to improve upon their professional performance. Providing in-service for teachers has been one of the prime mechanisms of principals and school heads to develop the professional competence of the teachers. In-service training can be delivered in areas such lesson planning, lesson presentation and evaluation of lessons.

The essence of in-service in the professional growth of teachers is highlighted by Ankomah (2002) as cited by Alhassan (2009). In the viewpoint of Ankomah, private schools are doing well because of their focus on staff development programs. Ankomah asserted further that at least once every term, an in-service training programme is organised for all teachers to update their skills and knowledge in teaching. Resource persons are drawn from the Ghana Education Service (GES) or other institutions to facilitate these training. At the basic level, special workshops and seminars are organized for teachers and headteachers. When individual teachers participate in these workshops they are given the opportunity to educate the entire staff on what they acquire at the workshops. It must however, be admitted that not all in-service training yield the desired result. All the same, they remain one of the surest ways to develop the skills and knowledge of teachers to meet the ever-increasing challenges they face in their career. Aside the in-service training, Rebore, (2007) outlined a number of programs that can be used by schools for their staff development. They include activities such as professional writings, teacher exchanges, and field trips. The others are research, camping, conferences, and visits and demonstrations. The rest are professional association work, classes and courses, travel, staff meetings, etc.

Staff development programmes also lead to reduction in institutional mobility of staff which is a major educational challenge in Ghana especially in rural communities and less endowed schools. The human society is dynamic and the needs of the society keep changing from time to time (Rebore 2007). Thus, staff development programs are necessary to keep teachers abreast with the demands of the society. Besides, Rebore (2001) added that staff development activities have also helped teachers to be acquainted with new trends and dictates on the instructional process. For instance, in the last few years the teacher was placed at the center of teaching-learning process. Today, however, there is a shift from teacher-centered learning to student-centered learning. On the whole, the success or otherwise of staff development programs is largely influenced greatly by institutional policy frameworks as well as individual commitment. In effect, proactive policies must be instituted to encourage all teachers to desire for more knowledge and skills. According to Holland, Cathy and De Cieri (2007), staff development helps to revitalise employees. For instance, it affords many people the chance to learn new skills as a significant personal goal for career opportunities and for the chance to do something a little different (Danso 2013; Pritchard 2007). Staff development indicates that employees are valued and respected. This in turn increases loyalty and retention. It helps to create opportunities for promotion within the organisation and also provides opportunities for training and skill development. This enhances employees' employability on the internal and/or external labour market (Barker 2007).

2.1.2 Understanding the Challenges to Staff Development

In reviewing the current literature on staff development, several authors mentioned barriers to providing effective staff development. Novick (1996), Stout (1996), and Sparks (1997) focused on a lack of funding for staff development needs. Darling-Hammond (1999) explored the issue of teacher time to participate in staff development. The largest barrier to implementing effective staff development tends to be monetary. In 1997, Darling-Hammond stated that even though the Commission on Education recommended that at least one percent of state and local education funding be devoted to staff development, this was just a start (Sparks 1997). Stout pointed out that staff development programs result in direct and indirect costs to schools and state agencies. Direct costs occur when consultants provide workshops or training. If substitutes need to be hired to replace the teachers while they attend the staff development activities, this adds to the direct cost of the school. Stout mentioned that the largest indirect cost that many schools face when implementing staff development is the compensation systems.

If educational institutions are serious about providing quality and effective staff development, then teachers need to be provided with flexible schedules to accommodate the time demands. Teachers also place many barriers upon themselves in the area of staff development. Many teachers do not see the importance of staff development. Why should they grow professionally? Duke (1993) found that with every struggling student one could possibly find a deficiency within his/her teacher. Teachers often blame factors outside their control for their students' lack of achievement. Another reason why many teachers may be resistant to staff development could be the manner in which it is implemented. Duke found that many teachers refuse to accept the top-down planning of staff development.

Teachers may also oppose staff development for personal reasons. After teaching for several years educators possibly will feel that they have mastered the art of teaching. However, the methods used to educate children few decades ago may not be very useful for the children of the 21st century. In addition, committing to growing professionally takes time and effort. Dealing with the demands of work and family educators are often pressed for additional time. Many teachers are overwhelmed with all the daily activities in today's society (Duke 1993). Growing professionally involves a great amount of effort, energy, and risk. Duke, again, stated that

teachers were often hesitant of failure. People associate failure with losing the respect of their professional colleagues. Rather than risk these reactions from coworkers, they choose to blend in avoiding any initiative that might set them apart from or bring excessive attention.

