



ORGANIZATIONAL RETENTION STRATEGIES AND STAFF TURNOVER OF ADMINISTRATIVE SECRETARIES CAPTAIN ELECHI AMADI POLYTECHNIC, RUMUOLA PORT HARCOURT

Nweke, Emmanuel Onyekachi; Amadi, George Achinike & Fynn Inedubo

Department of Educational Management

Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria

Email: emy1242000@yahoo.com; georgeamadi19@yahoo.co.uk; inefynn11@gmail.com

ABSTRACT

The study delved into organizational retention strategies and staff turnover of administrative secretaries in public secondary schools in Capt. Elechi Amadi Polytechnic, Rumuola Port Harcourt. A population 4,900 consisting of teaching staff in public secondary schools in Obio Akpor in Rivers State was used. A sample size of 200 was used and adopting the purposive sampling technique in which 11 respondents were chosen from each of the 17 wards in Obio Akpor LGA. Out of the 200 questionnaires distributed, 180 were duly returned and completed. The analysis of this study was based on the returned copies. Three research questions and three null hypotheses were posed. The statistical tool of simple percentage was used to analyse three research questions and Chi square was used to test the research hypotheses. The questionnaires were validated by a lecturer in the department of Educational Management Ignatius Ajuru University of Education, Port Harcourt. The reliability of the instrument was tested using the Crumbach Alpha (SPSS version 23) and obtained .921 > .71 which showed that the instrument was highly reliable. The findings showed that prompt payment of salaries relates to staff retention, bonus payments equally leads to staff retention and promotion and other fringe benefits lead to staff retention public secondary schools in Obio Akpor LGA. The study recommended that the managers of public secondary schools in Obio Akpor LGA should ensure prompt payment of salaries, bonus payments and promotion of staff as at when due with other welfare or fringe benefits in order to retain the teaching staff.

Key Words: Organization, Retention, Strategies, Employee turnover, Public Secondary Schools in Obio Akpor,

INTRODUCTION

Employees of any organization are very important set of people that will translate policies and programmes in the organization. The process of acquiring such staff as well as retaining them become very crucial. They are so essential in the fact that if they are not there will not be qualified persons to translate the programmes. Therefore it is very pertinent that efforts should be made to recruit the right type of persons for that task. The way and manner employee are retained contribute to very great extent their performance in the organizations. It is alarming to see an employee not happy, or incapable of doing their job. Employee retention refers to the ability of an organization to retain its employees. Employee retention can be represented by a simple statistic (for example, a retention rate of 80% usually indicates that an organization kept 80% of its employees in a given period (Stephen, 2015). A distinction should be drawn between low-performing employees and top performers, and efforts to retain employees should be targeted at valuable, contributing employees. Employee turnover is a symptom of deeper issues that have not been resolved, which may include low employee morale, absence of a clear career path, lack of recognition, poor employee-manager relationships or many other issues. A lack of job satisfaction and commitment to the



organization can also cause an employee to withdraw and begin looking for other opportunities. Pay does not always play as large a role in inducing turnover as is typically believed. In a business setting, the goal of employers is usually to decrease employee turnover, thereby decreasing training costs, recruitment costs and loss of talent and organisational knowledge. By implementing lessons learned from key organizational behavior concepts, employers can improve retention rates and decrease the associated costs of high turnover. However, this isn't always the case. Employers can seek "positive turnover" whereby they aim to maintain only those employees whom they consider to be high performers. Employee turnover refers to the number or percentage of workers who leave an organization and are replaced by new employees. Measuring employee turnover can be helpful to employers that want to examine reasons for turnover or estimate the cost-to-hire for budget purposes.

Adiele (2013) affirms that an employer is said to have a high turnover rate relative to its competitors, when employees of that company have a shorter average tenure than those of other companies in the same industry. High turnover may be harmful to a company's productivity if skilled workers are often leaving and the worker population contains a high percentage of novices. Companies will often track turnover internally across departments, divisions, or other demographic groups, such as turnover of women versus men. Most companies allow managers to terminate employees at any time, for any reason, or for no reason at all, even if the employee is in good standing. Additionally, companies track voluntary turnover more accurately by presenting parting employees with surveys, thus identifying specific reasons as to why they may be choosing to resign. Many organizations have discovered that turnover is reduced significantly when issues affecting employees are addressed immediately and professionally. Organizations try to reduce employee turnover rates by offering benefits such as paid sick days, paid holidays and flexible schedules. In the United States, the average total of non-farm seasonally adjusted monthly turnover was 3.3% for the period from December, 2000 to November, 2008. However, rates vary widely when compared over different periods of time and with different job sectors. For example, during the 2001-2006 periods, the annual turnover rate for all industry sectors averaged 39.6% prior to seasonal adjustments, while the Leisure and Hospitality sector experienced an average annual rate of 74.6% during this same period (Stephen, 2015).

