CHRISTIAN SERVICE UNIVERSITY COLLEGE

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT AND GENERAL STUDIES

THE EFFECT OF EMPLOYEE TURNOVER ON PRODUCTIVITY; A CASE STUDY OF CHRISTIAN SERVICE UNIVERSITY COLLEGE

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DECLARATION

We hereby declare that this long essay is the result of our own research and that we accept to be liable to any errors and omissions in it.

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SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the dissertation was supervised in accordance with the dissertation policy of the Christian Service University College.

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ABSTRACT

The study discussed the effects of employee turnover on productivity at Christian service university College. The general objective of the study was to examine the relationship between employee turnover and productivity in the university setting. It included three specific objectives that sought to determine the causes, the effects and the measures to be employed in mitigating employee turnover. The survey design method was used. It used questionnaires to gather data from the sampled size which was calculated with Taro Yamani's formula for sample size. Both closed ended and open-ended questionnaires helped the researches to gather necessary data. A sampled size of 70 was used in this research work comprising of both students and employees of the institution. The Statistical Package for the Social Sciences (SPSS) was used to analyze the gathered data and presented in tables. It was revealed that majority of the students found it difficult to participate in class discussions and performed poorly in their academics as a result of employee turnover. The employees revealed that some of the causes of high employee turnover was lack of appreciation and job security. The study was concluded by recommending that the institution should organize seminars for both students and employees educating them on how to express their displeasure and concerns.

ACKNOWLEDGEMENT

DEDICATION

We dedicate this project first of all to the Almighty God to taking us through the project. We would also want to dedicate it to our husbands and families who supported us throughout our education.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND IS TO STUDY

"Organizations invest a lot on their employees in terms of induction and training, developing, maintaining and retaining them in their organization. Although, there may be no standard framework for understanding the employees turnover process as a whole, a wide range of factors have been found useful in interpreting employee turnover (Kevin et al ,2004). Therefore, there is need to develop a fuller understanding of the employee turnover, more especially, the sources or what determines employee turnover, effects on productivity and strategies that managers can put in place to minimize employee turnover. With globalization which is heightening competition, organizations must continue to develop tangible products and provide services which are based on strategies created by employees. These employees are extremely crucial to the organization since their value to the organization is essentially intangible and not easily replicated (Meaghan et al, 2002). Therefore, managers must recognize that, employees are major contributors to the efficient achievement of the organization's success. Managers should control employee turnover for the benefit of the organization success" (cited in Ongori, 2007).

Sources of employee turnover, effects of employee turnover and the different and creative ways of minimizing employee turnover can be the main divisions on the literature of employee turnover. The mode through which people exist in their respective institutions or place of work varies. Poor working conditions, non-recognition, non-monetary rewards, relocation of a spouse or close family, etc. can be some basic reasons why employees quit their jobs.

Every institution on the other hand sought to maximize their shareholders worth. In this view, employers are very careful when it comes to work settings. They make sure every single rule is

obeyed at the office. Employees who flout these set law contracts are therefore terminated to ensure discipline at the office. Lateness, indiscipline, absenteeism without notice, etc. can be some the reasons that lead to an employee's withdrawal from their job duties. These ones will be replaced with those who can aid the institution to achieve its goals.

"Employee turnover is the rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment (Abassi et al, 2000).The term "turnover" is defined as the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period. Frequently, managers refer to turnover as the entire process associated with filling a vacancy. Each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained. This replacement cycle is known as turnover. This term is also often utilized in efforts to measure relationships of employees in an organization as they leave, regardless of reason. "Unfolding model" of voluntary turnover represents a divergence from traditional thinking by focusing more on the decisional aspect of employee turnover, in other words, showing instances of voluntary turnover as decisions to quit. Indeed, the model is based on a theory of decision making and image theory. The image theory describes the process of how individuals process information during decision making. The underlying premise of the model is that people leave organizations after they have analyzed the reasons for quitting (Ongori, 2007).

The Ghanaian economy of today is as changing as ever. Organizations are more than ever compelled to deal with new forms of employment and new perspectives on the way they do business. Employee turnover is not a new issue. It is relevant today and its importance will even be greater in the future (Philip & Cornell, 2003 cited in Agyei-Twum, 2013). For this case we shall consider particularly the employee turnover on productivity in Christian Service University

College. This is a private institution located in Kumasi at Odeneho Kwadaso offering different university programs and it will be our main focus for the study.

1.2 PROBLEM STATEMENT

There are various elements that lead to employee turnover and they are varied and have been verified by equally diverse theories and models which will be discussed in the literature review. High employee turnover ratio is a great loss to an organization which could be a problem because of increased recruitment, selection, training costs and also work disruptions. As proposed by Mark, (2008). Many studies have shown that the total cost of losing an employee can range from tens of thousands to 1.5-2X annual salary. However, it is important to take into account the indirect costs which insinuate that employee turnover costs businesses money, time and disrupt the flow of a functioning labour force. A high turnover or attrition rate has adverse effects on the organization. However, not all turnovers are negative as it also helps in new workers and fresh ideas. At first, most employees are a "cost" to the organization, and that over time, with right talent practices, they become more valuable. Employee turnover costs businesses money and time, and interrupts the flow of operating labour force. There can be a significant knowledge gap left when an employee leaves an organization, creating more work as the remaining team members pick up the pieces. Then, there's also the timely and costly process of recruiting and training a new employee (Cascio and Boudreu, 2008). It was noted by Cardy and Lengnick (2011) that retaining the best employees can be critical to whether the operations in the organization run smoothly and efficiently and whether an organization can maintain a competitive advantage. For these reasons, turnover is something which businesses would very much like to avoid, but they don't always know how. This study therefore sets to investigate the effects of employee turnover on productivity within a university setting.

1.3 RESEARCH OBJECTIVES

The general objective of this study is to examine the relationship between employee turnover and productivity in Christian Service University College.

1. To determine the causes of employee turnover in CSUC.

2. To properly examine the effects of employee turnover on productivity in CSUC.

3. To ascertain the measures and strategies to be put in place to reduce employee turnover in CSUC.

1.4 RESEARCH QUESTIONS

1. What are the causes of employee turnover in CSUC?

2. What are the effects of employee turnover on productivity in CSUC?

3. What measures and strategies must be put in place to minimize employee turnover of the organization?

1.5 SIGNIFICANT OF THE STUDY

The study on the effect of employee turnover on productivity; a case study of Christian Service University College was beneficial to both the management and employees of this particular noble institution as it would aid in influencing their decision making. The research work is expected to come out with the awareness in the private sector of employee turnover on productivity and what policies, measures and strategies must be put in place by Christian Service University College to reduce them.

The findings of this study would also serve as fundamental material for further scholarly and clear meaning of employee turnover of the Christian Service University College. The study shall also provide information on the causes and problems of employee turnover in the Christian Service University College.

1.6 RESEARCH METHODOLOGY

The study is to look at the examination of employee turnover on productivity in Christian Service University College. This section covers the methods and procedures used for data collection. It contains the research design, population and sample size, research approach and strategy, sources of data, procedure for data collection and data analysis plan.

The study will rely on primary and secondary data. The primary data will be collected through personal interviews and questionnaires. The questionnaires will involve both open and closed ended questions.

Processed data shall be analyzed through descriptive statistics. This method helps to describe, show or summarize data in a meaningful way such that, for example, patterns might emerge from the data. Descriptive statistics shall therefore enable us present the data in a more meaningful way, which allows for simpler interpretation of the data.

1.7 SCOPE AND LIMITATION

The scope of the research focuses on how employee turnover affects various institutions and organizations in Ghana including Christian Service University College. Christian Service University College was chosen in this case study because we would like to know how this university has been affected in face of employee turnover and the measures put in place to minimize it if there is.

The whole study is limited to Christian Service University College; that is, we shall focus on this private institution for our research.

1.8 ORGANIZATION OF WORK

This work was organized into five chapters. Chapter one covered the background information to the study, objectives of the study, the research questions, significance of the study as well as the

limitations of the study. Chapter two looked at the review of literature on the subject. That is the review of books, papers, publications of earlier writers on the topic or similar to that.

Chapter three focused on the research methodology of the study; it discussed the methods employed in data collection. Chapter four analyzed and discussed the data collected for the study. Finally, chapter five discussed the findings, conclusions and recommendations for addressing the problems identified in the field.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter sought to review the relevant literatures concerning the two main concepts behind the study. These two main concepts were the literature on employee turnover and productivity.

2.2 DEFINITION OF EMPLOYEE TURNOVER

"Employee turnover is the rotation of workers around the labour market, between firms, jobs and occupations, and between the states of employment and unemployment. Staff turnover that occurs in any organization might be either voluntary or involuntary. Voluntary turnover refers to an employee's choice to terminate association with an organization while involuntary turnover is the type of organizational exit that occurs when a firm terminates an individual's employment contract. Turnover is referred to as the rate at which people might leave an organization. A number of terms have been used for employee turnover, such as quits, attrition, exits, mobility, migration or succession" (Kunu, Mahama, Boahen, and Denu, 2017).

Employee turnover relates to the number of workers leaving employment and being replaced within a given period against at ratio of the average labour force maintained at a time (Ugoani, 2016).

Mayhew (2019) defined employee turnover as the number or percentage of workers who leave an organization and are replaced by new employees. Measuring employee turnover can be helpful to employers that want to examine reasons for turnover or estimate the cost-to-hire for budget purposes.

BambooHR (2019) in a publication defined employee turnover as the measurement of the number of employees who leave an organization during a specified time, period, typically one year.

2.2.1 Forms of Employee Turnover

Employee turnover can take many forms. Be it as it may, turnover has always been assumed to be bad news but it is sometimes good for the organization as it takes different forms. It can take the form of being either Internal or External turnover, or Desirable and Undesirable turnover.