2.1.3 Factors which Influence Staff Development

A number of factors influence staff development especially in the context of tertiary education. These factors tend to determine when to recognize and execute staff development programme, where to conduct staff development programme and which categories of employees of organisations are to participate and benefit from specific staff development programmes. For instance, Cottrell, as cited by Larbi (2008), singles out two main factors which influence staff development. They are: motivators and support. Basically, motivators entail the monetary and non-monetary things used to improve performance. Motivating staff development through the use of both monetary and non-monetary rewards will have a reflection on the output of work of employees (Odoom *et al.* 2017). Cottrell, as cited by Larbi (2008), argues that the plans and desire to give staff members training and development may be there. However, if the resources to conduct such plans are not available, it cannot be implemented. Resources in this context refer to experts to facilitate the development programme be it internally or externally organized, funds to run staff development programmes and other facilities (Odoom *et al.* 2017). Support to both individual employees participating in the development programme and the institution organizing the development program is crucial. Cottrell, as cited by Odoom *et al.* (2017), believes that if employees are supported to undertake developmental or professional development programmes, most of them will be willing to participate. Again, if institutions are supported to conduct staff development programmes for their employees so as to upgrade them in all aspects, institutions will as often as possible organise staff developmental programmes for their staff. Tetteh (2008) opines that factors which influence employee development include nature and operation of educational system; policy environment and reforms of education system; and teacher working conditions. Tetteh (2008) explains further that school culture also plays a major role in the effectiveness or otherwise of staff development. School culture is perceived as a key indicator of the school ethos and social environment (traditions and beliefs) (Odoom *et al.* 2017). As a strategy to enhance staff development within the tertiary education, Odoom et al. further suggest that a comprehensive policy document on staff development programme be put in place by tertiary educational institutions in order to ensure fairness, consistency and collaboration within the institution. According to Maconick and Morgan (1999), the environment within which staff development takes place may affect its effectiveness. Distractions such as noise, weather conditions, space, and sitting arrangements may make the people undergoing such training feel uncomfortable, reduce their attention span, lose concentration and, therefore, may not benefit from the programme much.

2.2 Employee Retention

Retention processes in every establishment are designed to increase employees' control over their work thereby improving job satisfaction and enhancing organizational commitment. Retention varies from one academic institution to the other and from department to department within same institution. Employee retention is not a new concept. It has always been part of the transition in Higher Education Institutions (HEIs). The increasing demands for staff retention may even be expected to increase as the number of students grows substantially. Meeting the expectations of employees and staying up-to-date with the job prospects for new and existing employees, to the level which other organizations meet these expectations is demanded for employee retention (Netswera, Rankhumise & Mavundla 2005). In order to retain the best talents, strategies aimed at satisfying employees' needs are implemented regardless of the size of the organization. Retaining skilled employees is beneficial to any organization in gaining a competitive advantage, which cannot be substituted by other competitors in terms of producing high morale and satisfied co-workers who will provide better customer services and enhanced productivity (Hong, Hao, Kumar, Ramedran & Kadiresan 2012).

According to Bushe (2012), academic staff retention refers to the process or the ability of an institution to not only employ qualified academic staff, but also retain competent staff through the establishment of a quality work-life, motivated staff climate, best place of work, and being an employer of choice, depending upon dedicated formulation and execution of best practices in human resource and talent management. This involves influencing academic employees' decisions to be committed and remain with the institution, even when job opportunities do not exist within the organization, by reducing structural change, and reducing change in administrative demands and the demands of quality reviews, while maintaining high academic standards. This is because universities, by their unique nature, serve as a storehouse of knowledge and very few institutions can afford to employ, train and permit their most valued and talented employees to leave when it is difficult to find better replacements (Netswera Rankhumise & Mavundila 2005). On their part, Bushe, Chiwira, and Chawawa (2012) affirmed that the retention of talented academic employees is at a critical juncture, as low retention represents a potentially large, yet controllable, organizational expense and demand and competition for highly qualified academics has intensified.

In order for HEIs to effectively manage and retain their academic employees, they should pay specific attention to the importance of job satisfaction and its effect on the performance level of employees. According to Dockel, Basson, and Coetzee, as cited in Mubarak, Wahab and Khan (2013), compensation, training and development, and promotion opportunities are the most important retention factors for skilled employees. Moorhead and Griffin (2009) added that an employee's intention to leave or stay not only depends on work factors, but also on non-work factors. Moorhead and Griffin were of the view that the issues within the broader areas of work-life and retention have a significant, direct, or indirect impact on the intended turnover of academic employees. Horwitz (1991) asserted that to encourage retention of workers in academic institutions, competent HRM planning that integrates policies, practices, and procedures, to achieve the right numbers of people in the right jobs at the right time is required. Several factors influence employee retention in tertiary institutions. Beardwell and Claydon (2007) observed that the role of leadership and a supervisor is crucial in staff retention, and argued that employees leave managers not companies. The leadership in the universities which include top management and chairmen of departments who are the immediate supervisors of the academic staff can play crucial role in portraying to the staff that their university is the employer of choice. Also, working environment plays a vital role in employee retention (George & Jones 1999).