In today's environmental conscious behavior society, companies that are more responsible towards environment and sustainability practices can attract and retain employees. Employees like to be associated with companies that are environmentally friendly. Employment is a relationship between two parties, usually based on a contract where work is paid for, where one party, which may be corporation, for profit, not-for-profit organization, co-operative or other entity is the employer and the other is the employee. Employees work in return for payment, which may be in the form of an hourly wage, by piecework or an annual salary, depending on the type of work an employee does and/or which sector she or he is working in. Employees in some fields or sectors may



receive gratuities, bonus payments. In some types of employment, employees may receive benefits in addition to payment (Stephen, 2015).

Literature Review

Theoretical Framework

The theoretical framework of this study is anchored on Herzberg (1959) two-factor theory that is heavily based on need fulfillment. The theory reveals how employers should motivate their employees at work and at the same time make them feel satisfied on the job; and this is what the present study tends to investigate.

Herzberg (1959) Two Factor Theory

Frederick Herzberg (1959) introduced two-factor theory also known as employee retention-hygiene theory. He developed this theory as a result of his interest towards those things that can cause workers to be satisfied or dissatisfied at the work place. According to Draft (2003), two-factor theory conceptualized two separate dimensions that contribute to workers' behavior at work. The theory claims that workers' satisfaction and dissatisfaction on the job result from different factors which Herzberg named hygiene factors and employee retention factors.

Hygiene factors: According to Herzberg, hygiene factors are those factors which are extrinsic to the job. These factors are necessary at work place but not sufficient conditions for the satisfaction of workers. They neither cause satisfaction nor increase worker's performance on the job and they are part of the context in which the job is performed, as opposed to the job itself. Hygiene factors include company policies, supervision, and interpersonal relationship with supervisors, working conditions, salary, safety, and security on the job. They are associated with job content. According to Agi (2015), these factors remove dissatisfaction from work but do not cause people to get satisfied or motivated at work. For example, imagine a teacher working in an unpleasant work environment; the classroom is not safe and conducive for teaching and learning and he is being harassed or mistreated by the school heads, he would certainly be miserable in such a work environment. However, if these problems were solved (the classroom is safe and conducive with little or no harassment on the job), he would most likely take the situation for granted and perhaps will not still feel satisfied on the job.

Employee retention factors (Motivators): Motivators are factors that drive human behavior which relate to the intrinsic nature of the job. They include achievement, recognition, interesting work, increased responsibilities, advancement, and growth opportunities. According to Herzberg's research, motivators are seen as the conditions that truly encourage and cause employees to work harder. Their presence make workers highly motivated and satisfied whereas their absence keeps workers indifferent at work.

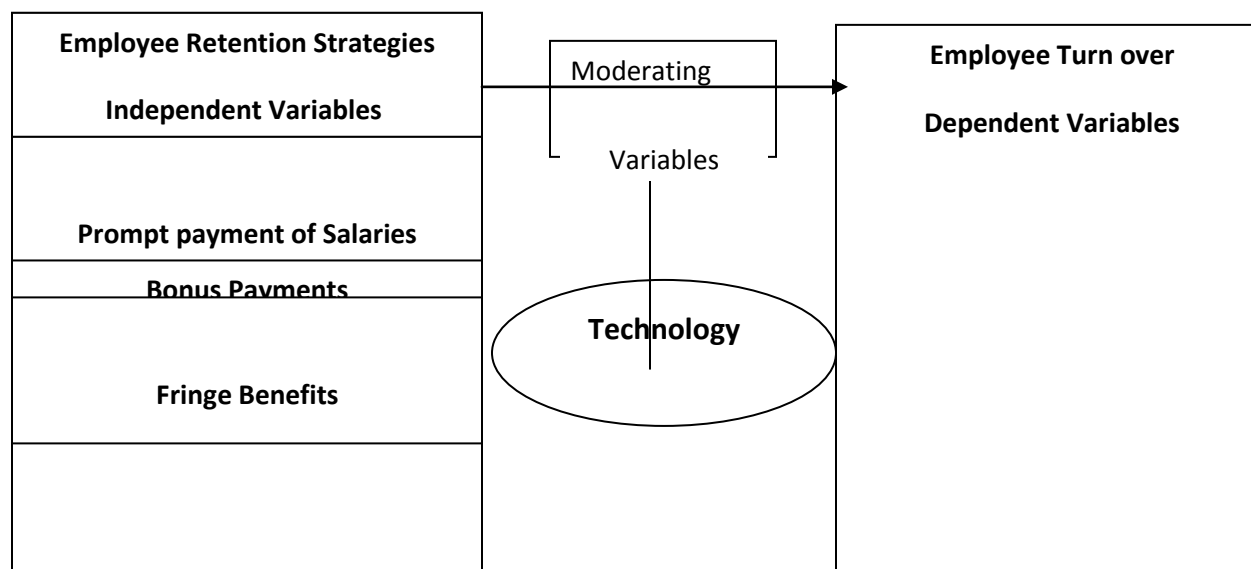


The theory claims that workers' satisfaction depends on motivators, while dissatisfaction is the result of hygiene factors. Two-factor theory relates to this study in that employee retention factors present in the school system determines the level of employee retention and satisfaction staff derive on the job; whereas, their absence bring job dissatisfaction. For instance, if there is quality supervision of staff, good interpersonal relationship between staff and the school authority as well as open school climate and good job design, staff morale on the job will definitely increase. And if staffs are recognized for their potentials and are given more responsibilities it will encourage positive work attitudes among them.

