

## MOTIVATION AND EMPLOYEE RETENTION IN BAGABAGA COLLEGE OF EDUCATION IN NORTHERN REGION, GHANA

Eunice Ayeremusah

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**ABSTRACT:** *High retention of employees has been identified as one of the prerequisites for a consistent development and accomplishment of organizational goals. However, it has been established that employee motivation influences employee retention. Primary aim of this study was to investigate motivation and retention of employees at the Bagabaga College of Education. A sample size of 50 respondents comprising both teaching and non-teaching staff was purposively selected. Data collected was analysed using descriptive statistics. The study found that the most important motivational packages available are salary, promotional opportunities, work environment and security. Amongst these motivational packages, salaries were found to have the greatest effect on retention. The study also found that there were gender differences in the perception of motivational packages where the male employees valued financial rewards, salaries and promotions, while the female employees were more motivated by security, work relation and work environment. It is therefore recommended that the government should migrate all the staff from the GES payroll to the Tertiary Payroll.*

**KEYWORDS:** Motivation, Employee retention, Turnover, Motivational Strategies, Salaries, Promotion Opportunities

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### INTRODUCTION

The Colleges of Education in Ghana face a huge challenge in terms of skilled human resource capacity, which has a debilitating effect on its ability to make strides in the areas of socio-economic and good quality educational development. While various efforts have been made to address the problem, there seems to be little progress, due to a variety of reasons, particularly, the inadequate investment in education, low salary levels, motivation and other training programs.

However, the retention of valuable employees is one of the most critical issues confronting leaders (Mayfield & Mayfield, 2008). Talented employees who have competencies that are critical for the survival of an organization are difficult to retain because they often attach more importance to their own career path than to organizational loyalty, which, in turn, can result in voluntary turnover (De Vos 2005). According to Van Dam (2008), careers have become increasingly boundary-less and self-managed owing to an environment that no longer readily offers long-term employment. Turnover comes about when there is a permanent withdrawal of an employee from the employing organization (George & Jones, 2005). Employers and employees experience turnover as a costly process because for the employer there is high replacement and organizational cost, whilst the employees experiences monetary and psychological costs (Huang, Lin & Chuang, 2006). The implications of high turnover are the increased recruiting, selecting and training costs, together with the disruption of the efficient running of the organization when knowledgeable and efficient employees leave the organization (Robbins, Odendaal & Roodt, 2004). Research by Mayfield and Mayfield (2008) has shown that when considering the price of reassigned work load, lost of organizational memory, and successor recruitment and training, the average turnover cost can range beyond 1-5 times an employee's annual salary. Adding to the cost, Gostick and Elton (2007) posits that

the remaining workforce is decimated by turnover because many employees mentally follow their departing colleagues. Taylor, Murphy and Price (2006) describe the loss of employees as a disruptive event and point out that additional human resource expenses can be significantly reduced by improving employee retention.

However, George and Jones (2008) argue that organizations can also benefit from turnover in certain situations, such as when poor performers leave and good performers stay or when new recruits result in the introduction of new ideas and approaches. According to Mobley's model of the turnover process (George & Jones, 2005), the whole turnover process is triggered by a lack of job satisfaction; therefore, employees who are satisfied with their jobs may never even think about quitting, while those who are dissatisfied will, as a result of this dissatisfaction, start to think about quitting. The retention of employees in Higher Education Institutions (HEIs) is as critical as in any other organization (Selesho, 2014). In fact, turnover in HEIs has implications on the teaching and learning process as the service quality is affected. According to Smith, Daskalaki, Elger and Brown (2007), factors such as voluntary and involuntary contribute to why employees leave their job. Voluntary factors include: better career opportunities, increased compensation and broadening of current tasks and responsibilities and boredom with current task. Whereas involuntary turnover occurs when employees are asked to leave for reasons including poor performance or inappropriate behavior. Employee motivation has been recognized as one of the proven ways of ensuring employee retention. Motivations for employees impact their job satisfaction and consequently their decision to stay put at the organization and to contribute their quota to the achievement of the organisational objectives (Shah, 2012).

However, in Ghana, less attention has been given to motivational strategies particularly in the Ghana Education Service (Ngala, 2010) with the possibility of the institutions losing huge financial capital in training new employees. The lack of attention to motivational strategies results in high employee turnover of graduate teachers whose job searching has been enhanced through higher education (Ngala, 2010). The lack of motivational strategies make graduate teachers less motivated, some of whom are forced to leave the teaching profession for better paid jobs (Adams & Hicks, 2000). It has been recorded that over 20% of graduate teachers who teach across all educational spectrum leave the service annually for either better jobs or for greener pastures outside the country. This situation calls for the eminent need to reconsider the reward systems and other motivational packages for the workers in Higher Educational institutions in general and Training Colleges in particular (Ngala, 2010). The availability of motivational packages is a central consideration on the decision of employee to remain at post without looking for alternative jobs elsewhere. This research seeks to investigate motivational strategies and employee retention at Bagabaga College of Education.

### **Statement of the Problem**

Employee retention remains a dilemma for many organizational managers (Samuel & Chipunza, 2013) basically because there is a high demand in the public and private sectors for workers in critical areas such as health care, information technology, engineering, accounting, and auditing. The supply of qualified workers is limited and good workforce planning requires a twofold approach of aggressive recruitment and innovative retention strategies (Samuel & Chipunza, 2013). Employee motivation has been recognized to have some impact in reversing employee turnover issues. In fact, the demotivation of a single important employee of an organization can lead to low productivity (Ghandhi, 2010). In this sense, it would be the

responsibility of managers to have a proper understanding of what motivates employees in carrying out their functions (Lindner, 1998).