Working environment that is comfortable, relatively low in physical and psychological stress, facilities and attainment of work goals will tend to produce high levels of satisfaction among employees. In contrast, stressful working environment result to low level of satisfaction (Obwogi 2011). Again, attractive remuneration packages and salaries are very important factors of retention because it fulfills the financial and material desires (Shoaib, Noor, Tirmizi & Bashir 2009). Besides, promotional opportunities help to retain employees as many employees expect to work in jobs that provide them with opportunities to be promoted to new and challenging positions (Dockel 2003). Additionally, improved opportunities for more training and development enhance employee retention (Chew, 2004). Opportunities for training and development are among the most important reasons why employees stay, especially young and enthusiastic ones. Autonomy also is a key factor in employee retention especially in tertiary institutions. Autonomy is the degree to which an employee exercises power relative to his or her job (Dockel 2003). Faculty autonomy refers to the ability of professional to decide work patterns, actively participate in major academic decision making, to have work evaluated by professional peers, and to be relatively free of bureaucratic regulations and restrictions (Daly & Dee 2006).

3. Research Methods

3.1 Research Design

A research design is simply a plan which specifies how data relating to a problem should be collected and analysed. Plano Clark and Creswell (2015) viewed research design as a logical set of procedures that researchers use to collect, analyse and report their data in a study. Plano Clark and Creswell further stressed that research design provides the blueprint that guides and directs researchers in their research activity. The study employed the mixed methods approach with particular focus on convergent parallel mixed methods design. The convergent parallel mixed methods design, in the viewpoint of Plano Clark and Creswell, is a set of procedures that researchers use to concurrently collect both quantitative and qualitative data, analyze the two data sets separately, compare and/or synthesize the two sets of separate results, and make an overall interpretation as to the extent to which the separate results confirm and or complement each other. The convergent parallel mixed methods design is considered most appropriate for the study because it has usefulness for both quantitative and qualitative approaches. The basic rationale for the convergent parallel design is that all data forms have strengths and weaknesses. However, if data are combined thoughtfully, then the strengths of one data form may be able to offset the weaknesses of the other form. For example, in this study on staff development and retention challenges at Takoradi Technical University, the quantitative results provided overall trends or strengths of quantitative data that may offset the weakness of interviews of a few people. Alternatively, qualitative in-depth interviews of key informants provided important and detailed insight into staff development and retention faced by Takoradi Technical University. More complete results are obtained when the researchers use the different methods to examine different facets of as study's topic (Plano Clark & Creswell 2015).

3.2 Population

The target population mainly was the teaching staff of Takoradi Technical University. However, two principal administrators (the Registrar and Human Resource Manager) were considered in the study as a result of the critical roles their outfits play in the management of HR issues of the institution

3.3 Sample and Sampling Procedure

Sample is a group of units chosen to be included in a study. To study the entire target population was impracticable if not impossible due to reasons such as time, cost and reliability of measurement. Sampling on the other hand is the process of selecting samples from the population. The sample, which is selected from the

population, should be enough to generate confidence in the data collected and the subsequent generalization to the population (Anderson 1995). The purposive, stratified and simple random sampling procedures were used for data gathering in this study. In order to increase the validity of the data for the study, the stratified sampling that incorporates elements of simple random sampling was adopted for selecting the teaching staff of the various schools in the institution. Available record at the HR Division of the University put the total faculty size at 305. Out of this faculty population, 92 were involved in the study. This represents 30.81 percent of the total teaching staff population in line with Nwana (1992). Additionally, the Registrar and the Human Resource Manager were selected purposively for the study owing to the crucial roles his office plays in the polytechnic. In all, 94 respondents made up of the Registrar, the HR Manager, and 92 academic staff members took part in the study.

3.4 Data Collection Instruments

Two data gathering instruments were used to collect data for the study. These instruments were questionnaire and interview guide. These two instruments were used to overcome the weaknesses or deficiencies of either the questionnaire or the interview guide and to create a balance by ensuring that the particular biases and flaws associated with a single data gathering instrument are counteracted. Generally, the questionnaire has a high degree of transparency and   accountability as compared to interview technique. In addition, questionnaire is considered to be cost effective and easy to administer. Moreover, the questionnaire has a fundamental weakness of generating large amounts of data that can take a long time to process and analyze (Sarantakos 2005). The interview guide was used to obtain data from the key informants. A common interview guide was designed for both the HR Manager and the Registrar of the institution. The interview guide was used because it is one of the best and popular ways of getting detailed information from respondents, and it also provides a valuable opportunity for an exchange of information (Armstrong 2006; Babbie 2004).

