The Impact of Human Resources Management (HRM) Practices on Employee Retention of Higher Education Sector at Enugu, Nigeria

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ABSTRACT

The main objective of this dissertation is to identify the impact of Human Resources Management (HRM) practices on employee retention at higher education sector of Enugu, Nigeria. There are five main HRM practices that will be analyzed in this study namely compensation and rewards (CR), working conditions (WC), training and development (TD), performance appraisal (PA) and employee empowerment (EE). This study utilized primary data through questionnaire distribution to 130 respondents namely academic staff at one higher education institution in Enugu, Nigeria. The data were analyzed using SPSS software to achieve the research objective. Based on the findings, the result of multiple linear regression shows that three HRM practices namely compensation and rewards (CR), working conditions (WC) and employee empowerment (EE) have positive and significant impact on employee retention at Enugu, Nigeria Higher Education Sector. On the other hand, training and development (TD) and performance appraisal (PA) have insignificant impact on employee retention. Therefore, it is recommended that management of higher education institution to pay attention on these three HRM practices in order to retain the qualified and competent academic staff and contribute to quality teaching delivery to students.

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HRM	Human Resources Management
CR	Compensation & Rewards
WC	Working Conditions
TD	Training & Development
PA	Performance Appraisal
EE	Employee Empowerment

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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Globally, the economic landscape has shown rapid growth and changes which have influenced the ways companies or professional institutions operate. Within operation management, human resources are the most significant asset that ensures company sustainability. Nowadays, although economic sectors have focused much on the technological aspect of company operations, the need for human resources is still on demand and in fact increasing. Due to globalization, the demand for employees who are adaptable and technological literate is increasing (Nigam, Goel and Goyal, 2020). In the era of a highly competitive environment and different backgrounds of generations, employees are exposed to many job opportunities and choices in the global market. Effective human resources management through a series of recruitment, selection, development and rewards could ensure employees are taken care of, harness their potential and retain them for long term. Retaining employees is a challenging task for an organization. According to Bhatnagar (2007) and Maxwell (2005), among HRM practices that could affect employee retention are training and development, job satisfaction, work-life balance, compensation and employee engagement. The role of education in economic development is undeniable important and human resources are the bloodline of the education sector. Retaining talented academicians is important to ensure the ability of educational institutions to respond to changing dynamics of teaching and learning delivery (Shah et.al, 2020). The higher education institution needs to have adequate academic staff who are qualified and motivated to perform the obligation of teaching and learning and research project effectively (Selesho and Naile, 2014) The inability of higher institutions to retain quality academic staff will give bad implications to the quality, consistency and sustainability in long term. In Nigeria, particularly in Enugu state, 26% interviewed in Nkanu West-Local-Government Area (LGA) mentioned that shortages of academicians contribute to poor access to education and 10% interviewed agreed that lack of welfare and remuneration packages for academician is the limiting factor for them to pursue teaching

as a profession (Ogwuike & Iheonu, 2021). Therefore, the study of the impact of HRM practice on the employee (academicians) retention is important for performance of higher education institution and will be the key component of this dissertation.

1.2 Problem Statement

The economy in the 21st century has evolved rapidly hence forcing companies and institutions to move in tandem. Other than the difficulties to remain competitive in the industry, organizations face significant challenges in HRM practices. Lack and ineffective HRM practices are costly, troublesome and detrimental to productivity. The significant impact of the inability of an organization to retain the employees caused a huge amount of monetary losses based on research globally, the employer has to pay approximately $600 billion in the cost of staff turnover in 2018 and that number is expected to rise to $680 billion by the year of 2020 (Work Institute, 2018). HRM faces diverse backgrounds of people with ever-changing behaviour that will affect the way how job responsibilities are delivered. According to Talreja (n.d), the generation that was born in different revolutions era has different preferences on the reason to stay in a particular workplace. Those who were living in the industrial revolution stayed in a job for survival and fulfilment of basic necessities, those further on informational revolted stay in a workplace to meet the standard of living and for those who were lithe ving in social or digital revolution loyalty did not meet, in fact, them, in fact, the reason for them to stay in a workplace is to fulfil the quality of life. The current global health crisis of the Covid-19 pandemic has added challenges for both employees and employers as technological aspects become the main medium to continue the operations. In the context of higher education institutions, the retention of academics has become a crucial issue (Mubarak et.al, 2012). Job dissatisfaction among academicians is derived from a number of factors namely low salary, difficulty to get promoted, bad working conditions, poor leadership, lack of social relationships and unsuitable job responsibilities (Okwaraji & Aguwa, 2015). In Nigeria, based on the study conducted by Times Higher Education (THE) academic staff resign due to the lack of a reward system and poor working conditions (Ologunde at al., 2013). Given the above, this study focuses on achieving the objective of findings on the impact of HRM practices on Employee Retention in the higher education sector of Enugu, Nigeria.

1.3 Research Objective

This study focuses on identifying the impact of Human Resources Management (HRM) practices on employee retention in the higher education sector of Enugu, Nigeria.

The following are the five independent variables that cover this objective:

1. To identify the impact of compensation and rewards on employee retention.
2. To identify the impact of working conditions on employee retention.
3. To identify the impact of training and development on employee retention
4. To identify the impact of performance appraisal on employee retention.
5. To identify the impact of employee empowerment on employee retention.

1.4 Research Questions

From the research objectives above, this study raised the following research questions:

1. What is the impact of compensation and rewards on employee retention?
2. What is the impact of working conditions on employee retention?
3. What is the impact of training and development on employee retention?
4. What is the impact of performance appraisal on employee retention?
5. What is the impact of employee empowerment on employee retention?

1.5 Significant of Study

The findings of this study are expected to add value to the existing knowledge in which the area of Human Resources Management (HRM) Practices and their impact on employee retention. The results of this research will benefit the relevant parties such as researchers and management of higher education institutions.

From these research findings, future researchers will be able to utilize any related knowledge and information to improve research on the same topic of HRM. This research can be used as a reference to identify other areas or variables to be covered and gaps that are necessary to guide future research. Prospective scholars who wish to conduct additional research on the same topic could evaluate these findings which guide them to identify significant areas to be analyzed such as other sectors or other methodologies.

For management of higher education institutions, this research could guide them to understand the important areas of HRM practices to enhance the system implemented or formulate new HRM strategies at university. As management identifies the significant areas, it could provide the solution to the issue of employee retention hence enabling them to retain competent academic staff.

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Foundation of the Study

2.1.1 Schuler's Employee Behaviour Model

This model is a framework that was formed based on Porter's three generic strategies to gain competitive advantages which cover cost leadership, differentiation and focus (Gunnigle et.al., 2006). It assumes that business strategies will be effective when coordinated with HRM practices. In this model, the three business strategies coordinated with HRM are recognised as utilisation (cost leadership), facilitation (differentiation) and accumulation (focus). It is believed that each HRM strategy developed through the revised Porter generic strategies could develop employee behaviours desired. The ability to retain the number of qualified academic staff or educators in the context of higher education institutions could be a competitive advantage compared to its rival as according to Horwitz (1991), the strength of an institution is in its ability to attract and retain first-class academic staff.

The relationship between business strategy with HRM strategy is in accordance with the contingency theory. As HR strategy integrates the specific organizational and environmental aspects then the best fit HRM could be formed. The best fit concept stresses the significance to ensure HR strategies suitable and in accordance with the organization's culture or situation. HR strategies have to take into account both the employee's needs and the organizational value. According to Wright, McMahan and McWilliams (2004), the core model of strategic HRM is determined based on vertical integration between business objectives, individual behaviour and organizational performance. This best fit concept ensures competency is determined based on the explicit relationship between internal people processes and the external market in business strategy. This relationship will lead to the formation of a competitive advantage. (Wright, Gardner & Allen, 2005).

2.1.2 Herzberg Two Factor Theory

Herzberg Two Factor Theory is one type of motivation theory and is also known as the motivation-hygiene factor. This theory is divided into motivation factors and hygiene factors or regarded as two need systems. According to Herzberg, Mausner, & Snyderman (1959), these two factors can affect employee job satisfaction. The motivating factor is considered as intrinsic value and satisfaction gained from the job. Motivators are "satisfiers" which can be in the forms of recognition, growth opportunities, achievement, advancement, and responsibility (Herzberg, 1974; Vijayakumar & Saxena, 2015). Motivators create satisfaction by fulfilling individuals' needs

On the other hand, hygiene factors or sometimes known as maintenance factors or "dissatisfiers" lead to dissatisfaction with a job (Herzberg, 1974). This factor could avoid employee dissatisfaction but is unable to be the main source of motivation. For instance, a good working environment will make employees stay at the workplace but will not make them work harder, instead employees will just do an adequate job and not their best. Hygiene factors can be in the forms of salary, interpersonal relationships at work, working conditions, supervision, and job security (Herzberg, 1974; Vijavakumar & Saxena, 2015). Hygiene factors are concerned with the extrinsic factors associated with the job itself but are not directly related to it.

2.1.3 Social Exchange Theory

The social exchange theory stated that all human connections are formed through subjective cost-benefit, which originated from economics, psychology and sociology (Homans, 1958; Blau, 1964). This theory shows the process of negotiated exchanges between parties in which both parties involved in the exchange take responsibility and strongly depend on each other. According to Blau (1964), human interactions are mutually dependent and contingent on the actions of others. Social exchanges involve the development of interdependent relationships in which unspecified bidirectional transactions occur. In other words, "something" desirable is given by the "donor," and at some future point in time, "something" desirable is returned by the "recipient" (Gould-Williams 2007). Emerson (1976) suggested that power, conformity, status, leadership and justice within social behabehaviour significant in explaining the theory. Because of the temporal gap between

what is given and what is returned, successful social exchange relationships are characterized by high degrees of loyalty and trust between donor and recipient (Gould-Williams 2007).

In the typical work setting, a social exchange relationship will determine the continuous retention or termination of a contract (Cropanzano and Mitchell, 2007). In this context, employees will form distinguishable social exchange relationships with anyone such as supervisors, colleagues or clients. Later, this will have an impact on employee behaviours. Thus, it can be said that employee is likely to continue the relationship with their employer when they perceive the relationship is good and terminate when the relationship cost more than the benefits from it.

2.2 Conceptual Review

2.2.1 Human Resources Management Practices

HRM practices are one of the elements in an organization that is very important as they reflected the culture being practised. HRM practices need to be robust and effective to ensure their ability to deal with human capital challenges and uncertain economic conditions. The area of HRM practices should consider both the internal and external environment of working conditions to ensure the ability to execute the organization's strategy. The ability to do this is considered the 'best-fit approach' (Shen,2005). Based on many studies HRM practices can be defined in many ways. According to Armstrong (2009), HRM practice is defined as a strategic and tactical way to manage, develop, retain, motivate and obtained employees' commitment. It is a series of comprehensive and coherent processes of acquiring, training, appraising, compensating, concerning health, safety and fairness in employee relations (Dessler, 2013). The areas of recruiting and selection, job analysis and description are considered HRM practices by Hornsby and Kuratko (2003). In addition, HRM practices can also be defined based on compensation and performance management system, employee recruitment, employee selection procedures, employee training and involvement (Huselid, 1995). Other than that, Jeffery and Donald (2003) consider HRM practices as the process of recruitment, job analysis, job selection, training, compensation, incentive, benefits and performance appraisal. In the other research conducted by Frincke et al. (2007), employees mentioned that job

satisfaction depends on the three areas of HRM practices namely benefits, compensation and schedule flexibility. HRM practices also could affect employee retention as described by Byrne et.al (2010). According to Dessler (2013), it is a process of acquiring, training, appraising and compensating employees, strengthening labor relations and taking care of employees' health and safety.