Despite this recognition, motivation policies or strategies are not focused on elimination of unwanted turnover. Also, empirical evidence suggests that the costs to the employer as a result of management's inability to retain its employees include separation benefits to the employee, lost productivity, recruitment costs, training costs, and diminished services as new employees get up to speed. In addition, while there is ample literature on the impact of motivation on employee retention in other countries, not same can be said about Ghana. Particularly, there is limited empirical study on the relationship between motivation and employee retention in educational institutions in Ghana. Understanding this relationship is important to increasing productivity and enhancing better service quality. This study therefore seeks to fill-in the gap by seeking to investigate motivational strategies and employee retention in Bagabaga College of Education in Northern Region, Ghana.

### **Research Questions**

1. What are the motivational packages available to employees at Bagabaga College of Education?
2. Do male and female employees differ in their perception of the existing motivational packages available at Bagabaga College of Education?
3. What is the relationship between available motivational packages and retention of employees at Bagabaga College of Education?

## **LITERATURE REVIEW**

### **Motivation**

Motivation is defined by Robbins et al. (2004) as the methods that relate to an individual's intensity, route and determination of effort towards the achievement of goals. Nelson and Quick (2006) define motivation as the process of producing and maintaining goal-directed behaviour. All underlying behaviours are caused by motives or needs. An individual possesses a variety of needs that compete against each other, where the need with the strongest strength at a given moment is the one that results in a specific activity. Generally, sources of motivation are categorized into two groups: extrinsic motivators and intrinsic motivators. Behaviour that is performed for its own sake is intrinsically motivated and behaviour that is performed to acquire material or social rewards or to avoid punishment is extrinsically motivated (George & Jones, 2008). Examples of extrinsic motivators are salary, working conditions and job security, while opportunities to use one's own initiative and creativity are examples of intrinsic motivators.

### **Motivation theories**

Motivation theories allow us to understand our own behaviour as well as the behaviour of others (Werner, 2007:94). For the purpose of this research, the focus will be on the following motivation theories: Maslow's hierarchy of needs and Herzberg's two-factor theory.

### ***Maslow's hierarchy of needs***

Abraham Maslow's hierarchy of needs is possibly the most intuitively appealing of all the motivation theories. According to this theory, motivational tension is developed and directed towards the satisfaction of a need when this need occurs (Grobler et al., 2006). Maslow found that people would often suffer from psychological complaints in their later life if they grew up in an environment where their basic needs were not met (Maslow, 1943). On that basis, Maslow concluded that if employee needs are not met at work they will not be able to work as effectively as they possibly could (Werner, 2007). Maslow's hierarchy of needs at the first level consists of physiological needs, which include aspects such as hunger, thirst, shelter and procreation. The second level comprises safety needs and entails security and protection from physical and emotional harm. Social needs, which include affection, belongingness, acceptance and friendship, form the third level. The fourth level is the esteem needs, which are divided into internal and external factors. Internal factors include self-respect, autonomy and achievement, while status, recognition and achievement form part of external factors. The final level is self-actualisation, which consists of achieving self-fulfillment or one's full potential (Maslow, 1954). According to Robbins et al. (2004), the first two levels of needs, physiological and safety needs, are described as lower-order needs and are primarily satisfied externally. Social, esteem and self-actualisation needs are described as higher-order needs and are largely satisfied internally.

The hierarchy of needs theory is relevant to this study as the theory is applicable to organizational orientation and employee motivation (Greenberg & Baron, 2003). Maslow's theory suggests how managers can lead their employees or subordinates to become self-actualized. The idea implies the dual role of the theory first to organizations such as Bagabaga College of Education and second to employees on the basis that both the organization and the employees must decide on the performance of their organization, and that when employees put in their best in the service of the organization, the culture and human resource practice should also ensure that the employees' level of needs are reflected in the values the organization holds with high esteem (Greenberg & Baron, 2003). The cultural framework of the organization should reflect the fact that employees' physiological and security needs are paramount; therefore, when such needs became culturally focused, performance will be improved tremendously in that organization (Maslow, 1954). This argument implies a reversed effect that if the need is not culturally focused on, the performance standard will not be met. As employees yearn for social needs, it is the role of organizational culture to create the values and norms that human resource practice will focus on when planning for the smooth running of the organization, with employee relationship being one of the key areas that human resource must strengthen (Das and Baruah, 2013). When employees discover that their organization cares so much about their developmental status, employees will offer their best to the service of the organization (JasonRaj, 2016).

Abraham Maslow's hierarchy of needs theory is still important and relevant in employees retention and motivational strategies in organizations, for every organization that seek to obtain success and excellence, any attempt to shy away from practical application of the hierarchy of needs theory, will affect negatively the organizational culture, human resource management and the employee's performance, to achieve organizational excellence and create good atmosphere, better work environment and achieve target at the right time then a drive and application of the theory is paramount.

### ***Herzberg Theoretical overview***

Herzberg (1959) two factor theory as cited by Samuel and Chipunza (2009) provided a theoretical background for this study. Herzberg argued that employees are motivated by internal values rather than values that are external to the work. In other words, motivation is internally produced and is pushed by variables that are intrinsic to the work which Herzberg called “motivators”. These intrinsic variables include achievement, recognition, the work itself, responsibility, advancement, and growth. Conversely, certain factors cause dissatisfying experiences to employees; these factors largely result from non-job related variables (extrinsic). These variables were referred to by Herzberg as “hygiene” factors which, although does not motivate employees; nevertheless, they must be present in the workplace to make employees happy. The dissatisfies are organization policies, salary, co-worker relationships, and supervisory styles (Bassett-Jones and Lloyd, 2005). Herzberg (1959) as cited in Samuel and Chipunza (2009) argued further that, eliminating the causes of dissatisfaction (through hygiene factors) would not result in a state of satisfaction; instead, it would result in a neutral state.