3.5 Data Analysis

The data analysis section relates to the analysis of the results and findings of the study. Data was analysed statistically using both quantitative and qualitative methods. Quantitative method was used to analyse data from the questionnaire whereas qualitative method was used for the interview. Collected data were first cleansed and code and inputted for processing and analysis with the use of Statistical Product for Service Solution (SPSS) software version 21. For the descriptive statistics frequencies and percentages were used whilst in the case of the inferential analysis, an independent sample t-test was conducted at 0.05 alpha level of significance. Tables were used to present the data from the quantitative data. This was to give a clear pictorial representation of what the respondents considered to be the factors affecting staff development and retention at Takoradi Technical University. The data collected through the interview was transcribed and relevant themes were generated for analysis. Again, relevant quotations were used to support claims made by respondents.

4. Results and Discussion

In presenting the results of the study, the researchers first looked at the age and categories of respondents. The age distribution of the respondents is seen in Table 1. From Table 1, it can be seen that 72.7 percent of the respondents had ages ranging from 31 years to 40 while 14.7 percent of them had more than 40 years of age. This shows that the University has more youthful workers at post in the face of the retiring age in Ghana which is 60 years. In their study, Boules and Gelfand (2009) established that younger employees are likely to stay with their organization when they perceive that there is an opportunity for career advancement and growth.

Table 1. Age of Respondents

Age (Years)	Frequency	Percentage
Below 30	12	12.8
31-35	29	30.8
36-40	41	43.6
Above 40	12	12.8
Total	94	100

In addition, almost all participants (98%) were full time lecturers which imply that they have more to share in terms of the human resource challenges confronting Takoradi Technical University, in areas of recruitment, professional development and retention of the faculty staff. The findings of the study depart from the positions held by Sang (2010). Tertiary institutions sometimes need to consider outsourcing of staff as an option in their efforts to beef up the existing HR so as to improve efficiency and to meet the demands of their stakeholders (Sang, 2010). Sang added that for tertiary institutions to possess adequate and well-qualified staff there is the need to place attention on both full-time and part-time personnel especially in terms of technical expertise.

The first objective of this study sought to explore the challenges Takoradi Technical University is faced with regard to its staff development programmes. The results of the quantitative data are presented in Table 2. In doing so, the researchers collapsed the Strongly Agree (SA) and Agree (A) into Agree while the responses for

the Strongly Disagree (SA) and Disagree (A) were grouped into Disagree for easy appreciation of the issues. As already indicated the study focused on the academic staff. From Table 3, it is evident that 72.8 percent of the respondents identified inadequate funds for staff development programmes as a challenge. The respondents believed that the failure of the University to generate the needed funds to take care of its staff development hampers effective staff development programme. A similar view was shared by the key informants. The informants stated that the University does not have adequate funds for its staff training and development programmes. In the words of one informant, "The University has several issues to tackle and so finds it extremely difficult to adequately take care of its staff training and development activities. For example, if we say that everybody who wants to go for further studies especially outside the country should do so, the University cannot bear the cost. No we can't." In essence, both the interviewees and the respondents to the questionnaire identified inadequate funds as a major challenge to effective staff development programmes. This finding supports Odoom *et al.* (2017) that that financial constraint is a challenge to effective staff development in Ghana. Again, the study discovered that lecturers were not effectively involved in staff development decision making process. From Table 2, it can be seen that 73.9 percent of the respondents saw the fact that lecturers were not effectively involved in decision making processes regarding staff development as a challenge. However, during the interview the respondents rejected the belief that lecturers were not involved in staff development decision making process. The informants indicated that the issue of non-involvement does not arise because the University has laid down procedures through such decisions are taken. They added that several attempts are often made to incorporate the views and concerns of lecturers in such decisions. Notwithstanding the opposition from the key informants, the view of the majority is a confirmation of the finding of Kwaw (2015). According to Kwaw, in tertiary institutions including Cape Coast Technical University, involvement of employees in decision-making regarding HR issues was a challenge. According to Odoom *et al.* (2017), inadequate involvement of employees is a challenge to staff development programmes in places such as Agogo College of Education in Ghana.