Based on the paragraph above, there are various definitions and meanings of HRM practices and it varies among researchers and time. Despite the differences, HRM practice is unified by the understanding of managing people to yield positive outcomes to a company which is success in achieving company objectives. This is proven as stated by Stavrou-Costea (2005) who mentioned effective HRM system is the main factor for firms' success. HRM practices are mentioned repeatedly in training and development, performance appraisal, employee security, compensation and rewards. This is supported by Lee & Lee (2007) that HRM practices could improve business performances as highly competent employees will release the ccompany'spotential. Many studies have shown that certain human resource practices, either individually or system in the collective, can positively affect the outcomes of the company (Becker & Gerhart, 1996 and Jiang et al., 2013).

HRM practice is important as it is the backbone of an organisation (Guest, 2007) and the approach could guide the organization to realise the organization's goals in long term (Jyothi & Venkatesh, 2006). According to Aybas & Acar (2017), HR practices cover four dimensions which are skill-enhancing, motivation enhancing, opportunity enhancing and proper working conditions. Thus, it can be seen that there is a strong link between HRM practices and business outcomes. Effective HRM practice will influence employees' behaviours hence positively showing business performance. This happens as HRM practices are able to motivate and enhance employees' productivity to work collaboratively to achieve company objectives. As organizations realize the positive relationship or link, effective HRM practices have become an acceptable trend among organizations hence becoming one of their differentiation areas as compared to the competitor (Fottle et al., 2010).

As human resources planning was established, many industries were able to manage employees better off than before. By implementing and practising strategic human resources planning, the operations are much more effective hence improving business performance. This is due to the ability of strategic human resources practices to develop and sustain employee trust, relationships and understanding.

2.2.1.1 Compensation and rewards

According to Snell & Bohlander (2007), different types of reward and payment allocated based on employees' performance is known as compensation. Compensation such as competitive pay and various benefits package is a core element that affects employee retention (Zingheim et al, 2009). When employees received a series of compensation offers, they feel a sense of security, autonomy, recognition and self-worth which later lead to a willingness to commit to the organisation (Dockel, Basson & Coetzee, 2006). According to Ng et. al (2012), compensation can be in the form of non-cash such as a pension, life and health insurance, and retirement plans. These non-cash benefits to employees are tools to attract and retained quality or desired employees. In addition, compensation can be differentiated in many forms such as performance compensation, profit-related compensation and employee share-ownership. These are considered as strategic tools to shape positive employee attitudes (Heywood & Wei, 2006), organizational commitment and trust in management (Moriones et al., 2009).

According to Sabir (2016), the reward is referred to as an organizational program designed to create a positive work environment, attract and retain employees, create a culture of recognition, supporting the organization's mission and values among others. Performance-based reward able to motivate employees to perform jobs beyond expectation and encourage them to stay longer (Nazir, et al., 2013). Irshad (2011) pointed out that rewards have a significant impact on employees as they feel respected and appreciated. According to Rai, Ghosh, and Dutta (2018) rewards should be structured in such a way as to satisfy the need for employees to be compensated justly for their contributions, efforts, and capabilities. Irshad and Afridi (2011) mentioned that it is a key role that leads to employee retention in the organisation's rewards. According to Nazir et al., (2013) and Danish & Usman (2010), performance-based pay, improves employee performance in

addition to motivating and engaging employees which leads to employee retention. Other than monetary-based, non-monetary incentives could also attract, motivate and retain competent human resources in the organization (Fogleman & McCorkle, 2013). However, according to studies, extrinsic rewards are more positive and stronger in relation to intrinsic rewards (Edirisooriya, 2014) in retaining employees.

2.2.1.2 Working conditions

Working conditions is another stand-alone of HRM practice dimension that could affect employee retention in an organisation. According to Pawirosumarto et al (2017) work environment is a physical type of space, physical layout, noise tool materials, and co-worker relationships. Koive at. al (2016) mentioned that the working environment is considered to be favourable when there is a flexible atmosphere where the work experience is pleasant and adequate. In fact, it is equivalent to the research conducted by Das and Baruah (2013), Choy, & Kamoche (2020) and Moncarz, Zhao and Kay (2009) which found that employees who have a good work environment, flexible working-hour experience and job satisfaction have more tendency to stay with the organization. The work environment is important since it significantly affects their performance, productivity and decision to remain for a longer period. The reason is employees are able to concentrate on the work hence encouraging their retention (Zeytinoglu & Denton, 2005). Maintaining employee well-being and providing a safe working environment is one of the main human resource management practices because it is directly related to the organizational performance, individual well-being and contributing to the success of the organization (Mearns & Reader, 2008). Related to working conditions is the effort of employers to implement health and safety policies. The practices include workplace health and safety, occupational health programs, health and safety training, health and safety management, and health and safety inspection. Having proper health and safety standards in the workplace improves the performance of the organization through employees by reducing costs related to disabilities, accidents, absenteeism and illness (Gaceri, 2015). This will lead to an increase in employee retention as it is able to form a sense of confidence and commitment of the employee towards and organization (Armstrong, 2006).

2.2.1.3 Training development

Training and development is another aspect of HRM practice that could influence employee retention. According to Armstrong (2009), through training and development employees could acquire new skills and experience which enable them to perform the task effectively and efficiently. Investment in training and development programmes is a critical factor in retaining employees (Messmer, 2000). Involvement of employees in this aspect of HRM practices makes the employee feel valuable hence enabling them to grow with and contribute to the organization. In the study conducted by Sinha & Sinha (2012), employee development activities have a significant and positive impact on motivation, loyalty and employee retention. This is in accordance with the study of Ammeq & Hanif (2013) which found that this variable could increase productivity and performance and encourage the employee to stay longer in an organization.

In the technological era, in order for the company to remain competitive, skillful employees are needed (Chen, 2014). It is believed that when training is seen as an important factor that influences work performance, in long term it will lead to employee retention, especially the competent employees. Training can be conducted in many ways such as vocational training, job training, and general and specific training. The most common training types are on-job training and off-job training which could enhance work efficiency, develop employees' interest and form commitment among employees which later increase the chances of retention (Hanif, 2013). Other than training, skillful employees could also be formed through job rotation. Job rotation is able to give a positive impact on employee motivation and retention (Kaymaz, 2010). According to Dhanraj & Parumasur (2014) and (Sinha & Sinha, 2012), employees who are involved in the job rotation system feel satisfied and loyal to the organisation.

Job rotation enables the employee to enrich their skill set and has a positive effect on employee motivation and retention (Kaymaz, 2010). Dhanraj and Parumasur (2014a) confirm that employees who are rotated stay challenged, feel fulfilled

and develop a sense of loyalty to their organisation. Job rotation are to broaden the individual's experience and improve knowledge and skill," (Jaturanonda, Nanthavanij, & Chongphaisal, 2006).

In the context of the higher education sector, there is an effort from some universities to form units within their structure with the objective of ensuring academic development and professional growth takes place. Faculty members thrive on the intellectual and collegial stimulation from their peers when they attend professional activities and research functions (Rosser, 2004). It is therefore imperative to conclude that the rate of investment in human capital and budgetary requirement of limited nature is committed to this significant aspect of academic engagement and replenishment in some universities.

2.2.1.4 Performance appraisal

Performance appraisal is a process of evaluating an employee's performance on the assigned tasks to facilitate further career development; it is mainly the communication between the employee and management (Ng, et al., 2012). Some of the key components of performance appraisal are employee feedback, communication, goal setting, performance evaluation, and periodic review. According to Kasemsap (2015) employee appraisal could shape behaviour and drives job performance and retention. The positive outcome of performance appraisal on employee retention is supported in the study of Yi, Nataraajan & Gong (2011) and Hussain & Rehman (2013) in which performance appraisal shows strong positive relationship with employee retention as employees gain more confidence from the appreciation given. A similar but different result is obtained in the study of Imna & Hassan (2015) conducted in the retail industry in which performance appraisal is one of the HRM practices that shows a positive influence on employee retention but is not significant. The goal setting process enables employees to stay more focused and stay in the organization if the set goal is meaningful and challenging. This motivates employees to meet the set organizational objectives in a timely fashion (Fulk, Bell & Bodie, 2011). Also, performance evaluation contributed to employee retention as it gives them confidence to employees that the organization is committed to accomplishing the needs and development of employees that enhances performance (Yi, Nataraajan & Gong, 2011). Lastly the period

review allows the organization to identify the lack of ability, lack of effort and progress by the employee often which can minimize the problems improving the performance (Pulakos, Hanson, Arad, & Moye, 2015) resulting in employee retention.

In the context of an organization, an appraisal system will contribute to the improvement of individual and management efficiency, improve relationships between superiors and subordinates and enhance communication (Chris, 1996; Thwala et al., 2012; Abdullah et al., 2012).

2.2.1.5. Employee empowerment

By definition, employee empowerment is an act of delegating the power of making decisions and actions to the employees and delivering responsibility and authority to complete the task (Jarrar & Zairi, 2010). According to Osborne (2002), employee empowerment can be in the form of the involvement of employees in goal-setting, decision making and motivational techniques. It is believed that employee empowerment is among the powerful factor for organisation success as employees feel motivated to work and feel a sense of belongingness and ownership to the organisation (Kaye & Jordan-Evans, 2001; Hummayoun and Saif 2010). Retaining competent and capable employees are crucial as turnover involved high cost financially and badly affects the reputation. A previous study conducted by Boundrias et al. (2009) and Hatton & Emerson (1998), showed that a lack of empowerment and supports from superior lead to a low level of retention.

Empowered employees tend to be more confident and try to give their best to the employer because they are given more authority in the decision-making process (Hummayoun Naeem and Muhammad Iqbal Saif, 2010). Employee empowerment can create a feeling of obligation among employees to stay in the organization. Hence, the employees will tend to remain in the organization even when face pressure from others that intend to leave the organization because they feel that they are a part of the organization (Choong, Wong and Lau, 2011). In essence, the intention to remain or leave the organization among the employees is based on their job satisfaction of employees.

Individuals with higher job satisfaction tend to be more committed to the organization. They will be more likely to remain in the organization.

2.2.2 Employee Retention

Employees are the backbone of an institution hence the effort to retain skillful, competent and quality is very crucial. The tendency for employees to remain in an organization is based on whether or not they feel the employer is interested in or concerned for them (Samuel & Chipunza, 2013). The concern of employee retention has become the trend in all sectors and industries due to industrialization and many employment opportunities. Employees need to be appreciated based on their skill, knowledge and expertise or if not, they will find the opportunity elsewhere (Nasir & Mahmood, 2008). The previous research has shown that there was a strong relation between HRM practices on employee retention. This happened as appropriate HRM practices make them feel appreciated and motivated which later encouraged them to stay (Amin, 2013; Hoekstra, 2011).

Several other studies have also found high employee–an organisation value fit to lead to lower levels of employee burnout (Siegall & McDonald, 2004), higher job satisfaction (Kristof-Brown et al., 2005) and higher employee retention (Edwards & Cable, 2009). According to Edwards and Cable (2009), high employee–organisation value congruence leads to high employee retention due to 'organisational identification'. This is where an employee shapes a self-concept that is closely tied with the image and reputation of the organisation.