Internal turnover is also known as Internal Transfer. Internal turnover is when an employee leaves his or her current position and takes on a new position within the same organization. This transfer happens within the same organization. It aids in boosting the morale of an employee when there is a change in task. It is an opportunity to help employees in their career growth while minimizing the cost recruiting and training a new employee. Inasmuch as there is a positive aspect of internal turnover, employee begins to think this internal transfer is a problem when it is not a stepping stone for them (IEDUNOTE, 2017).

External turnover is the kind of transfer out of the organization. In this form of turnover, recruitment is done not within the same organization. External turnover is due to happen when an organization terminates an employee's contract and recruits another with a more suitable quality like maximizing the shareholders wealth (IEDUNOTE, 2017).

Desirable turnover occurs when an employee's performance falls below the average belt, thus; not meeting the expectations of the organization. When this happens, the organization replaces such an employee with one whose potential can meet or exceed the organization's expectation. Substituting employees who are greatly known for absenteeism, poor job performance, laziness, lateness for ones who are always punctual at work, perform on the job, exhibit talent and skill and

aids in the achievement of the organization's goals helps give the organization a competitive advantage over other organizations (IEDUNOTE, 2017).

Undesirable turnover occurs when an organization loses an employee whose performance helps the organization to achieve a competitive advantage over other organizations. Such employees exhibit good talents and skills and help to maximize shareholders wealth. They have high qualifications and are always valuable to the organization. It is always a big blow to the organization when such assets leave. (IEDUNOTE, 2017)

2.2.2 Types of Employee Turnover

Basically, there are two types of employee turnover. Voluntary and Involuntary turnover are the two types of employee turnover.

2.2.2.1 Voluntary Turnover

Voluntary turnover is when an employee decides to put down his or her current job position for whatever reason known to him or herself (Scheiner, 2020). In this type of turnover, the employee willingly decides to terminate his work contract. Relocation of spouse or employee, dissatisfaction, low or little renumeration, career change, dealing with a personal problem that makes it impossible to work, etc. are some of the reasons for voluntary turnover. In such situations, the employee gives the organization a notice of resignation before the due date (Paycor, 2019 and IEDUNOTE, 2017).

2.2.2.2 Involuntary Turnover

On the other hand of the coin, Involuntary turnover turns to occur resulting from employment layoffs. The employee's contract is terminated by the organization and not employee himself. Violations of work ethics, lateness, absenteeism, poor work performance, etc. are some of the

reasons why some organizations terminate or lay off employees. In other times, there is a layoff not because of poor performance but as a means of the organization saving money. It is termed as involuntary because it is not the employee's will (IEDUNOTE, 2017).

2.3 EMPLOYEE EXPECTATION

All human relationships, including those of employers and employees, involve expectations, and conflicts tend to occur when expectations are not met. When you start a new job, you should try to make sure you have a clear understanding of what your new employer expects of you. It is also important to give some thought to what you expect of your new employer (Thompson, 2018).

In the modern business landscape, employees expect to be treated with respect, to be paid equitably, to trust and be trusted by the people they work with, to feel job secure, and to have opportunities to use their skills and abilities in their work. Not only do they expect to be treated respectfully, but they expect that all employees at all levels will be treated respectfully, as well per SHRM'S 2017 (Crawford-Marks, 2019)

Generally, newly employed staff has expectations but when these expectations are not met, they may then start withdrawing from work using sick leave, family responsibility leave and all kinds of excuses. Employees expect that their performance will be proportionally equal to the rewards received from the organization. In most situations, if certain levels of performance are achieved, employees set expectations on rewards and compensation to be received. These expectations determine goals or levels of performance for the future. Employees achieving the desired levels of performance expect a certain level of compensation. If employees see that hard work and superior performance are recognized and rewarded by the organization, they will expect such relationship to continue in the future. Therefore, they will set higher levels of performance

expecting higher levels of compensation. If employees see little relationship between performance and rewards, then they may set minimum goals in order to retain their jobs but will not see the need to excel (Kunu et al, 2017).

2.3.1 Rewards Recognition

Employee recognition is the timely, informal or formal acknowledgement of a person's behavior, effort or business result that supports the organization's goals and values, and which has clearly been beyond normal expectations. To be fully successful in the workplace at any level, you need to understand the psychology of praising others for their good work, to apply the principles of employee recognition yourself and to encourage others to initiate it in their working relationships (Harrison, 2020).

Rewards are a powerful method for encouraging good job performance. Good work may not be repeated and employees can upset customers when managers don't recognize, encourage, and reward them for job performance that meets or exceeds customer's expectations. But these rewards must be used effectively (Cicerone, Sassaman & Swinney, 2007).

Rewards programmes are falling behind both internal and external expectations. For workers, rewards mean more than money. They are looking for personalized rewards that meet their needs- and yet most organizations have been guessing and don't know what their people want and value (Volini, Schwartz, Roy, Hauptmann, Van Durme, Denny, & Bersin, 2019).

If your company's reward and recognition programme is somewhat outdated and lackluster, then it's probably time for a refresh. A shift in approach goes beyond boosting engagement levels, playing a key role in enhancing the wilder employee experience (Norbury, 2019).

2.4 EMPLOYER EXPECTATIONS

Employment is always preceded by expectations. Aside the meeting of the employees' expectations, the employer being it an organization or an individual also has some expectations. The employer's expectations can take different forms. Here are some of the things every employer seeks to see when an employment takes place at his work place.

Miller, (2020) noted that employers look for skills beyond the academic qualifications of candidates. She claimed that academic qualification and experience are something that can easily be found but the right combination of characteristics that help a company make money or save money are hard to find. In view of this, she noted some six (6) qualities every employer looks out for. These were initiative taking, positive attitude entrepreneurial spirit, result-oriented, team player and dependable and responsible.

2.4.1 Initiative Taking

Initiative taking is the first quality Barb Miller talked about. Initiative taking in the ability to take the first step in anything. It is all about taking charge. Employers look out for people who are always on the job and do not wait for their supervisors to be around before the do the right thing. Laura-Jane (2016), described initiative as the ability to be resourceful and work without always being told what to do. They take charge of every opportunity. People who take initiative think for themselves and take action all the time. Being great at something is showing that you are ready, able and willing to get things done without being asked. People who take initiative get ahead of competition and ensure that they are up to date with what is going on in their career sector. Bucaro (2019), stated that by taking initiative you will gain skills and learn more about your company and

the market it serves and become less bored at work because you won't be stuck in the same old routine.

2.4.2 Positive Attitude

Mille, (2020) made mention of positive attitude as one of the most important things employers look out for. A positive attitude is infectious. It spreads to all others in the workplace. Employers expect their employees to have that optimistic attitude toward work challenges and problems. As a result, your job performance is usually better than a negative person because you are always looking for new ideas that yield higher productivity.

2.4.3 Entrepreneurial Spirit

Another quality an employer wants to see in their employees is their ability to have entrepreneurial spirit. Employers have the expectation that their employees should be great innovators. Problems face organizations every day and as such employers want people who can foresee the problem and think of a quick solution to whatever problem they may encounter. The essence of the entrepreneurial attitude is that you are able to anticipate change and formulate innovative responses to change that will result in success (Miller, 2020).

2.4.4 Result-Oriented

Results-oriented individuals are focused on making things happen no matter the challenges or road blocks. This means you dig through projects and figure out how to obtain the desired result(s). They see the success of every project and not the standing blocks. In addition, you stay resolute and focused on each project, meet deadlines, and deliver value to the organization (Miller, 2020).

2.4.5 Team Player

Employers know that their employees are more productive and tend to be more loyal and committed to the organization when they see themselves as an integral part of a team. Team players show a willingness to collaborate with others in order to execute work assignments and accomplish goals (Miller, 2020).

2.4.6 Dependable and Responsible

Being dependable means that you do what you say you will do. Employers value employees who come to work on time and take responsibility for their actions and behaviours. In addition, employees value their job, job expectations, and their performance level (Miller, 2020).

2.5 THEORITICAL RE VIEW

"The purpose of this form is to concretely examine the corpus of theory that has accumulated in regard to an issue, concept, theory, phenomena. The theoretical literature review help establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested. Often this form is used to help establish a lack of appropriate theories or reveal that current theories are inadequate for explaining new or emerging research problems. The unit of analysis can focus on a theoretical concept or a whole theory or framework" (guides.lib.ua.edu).

Vroom' Expectancy Theory (1964) and Peter and Edward Lawler's Expectancy Theory are proven theories on employee turnover. Expectancy theory holds that people are motivated to behave in ways that produce desired combinations of expected outcomes. Generally, expectancy theory can be used to predict behavior in any situation in which a choice between two or more alternatives must be made.

2.5.1 Vroom's Expectancy Theory

According to Vroom (1964), the strength of tendency to act in a certain way depends on the strength of expectancy that the act will be followed by a given outcome and, on the value, or attractiveness of that outcome to the actor.

Motivation, according to Vroom, boils down to decision of how much effort to put in specific task situation. This choice is based on a two-stage sequence of expectations that are effort-to-performance and performance-to-outcome. First, motivation is affected by an individual's expectation that a certain level of effort will produce the intended performance goal. Motivation also is influenced by the employee's perceived chances of getting various outcomes as a result of accomplishing his or her performance goal. Individuals are motivated to the extent that they value the outcomes received. There are three key concepts within Vroom's model, which are expectancy, instrumentality, and valence.

Expectancy

According to Vroom's expectancy theory, expectancy represents an individual's belief that a particular degree of effort will be follow by a particular level of performance. In other words, it is an effort-to-performance expectation which refers to a degree of effort to which individual feels that it will lead to achievement of desired goal (Kreitner and Kinicki, 2001)

Instrumentality

Instrumentality is a performance to outcome perception. It represents a person's belief that a particular outcome is contingent on accomplishing a specific level of performance (Kreitner and Kinicki, 2001)

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Valence

Valence refers to the positive or negative values people place on outcomes. For example, most employees have a positive valence for receiving additional money or recognition. In contrast, job stress and being laid off would likely be negatively valence for most individuals. In Vroom's expectancy theory, outcomes refer to different consequences that are contingent on performance, such as pay, promotion, or recognition. An outcome's valence depends on an individual's need (Kinicki, 2001).