This theory can be a valuable aid to school managers as it points out that improving the environment in which the job is performed goes a long way in motivating staff. It equally points out that employee (staff) who are often given responsibilities and regularly recognized for their achievement tends to show more commitment in their job than those who are not. In other words, school administrators need to take cognizance of these factors and equally realize that hygiene factors such as salary, job security, schools' policies, supervision and existing interpersonal relationship do not motivate staff who desire to be recognized, appreciated or have need for responsibilities and advancement on the job. Hence, staff who are perceived to show these needs should be identified and treated accordingly.

Conceptual Review

In this section, the main concepts examined include; Employee retention, job satisfaction and employee retention techniques



Employee retention is an essential part of human living in the workplace. This is the reason why the Psychologists agreed that many aspects of behavior exhibited by people are functions of employee retention. Enyi (2000) opined that employee retention is derived from



the Latin words “*Movero Motum*”, Meaning to move”. He stressed that employee retention is a process of meeting felt-needs, through energizing as well as directing behaviors; that as soon as the need is gratified, drive for the need disappears and likewise behavior. Employee retention comes from the term “*motives*” and motives are desires to attain certain goals Ogbu (2014). According to him, motives are generally used to refer to certain conditions within a person which apart from arousing and sustaining a particular behavior in him actually predispose him to behavior that is appropriate to goals in view. Motives therefore direct the activity or behavior towards a goal.

A motive means a state of a person or an organism in which the bodily energy is mobilized and directed to attain a goal. Hilgard and Atkinson (2000) as cited in Ogbu (2014) defined employee retention as those factors which energize and give directions to behavior. It is the power that triggers action that follows (Gard, 2001). He added that it is everything that drives and sustains behavior. According to Deshler (2001), employee retention is the intensity of a person’s desire to engage in some activity. Similarly, Emenike (2003) opined that, a motivated person engages in an activity more vigorously and more efficiently than an unmotivated one. Eboh (1999) in his own view looked at employee retention as adequate balancing of the needs and aspirations of the worker with the organizational objectives to enable the worker attain desirable result. To Arkes and Gaske (2003), it is the process that influences the arousal strength or direction of behavior. It is that process which energizes, directs and sustains behavior Durojaiye (2000); Chukwuma and Ngoka (2000) and the act of giving people a reason or incentive to act (Emeruwa, 1998). Basically, people often have reasons for engaging in any form of activity. From the foregoing definitions, employee retention can then be said to be an umbrella term that encompasses needs, drives, motives and wants. It specifies the reason why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity Han and Yin (2016). In the school system, employee retention therefore becomes a force or energy that is internally or externally driven that direct the behavior of staff and sustains it towards the achievement of school goals. Apart from activating a person or other organisms, it also tends to direct behavior. This is why people behave as they do at a particular point in time.

Employee retention has two fundamental components; an inner stimulus and an external stimulus. An inner stimulus arouses the desire for satisfaction. For instance curiosity for knowledge arouses a person to an activity and directs him to aspects of his environment which have the capacity of reducing that curiosity for knowledge. An external stimulus often triggers off behavior (Basie and Carol, 1996). Reeve (2001) identified two types of employee retention, namely, extrinsic and intrinsic employee retention. He sees that type of employee retention in which people are motivated by the love they have for job or task as intrinsic employee retention. He stated that people may be motivated by factors in the external environment such as pay, supervision, benefits, and job perks.



These to him are extrinsic employee retention. Anyim, (2012) referred to extrinsic employee retention as factors in the external environment while intrinsic employee retention are factors within the individual concerned Ryan and Deci (2000). That is to say that while intrinsic employee retention is the satisfaction of a desire, expectation or goal without being influenced by another person, or by external factors, extrinsic employee retention on the other hand is a drive to do something or act in a certain way because of influence of external factors.