Motivation would only happen as a consequence of the use of intrinsic factors. Empirical studies (Kinnear and Sutherland, 2001; Maertz and Griffeth, 2004) have, however indicated that extrinsic factors such as competitive salary, good interpersonal relationships, friendly working environment, and job security were key motivational variables that influenced their retention in the organizations. The implication of this therefore is that management should not depend only on intrinsic variables to affect employee retention; rather, a combination of both intrinsic and extrinsic variables should take in to account as an effective retention strategy.

### **Employee Retention**

Retention is a complex concept and there is no single technique for keeping employees with a company. In literature, retention has been viewed as “an obligation to continue to do business or exchange with a particular company on an ongoing basis” (Zineldin, 2000). A more detailed and recent definition for the concept of retention is “customer liking, identification, commitment, trust, readiness to recommend, and repurchase intentions, with the first four being emotional-cognitive retention constructs, and the last two being behavioral intentions” (Stauss, Chojnacki, Decker & Hoffman, 2001). Studies have also indicated that retention is driven by several key factors, which ought to be managed congruently: organizational culture, communication, strategy, pay and benefits, flexible work schedule and career development systems (Logan, 2000). As a result, employees are now making strategic career moves to guarantee employment that satisfy their need for security. On the other hand, employers have a need to keep their staff from leaving or going to work for other companies. In fact, companies that offer employee development programs are finding success with retaining workers (Logan, 2000). This is true because of the great expenses associated with hiring and retraining new employees. In fact, literature on employee retention shows that wooing existing employees through employee development or talent management programmes costs less than acquiring new talents, as organizations know their employees; their wants & desires; while the initial cost of attracting the new employees has already been expended (Logan, 2000). The literature on employee retention clearly explains that satisfied employees who are happy with their jobs are more devoted for doing a good job and look forward to improve their organizational customers’ satisfaction (Denton 2000). Employees who are satisfied have higher intentions of persisting with their organization, which results in a decreased turnover rate (Stauss et al. 2001).

## METHODOLOGY

For the purpose of this study, a quantitative research was followed. The quantitative research was appropriate to measure motivation and employee retention in educational institutions. This involved quantifying the views of both teaching and non-teaching staff of Bagabaga College of Education. The study adopts descriptive research design and a case study design in studying the research to observe, describe and document a phenomenon as it occurs naturally (Amehahe&AsamoahGyimah, 2008). The Bagabaga College of Education is located in Tamale, Northern region. The institution was established in 1944 with the motto 'advance with the sciences'. The mission of the Bagabaga College of education is to train academically sound, competent and discipline professional teachers to teach in Ghanaian basic schools. The vision of the College is to become the best College of Education in the Northern Sector, and one of the best in the West African sub-region.

The target population for this research study involved individuals working in Bagabaga College of Education. The working environment of Bagabaga College of Education consists of two subdivisions, namely teaching and non-teaching staff. This research will consider both divisions of employees in order to ensure an exhaustive approach to achieving the objectives of the study. The institution has a staff capacity of 75 workers, comprising 50 teaching staff and 25 non-teaching staff. The population for this study consisted of 50 people who formed part of the sample. 25 people were randomly selected from the teaching staff and added to the other 25 from the non teaching staff. The instrument used for this study was questionnaire. A structured questionnaire was constructed utilizing the measures of job working environment, Security, interesting work, Salary, Recognition, Reward, Promotion and Training and development with appropriate instructions for each section of the questionnaire for the collection of data on the study. Data were analysed using descriptive statistic. Data collected from the field were cross-checked and edited. It was also coded and processed using software such as SPSS and Excel. The variables analysed are job working environment, Security, interesting work, Salary, Recognition, Reward, Promotion and Training and development with appropriate instructions for each section of the questionnaire for the collection of data on the study. Finally, the responses were computed into frequencies and percentages for discussion.

## RESULTS AND DISCUSSION

The purpose of this study was to investigate motivational strategies and employee retention at Bagabaga College of Education. This section presents the results and discussion of the study and it also presents the motivational packages available at Bagabaga College of Education.

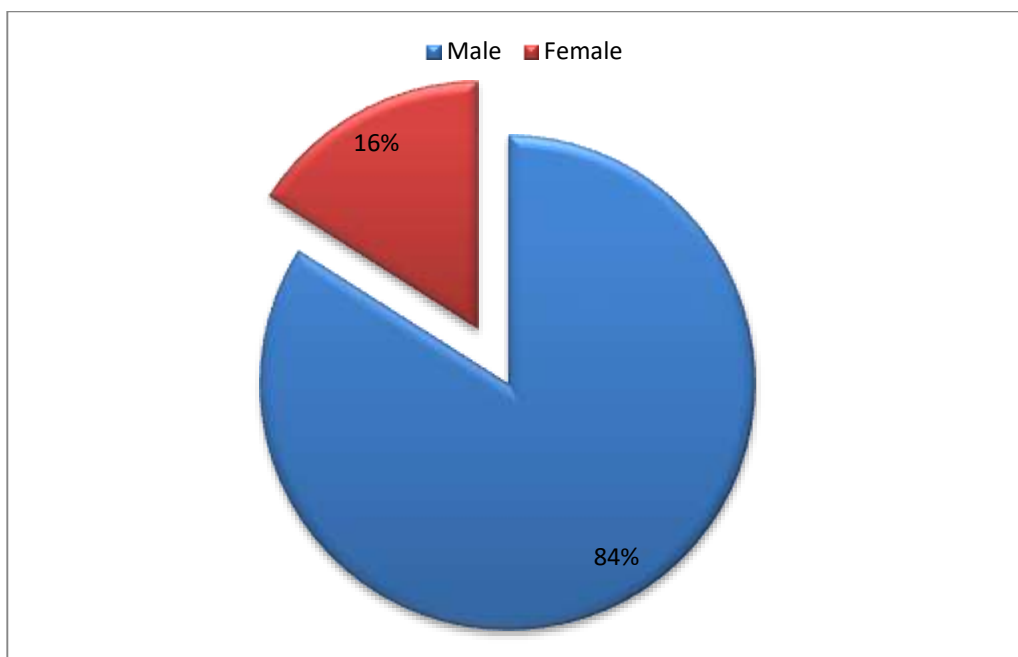
**Table 1: Demographic characteristics of respondents**