2.5.2 Peter and Edward Lawler's Expectancy Theory (1969)

Lyman Porter and Edward Lawler III developed an expectancy theory of motivation that extended Vroom's expectancy theory. This theory attempted to identifies the source of people's valences and expectancies and link effort with performance and job satisfaction. There are three key variables which are predictors of effort, predictors of performance and predictors of reward and satisfaction (Kinicki, 2001).

Predictors of Effort

Effort is a function of perceived value of reward which represents the reward's valence and the perceived effort to reward probability. Employees will exhibit more effort when they believe they will receive values rewards for task accomplishment.

Predictors of Performance

Performance determined by more than effort. The relationship between effort and performance is contingent on an employee's abilities and traits and role perceptions. That is, employees with higher abilities attain higher performance for a given level of effort than employees with less

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ability. Similarly, effort results in higher performance when employees clearly understand and are comfortable with their roles. This occurs because effort is channels into the most important job activities or tasks.

Predictors of Rewards and Satisfaction

Employees receive both intrinsic and extrinsic rewards for performance. Intrinsic rewards are self-granted and consist of intangible such as a sense of accomplishment and achievement. Extrinsic rewards are tangible outcomes such as pay and public recognition. In turn, job satisfaction is determined by employees' perceptions of the equity of the rewards received. Employees are more satisfied when they feel equitably rewards. Finally, employees' future effort to reward probabilities is influenced by past experience with performance and rewards.

2.6 CONCEPTUAL FRAMEWORK

According to Saunder et al, (2007), "A conceptual frame work includes how the researcher views the concept involved in a study, especially the relationship among concepts" (cited in Al Mamun and Hasan, 2017). Conceptual framework is when the researcher displays what he or she has in mind in a pictorial form.

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                    │  CAUSES OF EMPLOYEE TURNOVER         │
                    │                                     │
                    │   1.  OVERWHELMING WORKLOAD         │
                    │   2.  MONEY ENTICEMENT             │
                    │   3.  COMPANY CULTURE              │
                    │   4.  LACK OF DEVELOPMENT          │
                    │       OPPORTUNITIES               │
                    │   5.  LACK OF RECOGNITION          │
                    │   6.  JOB INSECURITY              │
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CAUSES OF EMPLOYEE TURNOVER

1. OVERWHELMING WORKLOAD
2. MONEY ENTICEMENT
3. COMPANY CULTURE
4. LACK OF DEVELOPMENT OPPORTUNITIES
5. LACK OF RECOGNITION
6. JOB INSECURITY

EMPLOYEE TUNROVER

EFFECTS OF EMPLOYEE TURNOVER

1. COST EFFECTS
2. LOW WORKPLACE MORALE

PRODUCTIVITY

MINIMIZING EMPLOYEE TURNOVER

1. MONETARY REWARDS
2. EMPLOYEE RECOGNITION
3. TIME WITH EMPLOYEES

Source: Authors Construct, 2020

2.7 CAUSES OF EMPLOYEE TURNOVER

Causes of employee turnover have been defined and explained in different views in books, publications, articles etc. In Ongori's article on A Review of The Literature on Employee Turnover, 2007; he drew an attention to some sources of employee turnover. He classifies the sources of employee turnover into two main factors; the job-related factors (job related stress, lack of commitment in an organization, job dissatisfaction, lack of role clarity) and organizational factors (organizational instability).

"Employee turnover isn't always a bad thing- sometimes you can replace an unhappy member of staff with someone who is far more engaged and productive. However, if you notice a high turnover in your business it could be time to dig deeper and look at the reasons why before it adversely impacts your bottom line" (Benstead, 2018). Overwhelmed with workload, money

enticement, company culture, lack of development opportunities, and lack of recognition are some of the causes of employee turnover.

2.7.1 Overwhelming Workload

Having too much work to do can be a major demotivating factor for employees. When an institution is understaffed or expels another staff, the workload on the existing workers increases. A worker stresses out when he or she is providing the service of two or more staff. The working hours becomes insufficient for such employees as such, they would prefer to work elsewhere with a more suitable working hour. Overwhelming workload reduces the flexibility of the and confidence of such employees may reduce which may lead to into securing jobs with less workload (Martinelli, 2017).

2.7.2 Money Enticement

The salary of workers is one of the things employers should pay attention to if they want employee retention. When an employee is underpaid, it opens the opportunity for that employee to be poached. If your organization offers miserly salaries and hesitates to give raises, chances are your team members will constantly be on the lookout for an escape (Sumitani, 2020). Being offered an attractive payment package in another institution may be a good reason for an employee to quit his or her job. Not being able to match how much another institution is offering your valuable employee may lead to you loosing that employee.

2.7.3 Company Culture

Culture is the way of life of a group of people living in a geographical area. The culture of company or institution is embedded in the company's rules and regulations, core values and ethics of that organization. This makes company culture very relevant in the turnover or retention of its employees. Workplace culture is strongly correlated with employee happiness. When workers love their company's culture, they're happier and more productive. When they dislike the company culture, they're miserable and unmotivated (Sumitani, 2020). The company can conduct an anonymous survey to verify how happy or agitated its employees are. When the survey proves that there is an agitation within the employees then it sends the signal that the company's culture is not favourable to the employees. An employee from this company may decide to leave to another company with a favourable company culture.

2.7.4 Lack of Development Opportunities

As the famous adage goes, the journey of a thousand miles begins with a step. This adage indicates movement in the lives of individuals. Everyone will want to progress from one stage in their lives to another. Employees expect the same. Bigger opportunities come with great responsibilities and salary increment. "Employees want to develop professionally, gaining more skills and moving up the company ladder so make sure you have training programmes in place and an opportunity for them to advance. According a Gallup poll, 32% cited lack of promotional opportunities as one of the main reasons for leaving" (Benstead, 2018).

2.7.5 Lack of Recognition

Do you remember how you felt when someone said "THANK YOU" for a service you rendered? Well done, good job, kudos, thank you, etc. are some words we unconsciously ignore to say at the

workplace. These words show how appreciative you are of someone. An employee will feel that his or her effort is appreciated after rendering a service. An employee may tend to stay when he or she realizes that their efforts are recognized in the company. If an employee is struggling, your honest feedback can help them manage their workload and refocus. Ignoring the opportunity for feedback, or providing unhelpful feedback, will leave your employee to flounder, become disheartened, struggle and, eventually, give up (Martinelli, 17). Getting managers and supervisors to say such words can help in employee retention. Rewards including monetary and non-monetary also create the sense of recognition. A monthly reward such as employee of the month, certificate, shout out on social media when employees go above and beyond their set targets can foster a better and attractive working environment.

2.7.6 Job Insecurity

Job insecurity is when every employee stands the chance of being fired during retrenchment. At this point, an employee needs not to perform poorly before he or she will be fired. When it happens like that, then it probably means the company may be in dire need of money so they resort to downsizing to save. Employees from this company will then be searching for job opportunities who promise to provide job security for them. The result of this is the company incurring high turnover.

2.8 EFFECTS OF EMPLOYEE TURNOVER

High turnover rates can negatively affect a company and its employees in many ways. With the constant need to hire and train new employees, it is easy to veer from true mission and vision of the organization (Markovich, 2019).

2.8.1 Cost Effects

There are significant effects of high turnover. It costs company money to deal with turnover. Every time they have to spend resources on recruiting, hiring and training a new employee, they are paying money or losing the opportunity to make more money. Gaps in staff means there aren't the correct number of team members to do the job; this means productivity simply drops (Leonard, 2018). Before a new employee comes on board, it means the work load of the existing employees' doubles. In replacing an employee, an organization incurs direct and indirect expenses. Such expenses include the cost of advertising, headhunting fees, human resources cost, loss of productivity, new hire training and customer retention.

2.8.2 Low Workplace Morale

Morale in high-turnover companies is typically weak. Organizational culture is the shared norms and value of a collection of employees who work together. Motivating your employees to share the vision of your business and perform at high levels is difficult when colleagues and co-workers are vanishing all around them. Workplace relationships are key to an employee's satisfaction with work. As friends and coworkers leave, remaining employees constantly have to cycle through the process of getting to know new employees (Kokemuller, 2007).

A high turnover rate can result in low employee morale. This may stem from overworked employees who have had increased workloads and responsibilities due to a lack of an active or trained workforce. New employees are not immune. They too may suffer from low morale as they struggle learning new job duties and procedures (Markovich, 2019).

You know how if you see someone yawn you feel the urge to yawn too? That's because you are influenced by the power of suggestion. Usually it will get you every time. Interestingly enough, it

can work the same way with people leaving your company- perhaps not as instantaneous though of course. If your employees see that a handful of people have quit, they'll start to ask themselves, "Why did they quit? Did they find somewhere better to work? What is wrong with this place that people keep leaving?" These people will probably assume that this is not a very great company to work for and may start looking for another job too which only feeds the vicious cycle. They may also want to jump ship because they may have had to take over the work of those that left (Nicholson, 2013).

2.9 MINIMIZATION OF EMPLOYEE TURNOVER

Inasmuch as employee turnover cannot be eliminated completely, there is always the need to if not eliminate minimize the rate of employee turnover in any institution. In doing so, factors such as monetary rewards, employee recognition shouldn't be ignored.