In the school setting, intrinsic employee retention of a teacher could be when a teacher exhibits inherent interest to teach probably for pleasure he derives from teaching. The teacher or worker is energized to work towards achievement of set goal in order to derive inner joy, happiness, pleasure or satisfaction as the case may be. So the work itself becomes the source of employee retention Agi (2009). In explaining the two types of employee retention, Deci (1993) posits that individual's behavior in any organization working for externally determined rewards falls in the extrinsic category while those who are trying to satisfy their curiosity and competent falls in the intrinsic category. In the school context, extrinsic employee retention factors include incentives and welfare packages, good school environment, promotions, professional development, salary, job security, career status, reward or even punishment. Both the intrinsic and extrinsic types of employee retention are very important for effective administration of the school and school administrators need to determine which ones are suitable to use at any given time especially when staff' satisfaction is inadequate or little in working situation. In support to this fact, Heathfield (2010) posits that motivating staff provide work environment that foster play, creative thinking and best workplaces. The implication of employee retention in internal school administration is that managers should know that staffs have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated can undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity/duty in order to obtain some reward such as salary. Extrinsic employee retention plays an important role in people's life and it is pre-eminent in influencing a person's behavior. Therefore, the aim of a school should be to build on and enhance the intrinsic employee retention for staff to teach effectively and at the same time, to supply some extrinsic employee retention along the way for school improvement (O'neil, 1995).

Administrative Secretary

To accomplish organizational goals in any educational institution the role of the administrative secretary is very crucial. The roles and duties of the administrative secretaries as outlined by Nweke, (2017) include:

Standard office equipment – From faxes and scanners to printers and copiers, it's essential that Administrative Secretaries are comfortable using standard office equipment.



Recent versions of Microsoft Office software suites – Because they will need to create, analyze and file various types of spreadsheets and reports, Administrative Secretaries need to know how to use the programs included in Microsoft Office software suites, particularly Excel and Word. Administrative software – In today's office environments, administrative software plays a major role in keeping things running smoothly. For this reason, Administrative Secretaries must be able to quickly learn how to operate several different types of software. Standard telecommunications equipment – Due to the communicative and collaborative nature of their work, Administrative Secretaries must be able to operate standard telecommunications equipment, including telephones, intercoms and email. The administrative secretary input to organizational objective should be enhanced by adopting various retention strategies to retain these categories of staff (Nweke, 2017).

The primary function of an Administrative Secretary is to ensure that the administrative operations of the office they work in run smoothly. Unlike other Secretaries, Administrative Secretaries are responsible for a variety of administrative aspects in addition to standard secretarial duties. Administrative Secretaries can be employed by any kind of company with a need for administrative and secretarial work. Since their work tends to involve the handling of confidential or sensitive information, Administrative Secretaries often work in medical, legal, governmental or educational fields. They typically report to a higher-up member of staff, such as a manager or executive, and work exclusively in a standard office environment. Administrative Secretary Duties and Responsibilities In order to ensure that the office in which they work runs smoothly and efficiently, Administrative Secretaries perform a wide array of tasks. We analyzed multiple online job postings to identify the following key duties and responsibilities (Burns, 2013).

Data Entry

Due to the sheer amount of data that Administrative Secretaries handle, data entry is a significant part of their job. When entering data, whether it's financial or personnel-related, Administrative Secretaries must be quick, discreet and accurate.

Handle Correspondence

Just like the confidential secretaries, Administrative Secretaries should screen, answer and forward telephone calls, as well as other forms of correspondence. They are in charge of transferring callers to the appropriate member of staff, as well as ensuring that only relevant calls go through (Nweke, 2017).

Process and File Documents

From patient records to budget sheets, Administrative Secretaries will often find themselves in charge of a variety of important documents. Because of this, Administrative Secretaries are responsible for ensuring that each document they receive is properly processed and filed.



This can include word processing, typing, editing or formatting documents in an organized fashion (Nweke, 2017).

Monitor Supplies

Often, Administrative Secretaries will be charged with monitoring the number of office supplies available in their office, as well as ordering replacement supplies as necessary. This can involve taking inventory, keeping records of supplies purchased and purchasing new supplies.

Respond to Customers/Public

To relieve their manager or department head of administrative responsibilities, Administrative Secretaries will frequently serve as a liaison between customers and the company. This involves handling customer complaints, redirecting customers to the appropriate department, scheduling meetings with customers and recording customer queries.

Administrative Secretary Skills

Successfully Administrative Secretaries are energetic, detail-oriented individuals who are just as adept at interpersonal interactions as they are at processing and analyzing data. They possess a high degree of professionalism, and never fail to be as courteous and confidential as possible. In addition to these general skills and personality traits, employers are seeking Administrative Secretaries with the following skills and qualifications.

- **Communication skills** – Whether they're responding to customer complaints, explaining data to colleagues or making strategic plans with company higher-ups, it's crucial that Administrative Secretaries have excellent written and verbal communication skills.
- **Computer proficiency** – Due to their need to regularly enter data and process documents, Administrative Secretaries must be able to use computers and type quickly. In some cases, they will need to be able to type a certain number of words per minute.
- **Customer service skills** – Given that Administrative Secretaries will be required to deal with a great number of customers on a regular basis, it's crucial that they have excellent customer service skills.
- **Attention to detail** – Administrative Secretaries will frequently need to schedule meetings, arrange conference calls and modify schedules. As such, they must have a high level of attention to detail.
- **Organizational skills** – Administrative Secretaries will be charged with handling large amounts of documents and information on a daily basis. Because of this, it's important that they remain highly organized at all times.
- **Financial skills** – No matter which industry they work in, it's likely that Administrative Secretaries will be required to handle or create financial documents, from



budget sheets to expense reports. Thus, they must possess at least a basic knowledge of financial documentation and principals (Koss, 2013).