| Characteristic | Item        | Frequency | Percentages |
|----------------|-------------|-----------|-------------|
| Age            | 15-25 years | 2         | 4%          |
|                | 26-35 years | 9         | 17%         |
|                | 36-45 years | 24        | 47%         |
|                | 46-50 years | 12        | 23%         |
|                | 51-55 years | 3         | 6%          |
| Sex            | Male        | 42        | 84%         |

|                  |                    |    |     |
|------------------|--------------------|----|-----|
|                  | Female             | 8  | 16% |
| Years of service | 0-5 years          | 15 | 34% |
|                  | 6-10 years         | 14 | 28% |
|                  | 11-15 years        | 17 | 34% |
|                  | 16-20 years        | 2  | 4%  |
|                  | 20+ years          | 2  | 4%  |
| Staff Category   | Teaching staff     | 30 | 30% |
|                  | Non-teaching staff | 20 | 20% |

Source: Field Survey, 2016

With regard to gender representation, the study found that 84 percent of employees were males while only 16 percent were females. Figure 1 presents the distribution.



**Figure 1: The Gender Distribution of Respondents**

Source: Field Survey, 2016

**Motivational Packages****Table 2: Motivations of staff to work at BACE**

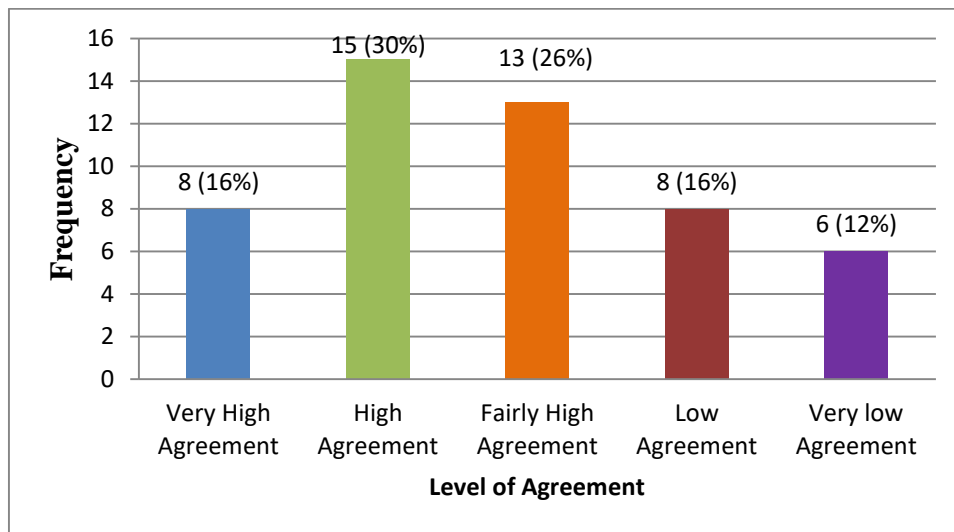
| MOTIVATION   | Very High Agreement | High Agreement | Fairly High Agreement | Low Agreement | Very Low Agreement |
|--|---------------------|----------------|-----------------------|---------------|--------------------|
| I was attracted to work with BACE because of better conditions of service. | 6<br>(12%)          | 9<br>(18%)     | 11<br>(22%)           | 21<br>(42%)   | 3<br>(6%)          |
| I was attracted to work with BACE because of Job Security                  | 12<br>(24%)         | 16<br>(32%)    | 15<br>(30%)           | 6<br>(12%)    | 2<br>(4%)          |
| I was attracted to BACE due to limited choices                             | 6<br>(12%)          | 11<br>(22%)    | 13<br>(26%)           | 11<br>(22%)   | 9<br>(18%)         |

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*Source: Field Survey, 2016*

The findings indicates that majority of the respondents disagreed that they were influenced by the conditions of service that they thought employees of the institutions received. However, this represents the least motivation for employees to work at BACE. On the issue of job security, generally there was a high agreement (32%) that staff of the College of Education joined the institution on the basis of the motivation that their jobs will be secured. In addition, 12 respondents, representing 24%, very highly agreed that they were motivated to work with Bagabaga College of education on the basis of job security. Some category of staff who also indicated that they were only motivated to work with the Bagabaga College of Education because of lack of alternatives. They alluded that the lack of employment opportunities for them made them accept any chance to work with any institution including the Bagabaga College of Education. However, with this motivation, there were split levels of agreements in terms of its impact on the choice of BACE as a place to work. The study also observed that 26% of the respondents had a fairly high agreement about the impact of lack of job opportunities on the choice of BACE, while 22% of them had a low agreement about the effect of lack of job opportunities on employees' choice of BACE.