2.9.1 Monetary Rewards

"Rewards and incentives in the workplace have benefits for both employees and employers. When recognized for stellar performance and productivity, employees have increased morale, job satisfaction and involvement in organizational functions. As a result, employers experience greater efficiency and an increase in sales and productivity. Through workplace rewards and incentives, employers and workers enjoy a positive and productive work environment. Monetary incentives reward workers for performance and productivity through money. These incentives include employee stock options, profit sharing plans, paid time off, bonuses and cash awards. Additional monetary incentives include annual or semi-annual bonuses, such as mid-year and end-of-year rewards. These incentives encourage friendly competition between associates when linked to job performance. Monetary rewards motivate employees to produce optimally" (Scott, 2019).

Money is the foundation of everyone's lifestyle. We live in a material society where people are looking to get the latest fashion, newest smartphone or sweetest car. It doesn't matter what class you fall into, most things revolve around money, which is why monetary rewards are an effective motivator. It isn't just about getting the extras in life either. Money is how people provide for their family. Without it, people might have to work multiple jobs or cut their standard of living. When hiring new employees, one of the primary concerns is how much the job pays, because people want to plan and budget their lives (Leonard, 2018).

The perception of getting fairness about the level of compensation, the equality in the sharing of pay and rewards, strongly create turnover. The conventional elimination of compensation packages doubtlessly misjudges the outcome of discernment of fairness on decisions to exit. According to this explanation, making discrimination during offering compensation may cause employee turnover. Thus, the management of the organization should treat in equitable and justice during supervision, distribution of compensation and other important remunerations to retain well experienced and well qualified employees within the organization. Fair compensation policy is very important for both employer and employees. Employer should compensate its employees in equitable with the work done, and employees should ask the amount of reward according to their work performance result. If so, it leads to reduction in employee turnover (Kunu et al, 2017).

2.9.2 Employee Recognition

Every institution, it being a private owned or a limited liability has a set of rules and regulations, values and ethics they use in achieving their ultimate goals. Aside these written or oral core values, employee recognition helps to reduce the occurrence of employee turnover which prevents companies and firms from achieving its goals.

Employee recognition is the timely, informal or formal acknowledgement of a person's or team's behaviour, effort or business result that supports the organization's goals and values, and which has clearly been beyond normal expectations (www.cuttingedge.com).

"Robbins, (2003) stated that individuals at all levels of an organization wants to be recognized for their achievements on the job. Their successes do not have to be monumental before they deserve recognition, but the praise should be sincere. Steers, (2002) states that one premises inherent in Herzberg's theory (1959) is that most individuals sincerely want to do a good job. To help them, they should be placed in positions that use their talents to an optimal level and where they are not set up for failure. Clear, achievable goals and standards for each position should be set and should be known to employees. Individuals should also receive regular, timely feedback on how they are doing and should feel they are being adequately challenged in their jobs. Individuals should not be overloaded with challenges that are too difficult or impossible" (Kunu et al, 2017).

2.9.3 Time with Employees

Time is a valuable asset. When employers make time for their employees, they get to know what their needs are and how contribute in helping them to solve those issues. Sometimes, workers may have concerns and would want to express these views. Some of these views may be resulting from management decisions, feeling of being undervalued, overworking or at odds with the style of management. Wroblewski (2018), stated that this source of discontent, like all others, doesn't come to a head overnight; it builds over time. If your gut instinct tells you an employee feels disgruntled, it's time for a sit-down. Sometimes, a simple "clearing of the air" can make an employee reconsider an urge to resign. Most employees share a need to be heard. Employers can also make good use of suggestion boxes where there can hear the plight of their employees and come to their aid.

2.10 PRODUCTIVITY

Employee productivity (sometimes referred to as workforce productivity) is an assessment of the efficiency of a worker or group of workers (Rouse, 2014). Aurik, (2018) defined employee productivity as the value employees can produce on an individual level every hour they work.

By retaining employees, companies can provide a higher caliber workforce that positively affects the bottom line. Businesses can lower turnover rates by providing adequate training, rewarding employees for a job well done and creating a company culture of trust (Markovich, 2019)

Any effective and successful business understands the importance of productivity in the workplace. Being productive can help the firm increase and utilize the capacity of the human resources it has. Most productive companies have happy and healthy employees, which are the basis of a successful organization (Core, 2015).

CHAPTER THREE

RESEARCH METHODOLOGY

Research methodology is the specific procedures or techniques used to identify, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability. The methodology section answers two main questions: How was the data collected and generated? How was it analyzed? (www.libguides.wits.ac).

3.1 RESEARCH DESIGN

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data(www.libguides.usc.edu). Survey research design will be used in this study to define the effect of employee turnover on productivity at Christian Service University College. A survey is an investigation about the characteristics of a given population by means of collecting data from a sample of that population and estimating their characteristics through the systematic use of statistical methodology. The survey is a non-experimental, descriptive research method. It is worthy to note that the approach used in this research work is quantitative. The aim is to collect information from a sample of people which will represent the population. The aim is to find the relationship between employee turnover and productivity.

The research work is based on the combination of primary and secondary data. For an effective representation of the sample of the chosen population, the research will be based on simple and well-designed questionnaires. Both closed-ended and open-ended types of questionnaires will be used.

3.2 DATA COLLECTION INSTRUMENT

This phase had to deal with the means and methods as well as the instruments that enhanced and enabled the efficient collection of data. Data Collection was an important aspect of this project of research study. Inaccurate data collection could have impacted the results of this project and ultimately led to invalid results therefore extra focus was placed on this aspect.

Primary and secondary data was used to obtain the study. The primary data were those that were collected from the field from the sample, thus; the teaching and non-teaching staff at Christian Service University College in the Kumasi metropolis. The basic setting for data collection revolved around Christian Service University College.

For efficient data collection, survey method was used. In this research work, the survey method was used as a technique to gather data from the sampled population using questionnaires. By using a questionnaire under a survey method, we were able to gather authentic data from our sampled size which were the lectures, school management, labourers and students of Christian Service University College.

Both Open-ended and close-ended questionnaires were used. With the open-ended, the sample chosen respondent were given the opportunity to express their opinions and give detailed answers. The closed-ended questions generated a limited set of responses that were coded easily in a database with some number or symbol that represent a response. This type of survey made it easier and faster for respondents to answer and compare responses. Structured questions with options and unstructured questions without options were asked respectively.

Questionnaires will aid in the acquisition of efficient data since a series of questions will be designed to elicit information which will be filled in by all the respondents in the sample and this will be in the form of written questionnaire.

This is an effective research instrument which aided in the positive progress of this project. This instrument was used mainly to fetch efficient data since it was going to consume less time and we were able to gather information or data from a widely scattered sample.

3.3 POPULATION AND SAMPLE

Population is the broader group of people to whom you intend to generalize the results of your study (David, 2017). In order to get an in-depth analysis, a collection of respondents will be chosen carefully. The target population will include all the stakeholders of Christian Service University College. The accessible population will include the lecturers, heads of departments, labourers, students and the non-teaching staff members. A sample size of 70 candidates was used. Taro Yamani's formula for calculating sample size was used. The formula which was used to come up with the sample size is **n = N1+ N (E^2)**

Where n = The Sample Size

N= The Population

E^2= The Level of confidence or error estimate at 5%.

$$n = \frac{85}{1+85(0.05)^2} \implies \frac{85}{1+85(0.0025)} \implies \frac{85}{1+0.2125} \implies \frac{85}{1.2125} \implies 70.1039 = 70$$

In using a population size of 85, we arrived at the sample size of 70 which was used in this research work.

In designing the research study, we took into consideration the need to make conclusions from the sample of the population in order to answer the questionnaires and also meet the objectives of the research. In order to get accurate results for this study, people who were direct beneficiaries of the institution were selected.

The random sampling technique was chosen to carry out this research. A random sampling is a method in which all the members of a group (population or universe) have an equal and independence chance of being selected (www.businessdictionary.com). It eliminates bias and also gives everybody a fair chance of being selected to express their view about the phenomena.

3.4 PILOT TESTING

Questionnaires were methods used to collect standardized data from large numbers of people i.e. the same information is collected in the same way (libweb.surrey.ac.uk). Pilot testing is a rehearsal of your research study, allowing you to test your research approach with a small number of test participants before you conduct your main study (Wright, 2020). A valuable c achieved through the administration of properly constructed questionnaires. It is for this reason that we conducted a pilot testing to ensure accuracy.

The pilot test was therefore conducted within and around the premises of the school to prove the validity of the questionnaires.

3.5 DATA ANALYSIS

Data analysis is a process used by researchers for reducing data to a story and interpreting it to derive insights. The data analysis process helps in reducing a large chunk of data into smaller fragments, which makes sense (Bhat, 2019). The data transformation process starts from gathering of data using questionnaires, coding them, entering the coded data in SPSS software, evaluating and summarizing the processed data (information).

CHAPTER FOUR

ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

The aim of the study was to find out the causes of employee turnover, its effect of productivity at Christian Service University College and ways of managing it. The findings were represented in charts and tables derived from the responses of the sampled respondents.

4.1 RESPONDENTS FROM THE STUDENT POPULATION

This section dealt with the response gathered from the student respondents. It discussed the student's perception and evaluation of the lecturers and their demeanor and the school in general.

4.1.1 Gender

This section showed the gender identity of the respondents. It was clear that most of the respondents were males followed by females. This was represented in the Table 4.1 presented below which displays 55.7% of the respondents being males and 44.3% of them being females.

Table 4.1 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	39	55.7	55.7	55.7
	FEMALE	31	44.3	44.3	100.0
	Total	70	100.0	100.0	

Source: field survey, 2020

4.1.2 Age

This section sought to find out if age can be a cause for employee turnover. The study identified

that 30% of the respondents are between the ages of 18-24, 46.7% are between the ages of 25-34,

20% are between the ages of 35-44. This meant that the majority of the respondents are in their

prime ages and therefore would want to receive better working conditions and be treated well as

they do their best for the institution to achieve it goals. The remaining few of 3.3% of the

respondents can therefore be seen as employees in their self-actualization stage in life and would

not purposely for the salary but to receive recognition in impacting young ones.