Employee Retention Techniques and Staff Turn over

Employee retention techniques are methods that encourage the individual's goal-related behavior Dornyei (2001). According to him, they are those employee retention stimuli that are consciously used to achieve some systematic and lasting positive effect. In the field of education, they are those actions, strategies or tactics put in place to energize positive and desirable work behavior from staff and at the same make them have feelings of worth and satisfaction on the job. Since employees work harder if satisfied in the jobs, knowing the factors related to jobs satisfaction could help prevent staff frustration and low job satisfaction (Beder,1990). Cherrington (1989) contends that job satisfaction is determined primarily by the kind of rewards, amount of rewards and rewards expectation of employees. According to him several factors contributes to rewarding or non-rewarding nature of job. These factors include; characteristics of the job itself, characteristic of the organization, characteristics of the person i.e. age and education. Therefore in this study, the various factors to be considered are; job design, staff' involvement in decision making, positive reinforcement and merit-based performance reward system, incentives, working environment, management support and school leadership. Since human behavior is very difficult to understand there should be many different techniques to encourage best and optimal task performance from people especially staff in secondary educational system. These strategies amongst other things include:

Decision is crucial to the realization of organization objectives. Decisions can however be better facilitated when all members of an organization, irrespective of age, qualification, and experience, participate in decision making. There is a saying that 'two heads are better than one', which is an indication that problems are better solved when two or more individuals brainstorm on them. Staff feels highly motivated when they are consulted to decide on affairs that concern their work. It has been observed that a high pro portion of school managers (managers and head staff) are highhanded and autocratic in their dealings with staff and as such do not consult their staff before taking decisions that will later affect them. Considering the important role staff' involvement in decision making plays, it becomes necessary for school administrators to involve staff, including the youngest and the least experienced in decision making. One of the ways of achieving this feat is to set up committees and the selection of committee members should be based on merits i.e. qualification, knowledge of the subject matter, responsibility, availability, and emotional maturity, for its goals to be achieved. Committees should also be given authority to convene meetings while its terms of references should be defined. Members of Committee should be given opportunity to contribute ideas on any issue while decision(s) taken by Committee should be ratified prior to implementation. It is necessary for managers to welcome ideas from staff and operate 'open door policy' during staff meeting and briefing.



Enforcement of Staff Benefits

Positive reinforcement is the practice of rewarding desirable behavior of employees in organization in order to strengthen that behavior. It is a employee retention technique meant to elicit and to strengthen new behaviors by adding rewards and incentives instead of eliminating benefits Catamia (2001). Terpstra (1979) assert that positive reinforcement will cause a behavior to be repeated while negative reinforcement will cause the avoidance of bad behavior not to be repeated. Whereas, merit- based performance reward is a compensation such as awards, monetary reward, gifts, bonuses and letter of commendation given to staff for an outstanding performance or contribution made in the work place based on measurable criteria which are determined by the school. These two forms of reward are given when desirable action or behaviors has occurred. In private owned schools where the pay plan conditions of staff are determined by the managers, merit reward can be inform of non-recurring bonuses, retention of outstanding staff or increase in their salary base. For instance, if a teacher makes an outstanding contribution and he /she is recommended for higher position or given an award, this reward motivates him to continue the good work .It is an innovative compensation strategy that has the potential to cause staff to put forth greater efforts in their job. Recognizing, praising, and rewarding staff who made an outstanding performance is an effective employee retention technique managers should not take for granted? There is no doubt that some staff performs more duties in schools than others.

Hence, every manager needs to recognize and encourage those staff that performs extra duties. Praises and recognition help to build confidence, which is required for repetition of previous action. Forums for recognition and praise of exceptional staff may be during the staff meeting or briefing, end of term or session, or during the annual prize giving day as the case may be. Apart from praising teacher during official gathering, letter of commendation can be given to such staff for documentation. Giving cash rewards, prizes and other gifts to staff can also motivate them towards improving on their performances. Andrew (2004) held the view that commitment of employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource while Carraher, et al. (2006) advocated that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. Similarly, Bohlander, (2001) in addition stressed that compensation packages should be the most important consideration for the managers and administrators of educational institutions in motivating staff.

Fringe Benefits and Promotion

Part of the reward system capable of boosting staff' morale is incentive. According to Arkes and Garske (2001), incentives are referred to as objects, events or condition that incites a person to action. They are expressions of a person's need which are external to him. Incentives are those things a person perceives in his environment as being helpful to the achievement of his goals. Thus, to satisfy a person, incentives must be present in



his environment that will serve as a satisfier. Incentives could be positive for example prize, praise etc. and negative for example threats, punishment etc. Abah (2001) opines that "Man finds work distasteful and that, he is naturally lazy, only motivated to work by fear or greed". He is thus motivated to work through incentives (increased wages and allowances or punishment and sanctions). Often he calculates the satisfaction he would get from the smallest amount of effort he makes. Hilgard and Atkinson (2003) in line with the above opined that an organism will approach positive incentive and will avoid negative incentives and that both the positive and negative, incentives should be judiciously applied.