2.3 Theoretical and Conceptual Framework

Compensation and rewards
- performance based rewards
- employee recognition
- extrinsic reward
- intrisic rewards

Working conditions
- Workplace Health and safety
- Flexible working hours
- Workplace culture
- Teaching facilities or resources

Training and development
- On the job training
- Off the job training
- Job rotation

Performance appraisal
- employee feedback
- communication
- target setting
- performance evaluation

Employee empowerment
- Goal setting involvement
- Decsion making involvement
- Employer motivation techniques

Employee retention
- Labour turnover
- Job stability
- Morale level

Figure 1: Theoretical & Conceptual Framework

2.4 Hypothesis Development

Based on the review of literature for each of the HRM practices areas (independent variables) above on the impact of employee retention (dependent variables), the proposed hypothesis is:

• H1: Increasing compensation & rewards have a significant and positive impact on employee retention.

• H2: Improved working conditions or environmental benefits have a significant and positive impact on employee retention.

• H3: Increasing training and development have a significant and positive impact on employee retention.

• H4: Effective performance appraisal have a significant and positive impact on employee retention.

• H5: Good employee empowerment have a significant and positive impact on employee retention.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

Research design is an overall framework of research that explains the direction and method to be used in the study to gather the information needed, either from primary or secondary sources (Malhotra, 2007). According to Neuman (2006), the quantitative approach has the characteristic of measuring objective facts using variables where data is separated from theory, statistically analyzed and emphasized with its reliability. A quantitative approach has been used to develop hypotheses that consist of all the variables to empirically investigate the above statement via statistical technique.

The study is cross-sectional research and therefore primary sample was used. This is a form of quantitative sampling, which is normally used, in descriptive research (Cho & Park 2013) where the researcher collects a sample from a random group of people.

Due to the adoption of a quantitative approach, it is inevitable that the study will be carrying out causal research where the hypotheses formulated in the earlier chapter consisting of all the variables will be empirically investigated using a statistical technique such as charts, tables and other statistical measurements to prove the cause and effect relationship between employee retention and the independent factors, i.e. empowerment, training, compensation and appraisal.

3.2 Data Collection Method

3.2.1 Primary Data

For this study, a questionnaire consisting of four main variables, namely employee empowerment, training and development, employee compensation and performance appraisal, is conducted by extracting sources from a few established questionnaires. The questionnaire would be distributed to a sampling number of lecturers in chosen universities to fill up and later be tested of the result using SPSS software. Prior to the data processing, a pilot study would be conducted with detail to be specified in a later section to enable the reliability of this instrument to be empirically tested.

For this study, the quantitative data will be collected by using non-probability sampling techniques. This technique is utilised in the previous research on the same topic and area conducted by Kakar, Raziq and Khan (2017) and Choi et. al (2012). The study is cross-sectional research and therefore primary sample will be used. This is a form of quantitative sampling, which is normally used, in descriptive research (Cho & Park, 2013). This cross-sectional study will be conducted among the academic staff at one higher education institutions in Enugu state, Nigeria namely:

- Enugu State University of Science and Technology

3.2.2 Secondary Data

In this study, most secondary data are extracted from online resources such as to online databases, internet findings or other sources. The journal articles of relevant study fields are adopted from various journal databases such as Emerald Library Database, ScienceDirect database, Research Gate and Google Journal.

3.2.3 Ethical Considerations

Before the questionnaire was distributed to the respected university, the university management are informed to conduct a questionnaire survey with the academic staff. After the permission was granted, a research letter is delivered to further confirm with them the conduct of the survey and it is strictly for academic purposes. The collected data are kept.

3.3 Sampling Design

3.3.1 Population

According to Kombo and Tromp (2006), a study population is referred to as a subset of the entire population. It is also referred to as a minute measurement of individuals or substances in form of measurement that a take to represent the whole population. Sommer & Sommer (1997) on the other hand defined the target population as all members of a real or hypothetical set of subjects, people or events in which a researcher wishes to generalize the results of a study.

The population for this study covers academic staff at one main university in Nigeria. The total number of academic staff in this university is approximately 200 academic staff. The total targeted population in this research is counted according to the University's staff directory. The population covers all the academic staff of the junior, senior, intermediate and higher positions.

3.3.2 Sample

Orodho (2005) & KIM (2009) conceptualized a sample as an element of a population that can be used to represent the entire population. On the other hand, the process entails picking a number of persons or substances as an element to represent the

group of population is known as sampling or sampling techniques (Orodho and Kombo, 2002). Malhortra and Peterson (2006) and Zikmund (2003) stated that the larger the sampling size of research, the more accurate the data generated but the sample size will be different due to different situation

To determine the sample size needed, this research will be using the sample size proposed by Krejcie & Morgan (1970). Krejcie and Morgan (1970) greatly simplified size decisions by providing a table that ensures a good decision model. By using the Krejcie and Morgan (1970) decision model table, referring to categorical data that will be collected, the study needs at least 130 samples.

3.4 Research Instrument

The research instrument used by our group is a questionnaire. The purpose of using a questionnaires survey is because of the direct response and feedback from the respondents that can be collected in a short period of time and in an easier manner.

3.4.1 Questionnaire Design

A structured questionnaire will be used for data collection which covers five main independent variables. The questionnaire would be distributed to a sampling number of lecturers at the two Enugu state universities mentioned above. All the items were measured using a 5-point Likert-type scale ranging from strongly disagreed (1) to strongly agreed (5). The structured questionnaire was adopted mainly to enhance uniformity of response. The questions in the questionnaire are closed-ended or structured in order to ease the process of analyzing the data from respondents.

This questionnaire consisted of two parts, section A is general information which consisted of a nominal scale, ordinal scale, interval scale and lastly ratio scale. Section B

consists of questions about five factors which have an impact on employee retention, where the five variables are empowerment, compensation and rewards, training and development, employee empowerment and appraisal system. The questions will be formed on a five-point Likert scale which allows respondents to indicate how strongly agree or disagree with the statement provided. It will lead to a better understanding of the factors that have an impact on retention in universities selected.

3.4.2 Variables Measurements

No	Variables	Item	Sources
1	Compensation and rewards	I am fairly paid at these educational institutions.	Zingheim et al (2009)
3		There are rewards for those who employed at this institution.	Ng et. al (2012)
4		When I perform at my job, I receive monetary rewards for it.	Nazir, et al (2013)
5		I receive rewards that are fair and commensurate with my performance.	Irshad (2011)
6		When my work is praised, I feel valuable and respected.	Danish & Usman (2010)
1	Working conditions	The employer really cares about my well-being by providing a conducive and safe working environment..	(Ramlall, 2003)
2		The employer adheres to the procedures of COVID 19 at the workplace.	(Gaceri, 2015)
3		The employer allows for flexible working hours.	Koive at. al (2016)
4		The work culture at my organization is good and I adapt to it.	(Milory (2004).
5		My faculty provides adequate teaching equipment, supplies and resources necessary.	Raja & Kumar (2016)
6		Workstations in faculty or department are comfortable which motivates me to stay longer.	Das and Baruah (2013)

1	Training and development	I have received sufficient training at the firm to do my job effectively.	(Presbitero, Roxas and Chadee, 2016)
2		There is a commitment to ongoing training and development of staff such as the opportunity to participate in webinars or and outreach activities at regular basis	(Presbitero, Roxas and Chadee, 2016)
3		I have the opportunity to join for research and publication training.	(Selesho & Naile , 2014)
4		My faculty or department allows for job rotation to gain more knowledge and skills.	Dhanraj and Parumasur (2014)
1	Performance appraisal	I believe feedback from employers helps in shaping behaviour and improves teaching skills.	Kasemsap (2015)
2		The communication system established between employee and employer motivates me to improve my performance.	Villanova et al., (1993)
3		The goal-setting process make me stay more focused and guided me to perform my duty.	Fulk, Bell & Bodie (2011)
4		A comprehensive and periodic performance evaluation system is applied to my faculty or department.	Pulakos, Hanson, Arad, & Moye (2015)
1	Employee empowerment	I have the opportunity to make a decision about the implementation of a new programme at faculty or department.	Osborne (2002)
2		I could take action without waiting for approval.	Hummayoun Naeem and Muhammad Iqbal Saif, (2010)
3		As I have been given the opportunity in decision-making process, I feel better to stay in the institution.	Choong, Wong and Lau, (2011).
4		I feel a sense of belongingness and ownership towards the institution that I work at.	Hummayoun and Saif (2010)
1	Employees retention	I am likely to stay in this institution for the next five years.	Samuel & Chipunza (2013)

2		I am prepared to help this institution to be successful.	Amin (2013) & Hoekstra, (2011)
3		I stay in this institution as I feel I am being treated according to my expertise, knowledge and skills.	Nasir & Mahmood (2018).
4		I feel a sense of loyalty to this institution.	Aycan et al (2000).
5		Positive employee-employer relationships motivate me to stay at the institution.	Edwards and Cable (2009)

Table 1: Variable Measurement

3.4.3 Pilot Testing

A pilot test has been conducted using a questionnaire to make sure participants understand the question. This is important in order to identify an issue such as the question making the respondents uncomfortable, mistakes in the language used and reliability of the scale.

3.4.4 Data Gathering Procedure

The survey collected data from 130 respondents from one higher educational institution in Enugu state, Nigeria which is Enugu State University of Science & Technology. Data was collected by using Google Form and links is distributed to respondents through WhatsApp apps. Before the data can be collected from the academicians, this institution requested for Confirmation Letter which on a later date is provided. The data collection takes 5 working days. After the data has been collected, the institution then provides the researcher with a letter that mentioned approval and completion of data collection for this dissertation. The official letter can be viewed in the Appendix section.

3.5 Data Analysis

The data acquired through the survey will be analysed using IBM SPSS version 22. Within this software, descriptive statistics and inferential statistics are utilised in analysing the data collected. In addition, a linear relationship between dependent and independent variables will be interpreted by using multiple linear regression analysis to predict how well the independent variables able to explain dependent variables and to determine the coefficients of the regression parameters.

$$Y= B_0+B_1X_1+B_2X_2+B_3X_3+B_4X_4+B_5X_5 +e$$

- **Dependent factor:** Employee Retention
  Y= ER (Employee Retention)

- **Independent factor**: Human Resource Management Practices
  X1=CR (Compensation and Rewards)
  X2=WC (Working Condition)
  X3=TD (Training & Development)
  X4=PA (Performance Appraisal)
  X5=EE (Employee Empowerment)

Figure 2: Regression Model

The tests carried out in this study were validity and reliability tests as well as four classical assumption tests (normality, autocorrelation, multicollinearity, heteroscedasticity test). Next, correlation analysis was performed to ensure the relationships and the power amongst all the variables that the researcher tested. This analysis measured the relationships between two or more variables in the study. The benchmark of a correlation coefficient ranges from -1 to +1which indicates perfect negative and perfective positive correlation respectively. On the general rule, the value should not be more than 0.75 as correlations of 0.8 or more indicate the issue of the variable's relationships (Ringim, et al., 2012).

3.5.1 Reliability Test

Reliability refers to the extent to which the technique or technique of data collection was produced consistent results, other researchers made a similar observation or conclude, or if there is transparency in the way the meaning data was obtained in bulk (Saunders, M., Lewis, P., & Thornhill, 2009). In this way, the research uses the Reliability Test to maintain the consistency and validity of the tool by assisting with the Social Science Statistics Package (SPSS Version 20.0). This study will measure reliability by analysing Cronbach's Alpha. The benchmark is if the value is bigger than 0.70, it indicates acceptable reliability of the internal consistency (Ringim et. al, 2012).