Table 4.2 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	9	12.9	30.0	30.0
	25-34	14	20.0	46.7	76.7
	35-44	6	8.6	20.0	96.7
	45 AND ABOVE	1	1.4	3.3	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.1.3 Faculty

Table 4.3 represented a group of respondents from the different faculties in the institution. The survey indicated that 60% of them were from the School of Business, 10% were from the Theology department, 10% were from the Community Planning and Development, 3% of the respondents were from the Nursing department, 2% from the Computer Science department and 15% were from the Communication department. It was therefore deduced that majority of the respondents in this section were from the School of Business followed by respondents from the Communication department. Respondents from the Theology and Community Development and Planning department were next then followed Nursing and Computer Science respectively. So, respondents from the Computer Science had the least representation while School of Business had the highest number of respondents. The table below gives a clear picture of the representations.

Table 4.3 Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BBA	24	34.3	60.0	60.0
	COMMUNICATION	6	8.6	15.0	75.0
	COMPUTER SCIENCE	1	1.4	2.5	77.5
	NURSING	1	1.4	2.5	80.0
	PLANNING	4	5.7	10.0	90.0
	THEOLOGY	4	5.7	10.0	100.0
	Total	40	53.1	100.0	
	Missing System	30	42.9		
	Total	70	100.0		

Source: field survey, 2020

4.1.4 Faculty Option

The faculty option identified the specific department or course a particular respondent was studying. Majority of the respondents were Human Resource students followed by Banking and Finance and Accounting students respectively and Marketing students had the least number of respondents in the survey conducted in School of Business. The remaining respondents were from the Theology, Computer Science, Nursing and Community Development and Planning department. Although they had about 40% of the responses to their credit, they were still the least since they recorded the least number of students in the school. Table 4.4 gave the table representation of the faculty options.

Table 4.4 Faculty Option

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ACCOUNTING	5	7.1	12.5	12.5
	FINANCE	6	8.6	15.0	27.5
	HUMAN RESOURCE	10	14.2	25.0	52.5
	MARKETING	3	4.3	7.5	60.0
	OTHER	16	22.9	40.0	100.0
	Total	40	57.1	100.0	
	Missing System	30	42.9		
	Total	70	100.0		

Source: field survey, 2020

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4.1.5 Student Level

It was revealed that majority of the students who took part on the exercise were freshers (Level 100 students) with 37.5%, followed by the level 200 students with 22.5% and the Level 300 and 400 followed last with 20% each.

Table 4.5 Student Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LEVEL 100	15	21.4	37.5	37.5
	LEVEL 200	9	12.9	22.5	60.0
	LEVEL 300	8	11.4	20.0	80.0
	LEVEL 400	8	11.4	20.0	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

4.1.6 Student Status

Table 4.6 Student Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	REGULAR	16	22.9	40.0	40.0
	MATURE	16	22.9	40.0	80.0
	WEEKEND SCHOOL	8	11.4	20.0	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

The student status identified the status of the respondents in the survey. The survey showed that majority of the respondents were regular and mature students respectively with 40% followed by the Weekend school with 20%. This is represented in the Table above.

4.1.7 High Rate of Turnover

When the student respondents were asked to confirm or disconfirm if Christian Service University College was experience turnover. Majority of them representing 87.5% strongly agreed with few of the respondents representing 12.5% disagreeing or having a neutral stand. The table below give a detailed statistic of the representation.

Table 4.7 Rate of Turnover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	15	21.4	37.5	37.5
	AGREE	20	28.6	50.0	87.5
	NEUTRAL	1	1.4	2.5	90.0
	STRONGLY DISAGREE	2	2.9	5.0	95.0
	DISAGREE	2	2.9	5.0	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

4.1.8 Tired Lecturers

This section showed the lecturer's demeanor during lecture sessions. 22.5% of the respondents strongly agreed to the assertion, 35% of the respondents agreed, 8 of the respondents representing 20% were not certain of this assertion, 12.5% of them strongly disagreed and 10% disagreed.

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Table 4.8 Tired Lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	9	12.9	22.5	22.5
	AGREE	14	20.0	35.0	57.5
	NEUTRAL	8	11.4	20.0	77.5
	STRONGLY DISAGREE	5	7.1	12.5	90.0
	DISAGREE	4	5.7	10.0	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

The figure above indicates that majority of the respondents agreed the assertion that most of the lectures looked tired when they came to lecture and a few of the respondents disagreed to the assertion that the lectures demeanor at the lecture hall always looked tiresome.

4.1.9 Lecturer's Mood

The respondents were asked if they were affected by a lecturer's mood. The table below indicated majority of the respondents representing 72.5% were affected by the lecture's mood and a handful of them representing 27.5% stated that they were never affected by the mood of the lecture. This meant that most of the students were active when their lecturer was in high spirits and vis-versa when the lecturer was moody. Table 4.9 gives a detailed statistic of the respondents.

Table 4.9 Lecturer's Mood

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	15	21.4	37.5	37.5
	AGREE	14	20.0	35.0	72.5
	NEUTRAL	9	12.9	22.5	95.0
	STRONGLY DISAGREE	2	2.9	5.0	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

4.1.10 No Lecturer

The no lecturer section dealt with the assertion that some lecture sessions did not come off because no lecturer was assigned to teach that course. 40% agreed, 22.5% strongly agreed, 17.5% strongly disagreed, 15% disagreed and 5% were not sure of this assertion. This was meant to say that majority of the respondents representing 62.5% agreed followed 32.5% of the respondents who disagreed and 5% not being sure.

Table 4.1.10 No Lecturer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	9	12.9	22.5	22.5
	AGREE	16	22.9	40.0	62.5
	NEUTRAL	2	2.9	5.0	67.5
	STRONGLY DISAGREE	7	10.0	17.5	85.0
	DISAGREE	6	8.6	15.0	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

4.1.11 Inexperienced Lecturers

Table 4.11 displays the result of respondents concerning their assessment of newly employed lecturers who occupy vacant lecture courses.

Table 4.11 Inexperience Lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	15	21.4	37.5	37.5
	AGREE	10	14.3	25.0	62.5
	NEUTRAL	6	8.6	15.0	77.5
	STRONGLY DISAGREE	1	1.4	2.5	80.0
	DISAGREE	8	11.4	20.0	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

37.5% strongly agree that the new lecturers are inexperienced, 25% agree while 15 % are uncertain, 2.5% strongly disagree and 20% disagree. This means that the greater part of the respondents believe that the newly employed lectures are not that experienced as compared to their predecessors while lesser part of the respondents do not hold the assertion that the newly employed lectures are inexperienced.

4.1.12 Difficulty in Bonding

This section tells about how students' bond with their lectures. From the table below (Table 4.12) it can be deduced that majority (57.5% of the respondents) of the students find it difficult to bond with lectures because they are new and creating a rapport is not that easy with new lectures. Contrary to that, the remaining 42.5% disagree to finding it difficult to bond with the lectures whether they are newly employed or not.

Table 4.12 Difficulty in Bonding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	14	20.0	35.0	35.0
	AGREE	9	12.9	22.5	57.5
	NEUTRL	9	12.9	22.5	80.0
	STRONGLY DISAGREE	3	4.3	7.5	87.5
	DISAGREE	5	7.1	12.5	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

4.1.13 Class Participation

The class participation section tells about how difficult the average student fails to participate during lecture sessions. According to Table 4.13, majority of the students find it difficult to contribute or participate in class discussions because they are not acquainted with the new lectures followed by the less participants of about 37.5% who do not attribute their inability to participate in class discussions to their familiarity with the lecturer.

Table 4.13 Class Participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STROGLY AGREE	9	12.9	22.5	22.5
	AGREE	16	22.9	40.0	62.5
	NEUTRAL	8	11.4	20.0	82.5
	STRONGLY DISAGREE	2	2.9	5.0	87.5
	DISAGREE	5	7.1	12.5	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

4.1.14 Negative Academic Performance

This section sought to find out if the respondents academics are affected negatively when there is high employee turnover.

Table 4.14 Negative Academic Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	10	14.3	25.0	25.0
	AGREE	15	21.4	37.5	62.5
	NEUTRAL	5	7.1	12.5	75.0
	STRONGLY DISAGREE	2	2.9	5.0	80.0
	DISAGREE	8	11.4	20.0	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

Table 4.14 above displays majority of the respondents (62.5% of the respondents) stated emphatically that the decline in their academic performance is as result of high employee turnover. This was followed by 10 respondents representing 25% disagreeing that employee turnover has affected their academic performance negatively and the remaining 12.5% stating that they are not certain the decline in their academic performance has anything to do with employee turnover.

4.1.15 Positive Academic Performance

Contrary to Table 4.15, this section sought to find out if employee turnover has affected the respondent's academic performance in a positive way. According to survey conducted, the greater number of the respondents disagree that employee turnover has impacted them in a positive way

as compared to the less respondents confirming that employee turnover has had positive impact in their academic performance. Table 4.15 gives a clear picture of the representation.

Table 4.15 Positive Academic Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	4	5.7	10.0	10.0
	AGREE	8	11.4	20.0	30.0
	NEUTRAL	11	15.7	27.5	57.5
	STRONGLY DISAGREE	4	5.7	10.0	67.5
	DISAGREE	13	18.6	32.5	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

4.1.16 Innovation and Creativity

The section tells about how the respondents have been inspired by their respective lecturers to be innovative and creative. The survey established that, majority of the respondents agreed to being inspired by their lecturers to become innovative. They claim that because of employee turnover, they have been able to devise different ways to study although they would have preferred to grab the understanding during lecture sessions. This was followed by 17.5% of the respondents who are not certain of this assertion and the 10% of the respondents who disagreed to being inspired by their lecturers.