Work Environment

Staff work environment is the school. It constitutes important factor in retaining and job satisfaction. In Nigeria, the admin secretary's working environment has been described as the most impoverished of all sectors of the labor force (Nigeria Primary Education Commission (1998). Public secondary schools in Rivers state are not exception as the condition of most of these schools especially those in rural parts of the state are quite pitiable. Facilities in most of these schools are dilapidated and inadequate and the managers in these schools appear to neither be reluctant over it nor make frantic efforts within their scope of employment as school managers to remedy the situation. Burn (1999) has recommended that greater attention should be given to improving work-related conditions of staff to improve the quality of education. Luthans (1998) argued that if people work in a clean and friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Similarly, Fried (2011) posits that school environment can affect productivity, employee retention and wellbeing. According to Koss (1996), the working environment of staff also determines the attitude and behaviors of staff towards their work. Several studies show that the environment is related to teacher job satisfaction and improvement on it has positive effect on both staff and learners. Thus it is important for administrators to create enabling working environment (Breugh, 2016).

Management support:

In (Brass 2004), School management support could be done through encouragement and attention to the personal and on the job needs of workers constitute important factor in employee retention. In Nigeria, staff are facing many personal and on the job problems, which are undermining their effectiveness in schools. There are those that are financially impoverished, to the extent of not being able to afford the basic needs such as food, clothes, shelter, and money. Some are having pressing needs to fulfill (Kimandar, 2013). There are also some who might be having unsettled homes due to conflict and this makes them to be emotionally distracted from work. Some are suffering from ailment(s), which might be undermining their effectiveness and regularity in schools and classes. A teacher can be having an axe to grind with one or more staff in school while some can be feeling inferior to their colleagues due to low qualifications. In case of those staff having marital conflicts,



Head of schools can mediate in such conflicts if need be. Those having low qualification among the staff can be encouraged and assisted in getting approval for in-service education from the appropriate quarters. They can equally assist staff who have financial needs to access loan from banks or give loan to such staff if their financial base to meet such financial demand is adequate. He can equally encourage monthly routine contribution commonly known as "Osusu" in Igbo land among his staff as this can go a long way to help staff out of their financial predicament. Spilt, Burns (2011) observed that managerial support largely contributes to teacher overall we-being. Hence, there is need for managers to give priority to it.

METHODOLOGY

Statement of the Problem

The ability of organizations to retain their administrative staff over the years appears to have been a major problem. Applying the appropriate motivational techniques or incentives in retaining admin staff in any organization is a task to be accomplished by employers. When management does not take proper steps to retain staff, there is every tendency that the staff will leave, which is staff turnover. The pain over staff leaving organizations is economic. The cost implication of recruiting and getting the recruited staff settle down could have been used to diversify or improve the business. This study will therefore investigate the relationship between employee retention strategies and employee turnover of Admin secretaries in Capt. Elechi Amadi Polytechnic.

Objective of the study

Generally, the study examines the relationship in organization retention strategies and turnover of administrative secretaries in Capt. Elechi Amadi Polytechnic, Rumuola Port Harcourt.

Specifically, the study aims at finding out;

1. To determine the relationship between payment of salaries and employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt.
2. To determine the relationship between bonus payments and staff turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt.
3. To determine the relationship between promotion and other fringe benefits and staff turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt.

Research Questions

The following research questions guided this study;

1. How does prompt payment of salaries relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt?
2. How does bonus payments relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt.



3. How does promotion and other fringe benefits relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt.

Hypotheses

The following research hypotheses guided this study:

Ho1. Prompt payment of salaries does not relate to retention staff in Capt. Elechi Amadi Polytechnic, Port Harcourt..

Ho2. Bonus payment does not relate to the employee turnover in the Capt. Elechi Amadi Polytechnic, Port Harcourt.

Ho3. Promotion and other fringe benefits do not relate to the employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt.

Scope of the Study

This study covered organization retention strategies and administrative secretary turnover Capt. in Elechi Amadi Polytechnic, Port Harcourt.

Research Design

Descriptive survey research design will adopted for this study. The researcher deemed this design appropriate for the study because it establishes the relationship between the variables under study.

Population for the Study

The population of this study consists of all the administrative staff in Capt. Elechi Amadi Polytechnic Port Harcourt. (Source: registry dept, 2020).

Sample and Sampling Technique

The sample for this study will be 200. The purposive sampling technique was adopted in ensuring that 11 admin secretaries in each of the schools/faculty.