3.5.2 Hypothesis Testing

After formulating the Null Hypothesis (Ho), the study tests the validity of the Null Hypothesis. Null hypothesis (Ho) is against that of an Alternative Hypothesis (H1) at a certain level of significance. The level of significance refers to the probability of rejecting a null hypothesis. The level of significance is commonly expressed as a percentage such as 1 %, 5 % and alike. For this study, the level of standardized significant level taken is 5%. When the formulated hypothesis is accepted at 5% level of significance, this study assumes that there is 5% error in the results obtained.

CHAPTER FOUR

RESULT & FINDINGS

4.0 Chapter Overview

Chapter 4 will discuss the results of this research on the impact of HRM practices on employee retention in the higher education sector at Enugu, Nigeria. This analysis will include findings 130 respondents of academicians in higher education institutions and the data is analysed using the Statistical Package of Social (SPSS). There are five analyses presented in detail namely descriptive, reliability, correlation, multiple regression and hypothesis testing.

4.1 Descriptive Analysis

4.1.1 Descriptive Analysis for Demographics

Descriptive Statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
gender	130	1.4769	.50140	.093	.212	-2.023	.422
ages	130	2.0385	.83901	.887	.212	.993	.422
marital	130	1.5846	.55384	.214	.212	-.926	.422
employment	130	1.8692	.93501	.785	.212	-.372	.422
salary	130	1.3077	.66875	2.236	.212	4.379	.422
position	130	1.3538	.59535	1.705	.212	2.936	.422
Valid N (listwise)	130						

Table 2: Demographics Factors

		Frequency	Percent	Cumulative Percent
	male	68	52.3	52.3
Valid	female	62	47.7	100.0
	Total	130	100.0	

Table 3: Gender Descriptive
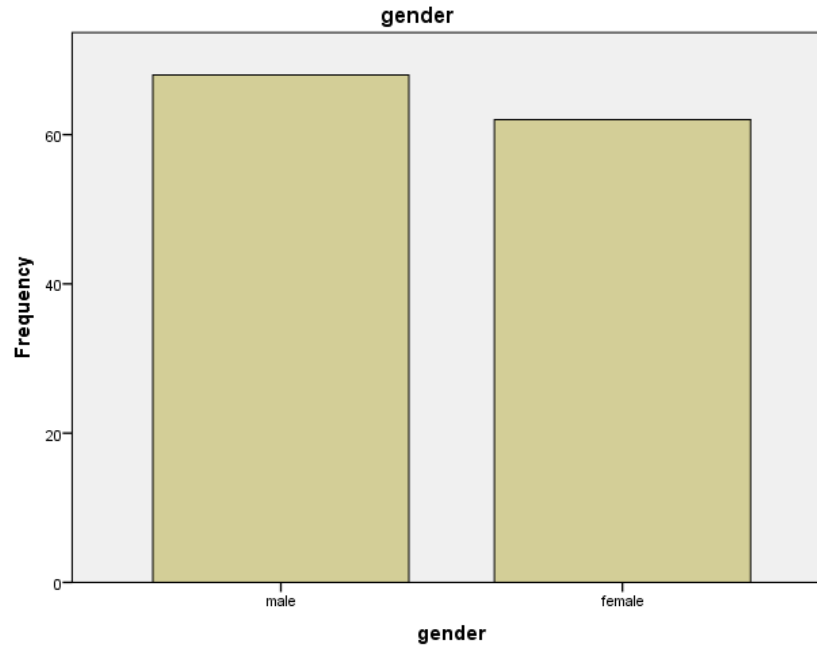
Figure 3:Gender Chart

Table 3 shows the number of male and female respondents involve in this research. The total of 130 respondents is made up of 68 males and 62 females. The male respondents are 4% higher than the female respondents. This is shown by the mean value of 1 which constitute code for males. In terms of skewness, Table 2 shows 0.093 meaning the graph is positively skewed and in terms of kurtosis of -2.02 meaning the platykurtic distribution.

		Frequency	Percent	Cumulative Percent
Valid	20-29	32	24.6	24.6
	30-39	71	54.6	79.2
	40-49	18	13.8	93.1
	50-59	8	6.2	99.2
	60 and above	1	.8	100.0
	Total	130	100.0	

Table 4: Ages
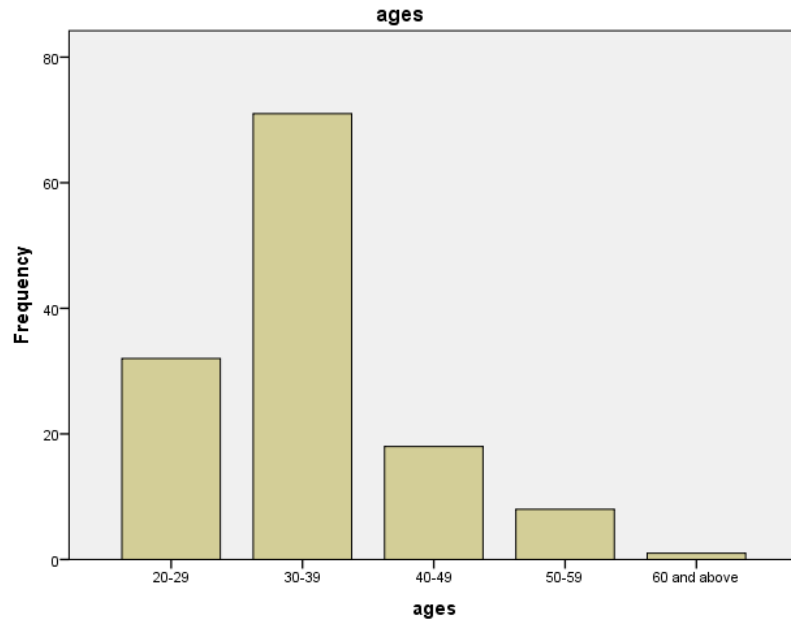
Figure 4: Ages Graph

Table 4 shows the age group of respondents involve in this research. There are 32 or 24.6 % of respondents who fall in the category of 20-29 years. The second group of ages or can be considered as the majority of respondents are within the age of 71 or 54.6%. The next age group is under the category of 40 to 49 years old and 50 to 59 years old which constitutes 18 and 8 respondents respectively. The last and the minority of respondents only 1or 0.8% is under 60 to 69 years old. This is shown by the mean value of 2 which constitute code for 30 to 39 years old age category. In terms of skewness, Table 2 shows 0.887 meaning the graph is positively skewed and in terms of kurtosis of 0.993 meaning the leptokurtic or positive kurtosis.

		Frequency	Percent	Cumulative Percent
	single	58	44.6	44.6
	married	68	52.3	96.9
Valid	divorce	4	3.1	100.0
	Total	130	100.0	

Table 5: Marital Status

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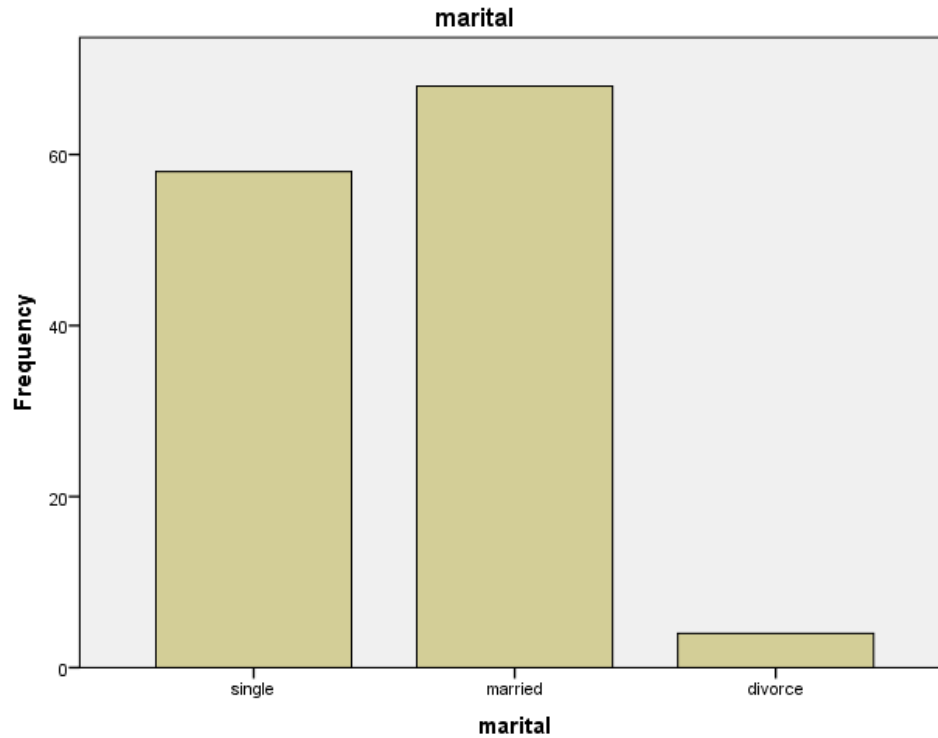
Figure 5: Marital Status

Table 5 shows the marital status of respondents involved in this research. There are 58 or 44.6 % of respondents fall in the category of single. The second marital status group can be considered as the majority of 68 respondents are within the status of married. The last and minority marital status is the category of divorce which constitutes 4 respondents. This is shown by the mean value of 1.58. In terms of skewness, Table 2 shows 0.214 meaning the graph is positively skewed and in terms of kurtosis of -0.926 meaning the leptokurtic or positive kurtosis.

		Frequency	Percent	Cumulative Percent
Valid	less than 5 years	57	43.8	43.8
	5 years - less than 10 years	42	32.3	76.2
	10 years - less than 15 years	22	16.9	93.1
	15 years and above	9	6.9	100.0
	Total	130	100.0	

Table 6: Employment Period
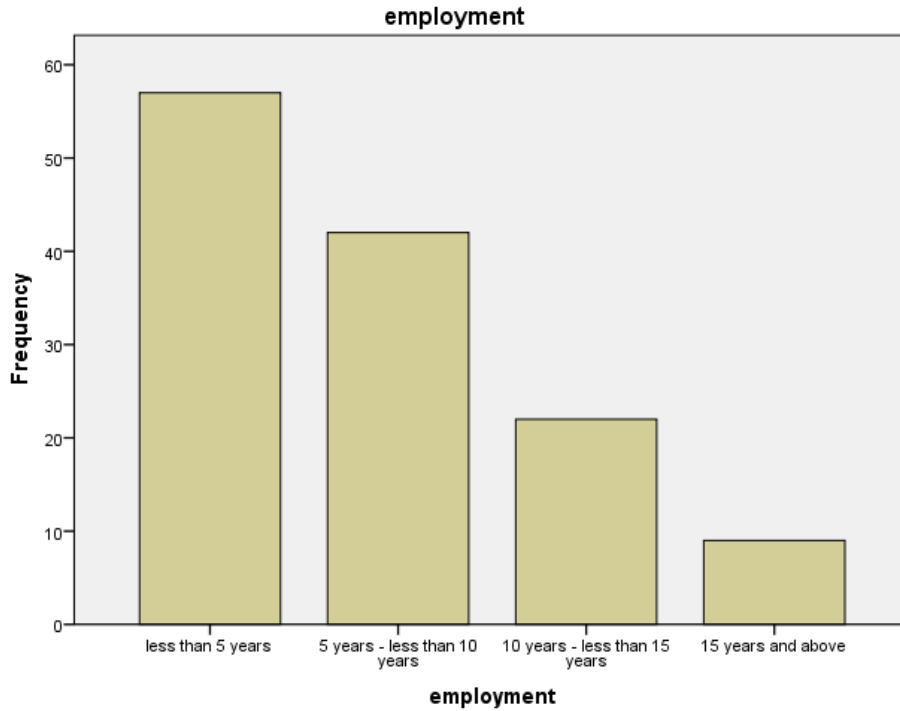
Figure 6: Employment Period

Table 6 shows the employment period of respondents involved in this research. There are 57 or 43.8 % of respondents fall in the category of fewer than 5 years of experience which is the majority group of respondents. The second employment period is 5 years to less than 10 years of services group that shows 42 or 32.3% of respondents. Next is 10 years to less than 15 years of services that constituting 22 or 16.9% of respondents. The last and minority employment period is 15 years, and above which is 9 or 6.9 % of respondents. The mean value is 1.86. In terms of skewness, Table 2 shows 0.785 meaning the graph is positively skewed and in terms of kurtosis of -0.372 meaning the platykurtic distribution. or negative kurtosis.