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Table 4.16 Innovation and Creativity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	7	10.0	17.5	17.5
	AGREE	22	31.4	55.0	72.5
	NEUTRAL	7	10.0	17.5	90.0
	STRONGLY DISAGREE	1	1.4	2.5	92.5
	DISAGREE	3	4.3	7.5	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

4.1.17 Experienced Lectures

This section throws light on the increasing numbers of experienced lecturers the school has received in the midst of employee turnover. Table 4.17 below gives an indication that majority of the respondents representing 57.5% disagree that the number of experienced are just a handful as against the smaller number of respondents representing 42.5% who agree that the number of new respondents are quite enough.

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Table 4.17 Experienced Lecturers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	4	5.7	10.0	10.0
	AGREE	13	18.6	32.5	42.5
	NEUTRAL	8	11.4	20.0	62.5
	STRONGLY DISAGREE	6	8.6	15.0	77.5
	DISAGREE	9	12.9	22.5	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

4.1.18 Tuition Fees

In this section, the researchers wanted to know if the respondents feel the increase or decrease of their tuition fee is as a result of employee turnover. A significant number (40%) of the respondents were uncertain as to whether there was a relationship between their tuition fees and employee turnover. Per their view they cannot really ascertain the relationship between the two. This was followed by 32.5% of the respondents who believed and were certain that the major determinant of their tuition fee for a particular semester depended on the rate of employee turnover. This ascertains or confirms the cost effects in the literature review. The theory stated that, it costs company money to deal with turnover as the organization or institution would have to spend resources on recruiting, hiring and training new employee. These costs will therefore be embedded on the final consumers that is the students. The remaining 27.5% of the respondents disagreed that the variation in their tuition fee as result of other factors other than employee turnover.

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Table 4.18 Tuition Fees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	3	4.3	7.5	7.5
	AGREE	10	14.3	25.0	32.5
	NEUTRAL	16	22.9	40.0	72.5
	STRONGLY DISAGREE	5	7.1	12.5	85.0
	DISAGREE	6	8.6	15.0	100.0
	Total	40	57.1	100.0	
Missing	System	30	42.9		
Total		70	100.0		

Source: field survey, 2020

4.2 RESPONDENTS FROM SCHOOL

The respondents from the school includes the all the working staff. The research sought to find the very different reasons why an employee of the institution (Christian Service University College) would want to work or resign from his or her position in the school. This is method was used so that the researchers can have an assumption of why their colleagues left and also know what the staff expected from the management.

4.2.1 Employment Status

The status of respondents was sort to find out the positions of the respondents. The table below (Table 4.19) established that the majority of the respondents were lecturers and labourers with

46.7% each. This was followed by the non-teaching staff with 6.7%. This would help the researchers to better understand the relationship between the employees and the students as the study progressed.

Table 4.19 Employment Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NON-TEACHING STAFF	2	2.9	6.7	6.7
	LECTURER	14	20.0	46.7	53.3
	LABOURER	14	20.0	46.7	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.2 Department

The table below illustrates the various departments of the respondents. The study showed that majority of the respondents (60%) belonged to no specific department. It was followed by the employees in the School of Business with 23.3% and followed by Community Development and Planning (6.7%) and then followed by Communication department, Theology department and the Registry with 3.3% respectively. Table 4.20 gives an illustration of the representation.

Table 4.20 Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BUSINESS	7	10.0	23.3	23.3
	CAMPUS	18	25.7	60.0	83.3
	COMMUNICATION	1	1.4	3.3	86.7
	PLANNING	2	2.9	6.7	93.3
	REGISTRY	1	1.4	3.3	96.7
	THEOLOGY	1	1.4	3.3	100.0
	Total	30	42.9	100.00	
	Missing System	40	57.1		
	Total	70	100.0		

Source: field survey, 2020

4.2.3 Years of Working

The section discusses the number of years the respondents have worked for the institution. The table below indicates that majority of the respondents have been working for about 3-5years followed by the working duration of below 3 years and 6years and above. It was therefore concluded that most of the employees in the school are new judging from how long the school have been in existence.

Table 4.21 Years of Working

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BELOW 3 YEARS	7	10.0	23.3	23.3
	3-5 YEARS	16	22.9	53.3	76.7
	6 YEARS AND ABOVE	7	10.0	23.3	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

 Source: field survey, 2020

4.2.4 First Job

This section identified if this was the first job the respondent has been acquired.

Table 4.22 First Job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	15	21.4	50.0	50.0
	NO	15	21.4	50.0	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

 Source: field survey, 2020

The survey found out that 50% of the respondents confirmed that this was their first time and the remaining 50% ascertained that this was not their first job. This ascertained the fact that most of respondents are in their prime ages and a such it was now that they were gaining experience to further improve themselves. The table above displays the representation.

4.2.5 Number of Times Promoted

The number of times an employee has been promoted shows how the efforts of the employee was appreciated in a form of promotion.

Table 4.23 Number of Times Promoted

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1X	3	4.3	10.0	10.0
	2X	9	12.9	30.0	40.0
	3X	2	2.9	6.7	46.7
	4X	1	1.4	3.3	50.0
	5X	1	1.4	3.3	53.3
	6X	1	1.4	3.3	56.7
	7X	1	1.4	3.3	60.0
	NIL	12	17.1	40.0	100.0
	Total	30	42.9	100.0	
	Missing System	40	57.1		
	Total	70	100.0		

Source: field survey, 2020

Table 4.23 above indicates that majority of the respondents have never been promoted. This implicates two things. It's either the majority of the respondents have not been performing to their maximum best or their superiors don't appreciate their efforts. Just as it has been stated in the literature review by Harrison (2020); to be full successful in the workplace at any level, you need to understand the psychology of praising others for their good work, to apply the principles of employee recognition yourself and to encourage others to initiate it in their working relationships. In other words, in order to achieve a sustained growth or productivity, superiors need to encourage the habit of showing appreciation in a form promotion. The remaining followed in the sequence of being promoted twice (30%), once (10%), three times (6.7%) and 3.3% for being promoted four, five, six and seven times respectively.

4.2.6 Job Satisfaction

As to whether the employees were satisfied with their daily activities, majority (66.7%) of the respondents agreed that they loved and were satisfied with their daily activities followed by 20% of the respondents who were not satisfied with their job perhaps due to the fact that they wanted something to do therefore took the opportunity when vacancy was available. This is slight related to when they were asked if this was their first job and it was identified that this was the first job for 50% of the respondents. The remaining 13.3% not certain with their satisfactory level of their job.

Table 4.24 Job Satisfaction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	4.3	10.0	10.0
	DISAGREE	3	4.3	10.0	20.0
	NEUTRAL	4	5.7	13.3	33.3
	STRONGLY AGREE	6	8.6	20.0	53.3
	AGREE	14	20.0	46.7	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.7 Salary Package

The respondents were asked if they are satisfied with their salary packages. Majority of the respondents being 36.7% agreed to being satisfied with their jobs followed by 33.3% of the respondents who were not sure if salary package was satisfactory and the remaining 30% representing the group who disagreed to being satisfied with their salary packages. As stated in the literature under money enticement; one of the causes of employee turnover; when an employee is under it subjects that employee to poaching as he or her will resign from his or her current place of work if offered an attractive salary package.

Table 4.25 Salary Package

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	5.7	13.3	13.3
	DISAGREE	5	7.1	16.7	30.0
	NEUTRAL	10	14.3	33.3	63.3
	STRONGLY AGREE	2	2.9	6.7	70.0
	AGREE	9	12.9	30.0	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.8 Workload

Table 4.26 is a representation of the response of employees when they were asked if they left or will move or leave if there is too much workload.

Table 4.26 Workload

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	2.9	6.7	6.7
	DISAGREE	9	12.9	30.0	36.7
	NEUTRAL	7	10.0	23.3	60.0
	STRONGLY AGREE	9	12.9	30.0	90.0
	AGREE	3	4.3	10.0	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

Majority of the respondents stated that they were going to leave if workload was too much to bear. Followed by 36.7% of the respondents who argued that they will not leave even if the workload was too much and the remaining 23.3% argued it was going to depend on other additional factors if they were going to leave because of additional workload. From the literature review, it was established of causes of employee turnover is overwhelming workload. It does happen the employees are understaffed and therefore the remaining employees had to divide the work amongst themselves. Turnover sets in as an average employee would want to work in an environment which is less stressful with the same salary package.

4.2.9 Move to another School

This section seeks to find out if respondents are likely to move to other institutions if there are opportunities. Majority of the respondents agreed that they were gladly going to resign and join another school if the opportunity opens. It followed by 40% of the respondents disagreeing to

leaving the school (CSUC) even if there is an opportunity elsewhere and the rest of the respondents were not certain if they were going to resign or stat if an opportunity comes from another school. The table gives a clear representation of the statistics.

Table 4.27 Move to another School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	2	2.9	6.7	6.7
	AGREE	12	17.1	40.0	46.7
	NEUTRL	4	5.7	13.3	60.0
	STRONGLY DISAGREE	6	8.6	20.0	80.0
	DISAGREE	6	8.6	20.0	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.10 Policy Administration

Pertaining to the policy administration, majority of the respondents disagreed that the policies of the institution were evenly distributed. It followed with about 36.6% of the respondents claiming that the institution administered its policy in an evenly manner and the rest of the respondents representing 20% had not paid attention as how the policies were administered and therefore were

not certain if the policies were evenly distributed. The table displays the respondent's response to policy administration.

Table 4.28 Policy Administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	5.7	13.3	13.3
	AGREE	9	12.9	30.0	43.3
	NEUTRAL	6	8.6	20.0	63.3
	STRONGLY AGREE	4	5.7	13.3	76.7
	AGREE	7	10.0	23.3	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.11 Career Counselling

The respondents were asked if they receive some sort of career counselling from the institution in order to build upon what they have now. The table below indicates that majority of the respondents do not receive any form career counselling from the school followed by respondents who are not certain and those who agree to have received some sort of career advice from the school in order to build upon what they have already achieved. Table 4.29 holds the statistics to respondents' responses.