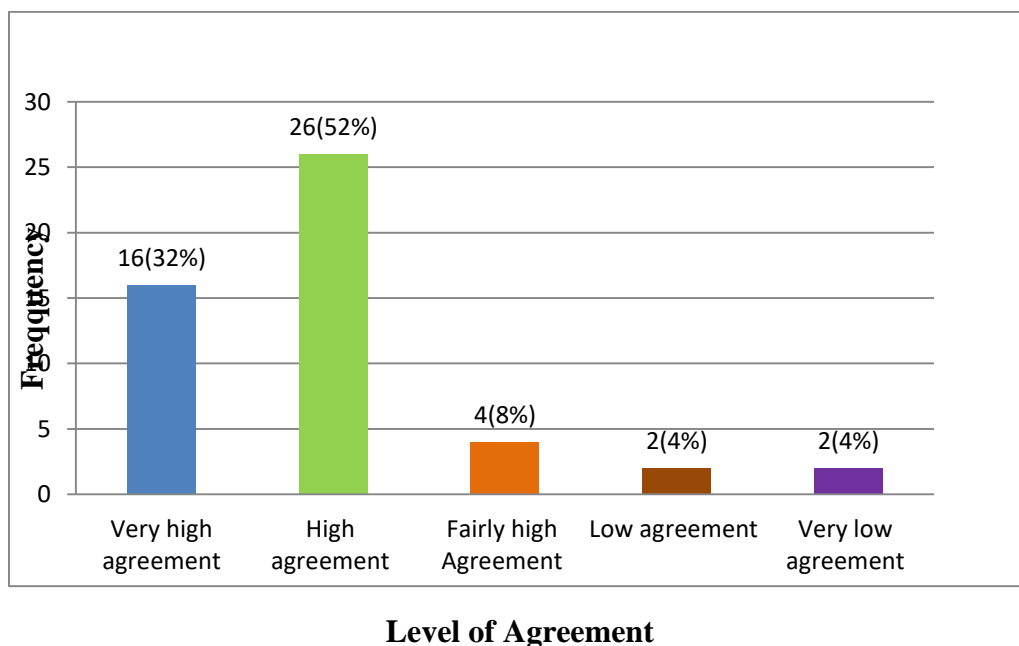




**Figure 2: Staff Perception of Working Environment on their motivation**

Source: Field Survey, 2016

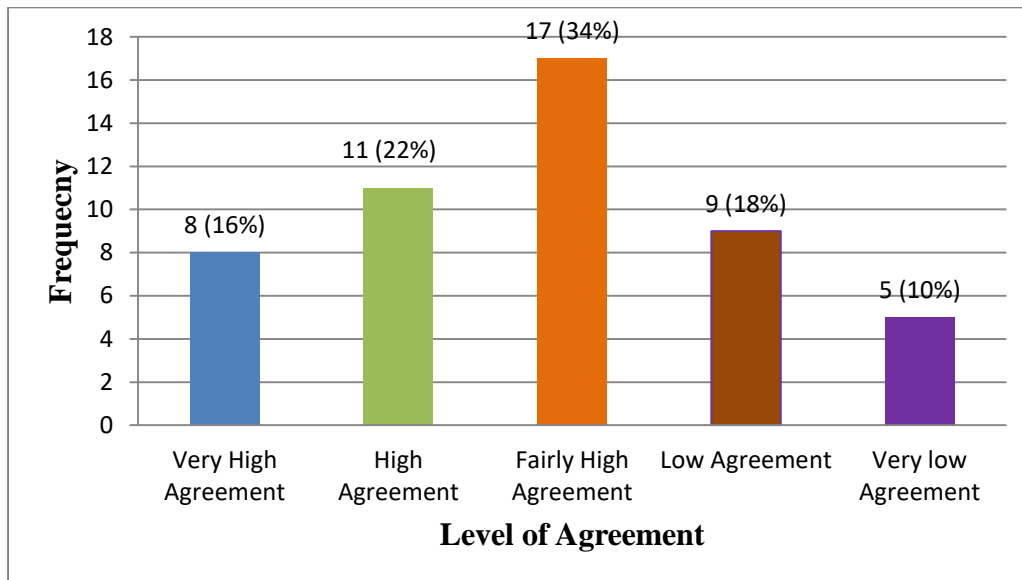
In figure 2 the responses showed that 30% indicated high level of agreement to the influence of the working environment on their motivation, 26% indicated fairly high level of agreement with the effect of working environment on their motivation whereas 16% indicated low level of agreement. Majority of both the teaching category of staff indicated that they were pleased with the equipment used in teaching although they added that the situation could be improved upon. The non-teaching category of staff, while admitting the situation could still be improve upon, also indicated that they had the needed tools, stationery and equipment to help them in the safe execution of their duties. Salary was also identified to be one of the motivational packages for employees and also employee enthusiasm and commitment was found to be therefore partly a product of the pay they received.



**Figure 3: Staff Perception about the Salary as a Motivational Package**

Source: Friend Survey, 2016

Figure 3 shows that majority of the staff at the Bagabaga College of Education agreed that salary was a motivational package available to them. The figure shows that 52% of the staff had a high agreement with salary being a motivational package while 34% of the respondents indicated a very high agreement with the ability of their salaries to motivate them. Security at the place of work was found to be one of the motivational packages at the BACE. Figure 4 shows the levels of agreement with security as a motivational package at the Bagabaga College of Education.