		Frequency	Percent	Cumulative Percent
Valid	NGN 200,000 – NGN 400,000	103	79.2	79.2
	NGN 401,000 – NGN 600,000	16	12.3	91.5
	NGN 601,000 – NGN 800,000	9	6.9	98.5
	more than NGN 800,000	2	1.5	100.0

		Frequency	Percent	
	Total	130	100.0	

Table 7 : Salary Category
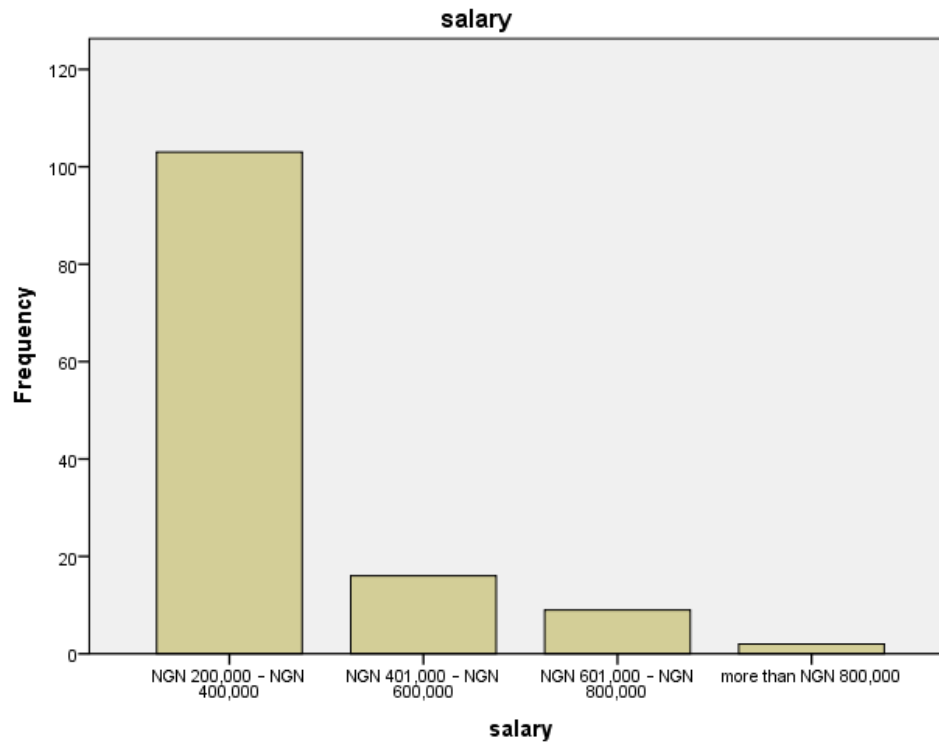
Figure 7: Salary Category

Table 7 shows the salary category of respondents involve in this research. There are 103 or 79.2% respondents fall in the salary category of NGN 200,000 – NGN 400,000 which shows majority of respondents. The second salary category is NGN 401,000 – NGN 600,000 which consists of 16 or 12.3% respondents. Next is 9 respondents under the salary group of NGN 601,000 – NGN 800,000 The last and minority salary category is more than NGN 800,000 which constitutes 2 or 1.5% respondents. This is shown by the mean value of 1.30. In terms of skewness, Table 2 shows 0.212 meaning the graph is positive skewed and in terms of kurtosis of 4.38 meaning the leptokurtic or positive kurtosis.

		Frequency	Percent	Cumulative Percent
Valid	Junior Lecturer	91	70.0	70.0
	Senior lecturer	33	25.4	95.4

Associate Professor	5	3.8	99.2
Professor	1	.8	100.0
Total	130	100.0	

Table 8: Position
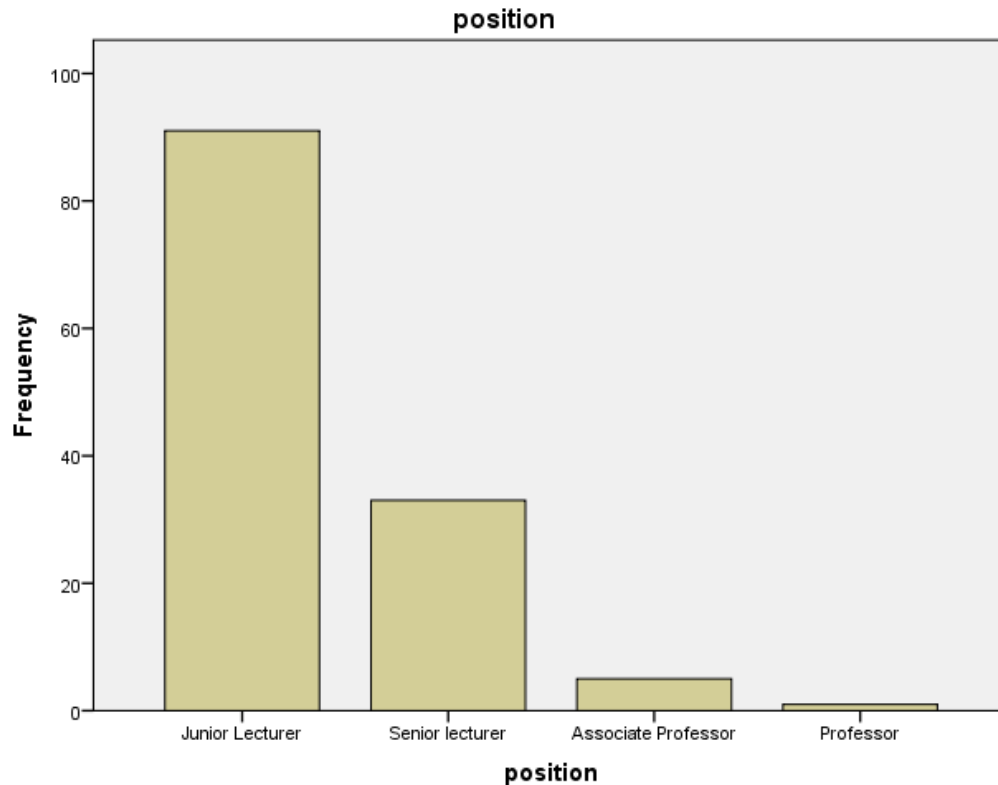
Figure 8: Position

Table 8 shows the position category of respondents involves in this research. There are 91 or 70% of respondents fall in the position category of junior lecturer which shows the majority of respondents. The second position category is senior lecturer which consists of 33 or 25.4% of respondents. Next is 5 respondents under the category of associate professor. The last and minority position category is a professor which constitutes 1 or 0.8% of respondents. This is shown by the mean value of 1.35. In terms of skewness, Table 2 shows 0.212 meaning the graph is positively skewed and in terms of kurtosis of 2.94 meaning the leptokurtic or positive kurtosis.

4.1.2 Descriptive Analysis for Variables

4.1.2.1 Compensation & Rewards

Descriptive Statistics

	N	Range	Mean	Std. Deviation
C1:I am fairly paid for the responsibility hold at this educational	130	4.00	3.2308	1.28521
C2:There are rewards for those who employed at this institution.	130	4.00	3.0308	1.23224
C3:When I perform at my job, I receive the monetary rewards for it.	130	4.00	2.8846	1.40671
C4:I receive rewards that is fair and commensurate with my	130	4.00	2.8000	1.30235
C5:When my work is praised I feel valuable and respected.	130	4.00	4.2615	1.01580
Valid N (listwise)	130			

Table 9: Descriptive of Compensation & Rewards

Table 9 shows the list of questions for the Compensation & Rewards variable which indicates a total of five questions answered and the average(mean) and standard deviation for each question. The mean ranges from 4.26 to 2.8. Questions 1 and 2 of this variable, show an average of 3 Likert scales which indicates neither agree nor disagree. Questions 3 and 4 show an average of 2 Likert scales which indicates disagreement when it comes to the rewards given by the institutions. Lastly for question 5, the mean that 130 respondents show of 4 Likert scales agree that they feel valued when their work is praised.

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4.1.2.2 Working Conditions

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
WC1:The employer really cares about my well-being by providing	130	413.00	3.1769	1.29678
WC2:The employer adhere to the procedures of COVID 19 at	130	439.00	3.3769	1.30749
WC3:The employer allow for the flexible working hours.	130	400.00	3.0769	1.48697
WC4:The work culture at my organization is good and I adapt with it.	130	443.00	3.4077	1.21168
WC5:My faculty provides adequate teaching equipment, supplies and resources necessary for me to perform my duties.	130	427.00	3.2846	1.22148
WC6:Workstations at faculty or department are comfortable which motivate me to stay longer. .	130	420.00	3.2308	1.18478
Valid N (listwise)	130			

Table 10: Descriptive of Working Conditions

Table 10 shows the list of questions for the working conditions variable which indicates a total of six questions answered and the average(mean) and standard deviation for each question. The mean ranges from 3.07 to 3.40. All questions of this variable, show an average of 3 Likert scales which indicates neither agree nor disagree. This means that the 130 respondents have a neutral view of the working conditions factor at the educational institutions.

4.1.2.3 Training & Development

Descriptive Statistics

	N	Mean	Std. Deviation
T1:I have received sufficient training at firm to do my job effectively. On and off the job training	130	3.6462	1.29316
T2:There is a commitment to ongoing training and development of staff such as opportunity to participate in webinars or and outreach activities at regular basis	130	2.9769	1.46518
T3:I have the opportunity to join for research and publication training.	130	4.0077	1.10317
T4:My faculty or department allow for job rotation to gain more knowledge and skills.	130	3.3000	1.32156
Valid N (listwise)	130		

Table 11: Descriptives of Training & Development

The table above shows the list of questions for the training & development variable which indicates a total of four questions answered and the average(mean) and standard deviation for each question. The mean ranges from 2.9 to 4.00. All questions of this variable, show an average of 3 Likert scales which indicates neither agree nor disagree. This means that the 130 respondents neither agree nor disagree that training and development are practised in the educational institution.

4.1.2.4 Performance Appraisal

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
A1:I believe feedback from employer helps in shaping the	130	568.00	4.3692	.83655
A2:The communication system established between employee and employer motivates me to improve my performance.	130	521.00	4.0077	1.11018
A3:The goal setting process make me stay more focus and guided	130	520.00	4.0000	1.01156
A4:Comprehensive and periodic performance evaluation system is applied at my faculty or department.	130	509.00	3.9154	.99639
Valid N (listwise)	130			

Table 12: Descriptive of Performance Appraisal

Table 12 shows the list of questions for the appraisals variable which indicates a total of four questions answered and the average(mean) and standard deviation for each question. The mean ranges from 3.9 to 4.37. All questions of this variable, show an average of 4 Likert scale which indicates of agree with the statement of the question being asked. This means that the 130 respondents agree that the appraisal system could benefit them at the workplace and employed in the educational institution.