Table 2. Staff Development Challenges faced by Takoradi Technical University

Challenges to staff development	SA		A		D		SD		Undecided	
	No.	%	No.	%	No.	%	No.	%	No.	%
Inadequate funds for staff development programmes	30	32.6	37	40.2	6	6.5	15	16.3	4	4.4
Lecturers are not effectively involved in staff development decisions	13	14.1	9	9.8	44	47.8	24	26.1	2	2.2
Lack of perceived benefits after participating in staff development programmes	14	15.2	37	40.2	26	28.3	12	13.0	3	3.3
Rigid institutional policies	27	29.4	41	44.6	13	14.1	6	6.5	5	5.4
Poor staff development policies	5	5.4	31	33.7	42	45.7	11	12	3	3.2
Inadequate resources for staff development programmes	34	37	45	48.9	6	6.5	5	5.4	2	2.2
Lack of qualified training personnel to lead staff development program	34	37	47	51.1	6	6.5	5	5.4	0	0
High cost of hiring resource personnel	31	33.7	42	45.7	11	12	5	5.4	3	3.2
Apathy towards staff development programmes	27	29.4	41	44.6	13	14.1	6	6.5	5	5.4
Limited time for lecturers due to other personal commitments	24	26.1	44	47.8	9	9.8	13	14.1	2	2.2
Lack of transparency in staff development opportunities	34	37	47	51.1	6	6.5	5	5.4	0	0
Government support for staff development at the College is inadequate	31	33.7	42	45.7	11	12	5	5.4	3	3.2
Favouritism in the award of staff development opportunities	34	37	45	48.9	6	6.5	5	5.4	2	2.2

Additionally, 74 percent of the respondents said that rigidity in applying institutional policies on staff development is a challenge to effective staff development in the institution. They believed that rigid institutional policies in the University had become a disincentive to the effectiveness of staff development programmes. At the interview session, the respondents agreed that sometimes the University had to be rigid in order to ensure that employees complied with the laid down policies of the institution. They were of the view that dealing with any human setting is a complex issue, so one needs to have clearly defined policies to ensure compliance. However, they conceded that overly applying the HR policies on staff development may be problematic in the face of the ever increasing competition going on in the tertiary educational sector.

Another staff development challenge identified is the high cost of hiring resource personnel to replace lecturers on staff development programmes. In the views of 79.4 percent of the respondents, the University often found it extremely difficult to replace employees who embark on further studies and other staff development activities and this impedes the effectiveness of staff development programme. Similarly, the interviewees admitted that it is a huge challenge for the institution to replace employees who leave the University due to staff development activities. According to them, there is so much competition over high caliber personnel, so to easily replace a lecturer who embarks on study leave especially with pay is a major challenge. Despite this position, the informants stated that many employees have been allowed to embark on various staff development programmes including further studies. What is crucial is the fact that both results in this study show that high cost of replacing employees who leave the institution due to staff development programmes derails the institution's efforts in ensuring successful staff development programmes.

Besides, the researchers observed that lecturers' own apathy towards staff development activities was a concern. For instance, 74 percent of the respondents said that sometimes apathy on the part lecturers discourages effective staff development programmes. This view was supported by the interviewees. During the interview, it was established that some lecturers display apathy towards staff development programmes for various reasons. For instance, lecturers who hold certain positions and are getting some incentives for those positions are apathetic towards staff development. They added that such lecturers are mindful of losing such incentives, so they become very discouraged to embark on further studies outside the country. In effect, apathy on the part of lecturers constitutes a staff development challenge.

Furthermore, the study observed that lack of transparency contributes to the staff development challenges the institution was faced with. Table 3 shows that as high as 88.1 percent of the respondents were of the view that transparency was lacking as far as the issue of staff development is concerned. However, in its entirety the key informants rejected the issue of lack of transparency. They stated that issues concerning staff training and development were not shrouded in secrecy. That, key stakeholders are often part of decisions arrived at regarding staff training and development. Thus, while the lecturers saw lack of transparency as a staff development challenge the key informants believed it was not a challenge.

More so, 85.9 percent of the respondents indicated that favouritism in the award of staff development opportunities impedes effective staff development programmes. This means that the majority (85.9%) of the respondents generally believed that there favouritism in the award of staff development opportunities and the situation in the institution is inimical to the overall interest of the University. This position was again rejected by the interviewees. The informants were of the opinion that favoritism cannot be an issue when it comes to the staff development programmes. They added that the University's Committee members in charge of staff development issues should be above such issues as favoritism to influence their decisions. When further asked whether or not the Committee members do not show favor to people who may be related to them in one way or the other, the informants conceded that they might not be sure of the occurrence or non-occurrence of that. Nonetheless, whilst the majority of the respondents in the quantitative aspect of the study believed favoritism was part of the staff development challenges the interviewees held a different view. The apparent lack of knowledge of key informants regarding the possibility of Committee members showing favors to persons related to them in respect of staff development suggests that favoritism indeed could be a challenge as intimated by the lecturers. Odoom *et al.* (2016a) and Odoom *et al.* (2017) revealed that there was no fairness with regard to staff development opportunities given to the personnel at tertiary institutions in Ghana. The authors specifically found that in the case of Agogo College of Education, staff development programmes were not managed fairly in the institution. According to Paik et el., as cited in Odoom *et al.* (2017), such situations present a huge challenge to issue of equity which is crucial in staff retention measures. In support, Deconinck et al. (2007) argue that perception of equity entails the degree to which workers perceive that they are treated without any favoritism relative to others inside and outside the organization.