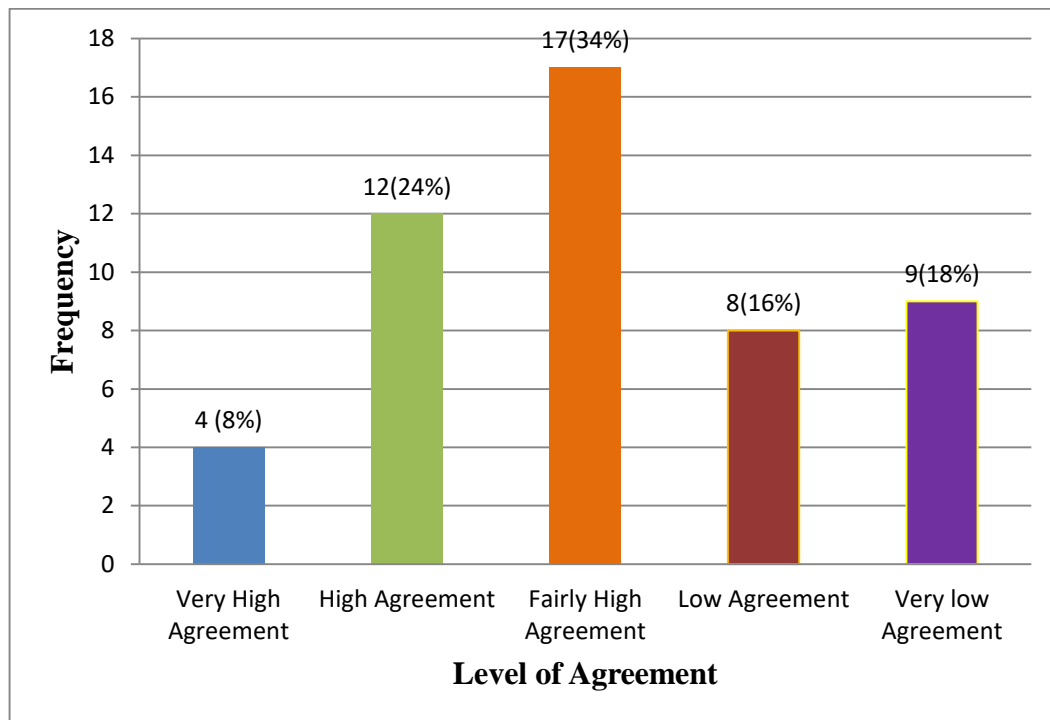


**Figure 4: Staff Perception about Security as a Motivational package**

*Source: Field Survey, 2016*

According to Towers Watson, 2010, that about 75% of the employees preferred to keep their jobs as compared to other factors. As shown in Figure 4, majority of the employees indicated that they felt safe working at the institution. In specific terms, 22% of the staff had a high level of agreement while 34% of them had fairly high level of agreement of being feeling safe while working at the BACE. Meanwhile only 18% and 10% had low and very low levels of agreement respectively concerning the extent to which they were being motivated by the security that they were provided with while at work.

The availability of promotion opportunities was also identified to be one of the motivational packages for the staff at BACE. The responses from the staff are illustrated in Figure 5.



**Figure 5: Staff Perception about Promotion Opportunities as a Motivational package**

*Source: Friend Survey, 2016*

The Figure 5 shows the levels of agreement of staff concerning the impact of promotion opportunities on their motivation. It shows that majority of the staff indicated that their motivation and commitment to work was affected by the availability of promotion opportunities. For example, 34% of both the teaching and non-teaching staff indicated a fairly high agreement about the impact of promotion opportunities. Despite the fairly high agreement with the impact of promotion opportunities on motivation, the staff lamented the number of years it takes one to be promoted from one rank to another. The implication of the above findings was that employees who feel there was little opportunity for growth through promotion were more likely to be less motivated and the employer may lose them eventually.-

**Table 3: Gender Perception of Motivational Packages Available to employees Employees at BACE**

| MOTIVATIONAL PACKAGES  | Males= 42   |             |             |             |            | Females=8  |            |            |            |            |
|--|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|------------|
|  | 5           | 4           | 3           | 2           | 1          | 5          | 4          | 3          | 2          | 1          |
| I was attracted to work with BACE because of better conditions of service      | 5<br>(12%)  | 7<br>(17%)  | 17<br>(40%) | 10<br>(24%) | 3<br>(7%)  | 2<br>(25%) | 2<br>(25%) | 3<br>(37%) | 1<br>(13%) | 0<br>-     |
| I was attracted to work with BACE because of Job Security                      | 12<br>(29%) | 12<br>(29%) | 11<br>(26%) | 5<br>(12%)  | 2<br>(4%)  | 3<br>(37%) | 3<br>(37%) | 1<br>(13%) | 1<br>(13%) | 0<br>-     |
| I was attracted to BACE due to limited choices                                 | 6<br>(14%)  | 9<br>(21%)  | 9<br>(21%)  | 10<br>(24%) | 8<br>(20%) | 1<br>(13%) | 2<br>(25%) | 2<br>(25%) | 3<br>(37%) | 0<br>-     |
| I am motivated by the reward packages available at BACE                        | 6<br>(14%)  | 11<br>(26%) | 9<br>(21%)  | 9<br>(21%)  | 7<br>(17%) | 0<br>-     | 1<br>(13%) | 2<br>(25%) | 2<br>(25%) | 3<br>(37%) |
| I am motivated by the working environment at BACE                              | 12<br>(29%) | 12<br>(29%) | 11<br>(26%) | 5<br>(12%)  | 2<br>(4%)  | 3<br>(37%) | 3<br>(37%) | 1<br>(13%) | 1<br>(13%) | 0<br>-     |
| I am motivated by the salary I am offered at BACE                              | 7<br>(17%)  | 9<br>(21%)  | 10<br>(24%) | 8<br>(20%)  | 7<br>(17%) | 0<br>-     | 1<br>(13%) | 2<br>(25%) | 2<br>(25%) | 3<br>(37%) |
| I am motivated by the security that I am provided at BACE                      | 12<br>(29%) | 12<br>(29%) | 11<br>(26%) | 5<br>(12%)  | 2<br>(4%)  | 3<br>(37%) | 3<br>(37%) | 1<br>(13%) | 1<br>(13%) | 0<br>-     |
| I am motivated by promotion opportunities available at BACE                    | 6<br>(14%)  | 11<br>(26%) | 9<br>(21%)  | 9<br>(21%)  | 7<br>(17%) | 1<br>(13%) | 2<br>(25%) | 2<br>(25%) | 3<br>(37%) | 0<br>-     |
| I am motivated by the training and development opportunities available at BACE | 12<br>(29%) | 12<br>(29%) | 11<br>(26%) | 5<br>(12%)  | 2<br>(4%)  | 0<br>-     | 1<br>(13%) | 1<br>(13%) | 3<br>(37%) | 3<br>(37%) |