4.1.2.5 Employee Empowerment

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
E1:I have the opportunity to make decision about implementation of new programme at faculty or department.	130	426.00	3.2769	1.30006
E2:I could take action without waiting for approval.	130	355.00	2.7308	1.32237
E3:As I have been given opportunity in decision making process, I feel better to stay in the institution.	130	476.00	3.6615	1.11754
E4:I feel the sense of belongingness and ownership towards the institution that I work at.	130	476.00	3.6615	1.05326
Valid N (listwise)	130			

Table 13: Descriptive of Employee Empowerment

Table 13 shows the list of questions for the employee empowerment variable which indicates a total of four questions answered and the average(mean) and standard deviation for each question. The mean ranges from 3.66 to 2.73. For questions 1, 3 and 4 the respondents have a neutral view on the empowerment factors of opportunity to make their own decision and a sense of belongingness. For question 2, on average 130 respondents stated that they are not able to make decisions without approval.

4.1.2.6 Employee Retention

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
R1:I am likely to stay in this institution for the next five years.	130	451.00	3.4692	1.24008
R2:I am prepared to help this institution to be successful.	130	547.00	4.2077	1.00152
R3:I stay in this institution as I feel I am being treated according to my expertise, knowledge and skills.	130	457.00	3.5154	1.10835
R4:I feel a sense of loyalty to this institution.	130	490.00	3.7692	1.06048
R5:Positive employee-employer relationship motivate me to stay at the institution.	130	513.00	3.9462	1.13651
Valid N (listwise)	130			

Table 14: Descriptive of Employee Retention

Table 14 shows the list of questions for the employee retention variable which indicates a total of five questions answered and the average(mean) and standard deviation for each question. The mean ranges from 3.47 to 4.21. For questions 1, 3 and 4 the respondents have a neutral view on the decision to stay longer in the educational institution and their loyalty. For questions 2 and 5, on average 130 respondents stated that they agree that they are prepared to help the institution and believe that a positive relationship between employer and employee could be the factor for them to stay longer.

4.2 Reliability Analysis

Variables	Cronbach's Alpha	N of Items
Combination of all questions	.919	28
IV 1: Compensation & rewards	.705	5
IV 2: Working Conditions	.799	6
IV 3: Training & Development	.643	4
IV 3: Appraisal	.794	4
IV 4: Employee Empowerment	.763	4
DV : Employee Retention	.843	5

Table 15: Reliability Test

Reliability analysis is conducted in two ways which are on the sum of all variables and separate variables. In order to measure the reliability of the questions and variables, Cronbach Alpha is chosen and the accepted benchmark for reliability is 0.7 to 0.95 and above.

By referring to Table 15, the value for Cronbach's Alpha for the survey is $\alpha = 0.919$. This means the level of internal consistency is excellent. For the variables, the highest alpha recorded is for employee retention which the alpha being 0.843 and this value shows good internal consistency. For the compensation and rewards variable the Cronbach Alpha is 0.705 and this can be considered an acceptable internal consistency. However, working conditions and appraisal record high Cronbach alpha of 0.799 and 0.794, respectively. These variables indicate acceptable internal consistency. The other independent variable is employee empowerment which shows acceptable internal consistency with alpha equal to 0.763. However, training and development Cronbach Alpha show the lowest which is 0.643 which means internal reliability is questionable.

4.3 Correlation Analysis

		Employee Retention	Compensation and rewards	Working condition	Performance Appraisal	Employee Empowerment	Training & Development
Employee Retention	Pearson Correlation	1	.558**	.575**	.491**	.561**	.354**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	130	130	130	130	130	130
Compensation and rewards	Pearson Correlation	.558**	1	.578**	.494**	.538**	.399**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	130	130	130	130	130	130
Working condition	Pearson Correlation	.575**	.578**	1	.496**	.550**	.349**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	130	130	130	130	130	130
Performance Appraisal	Pearson Correlation	.491**	.494**	.496**	1	.541**	.475**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	130	130	130	130	130	130
Employee Empowerment	Pearson Correlation	.561**	.538**	.550**	.541**	1	.682**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	130	130	130	130	130	130
Training & Development	Pearson Correlation	.354**	.399**	.349**	.475**	.682**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	130	130	130	130	130	130

Correlations

Table 16: Correlation Analysis

The above Table 16 , shows the correlation analysis generated on all variables with a one-tailed significance test. HRM practices such as Compensation & Rewards (CR), Working Conditions (WC), Performance Appraisal (PA) Employee Empowerment (EE) and Employee Retention (ER) are considered the dependent variable.

Correlation has measured the relationship between two or more variables. The correlation coefficients range from -1 to +1 representing perfect negative and positive correlation (Landau & Everitt, 2004). As a general rule of thumb the value should not exceed 0.75, similarly, correlations of 0.8 or higher are suggested problematic (Ringim, et al., 2012). With reference to the above figure and comparison with the benchmark, the results show that all the variables of HRM Practices have strong relation with employee retention. Overall HRM Practices of compensation and rewards, working conditions, performance appraisal, employee empowerment and training and development have a positive and significant relationship with employee retention. The reason for such analysis is based on the Pearson correlation coefficient of R= 0.558, 0.575, 0.491, 0.561 and 0.354 respectively.

4.4 Regression Analysis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841[a]	.708	.645	2.59989

a. Predictors: (Constant), iv_empowerment, iv_compensation, iv_appraisal, iv_condition, iv_training

b. Dependent Variable: dv_retention

Table 17: Model Summary

Based on Table 17, the model summary indicates 64.5% of the employee retention variance can be predicted by the independent variables of CR, WC, EA and EE. These figures meet the general rule of thumb which stated a minimum of 60% variation of the dependent variable is considered a good fit (Zygmont & Smith , 2014). Therefore as this model score more than 60% which is 65.5%, then this model can be known as a good fit model.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.968	1.624		3.058	.003
	CR	.232	.089	.226	2.613	.010
	WC	.197	.070	.246	2.810	.006
	TD	-.403	.441	-.084	-.913	.363
	PA	.200	.118	.144	1.704	.091
	EE	.335	.124	.283	2.713	.008

a. Dependent Variable: dv_retention

Table 18: Coefficients of the Linear Regression Analysis

Based on Table 18 above, the model can be form as follow:

$$Y = 4.968 + 0.226CR + 0.246WC - 0.084TD + 0.144EA + 0.283EE$$

The results in Table 18 indicate that four variables of HR practices have a positive significant relationship with employee retention. In the above table, the 't' statistics, sig helps in determining the relative importance of each variable in the model.

The first predictor or independent variable that has such a result is Compensation & Rewards (CR) with the value of t statistics is above the accepted benchmark of +2 which is 2.581, and a significant value of 0.011 which less than 0.05. For the beta value, the table shows +0.226 which means the positive relationship between Compensation & Rewards (CR) and Employee Retention. This amount also shows that for each unit increase in Compensation & Rewards (CR), there is a 0.223 or 22.6% increase in employee retention. As the significant value of 0.011 is less than 0.05, this shows that there is a significant positive relationship between the independent variable of Compensation & Rewards and the dependent variable of Employee retention. Therefore, hypothesis (H1) is accepted which is:

H1: Increasing compensation and rewards have a significant and positive impact on employee retention.

The second predictor or independent variable is Working Conditions (WC) with the value of t statistics of 2.923 and a significant value of 0.04 which is less than 0.05. For the

beta value, the table shows +0.246 which means a positive relationship between Working Conditions (WC) and Employee Retention. This amount also shows that for each unit increase in Working Conditions (WC), there is a 0.246 or 24.6% increase in employee retention or employees feel encouraged to remain with the organization. As the significant value of 0.04 is less than 0.05, this shows that there is a significant positive relationship between the independent variable of Working Conditions (WC) and the dependent variable of Employee Retention (ER). Therefore, hypothesis (H2) is accepted which is:

H2: Improved working conditions or environmental benefits have a significant and positive impact on employee retention.

The third predictor or independent variable is Training & Development (TD) with the value of t statistics of -0.913, and a significant value of 0.363 which is more than 0.05. For the beta value, the table shows -0.084 which means the negative relationship between Training & Development (TD) and Employee Retention. This amount also shows that for each unit increase in Training & Development (TD), there is a 0.084or 8.4% decrease in employee retention or employees feel discouraged to remain with the organization. The significant value of 0.363 which is more than 0.05, shows that there is an insignificant negative relationship between the independent variable of Training & Development (TD) and the dependent variable of Employee Retention (ER). Therefore, hypothesis (H3) is rejected which is:

H3: Increasing training and development have a significant and positive impact on employee retention.

The four predictor or independent variable is Performance Appraisal (AP) with a value of t statistics of 1.704, and a significant value of 0.091 which is more than 0.05. For the beta value, the table shows 0.144 which means a positive relationship between Performance Appraisal (AP) and Employee Retention. This amount also shows that for each unit increase in Performance Appraisal (AP), there is a 0.144 or 14.4% increase in employee retention or employees feel encouraged to remain with the organization. As the significant value of 0.091 is more than 0.05, this shows that there is an insignificant positive relationship between independent variable of Training & Development (TD) and the

dependent variable of Employee Retention (ER). Therefore, hypothesis (H4) is rejected which is:

H4: Effective performance appraisal has a significant and positive impact on employee retention.

The fifth predictor or independent variable is Employee Empowerment (EE) with the value of t statistics of 2.713, and a significant value of 0.008 which is less than 0.05. For the beta value, the table shows +0.283 which means the positive relationship between Employee Empowerment (EE) and Employee Retention. This amount also shows that for each unit increase in Employee Empowerment (EE), there is a 0.283 or 28.3% increase in employee retention or employees feel encouraged to remain with the organization. As the significant value of 0.008 is less than 0.05, this shows that there is a significant positive relationship between the independent variable of Employee Empowerment (EE) and the dependent variable of Employee Retention (ER). Therefore, hypothesis (H5) is accepted which is:

H5: Good employee empowerment have a significant and positive impact on employee retention.

CHAPTER 5

CONCLUSION & RECOMMENDATION

5.0 Conclusion

Human Resources Management (HRM) Practices are the vital backbone in every organization or institution as effective HRM practice will determine the operation sustainability, especially in services-providing based institutions. This study focuses on the impact of HRM practices on employee retention in Enugu State, Nigeria Higher Education Sector. The focus employee group is the academician. There are five HRM practices that will be investigated in detail namely compensation and rewards, working conditions, training and development, performance appraisal and employee empowerment. The five areas of HRM practices that are mentioned above will be the independent variables and employee retention will be the dependent variables. Primary data through questionnaire distribution is utilized in order to find the variables data. The sample is taken from one university in Enugu state, Nigeria which is Enugu State University of Science and Technology. The regression analysis result shows the various impact of HRM practices on employee retention in Enugu State, Nigeria. Through the findings, it can be concluded that three out of five independent variables show a positive and significant impact on employee retention.