Data Collection Method

The researcher used questionnaire for data collection titled (SRT). The items will be rated on a four-point Likert scale ranging from 1=Strongly Agree (SA), 2=Agree (A), 3=Disagree (D) and 4=Strongly Disagree (SD). The scale was used to find out the respondents agreement with the variables under study. The secondary data was generated for the literature review.

Validity and Reliability of the Instrument

The instruments validated by a lecturer in the department of Educational Management in Ignatius Ajuru University of Education Port Harcourt. The reliability of the instrument was scaled using the Crumbach Alpah (SPSS version 23) at $.921 > .71$ which proved that the instrument was highly reliable.



Administration of the Instruments

The instruments were administered to the respondents by the researcher and research assistants by hand.

Method of Data Analysis

Data collected was analyzed in line with the research questions and hypotheses tested with chi-square at the significance level of .05. Mean and standard deviation will be used to answer the research questions. Formula for the chi-square: $\frac{(fo-fe)^2}{fe}$

Presentation of Results and Analysis

Table 4.1 Questionnaire Distributed

Options	Respondent	Total
No. distributed	200	200
No. returned	180	180
Rejected	20	20

Source: Field Survey (2019)

A total of 200 questionnaires were distributed but 180 copies were properly filled and returned which were used for the data analysis.

Marital Status of the Respondents

Options	Frequency	Percent (%)
Single	88	49%
Married	92	51%
Total	180	100%

Source: Field Survey (2019)

The table above shows that 88(49%) of the respondents are single while 92(51%) are married.

Respondents Analysis by Sex

Gender	Frequency	Percent (%)
Male	90	50%
Female	90	50%
Total	180	100%

Source: Field Survey (2019)

The above table show that 90(50%) of the respondent are male while 90(50%) are female.

Respondents Analysis by Education

Qualification	Frequency	Percent (%)
PHD/MSC	30	17
SSCE/WAEC	36	20



BSC/HND	54	30
OND/NCE	60	33
Total	180	100%

Source: Field Survey (2019)

The above table indicate 30(17%) represent PHD, 36(20%) represents SSCE/WAEC, 54(30%) represents BSC/HND while 60(33%) represents OND/NCE, OND/NCE has more access to the information required in the questionnaire than others.

Respondents Analysis by Age

Option	Frequency	Percent (%)
25-39 years	70	39
40-49 years	50	28
50 and above	60	33
Total	180	100%

Source: Field Survey (2019)

The above table shows that 70(39%) represents respondents within 25-39 years, 50(28%) represents respondents within 40-49 years, while 60(33%) respondent are within 50 and above. The majority of the respondents within 25-39 years have more access to the questionnaire than the others.

Research Question 1

How does prompt payment of salaries relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt?

Option	Respondent	Percentage (%)
Strongly agreed	50	28
Agreed	80	44
Strongly disagreed	20	11
Disagreed	30	17
Total	180	100%

Source: Field Survey (2019)

The table above indicates that 50(28%) strongly agreed that prompt payment of salaries relate to employee turnover Capt. Elechi Amadi Polytechnic, Port Harcourt, 80(44%) agreed that prompt payment of salaries relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt, 20(11%) strongly disagreed that prompt payment of salaries relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt, 30(17%). Disagreed that prompt payment of salaries relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt.



Research Question 2

How many bonus payments relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt?

Option	Respondent	Percentage (%)
Strongly agreed	50	28
Agreed	70	39
Strongly disagreed	20	11
Disagreed	40	22
Total	180	100%

Source: Field Survey (2019)

The table above indicates that 50(28%) strongly agreed that bonus payments relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt, 70(39%) agreed that bonus payments relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt, 20(11%) strongly disagreed that bonus payments relates to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt, 40(22%) disagreed that bonus payment relates to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt.

Research Question 3

How does promotion and other fringe benefits relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt?

Option	Respondent	Percentage (%)
Strongly agreed	40	22
Agreed	90	50
Strongly disagreed	30	17
Disagreed	20	11
Total	180	100%

Source: Field Survey (2019)

The table above indicates that 40(22%) strongly agreed that promotion and other fringe benefits relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt, 90(50%) agreed that promotion and other fringe benefits relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt, 30(17%) strongly disagreed that promotion and other fringe benefits relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt, 20(11%) disagreed that promotion and other fringe benefits relate to employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt.



Hypothesis Testing 1: Prompt payment of salaries does not relate to the retention staff in Capt. Elechi Amadi Polytechnic, Port Harcourt.

S/N	O	E	$o-e$	$(o-e)^2$	$\frac{(o-e)^2}{e}$
1	50	45	5	25	0.5
2	80	45	35	1225	27.2
3	20	45	-25	625	13.8
4	30	45	-15	225	5
Total	180				46.5

Degree of freedom = $n-1$, $4-1=3$

Level of significant = 0.5

Calculated value = 46.5

Table value = 7.815

Decision rule: we reject the null hypothesis if the calculated value is greater than the table value and accept the null hypothesis if the table is greater than the calculated value.