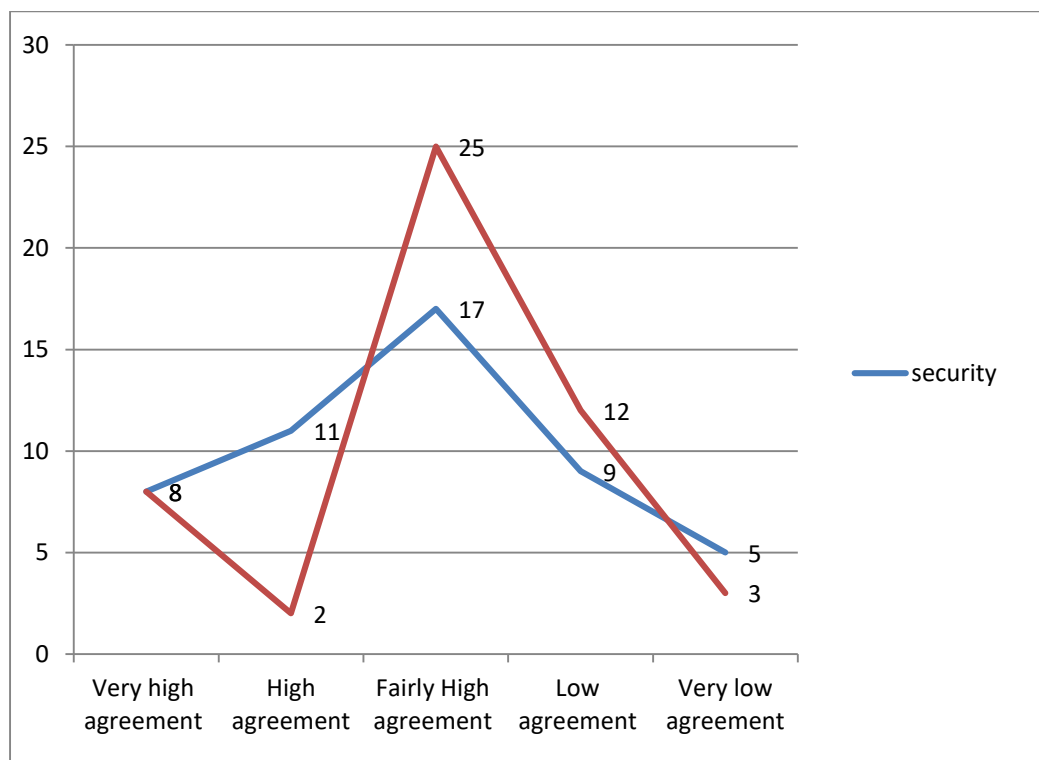
**Ranking Key:** 5= Very High Agreement; 4= High Agreement; 3= Fairly High Agreement 2= Low Agreement; 1=Very Low Agreement

Source: Field Survey, 2016

### Gender differences in employees perception of motivational packages available at Bagabaga College of Education

The finding shows that there are gender differences in the perception of employees about motivational packages in the Bagabaga College of Education; this is illustrated in Table 3. First of all, both genders were influenced by the conditions of service. The table shows that 40% of the male employees and 37% of the female employees were fairly motivated by better conditions of service at Bagabaga College of Education. In terms of job security, the results show that more female employees were motivated by job security than their male counterparts. The findings reveal that 37% and 29% of the female and male employees respectively showed a very high level of agreement that they were motivated by job security for working at the Bagabaga College of Education. The table also shows that both genders were generally attracted to work with the BACE because of limited choices. Specifically, the findings revealed that 21% and 25% of the male and female employees were attracted to work with BACE. Both genders indicated that the lack of job opportunities left them with little options to choice. The table also shows that the male employees were motivated by reward packages, promotions and salary than their female counterparts. However, majority of the female employees were more motivated by security at work and the working environment available than their male counterparts.

### Relationship between Motivational Packages and Retention of employees



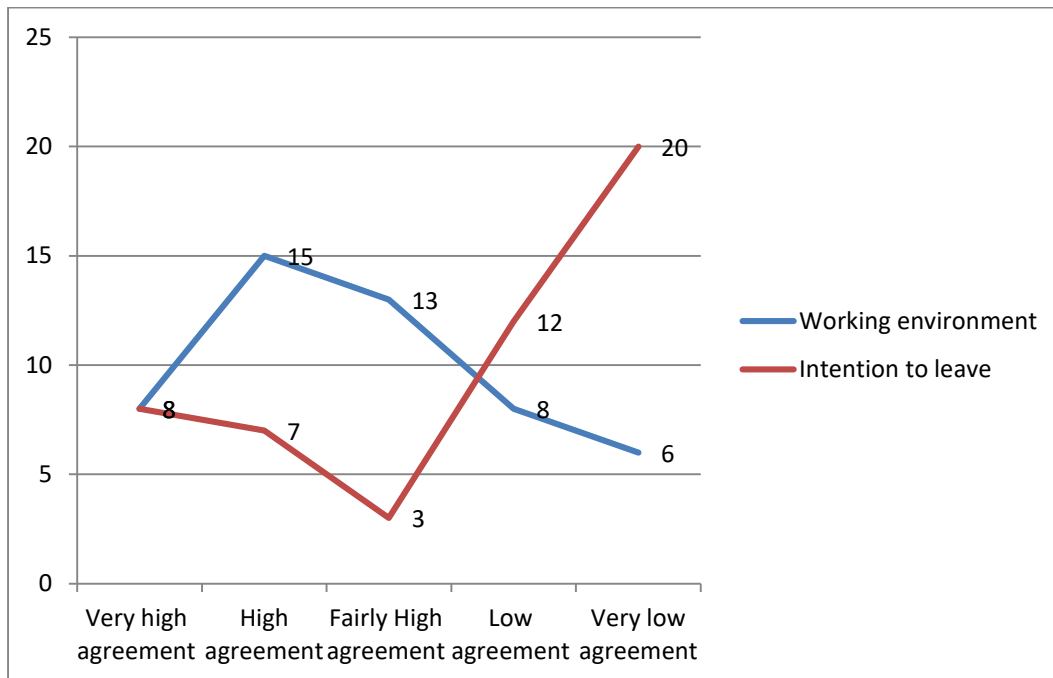
**Figure 6: The relationship between security and employees' intention to leave**

Source: Field survey, 2016

The study indicates that, security has a fairly high chance of influencing employees' intention to leave, this is illustrated in Figure 6. The relationship is that majority (17) of the employees who felt motivated by security provided at BACE had a fairly high agreement (25) that they

will leave the organization as and when they got less motivated by the security they are provided.