However, the study found that 55.4 percent of the respondents disagreed that lack of perceived benefits after participating in staff development programmes was a challenge that they were facing regarding staff development. This means that upon attending staff development programmes, lecturers felt they did receive benefits from the programme. Interviews with the informant showed that the University had made some efforts to ensure that employees especially who enrolled on further studies and had completed were given the rewards due them. They added that some of such employees are promoted in order to encourage others to place much importance on staff development. However, the interviewees conceded that there were times some employees had to wait for a relatively long period of time before they were given the incentives commensurate with their new status. They added that the University had also benefitted immensely from staff training and development programmes embarked upon by the academic staff.

Also, the respondents rejected the view that staff development was poor. From Table 3, it is clear that although they believed the rigidity in applying institutional policies was problematic they did not think staff development policy in particular was bad. According to the key informants, there was much clarity in the staff

development policy of the University. They however admitted that there may many other factors hampering successful development programmes but the policy itself is not problematic in the face of the ever-changing needs of society. The finding contradicts that of Odoom *et al.* (2017) who discovered that ineffective staff policies affect successful staff development programmes in institutions in Ghana including Agogo College of Education.

The study again considered the challenges the University was faced with regarding its staff retention. Table 3 illustrates the challenges relating staff retention. Table 4 shows the responses to research objective three relating to retention challenges of academic staff. A greater number of respondents (88.1%) agreed that poor salary compared with other public universities in the country served as a challenge to their retention. The results from the interview guide showed that poor salary compared with what pertains in other public universities and establishments was a challenge to staff retention. Although the informants believed that salaries in the technical universities are not that bad in comparison with what other employees generally receive in Ghana, they were of the opinion that the situation in the institution is bad when compared with what other lecturers in other public universities receive. One informant said, "Even though lecturers of Technical Universities are generally paid better than the general situation in Ghana, the situation is still bad if you compare it with what happens in other public universities." Another respondent intimated, "It cannot be true that our lecturers' salaries are poor especially if you compare it with the general situation in Ghana. But when you go to the other public universities, you will see that the situation is not the best here." The informant added, "Any lecturer who gets appointments from such public universities will not hesitate to leave here. We have had such situations in the past years. They just go because of better salaries." In essence, although the key informants believed the salaries are not that bad in the face of the general Ghanaian situation, there is more room for improvement when you consider what happens in other public universities. In short, poor salary level hinders the University's efforts to retain its high caliber professionals. In their study, Waswa and Katana (2008) found that, in Kenya for example, most experienced academic staff resign from public universities to secure jobs that are better paying abroad.

In furtherance, from Table 3, it is obvious that 79.4% of the sampled respondents indicated that poor conditions of service hampered the retention of the academic staff in the institution. This implies that most (79.4%) of the respondents identified poor conditions of service as challenge to the success of retention. However, interviews with key informants showed a contrary view. The informants stated that the conditions of service are not poor as may be perceived by others. They believed that the University was trying its best to improve upon the working conditions of lecturers. Notwithstanding this position, the informants conceded that the situation could be made better especially in the face of the ever-increasing cost of living and the competition from other institutions over scarce professionals. The fear of other institutions poaching well-qualified personnel of the University means that conditions of service are partly to blame for such occurrence. Döckel (2003) argues that to ensure staff retention higher educational institutions need to pay attention to compensation and job characteristics.

It is also lucid from Table 3 that competition from other institutions and industries for qualified personnel was a challenge to staff retention. This view is held by 74 percent of the respondents. This shows that the majority (74%) of the respondents regarded competition from other institutions and industries as impeding staff retention efforts. A similar view was held by the key informants who were interviewed. The results from the interviews indicate competition from other public tertiary institutions and industries was a huge challenge to effective retention measures. In the words of one informant, "We are struggling to compete with other public universities over high caliber personnel. The oil, banking and mining companies have raised the bar in terms of salaries and conditions of service. This is really frustrating to retention measures."

Table 3. Challenges to Staff Retention in the University

Challenges relating to staff retention	SA		A		D		SD		Undecided	
	No.	%	No.	%	No.	%	No.	%	No.	%
Poor salaries	34	37	47	51.1	6	6.5	5	5.4	0	0
Poor conditions of service	31	33.7	42	45.7	11	12	5	5.4	3	3.2
Inadequate fringe benefits for lecturers	30	32.6	37	40.2	6	6.5	15	16.3	4	4.4
Competition from other institutions and industry for skilled personnel	27	29.4	41	44.6	13	14.1	6	6.5	5	5.4
Delays in promotion	30	32.6	37	40.2	6	6.5	15	16.3	4	4.4
Unfairness in promotion system	14	15.2	37	40.2	26	28.3	12	13.0	3	3.3
Inadequate information about their performance	20	21.7	31	33.7	13	14.1	16	17.4	12	13.1
Limited opportunities for career advancement	34	37	45	48.9	6	6.5	5	5.4	2	2.2
Unfairness in staff training and development programs	20	21.7	35	38	22	24	10	10.9	5	5.4
Minimal recognition and reward for hard work	30	32.6	37	40.2	6	6.5	15	16.3	4	4.4
Low involvement of lecturers in decision making	17	18.5	34	37	13	14.1	22	23.9	6	6.5
Unhealthy working environment	34	37	47	51.1	6	6.5	5	5.4	0	0