Table 4.29 Career Counselling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	2	2.9	6.7	6.7
	AGREE	5	7.1	16.7	23.3
	NEUTRAL	7	10.0	23.3	46.7
	STRONGLY DISAGREE	3	4.3	10.0	56.7
	DISAGREE	13	18.6	43.3	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.12 Work Structure

The work structure talks about how happy the respondents are in respect to the institution's culture and its working environment. 4 of the respondents representing 13.3% disagree to being happy about institution's work structure. 2 of the respondents representing 6.7% are not sure about how they feel towards the institution's culture and 24 respondents representing 80% are satisfied with the structure of the institution.

This insinuates that, majority of the respondents are satisfied with the institution's work structure followed by 13.3% who disagree to being satisfied with the institution's work structure and the remaining 6.7% representing 2 respondents are not certain of this. The literature review; under the causes of employee turnover discussed company's culture. It proved that when where is an agitation with the employees in terms of the culture of and organization, then it means that culture

is not favourable to the employees. It therefore creates an assumption that since the work structure of CSUC is favourable, employee turnover is not as result of the institutions work structure.

Table 4.30 Work Structure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.4	3.3	3.3
	DISAGREE	3	4.3	10.0	13.3
	NEUTRAL	2	2.9	6.7	20.0
	STRONGLY AGREE	7	10.0	23.3	43.3
	AGREE	17	24.3	56.7	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.13 Work Freedom

The respondents were asked if they felt there was some kind of restrictions attached to how they performed or were to perform their duties. Table 4.31 indicates that, majority of the respondents agree to the assertion that the mode of carrying out a duty was without any tight restrictions followed by the remaining respondents who disagreed to the assertion that work was done with no level of freedom. The remaining respondents of 16.7% representing 5 respondents were uncertain and had not paid attention to the freedom or pressure exerted on them to work.

Table 4.31 Work Freedom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	2.9	6.7	6.7
	DISAGREE	3	4.3	10.0	16.7
	NEUTRAL	5	7.1	16.7	33.3
	STRONGLY AGREE	5	7.1	16.7	50.0
	AGREE	15	21.4	50.0	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.14 Appreciation

The research sought to find out if the employees felt that their immediate superiors appreciated what they did. The majority of the respondents disagreed followed by those who agreed with 20% and then followed by the remaining 16.7% who were neutral. This affirms what was discussed under the causes of employee turnover under the literature review that lack of recognition could create a sense of not being appreciated. It affirmed an employee may decide to stay and work hard if they realize their little efforts are appreciated. Vroom's Expectancy theory of Expectancy stated that when an individual realized that a certain degree of effort will follow with a particular level of performance, they performed better in order to achieve the desired goal. So, showing appreciation in a form of saying "Thank You" or electing someone as the worker of the week promotes healthy competition which help the institution to achieve its goals. Doing contrary sends

the signal to the employee that all their efforts are not appreciated which could lead to employee turnover.

Table 4.32 Appreciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	2	2.9	6.7	6.7
	AGREE	4	5.7	13.3	20.0
	NEUTRAL	5	7.1	16.7	36.7
	STRONGLY DISAGREE	6	8.6	20.0	56.7
	DISAGREE	13	18.6	43.3	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.15 Voice Out

The section tells if the respondents could express their concerns with no fear. 16 respondents representing the majority of the respondents stated that it is difficult to empress your views without being stigmatize followed by 8 respondents representing 26.7% agreeing to the assertion that they can express themselves with no fear of being stigmatized. It was deduced that there is some form of stigma in the and therefore most of the respondents refused to voice out their concerns even if

that issue needed to be addressed. They therefore tend to leave if there is an opportunity elsewhere where expressing your views is not that much of a problem. The data is represented in Table 4.33.

Table 4.33 Voice Out

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SA	2	2.9	6.7	6.7
	AGREE	6	8.6	20.0	26.7
	NEUTRAL	6	8.6	20.0	46.7
	SD	7	10.0	23.3	70.0
	DISAGREE	9	12.9	30.0	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.16 Welfare

The research sought to find out if respondents felt the institution was concerned about their welfare. The responses indicated that majority (63%) of the respondents do not hold the assertion that their welfare is a priority to the institution followed by 20% of the respondents who believed the institution provided or to their wellbeing and the remaining 16.7% who were not certain. This may be a major reason for employees to resign if their current employers are not concerned about their welfare.

Table 4.34 Welfare

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	2	2.9	6.7	6.7
	AGREE	4	5.7	13.3	20.0
	NOT SURE	5	7.1	16.7	36.7
	STRONGLY DISAGREE	5	7.1	16.7	53.3
	DISAGREE	14	20.0	46.7	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.17 like The Job

The table below shows the level of interest the respondents have in the job. The survey analyzed that majority of the respondents declared their massive interest in what they do followed by 23.3% of the respondents who were not certain if they really appreciate the kind of work they are doing for a living. The remaining 10% declared their dissatisfaction in their job. It therefore affirms the respondent interest in their job as a similar result was achieved when they were asked if they were satisfied with their jobs.

Table 4.35 like the Job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.4	3.3	3.3
	DISAGREE	2	2.9	6.7	10.0
	NOT SURE	7	10.0	23.3	33.3
	STRONGLY AGREE	9	12.9	30.0	63.3
	AGREE	11	15.7	36.7	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.18 Job Security

Job security is one thing most employees look out for once they secure a job. The response from the survey indicated that majority of the respondents representing 73.3% stated that their jobs are not secured followed by 20% of respondents who agree to having their jobs secured and the remaining 6.7% are not certain. In the literature review, it was established that one does not need to perform poorly before he or she is retrenched. The study identified that; majority of employees look for jobs which promise security even though they are currently working.

Table 4.36 Job Security

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	5.7	13.3	13.3
	DISAGREE	2	2.9	6.7	20.0
	NOT SURE	2	2.9	6.7	26.7
	STRONGLY AGREE	10	14.3	33.3	60.0
	AGREE	12	17.1	40.0	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.19 Job Training

Table 4.38 displays the respondents' level of satisfaction with job training in the institution. The survey identified majority of the respondents stating that they are high dissatisfied with the level of training being provided by the institution. This was followed by 26.7% of the respondents not being sure of their level of satisfaction in the job training provided by the institution and the remaining 13.3% agreed to receiving good quality training for their current positions.

Table 4.37 Job Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	4	5.7	13.3	13.3
	NOT SURE	8	11.4	26.7	40.0
	STRONGLY DISAGREE	6	8.6	20.0	60.0
	DISAGREE	12	17.1	40.0	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.20 Resource to Work

The respondent's responses to being satisfied with the resources provided to reduce their workload showed the following results. Majority of the respondents ascertained that the institution has provided adequate resource to aid in their daily activities. This was followed by 33.3% of the respondents who were dissatisfied with the number and quality of resources the institution provided to aid in making their works easier. The remaining 26.7% were not sure about how adequate or quality the resources were. This is presented in the table below.

Table 4.38 Resource to Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	4	5.7	13.3	13.3
	DISAGREE	6	8.6	20.0	33.3
	NOT SURE	8	11.4	26.7	60.0
	STRONGLY AGREE	3	4.3	10.0	70.0
	AGREE	9	12.9	30.0	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.21 Flexible Schedule

This section tells about how flexible the respondents works were structured. The survey indicated that 56.7% representing the majority of the respondents strongly disagreed to having a flexible work schedule. It backed the earlier the assertion of the workload of the employee where it was established an over whelming workload could be major cause to employee turnover because employees are always under pressure before they can get their works done. It was then followed by 33.3% who were uncertain as to the flexibility of their work duties and 10% of the remaining

respondents agreed to having a flexible work schedule that suited them. Table 4.39 below gives the statistics to this assertion.

Table 4.39 Flexible Schedule

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY AGREE	2	2.9	6.7	6.7
	AGREE	1	1.4	3.3	10.0
	NOT SURE	10	14.3	33.3	43.3
	STRONGLY DISAGREE	3	4.3	10.0	53.3
	DISAGREE	14	20.0	46.7	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.22 Program Planning

This section looks at how employee turnover can disrupt a well-planned academic calendar. The response from the survey showed that majority of the respondents representing 53.3% strongly agreed that both academic and non-academic programs were distracted when the institution

experienced employee turnover since the duty rooster of labourers or the time table of lecturers has to be rescheduled when a lecturer or a labourer quits their job. It was followed by 26.7% of the respondents who argue that employee turnover has no impact in the planning of the institution's programmes. The remaining 20% do not have a fair idea of what entails in the planning of programmes for an academic calendar and therefore cannot ascertain if employee turnover affects the planning of the programmes in that accord.

Table 4.40 Program Planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STORNGLY DISAGREE	5	7.1	16.7	16.7
	DISAGREE	3	4.3	10.0	26.7
	NOT SURE	6	8.6	20.0	46.7
	STRONGLY AGREE	6	8.6	20.0	66.7
	AGREE	10	14.3	33.3	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.2.23 Spouse Transfer

The respondents were asked if the activities of their spouses can affect their decision to quit working for the institution. Majority of the respondents indicated that they would resign if their spouses were to be transferred to another destination far from their recent place of abode. It ascertains that when there not enough attractive packages, it leaves a spouse to depend on the other financially and so a change in their work setting automatically affects the other spouse. It was followed by 43.3% of the respondents who believed the change in environment of their respective

spouses was not going to influence them to quit their jobs and the remaining 10% believe it is not

certain by then if the transfer of their spouse would affect their jobs as well.