Based on the findings, the first variable which is compensation and rewards has a positive significant impact on employee retention in Enugu State Higher Education Institution. Theoretically, according to Homans (1958) and Blau (1964), human connection is formed through the subjective cost-benefits in economics, psychology and sociology. Based on this theory called Social Exchange Theory, employees are likely to extend their relationship with the superior when they perceive the relationship is worth it for them or the rewards they gain are more and discontinue in other ways round. This theory is proven through the research conducted by Dockel, Basson & Coetzee, (2006) which employees who received compensation and rewards feel a sense of self-worth and recognition which

later makes them make long term commitments to the organization. According to Nazir et al. (2013) rewards to motivate the employees to perform beyond expectation and encourage them to stay in the organization. Higher education institutions require high-competent academicians to ensure quality and relevant delivery of teaching hence non-monetary rewards could be the factor to retain the competent academicians (Fogleman & McCorkle, 2013). Therefore, with the support of a significant value of 0.010 less than 0.05, the hypothesis of increasing compensation and rewards have a significant and positive impact on employee retention is accepted.

This study also shows the second variable of working conditions has a positive and significant impact on employee retention in Enugu State Higher Education Institution. Theoretically, in the Hygiene factor under the Herzberg Two Factor Theory, proper management of hygiene factors or extrinsic factors could avoid employee dissatisfaction at the workplace (Herzberg, 1974). An example is working conditions. However, this hygiene factor is not the main source of motivation instead it is a factor that only makes employees perform adequate work. Although with such fact, this indirect factor could be the reason for employees to stay longer in the organization depending on their perspective and acceptance. This is accordance in with the study conducted by the Baruah (2013) and Zeytinoglu & Denton (2005), having an acceptable and comfortable working atmosphere would satisfy and retain employees in the organization. The reason behind this is that working conditions could significantly affect employees' performance, decisions and productivity hence leading them to work longer at an institution. According to Gaceri (2015), working conditions that are concerned with health and safety standards would increase work performance and at the same time reduce the risk of accidents, illness or disabilities hence resulting in more employee retention. Therefore, with the support of a significant value of 0.010 less than 0.05, the hypothesis of increasing working conditions has a significant and positive impact on employee retention is accepted.

Despite the positive and significant impact of the two independent variables above, the third variable which is training and development shows different findings result. With a significant value of 0.363 more than 0.05 significant value, Training and Development has a negative and insignificant impact on employee retention. This is in accordance with the

study of Tangthong et al. (2014) which stated training does not cause employee retention as it creates an excessive workload. In addition, in the study of Eriksson et al (2014), it is found that in innovation-based organizations, there is low employee retention. Therefore, with the support of findings from the regression analysis, the hypothesis of increasing training and development has a significant and positive impact on employee retention is rejected.

Similarly, findings for performance appraisal also indicated an insignificant positive impact on employee retention. This is due to the significant value of 0.091 being more than 0.05. This finding is similar to the study of Imna & Hassan (2015) which stated performance appraisal has a positive impact on employee retention however it is not significant. The reason behind this is performance appraisal goes along with the employee's confidence of the institution's goal which the goal has to be meaningful and challenging. In other words, employees gain more confidence from the appreciation given when an organization is committed to accomplishing the needs and development of employees and encourages employee retention (Yi, Nataraajan & Gong, 2011). This shows that the performance appraisal system of Enugu Higher Educational Institution would not impact employee retention, particularly the academicians. Thus, the hypothesis of effective performance appraisal has a significant and positive impact on the employee is rejected.

For the fifth and the last variable, employee empowerment has a positive and significant impact on employee retention in Enugu State Higher Education Institution. Theoretically, the study of this variable impact on employee retention is in accordance with the Herzberg Two Factor Theory of motivation factors and Social Exchange Theory. Giving responsibility could create job satisfaction which later will affect employee retention (Herzberg, 1974). According to Emerson (1976) and (Gould-Williams, 2007) under social exchange theory within the scope of psychology, the element of power, conformity, status, leadership and justice would contribute to high degrees of loyalty and trust between donor and recipient (employer and employee). The finding of this study is in accordance with the research conducted by Hummayoun and Saif (2010) which found that employee empowerment contributes to feelings of belongingness and ownership to the workplace hence leading to employee retention in long term. The organisational culture that involves

employees in goal-setting process will enhance employee empowerment hence creating a sense of obligation which make employees feel part of the organization and motivates them to stay longer (Choong, Wong and Lau, 2011). In the study conducted by the Rao KSS et al., (2018) and Perera (2019), performance appraisal has a significant and positive impact on retention. According to Gulzar, Advani and Jalees (2017), this variable has a significant impact on employee retention with the condition the system of the appraisal must be fair and transparent. In line with this is the study conducted by Saeed, Lodhi et al (2013) which stated as the appraisal system is well communicated and shared with the employees, it would have a significant impact on employee retention. Therefore, the hypothesis of good employee empowerment has a significant and positive impact on employee retention is accepted.

5.1 Recommendation

As per the findings of this study, there are areas that needed recommendations which to improve the future research background and the findings benefit the higher education sector in Nigeria.

In terms of future research background, it is suggested for the sample and the data cover more than what this research has taken. In this research, only 130 respondents from one university are chosen to participate. This is due to the lack of accessibility and response from the majority of higher educational institutions and during the period of data collection, the university selected having the issue of academician strike for one month. Thus, it is highly recommended that future research select different regions, states or areas to do the data collection. Other than that, dependency on a single source of respondents might result in difficulty to acquire relevant data and avoiding respondent biases. The ability to get more samples from more universities and lecturers may result in more accurate and significant data as the different places have different working policies and respondents. Moreover, the recommendation of the time frame of the research which time frame should be longer as the shorter time frame is not adequate for the researcher to gather a high number of data and information, analyzed and run the data. This later may lead to unsatisfactory or unreliable findings. In terms of the number of variables that could be added to cover the gap that is not being analyzed in this study. This study employed quantitative methods for data collection. Further studies could employ the use of in-depth interviews as qualitative

data collection process to enrich the data collection process. Other than the research background, the recommendation to the management of Higher Educational institutions can be made with regard to the finding of this study. As is disclosed in the finding section, compensation and rewards have a significant impact on employee retention, thus this variable should be the focus of concern to ensure there are fair and effective rewards and compensation practices. Management should make sure that compensation packages for university lecturers are equitable, impartial, and competitive. The management should review the salary packages and additional rewards or fringe benefits to the academic staff to motivate them to contribute back to the institution. Regarding the working conditions, the study recommends that the management of Higher Education institutions should provide a conducive and safe physical working environment which later motivates competent academic staff to stay with the institution for the longer term. Institutions should invest more in creating a physical work environment and attention must also be given to the provision of basic infrastructures such as buildings, classrooms, laboratories, workshops, administrative blocks, and furniture to facilitate quality and comprehensive teaching and learning process.

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PERSONAL LEARNING REFLECTION : CIPD REQUIREMENT

In January 2021, I began my journey as a student enrolled on the programme of Master of Arts in Human Resources Management at National College of Ireland. The reason for choosing this programme to continue my study to the postgraduate level is due to my interest in understanding the approaches and techniques of managing employees at an organization and a pandemic made me aware of the importance of having an efficient system to manage and sustain business in the long term through human resources management. In addition, this programme is linked with a practitioner-recognised qualification which allows my soon postgraduate qualification to be recognized by the Chartered Institute of Personnel Development (CIPD). Definitely, this will add value to my career in future.

Reflecting on the whole process of completing this dissertation, overall, it was very exciting yet challenging for me. Honestly, I have a strong interest in the topic chosen for this dissertation as looking at the higher education sector, academicians have a hard time making decisions to stay longer at a particular institution. The information that I read about the topic chosen made me realize that it is a major issue that has less attention on, and it became significant when the Covid-19 pandemic hit the world as technology has made higher education much more challenging, especially in my country. Thus, the opportunity to conduct an independent study on the topic chosen made me acquire research experience and enhance my skills in time management and organization.

The most demanding and require continuous progress is searching for relevant and reliable literature reviews. This part is not just covering Chapter 2 of the dissertation sequence, instead, it guided the whole dissertation phase. The process of reading and selecting the articles is very time consuming but I enjoyed doing it as this process enhanced my understanding, add up my knowledge and developed more interest to find a significant variable to analyze. The most challenging part in terms of ensuring the progress of the study follows the timeline that I have set. Sometimes, it extends more than the plan but I managed to get back on track. Then I managed to submit the proposal on December 2021 and January 2022 I managed to get a supervisor to guide the dissertation completion.

February 2022, was a very hard time for me to continue the dissertation progress as my father passed away. It takes me a few weeks to get back to continue dissertation progress. The preparation of a list of questions related to variables chosen and collecting primary data was very challenging and time-consuming. But I have gained valuable experiences in sorting and choosing the relevant references to complete the survey. The experience of approaching the place to distribute the survey has taught me about self-confidence and self-preparation. Communicating with the representative from the university where the target respondents available enhanced my communication skills. The requirement to get a confirmation letter from NCI and to communicate with the University management to get their approval to make me understand that primary data collection is not simple work.

Once the data has been acquired in accordance with the number of samples targeted, I started to run the data on SPSS software. Although my knowledge of data analysis and software application is very minimal, through the understanding acquire from the Research Methodology workshop attended and self-learning from reliable online sources I can utilise the data acquire and software to get the findings. At this stage, I can acquire valuable skills of statistics, data analysis and digital skills.

The conclusion of this dissertation shows the fulfilment of research objectives in which three of the variables show significant impact on employee retention and these findings could be used as a reference by the education institution to improve in terms of the HRM practices.

Overall, I would like to emphasize that, I truly enjoyed this journey. This dissertation makes me more passionate about research and has guided me to understand how things really work in the industry. The long hours spend on this project made me realise that I can achieve anything that I aim if I work hard, be patient and be optimistic. I have learned that in anything that I do if I enjoy doing a thing, it will guide me to complete it excellently. Finally, I am not able to complete my dissertation without the guidance, understanding and support from my supervisor Madam Pauline. Overall, I feel that this journey provides me with valuable experience and knowledge, and I am excited for my upcoming academic and career years ahead.