Another respondent bemoaned, "There is no way we can compete with the already existing public universities. You are asking why! Because they have better conditions of service than we have. The least said about the other industries like the mining and oil companies, the better." From the two data sources, it is fair to argue that competition from other institutions and industries constitute a challenge to staff retention in the University. Indeed, staff retention challenge has become even greater as result of the rapid increase in the number of institutions of higher education and the increase in the enrolment of students (Imran *et al.* 2014; Ng'ethe 2014).

Moreover, the study showed that delay in promotion is partly to blame for the retention challenges the University is faced with. This position was supported by 69.6 percent of the respondents. The results from the interview generally proved that there were delays in promotion in the institution. The informants admitted that even though University's Appointment and Promotion Committee had been working very hard they were instances lecturers' promotion is delayed due to the volume of work the committee had to do. One respondent retorted, "Promotion is a process. We cannot rush it; we need to take our time to ensure that people who apply for promotion actually deserve it and this requires some patience." The informant however admitted that the situation is sometimes very frustrating and may potentially discourage people who want to apply for promotion. By implication, delay in promotion is a challenge to the effectiveness of the institution's staff retention measures. This finding is a confirmation of the observation made by Meyer (2010). In a study conducted by Meyer (2010), it was reported that a great number of failures in terms of employee promotions force an employee to leave an organisation because he or she no longer wants to be there. Similarly, Odoom, Opoku and Ayipah (2016b) found that promotion is a vital factor in employee motivation in schools.

Closely following the above is the issue of unfairness in promotion system. The study revealed that 55.4 percent of the respondents stated that unfairness in promotion system accounts for challenges the University is faced with as regards retention. The respondents were of the opinion that in instances where promotion system fail to ensure fairness employees tend to become dissatisfied. Such employees easily leave the institution especially when other institutions with better conditions of service come knocking at their doors. This view was however rejected entirely by the key informants. The key informants believed the institution had put in place enough mechanisms to instill fairness in its promotion system. They contended that the University's Appointment and Promotion Committee had shown fairness in all their dealings. One informant commented, "Sincerely speaking the committee tries very hard to ensure fairness when it comes to promotions." The finding of this study supports that of Kwaw (2015) who found that delays in promotion system hampered the efficiency of Cape Coast Technical University's HRM practices.

Another retention found in this is inadequate information about their performance. From Table 3, it is observed that 55.4 percent of the respondents maintained that the University's failure to provide adequate information about performance can also be blamed for the challenges it is faced with regarding staff retention. During the interviews, the respondents said that the University provides its employees including lecturers with information about their performance. However, when further asked whether or not information given to employees was adequate the key informants said they were not sure if it was. Nonetheless, the respondents believed that lecturers have representatives almost at all levels and so expected that information be relayed to

them by the persons representing them. The situation at TTU departs from the expectations of McShane and Von Glinow (2000). McShane and Von Glinow (2000) assert that in terms of goal setting, feedback helps persons to know whether they have achieved the goal or are properly directing their effort toward it. Information on performance is indispensable motivational tool because our growth needs cannot be met unless we receive information on goal accomplishment. Feedback also helps the worker to know whether performance is improving, remaining the same, or getting worse (Kwaw 2015).

Following the above issue is the issue of low involvement of lecturers in decision making. The respondents stated that they were not adequately involved in decision-making in the institution. With a percentage rate of 55.5, the respondents said that the University had not done enough to adequately involve them in decisions critical to their welfare and development. The results from the qualitative data however opposed the above view. The interviewees generally held the view that lecturers were involved in key decisions of the University through their representatives. One informant said, "All heads of departments and deans of schools who are almost always part of all key decisions are there for the interest of their various lecturers. They attend meetings and they relay important information to lecturers." Another respondent stated, "POTAG representatives also are part of key decisions we take, so they are not disregarded in the decision-making process in the University. We understand the value of inclusiveness." Despite the contrary view the key informants held, they could not tell whether the level of involvement was adequate although they agreed the situation could be made better.