Table 4.41 Spouse Transfer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	4.3	10.0	10.0
	DISAGREE	10	14.3	33.3	43.3
	NOT SURE	3	4.3	10.0	53.3
	STRONGLY AGREE	7	10.0	23.3	76.7
	AGREE	7	10.0	23.3	100.0
	Total	30	42.9	100.0	
Missing	System	40	57.1		
Total		70	100.0		

Source: field survey, 2020

4.3 SUMMARY

The research study aimed at identifying the causes, effects and measures to mitigate employee

turnover in the University setting. It identified salary packages, overwhelming workload, lack of

appreciation, job security, inflexible work schedules, spouse transfer, job satisfaction are some of

the causes of employee turnover in Christian Service University College. Chapter five provides

the summary of the findings, conclusion and recommendations to the study

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of the findings of this study. This chapter also draws a general conclusion to the study and makes recommendations to address the short falls of the findings, and concludes with a recommendation for further study.

5.2 SUMMARY OF MAJOR FINDINGS

The study sought to investigate the effects of employee turnover of productivity in the university setting. The focused on three objectives. The findings were then related to the literature review, the theoretical review and the conceptual framework. The was grouped into five chapters.

5.3 SUMMARY OF THE STUDY

The study was grouped into five (5) chapters. The chapter one (1) comprised of the background of the study, problem statement, research objectives, significance of the study, research methodology, the scope and limitation of the study and the organization of the study. It therefore stated the need to undertake the study. Chapter two (2) which was the literature review discussed and addressed the theoretical views of employee turnover and productivity relating to the study. The chapter three (3); being the research methodology addressed the research design, the data collection instruments that were used, the population and the sample size and the data analysis. Chapter four (4) addressed the analysis, interpretation and discussion of the findings based on the research questions and objectives. Finally, the chapter five provided a summary of the research work; including the major findings summary of the study, conclusion and recommendations.

5.4 CONCLUSION

The general objective of this study is to examine the relationship between employee turnover and productivity in Christian Service University College. The specific objectives of the study were to determine the causes of employee turnover in CSUC, examine the effects of employee turnover on productivity in CSUC and ascertain the measures and strategies to be employed in reducing employee turnover in CSUC.

The first objective of the study was to determine the causes of employee turnover in Christian Service University College. The study identified a number of issues that was causing employee turnover in the institution. Some of these causes were the salary packages, overwhelming workload, lack of appreciation, inability to voice out, job security, inflexible work schedules, program disruption and spouse transfer. This indicates that the said institution is not addressing some key issues that will affect the institution negative in the future.

The second objective of the study was to examine the effects of employee turnover on productivity. The study found out that as a result of employee turnover, the students are facing some problems in their studies. Students were finding it difficult to bond with their lecturers, participate in class discussions which was affecting the academic performance in a negative way. For every institution, one of the core objectives is to impact knowledge and so if things should happen in such a manner, it suggests that the institution is not achieving its objectives.

The final objective was to identify measures and strategies to mitigate the rate of employee turnover. The institution can reduce the workload of employees, provide attractive salary packages, ensure evenly administration of policies, provide some career counselling, show appreciation, provide the requisite resources to make work easier and ensure that employees can voice out their

concerns without any fear for their jobs or being stigmatized. When all these measures are carefully implemented, it will reduce the rate of employee turnover.

5.5 RECOMMENDATION

Employee turnover can take different forms starting from it being internal or external to being desirable or undesirable. It can also be voluntary or involuntary but the sure thing is that it's impact on the organization or institution can be felt positively or negatively depending on how it occurred. Every organization goes through faces where it encounters difficulty but when faced with employee turnover in an abrupt in manner, the consequences are devastating. The research has revealed that salary packages, job security, not creating opportunities, not showing appreciation, inadequate job training, unequal administration of company policies, stigmatization, heavy restrictions that comes with the performance of an activity, overwhelming workload, spouse transfer and rigid work structures are some basic causes of employee turnover which defeats the organization's aim of increasing productivity. (i.e impacting knowledge)

In respect to the job security, the institution can increase its productivity by giving an assurance to employees pertaining to how secured they are. The average employee will be over his or her shoulder when working if he or she feels that her she can laid off at any given time and this is slightly linked to the fear of being stigmatized. The employees feel they cannot express their concerns and because of that, they are doing things haphazardly so that they will have enough time to look for other opportunities. These issues can be addressed if the employers can get close or spend time with the employees as stated in the literature review. They will be able to hear these concerns that needs to addressed and it can also boost the confidence of employees to empress themselves knowing well that they can confine in their employers.

In order to encourage employee retention to increase productivity, employers from the institution can initiate various modes of recognition. Recognition can be in the form being the employer of the week, month or year to encourage healthy competition within the institution. It can also be the form incentives to serve as a source of motivation to the employees. It can also be in the form of certificates of appreciation to encourage the employees to put in their best whenever they are working. Vroom's Expectancy Theory states that motivation boils down to the decision of how much effort to put in specific task situations . So, the employee is motivated to work knowing well that the effort will be help to achieve a specific performance. All these incentives put together can minimize instances like resigning because a spouse was transferred and looking for other employment avenues since it's not always about the salary packages the respect, appreciation and recognition received from the institution.

Seminars should be organized for both employees of the institution and the student populace. Employees will be sensitized on how to go about their activities with no restrictions and whom to report to if there is something wrong with the way they operate. Students can also learn how to draw the employer or employee's (lecturer's) attention to some petty details that is leading to their failure in a particular course and why they find it difficult to bond with their lectures.

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APPENDIX I

QUESTIONNAIRES FOR THE STUDENTS

We are final year students from Christian Service University College offering BBA (Human Resource Option). We would be very much appreciative if you would fill the questionnaire below on the topic; THE EFFECT OF EMPLOYEE TURNOVER ON PRODUCTIVITY; AS CASE STUDY OF CHRISTIAN SERVICE UNIVERSITY COLLGE.

Kindly answer the questions by ticking or writing a brief answer in the space created for each question. This is purely for academic purpose and thus the information provided will be confidentially treated.

(TICK OR FILL THE SPACE CREATED)

DEMOGRAPHICS

1. Gender

   a. MALE   [   ]   b.   FEMALE   [   ]

2. Faculty…………………………………………………..

   a. Option (If Any) …………………………………………

3. Student Level

   a. Level 100   [   ]

   b. Level 200   [   ]

   c. Level 300   [   ]

   d. Level 400   [   ]

4. Student status

    a. Regular   [   ]

    b. Mature   [   ]

    c. Weekend school   [   ]

EFFECTS OF EMPLOYEE TURNOVER OF THE STUDENT POPULATION

Trickling down effects of employee turnover. Tick any of the options provided.

TICK ANY OF THE OPTIONS BELOW

		STRONLY AGREE	AGREE	NEUTRAL	STRONGLY DISAGREE	DISAGREE
5.	High rate of employee turnover.					
6.	Lecturer looks tired when lecturing					
7.	Lecturer's mood has an effect on students.					
8.	Some lectures don't take place because there is no					

	lecturer assigned to that lecture.					
9.	Turnover leads to the replacement with inexperienced lecturers.					
10.	Employee turnover leads to the difficulty in bonding with new lectures.					
11.	There is difficulty in participating when there is employee turnover					
12.	Employee turnover has affected my academic performance negatively.					
13.	Employee turnover has					

	affected my academic performance positively.					
14.	Employee turnover encourages innovation of ideas and creativity.					
15.	Employee turnovers leads to the employment of more experienced lecturers.					
16.	Employee turnover affects tuition fees					

QUESTIONNAIRES FOR THE STAFF OF CSUC

We are final year students from Christian Service University College offering BBA (Human Resource Option). We would be very much appreciative if you would fill the questionnaire below on the topic; THE EFFECT OF EMPLOYEE TURNOVER ON PRODUCTIVITY; AS CASE STUDY OF CHRISTIAN SERVICE UNIVERSITY COLLGE.

Kindly answer the questions by ticking or writing a brief answer in the space created for each question. This is purely for academic purpose and thus the information provided will be confidentially treated.

(TICK OR FILL THE SPACE CREATED)

DEMOGRAPHICS

1. Gender

   A. MALE   B. FEMALE

2. What is your age

   A. 18-24   [ ]   B. 25-34   [ ]   C. 35-44   [ ]   D. 45 and above   [ ]

3. What is your employment status?

   a. Lecturer   [   ]

   b. Non-teaching staff   [   ]

   c. Labourer   [   ]

4. Please mention your department (if any)

   ……………………………………………………………………

5. For how long have you been working for this Institution?

   a. Below 3 years [ ]   b. 3-5 years [ ]   c. 6 years and above[   ]

6. Is this your first job?

    a. Yes [   ]   b. No [   ]

7. How many times have you been promoted?

…………………………………….

Please tick if anyone of the options below ranging from strongly disagree to agree

	QUESTION STATEMENT	STRONGLY DISAGREE	DISAGREE	NOT SURE	STRONGLY AGREE	AGREE
8	I am satisfied with the job					
9	Salary package/ monetary incentives are sufficient					
10	I left/ will leave if the work load is too much					
11	I feel there is adequate opportunity for me to move to another school					
12	Employee policies of institution are administered the same in all department laterally.					

13	HR department provides career counselling on your job progression.				
14	Overall, I am happy with organizational culture and work environment				
15	I feel freedom while working				
16	Your immediate boss encourages/ appreciates your work.				
17	I feel I can voice my opinion without fear				
18	Our institution is concerned with the long-term welfare of the employees				
19	I like my job				
20	I feel secure that I will be able to work for the institution as long as I do a good job.				

21	I am satisfied with the training provided for my current job.					
22	Appropriate resources and equipment to perform the job					
23	Flexibility in work schedule / telecommuting					
24	Employee turnover can create disruption in academic programme planning.					
25	I will leave if my spouse is transferred to another place					