APPENDICES

Appendix 1: Descriptive Statistics for Demographics

Descriptive Statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
gender	130	1.4769	.50140	.093	.212	-2.023	.422
ages	130	2.0385	.83901	.887	.212	.993	.422
marital	130	1.5846	.55384	.214	.212	-.926	.422
employment	130	1.8692	.93501	.785	.212	-.372	.422
salary	130	1.3077	.66875	2.236	.212	4.379	.422
position	130	1.3538	.59535	1.705	.212	2.936	.422
Valid N (listwise)	130						

Appendix 2: Descriptive Statistics for Variables

Descriptive Statistics

	N	Range	Mean	Std. Deviation
C1:I am fairly paid for the responsibility hold at this educational	130	4.00	3.2308	1.28521
C2:There are rewards for those who employed at this institution.	130	4.00	3.0308	1.23224
C3:When I perform at my job, I receive the monetary rewards for it.	130	4.00	2.8846	1.40671
C4:I receive rewards that is fair and commensurate with my	130	4.00	2.8000	1.30235
C5:When my work is praised I feel valuable and respected.	130	4.00	4.2615	1.01580
Valid N (listwise)	130			

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Descriptive Statistics

	N	Sum	Mean	Std. Deviation
WC1:The employer really cares about my well-being by providing	130	413.00	3.1769	1.29678
WC2:The employer adhere to the procedures of COVID 19 at	130	439.00	3.3769	1.30749
WC3:The employer allow for the flexible working hours.	130	400.00	3.0769	1.48697
WC4:The work culture at my organization is good and I adapt with it.	130	443.00	3.4077	1.21168
WC5:My faculty provides adequate teaching equipment, supplies and resources necessary for me to perform my duties.	130	427.00	3.2846	1.22148
WC6:Workstations at faculty or department are comfortable which motivate me to stay longer. .	130	420.00	3.2308	1.18478
Valid N (listwise)	130			

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
A1:I believe feedback from employer helps in shaping the	130	568.00	4.3692	.83655
A2:The communication system established between employee and employer motivates me to improve my performance.	130	521.00	4.0077	1.11018
A3:The goal setting process make me stay more focus and guided	130	520.00	4.0000	1.01156
A4:Comprehensive and periodic performance evaluation system is applied at my faculty or department.	130	509.00	3.9154	.99639
Valid N (listwise)	130			

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
E1:I have the opportunity to make decision about implementation of new programme at faculty or department.	130	426.00	3.2769	1.30006
E2:I could take action without waiting for approval.	130	355.00	2.7308	1.32237
E3:As I have been given opportunity in decision making process, I feel better to stay in the institution.	130	476.00	3.6615	1.11754
E4:I feel the sense of belongingness and ownership towards the institution that I work at.	130	476.00	3.6615	1.05326
Valid N (listwise)	130			

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
R1:I am likely to stay in this institution for the next five years.	130	451.00	3.4692	1.24008
R2:I am prepared to help this institution to be successful.	130	547.00	4.2077	1.00152
R3:I stay in this institution as I feel I am being treated according to my expertise, knowledge and skills.	130	457.00	3.5154	1.10835
R4:I feel a sense of loyalty to this institution.	130	490.00	3.7692	1.06048
R5:Positive employee-employer relationship motivate me to stay at the institution.	130	513.00	3.9462	1.13651
Valid N (listwise)	130			

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Descriptive Statistics

	N	Mean	Std. Deviation
T1:I have received sufficient training at firm to do my job effectively. On and off the job training	130	3.6462	1.29316
T2:There is a commitment to ongoing training and development of staff such as opportunity to participate in webinars or and outreach activities at regular basis	130	2.9769	1.46518
T3:I have the opportunity to join for research and publication training.	130	4.0077	1.10317
T4:My faculty or department allow for job rotation to gain more knowledge and skills.	130	3.3000	1.32156
Valid N (listwise)	130		

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
R1:I am likely to stay in this institution for the next five years.	130	451.00	3.4692	1.24008
R2:I am prepared to help this institution to be successful.	130	547.00	4.2077	1.00152
R3:I stay in this institution as I feel I am being treated according to my expertise, knowledge and skills.	130	457.00	3.5154	1.10835
R4:I feel a sense of loyalty to this institution.	130	490.00	3.7692	1.06048
R5:Positive employee-employer relationship motivate me to stay at the institution.	130	513.00	3.9462	1.13651
Valid N (listwise)	130			

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Appendix 3 : Cronbach Alpha Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.919	28

Reliability Statistics

Cronbach's Alpha	N of Items
.705	5

Reliability Statistics

Cronbach's Alpha	N of Items
.799	6

Reliability Statistics

Cronbach's Alpha	N of Items
.794	4

Reliability Statistics

Cronbach's Alpha	N of Items
.763	4

Reliability Statistics

Cronbach's Alpha	N of Items
.843	5

Reliability Statistics

Cronbach's Alpha	N of Items
.643	4

Appendix 4 : Correlations

Correlations

		dv_retention	iv_compensat ion	iv_condition	iv_appraisal	iv_empowerm ent	iv_training
dv_retention	Pearson Correlation	1	.558**	.575**	.491**	.561**	.354**
	Sig. (1-tailed)		.000	.000	.000	.000	.000
	N	130	130	130	130	130	130
iv_compensation	Pearson Correlation	.558**	1	.578**	.494**	.538**	.399**
	Sig. (1-tailed)	.000		.000	.000	.000	.000
	N	130	130	130	130	130	130
iv_condition	Pearson Correlation	.575**	.578**	1	.496**	.550**	.349**
	Sig. (1-tailed)	.000	.000		.000	.000	.000
	N	130	130	130	130	130	130
iv_appraisal	Pearson Correlation	.491**	.494**	.496**	1	.541**	.475**
	Sig. (1-tailed)	.000	.000	.000		.000	.000
	N	130	130	130	130	130	130
iv_empowerment	Pearson Correlation	.561**	.538**	.550**	.541**	1	.682**
	Sig. (1-tailed)	.000	.000	.000	.000		.000
	N	130	130	130	130	130	130
iv_training	Pearson Correlation	.354**	.399**	.349**	.475**	.682**	1
	Sig. (1-tailed)	.000	.000	.000	.000	.000	
	N	130	130	130	130	130	130

**. Correlation is significant at the 0.01 level (1-tailed).

Appendix 5: Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841[a]	.708	.645	2.59989

a. Predictors: (Constant), T4:My faculty or department allow for job rotation to gain more knowledge and skills., WC2: The employer adhere to the procedures of COVID 19 at, C5:When my work is praised I feel valuable and respected., T2:There is a commitment to ongoing training and development of staff such as opportunity to participate in webinars or and outreach activities at regular basis, C1: I am fairly paid for the responsibility hold at this educational, A1:I believe feedback from employer helps in shaping the, T3:I have the opportunity to join for research and publication training., C3:When I perform at my job, I receive the monetary rewards for it., WC1:The employer really cares about my well-being by providing, E1:I have the opportunity to make decision about implementation of new programme at faculty or department., WC4:The work culture at my organization is good and I adapt with it., WC3:The employer allow for the flexible working hours., A4:Comprehensive and periodic performance evaluation system is applied at my faculty or department., C2:There are rewards for those who employed at this institution., E4:I feel the sense of belongingness and ownership towards the institution that I work at., A3:The goal setting process make me stay more focus and guided, WC6: Workstations at faculty or department are comfortable which motivate me to stay longer. ., E2:I could take action without waiting for approval., WC5:My faculty provides adequate teaching equipment, supplies and resources necessary for me to perform my duties., E3:As I have been given opportunity in decision making process, I feel better to stay in the institution., C4:I receive rewards that is fair and commensurate with my, A2:The communication system established between employee and employer motivates me to improve my performance., T1:I have received sufficient training at firm to do my job effectively. On and off the job training

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1146.808	5	229.362	21.776	.000[b]
	Residual	1306.084	124	10.533		
	Total	2452.892	129			

a. Dependent Variable: dv_retention

b. Predictors: (Constant), iv_training, iv_condition, iv_appraisal, iv_compensation, iv_empowerment

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.968	1.624		3.058	.003
	iv_compensation	.232	.089	.226	2.613	.010
	iv_condition	.197	.070	.246	2.810	.006
	iv_appraisal	.200	.118	.144	1.704	.091
	iv_empowerment	.335	.124	.283	2.713	.008
	iv_training	-.403	.441	-.084	-.913	.363

a. Dependent Variable: dv_retention

Appendix 6 : Questionnaire Content

Greetings,

Dear kind and cooperative respondents,

The purpose of this research project is to study The Impact Of HRM Practices On Employee Retention In Education Sector: A Case Study Of Higher Education Institution In Enugu State, Nigeria. It is estimated that you will spend less than 10 minutes to complete this questionnaire.

I would like to assure respondents that all information obtained from this survey is solely meant for academic research and the confidentiality of the response is assured.

Thank you for the time spent in completing the questionnaire and kind regards.

Ifeanyichuckwu Victor Okafor,

Master of Arts in Human Resource Management (MAHRM),

School of Business,

National College of Ireland.

Respondent particular

Please tick the information below:

Section A: Demographic

<u>1) Gender</u>

Male ☐   Female ☐

<u>2) Age</u>

20 – less than 30 Years ☐

30 – less than 40 Years ☐

40 – less than 50 Years ☐

50 years and above ☐

<u>3) Marital status</u>

Single ☐

Married ☐

Divorce ☐

Separated ☐

<u>4) Employment Length</u>

Less than 5 years ☐

5 years – less than 10 years ☐

10 years – less than 15 years ☐

15 years and above ☐

	Independent variable 1: Compensation and rewards					
1	I am fairly paid for the responsibility hold at this educational institutions.	1	2	3	4	5
2	There are rewards for those who employed at this instituition.	1	2	3	4	5
3	When I perform at my job, I receive the monetary rewards for it.	1	2	3	4	5
4	When I do a good job, I receive the rewards for it that I should receive.	1	2	3	4	5
5	When my work is praised I feel valuable and respected.	1	2	3	4	5
	Independent Variable 2: Working conditions					
1	The employer really cares about my well-being by providing condusive and safe working enviorment.	1	2	3	4	5
2	The employer adhere to the procedures of COVID 19 at workplace.	1	2	3	4	5
3	The employer allow for the flexible working hours.	1	2	3	4	5
4	The work culture at my organization is good and I adapt with it.	1	2	3	4	5
5	My faculty provides adequate teaching equipment, supplies and resources necessary for me to perform my duties.	1	2	3	4	5
6	Workstations at faculty or department are comfortable which motivate me to stay longer.	1	2	3	4	5
	Independent variable 3: Training and development					
1	I have received sufficient training at firm to do my job effectively.	1	2	3	4	5
2	There is a commitment to ongoing training and development of staff such as opportunity to participate in webinars or and outreach activities at regular basis	1	2	3	4	5
3	I have the opportunity to join for research and publication training. Academic development	1	2	3	4	5
4	My faculty or department allow for job rotation to gain more knowledge and skills.	1	2	3	4	5

	Independent Variable 4: Performance appraisal					
1	I believe feedback from employer helps in shaping the behavior and improves teaching skills.	1	2	3	4	5
2	The communication system established between employee and employer motivates me to improve my performance.	1	2	3	4	5
3	The goal setting process make me stay more focus and guided me to perform my duty.	1	2	3	4	5
4	Comprehensive and periodic performance evaluation system is applied at my faculty or department.	1	2	3	4	5
	Independent variable 5 : Employee empowerment					
1	I have the opportunity to make decision about implementation of new programme at faculty or department.	1	2	3	4	5
2	I could take action without waiting for approval.	1	2	3	4	5
3	As I have been given opportunity in decision making process, I feel an obligation to stay in the institution.	1	2	3	4	5
4	I feel the sense of belongingness and ownership towards the institution that I work at.	1	2	3	4	5
	Dependent variable :Employee retention					
1	I am likely to stay in this institution for the next five years.	1	2	3	4	5
2	I am prepared to help this institution to be successful.	1	2	3	4	5
3	I stay in this institution as I feel I am being treated according to my expertise, knowledge and skills	1	2	3	4	5
4	I feel a sense of loyalty to this institution.	1	2	3	4	5
5	Positive employee-employer relationship motivates me to stay at the institution.	1	2	3	4	5

Appendix 7 : Completion of Data Collection

ENUGU STATE UNIVERSITY OF SCIENCE & TECHNOLOGY
Office of the Registrar

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E-mail Address: registrar@esut.edu.ng

ESUT/R/13   26th April, 2022

National College of Ireland
Major Street, IFSC,
Dublin 1, Ireland
D01 K6W2

Sir/Madam,

NOTIFICATION ON COMPLETION OF INFORMATION RESEARCH BY OKAFOR IFEANYICHUKWU.

This is to certify that *Okafor Viease Ifeanyichukwu*, carried out a comprehensive research at the Enugu State University of Science and Technology (ESUT), on his Project Topic *"The Impact of Human Resource Management on Employee Retention."*

He successfully distributed Questionnaires and got feedbacks to the success of his research work.

Accept the assurances of our University Administration.

AMBROSE C. UGWU
REGISTRAR

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