Other retention challenges faced by the University include unfairness in staff training and development programs, inadequate fringe benefits for lecturers, minimal recognition and reward for hard work, and unhealthy working environment. The results indicated that the ability of the institution to retain its teaching staff is being impeded because of the numerous factors such as the low involvement of lecturers in decision making, minimal recognition and reward for hard work, poor conditions of service, competition from other institutions and industry for qualified personnel, inadequate fringe benefits for lecturers, and poor salaries. On a study on reward and recognition, Smith (2001) observed that rewards and recognition can turn out to be counter-productive if they are not managed well.

4.1 Testing of Hypotheses

Hypothesis 1: There is no statistically significant difference in the staff development challenges according to the gender of lecturers.

Table 4 and Table 5 respectively show the group statistics and independent samples test used in determining the difference staff development challenges in relation to the gender of lecturers. The mean scores in Table 4 for the male lecturers (m=26.40) is higher than the female lecturers (m=26.26).

Table 4. Group Statistics of Gender and Staff Development Challenges

Sex of respondents	N	Mean	Std. Deviation	Std. Error Mean
Male	57	26.40	4.480	.593
Female	35	26.26	4.154	.702

Table 5. Independent Samples Test of Gender and Staff Development Challenges

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.
Equal variances assumed	1.402	.239	.156	90	.876	.146	.936
Equal variances not assumed			.159	76.279	.874	.146	.919

A further analysis of the data with an independent t-test (Table 5) indicates that the *p* value of the Levene's Test (.239) is greater than the level of significance (0.05), therefore equal variances are assumed. The Sig. (2-tailed) value of assumed equal variance (.876) is greater than 0.05, meaning the result is not statistically significant. The null hypothesis which states that there is no statistically significant difference in staff development challenges according to the gender of lecturers is not rejected. This indicates that the staff development challenges that male lecturers face are not different from that of their female colleagues.

Hypothesis 2: There is no statistically significant difference in the staff retention challenges according to the gender of lecturers

Table 6 and Table 7 respectively show the group statistics and independent samples test used in determining the difference retention challenges in relation to the gender of lecturers.

Table 6. Group Statistics of Gender and Retention Challenges

Sex of respondents	N	Mean	Std. Deviation	Std. Error Mean
Male	57	24.14	3.062	.406
Female	35	22.69	3.315	.560

The mean scores in Table 6 for the male lecturers (m=24.14) is higher than the female lecturers (m=22.69). A further analysis of the data with an independent t-test in Table 7 indicates that the *p* value of the Levene's Test (.866) is greater than the level of significance (0.05), therefore equal variances are assumed. The Sig. (2-tailed) value of assumed equal variance (.035) is less than 0.05, meaning the result is statistically significant. The null hypothesis which states that there is no statistically significant difference in retention challenges according to the gender of lecturers is rejected. This indicates that there is a statistically significant difference in retention challenges according to the gender of lecturers. This finding confirms that of Beck (2003) that there is a significant difference between males and females in terms of job dimensions which affect job satisfaction and retention.

Table 7. Independent Samples Test of Gender and Retention Challenges

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.
Equal variances assumed	.029	.866	2.144	90	.035	1.455	.678
Equal variances not assumed			2.103	67.676	.039	1.455	.692

5. Conclusions and Recommendations

Effective staff development programmes are critical to the growth and development of tertiary educational institutions. Tertiary educational institutions require high caliber of professionals to deliver services for the attainment of their set goals. However, to achieve this requires huge financial investments, adequate planning, proper involvement and appropriate policy frameworks. From this study, it was succinct that issues such as inadequate funds, rigidity staff development policies, transparency, involvement in staff development decision making process, and fairness constrained effective staff development within the tertiary education. Nonetheless, there was no significant difference between staff development challenges perceived by male and female lecturers of the University. In other words, staff development challenges that male lecturers faced were not different from that of their female colleagues. In relation to staff retention, it can be concluded that the Takoradi Technical University's inability to retain its pool of teaching staff is attributed to poor remuneration, inadequate fringe benefits, competition from other institutions and industries, delay in promotion, inadequate information about their performance, unfairness in staff development programmes, among others. Again, there was statistically significant difference in retention challenges according to the gender of respondents. This means that what male lecturers perceived ass staff retention challenges were different from what female lecturers perceived. As a way of motivating and retaining more lecturers in Takoradi Technical University, the HR Unit of the institution should develop alternative means of generating funds including writing innovative research proposals that can attract grant and sponsorship both locally and internationally for its staff development programmes. The Management of the institution should collaborate with the Unit to put in place measures to promote transparency and also deal with perceived unfairness associated with staff development decisions. Again, the Unit should establish and implement attractive welfare packages and fringe benefits for its staff. Additionally, Management of Takoradi Technical University should establish a research fund to provide some form of support for lecturers in conducting and publishing research outcomes. Finally, lecturers should be encouraged to write innovative PhD research proposals that can attract both local and international sponsorships to ease the financial burden on the institution.

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