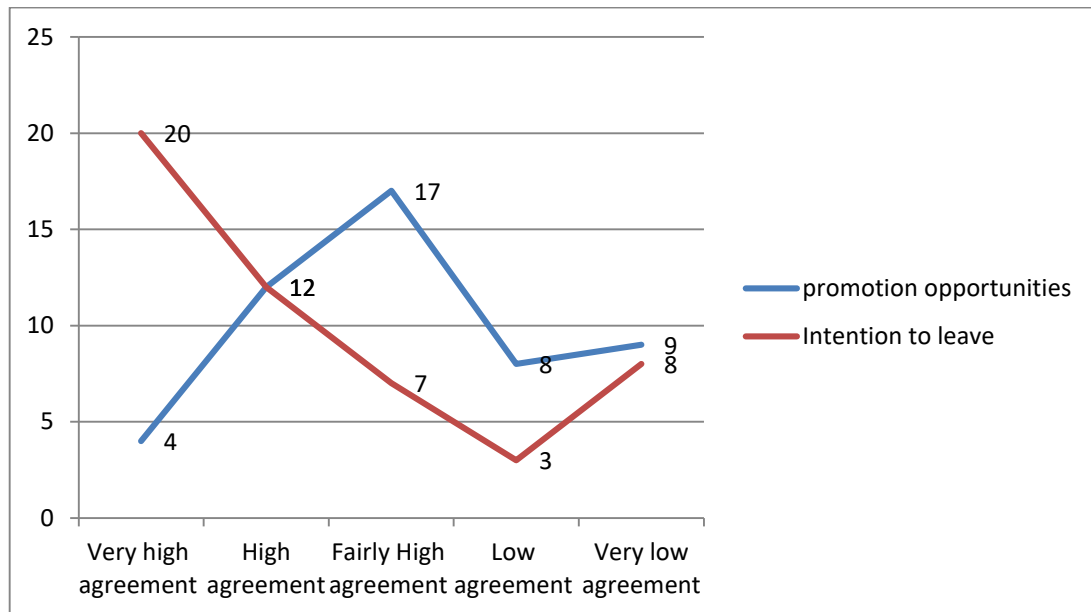
On the working environment, the study revealed that majority of employees was highly motivated by the working environment of BACE. The relationship between the motivation of working environment and the intention of employees to leave the BACE is illustrated in Figure 7.



**Figure 7: The relationship between working environment and employees' intention to leave**

*Source: Field survey, 2016*

The study indicates that majority of the employees (15) highly agreed on the motivation that the working environment provided them at BACE. However, the working environment does not have much influence on the intention of the staff to leave BACE. Although majority have higher agreement on safe working environment as a motivational package, 20 (40%) of them had a very low agreement on the intention to leave BACE. This trend could be explained by the fact that majority employees do not mind the working environment so long as other motivational packages are in place. The availability of promotion opportunities was also found to be a motivation for most employees at BACE. The relationship between availability of promotion opportunities and the intention of employees to leave the BACE is illustrated in Figure 8. The Figure shows that promotion opportunities influences the intention employees have to stay or leave BACE. Majority (17) of the employees were fairly motivated by the availability of promotion opportunities at BACE. Also, majority of them had the intention of leaving BACE upon the influence of lack of motivation by promotion opportunities. This implies that limited promotion activities increases the chances of employees leaving the BACE for alternative opportunities.



**Figure 8: The relationship between promotion opportunities and employees intention to leave**

*Source: Field survey, 2016*

Figure 8 has shown promotion opportunities influence the intention employees to stay or leave BACE. Majority (17) of the employees were fairly motivated by the availability of promotion opportunities at BACE. Also, majority of them had the intention of leaving BACE upon the influence of lack of motivation by promotion opportunities. This implies that limited promotion activities increases the chances of employees leaving the BACE for alternative opportunities.

With regard to salary, the study also revealed that represents the motivational package that motivates majority of employees at BACE. This is illustrated in Figure 9. The figure shows that majority (23) of the respondents had the intention of leaving BACE if they are less motivated by the salary they receive. Generally, following the analysis of the relationship between the individual motivational packages and retention, it can be concluded that with less motivational packages in place, there is low retention rate and high turnover therefore.

## CONCLUSIONS

The findings show that motivation has a greater impact in the retention of employees in Bagabaga College of Education. With as many motivational packages available, employees are more likely to be retained at their organizations/Institutions. I will recommend that the government of Ghana should migrate all staff of Colleges of Education to the Tertiary Level which will eventually increase their salary. It is also recommended that Management of Bagabaga College of Education should institute a laid-down and structured promotion system that ensures that all qualified staff are promoted on time. This will overturn the situation where qualified staff who are due for promotion will feel that they have been unduly delayed and sometimes are tempted to leave for other opportunities elsewhere. It is also recommended that

Management should undertake the inventory of all Departments and ascertain the deficits in the equipment for the staff and urgent measures should be taken to address any identified challenges. This would make the working environment more appealing for the staff. If all these are done would make employees to stay in the institution.

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