$46.5 > 7.815$

Therefore, we reject the null hypothesis and accept the alternative hypothesis because the calculated value is greater than the table value.

Hypothesis Testing 2: Bonus payment does not relate to the employee turnover in the Capt. Elechi Amadi Polytechnic, Port Harcourt.

S/N	O	E	$(o-e)$	$(o-e)^2$	$\frac{(o-e)^2}{e}$
1	50	45	5	25	0.5
2	70	45	25	625	13.8
3	20	45	-25	625	13.8
4	40	45	-5	25	0.5
Total	180				28.6

Source: Field Survey (2019)

Degree of freedom = $n-1$, $4-1 = 3$

Level of significant = 0.5

Calculated value = 28.6

Table value = 7.815

Decision rule: we reject the null hypothesis if the calculated value is greater than the table value and accept the null hypothesis if the table is greater than the calculated value.

$28.6 > 7.815$

Therefore, we reject the null hypothesis and accept the alternative hypothesis because the calculated value is greater than the table value.



Hypothesis Testing 3: Promotion and other fringe benefits do not relate to the employee turnover in Capt. Elechi Amadi Polytechnic, Port Harcourt.

S/N	O	E	o-e	(o-e) ²	$\frac{(o - e)^2}{e}$
1	40	45	-5	25	0.5
2	90	45	45	2.025	45
3	30	45	-15	225	5
4	20	45	-25	625	13.8
Total	180				64.3

Source: Field Survey (2019)

Degree of freedom = $n-1, 4-1 = 3$

Level of significant = 0.5

Calculated value = 46.5

Table value = 7.815

Decision rule: we reject the null hypothesis if the calculated value is greater than the table value and accept the null hypothesis if the table is greater than the calculated value.

$64.3 > 7.815$

Therefore, we reject the null hypothesis and accept the alternative hypothesis because the calculated value is greater than the table value.

DISCUSSION OF FINDINGS

Research Question 1

The table above indicates that 50(28%) strongly agreed that prompt payment of salaries relate to employee turnover Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt, 80(44%) agreed that prompt payment of salaries relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt, 20(11%) strongly disagreed that prompt payment of salaries relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt, 30(17%). Disagreed that prompt payment of salaries relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt.

Hypothesis Testing 1

$46.5 > 7.815$

Therefore, we reject the null hypothesis and accept the alternative hypothesis because the calculated value is greater than the table value.

Research Question 2

The table above indicates that 50(28%) strongly agreed that bonus payments relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port



Harcourt, 70(39%) agreed that bonus payments relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt, PH, 20(11%) strongly disagreed that bonus payments relates to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt, 40(22%) disagreed that bonus payment relates to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt.

Hypothesis Testing 2

$$28.6 > 7.815$$

Therefore, we reject the null hypothesis and accept the alternative hypothesis because the calculated value is greater than the table value.

Research Question 3

The table above indicates that 40(22%) strongly agreed that promotion and other fringe benefits relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt, PH, 90(50%) agreed that promotion and other fringe benefits relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt PH, 30(11%) strongly disagreed that promotion and other fringe benefits relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt PH, 20(11%) disagreed that promotion and other fringe benefits relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt.

Hypothesis Testing 3

$$64.3 > 7.815$$

Therefore, we reject the null hypothesis and accept the alternative hypothesis because the calculated value is greater than the table value.

SUMMARY

The study investigates the hypothesis testing 1 indicates the prompt payment of salaries relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt, PH. The findings result shows that the calculated value which is (46.5) is greater than the tabled value (7.815) at 0.5 level of significance. Therefore, the null hypothesis rejected and alternative hypothesis is accepted, that prompt payment of salaries relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt. The hypothesis testing 2 indicates that bonus payments relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt. The findings result shows that the calculated value which is (28.6) is greater than the table value (2.815) at 0.5 level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis accepted, that bonus payments relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt. The result of the hypothesis testing 3 indicates that promotion and other fringe benefits relate to employee turnover in



Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt, and PH. The finding result shows that the calculated value which is (46.5) is greater than the tabled value (7.815) at 0.5 level of significance. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted, that promotion and other fringe benefits relate to employee turnover in Public secondary schools in Capt. Elechi Amadi Polytechnic, Port Harcourt.

CONCLUSION

All the approaches in retaining staff should include prompt payment of salaries, bonus payment, promotion and other fringe benefits should also be incorporated. It is obvious from the findings that staffs are more likely to be retained and reduce turnover if they are made to work under the aforementioned working condition.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were reached:

1. Management should ensure prompt payment of employee salaries since by doing so, will lead to low or minimal employee turnover.
 2. Management should at all times learn to pay bonuses especially at the end of the year.
 3. Monies accruing to promotions should be made as soon as promotions are concluded.
- This will encourage staff to work harder and remain in the job.

Definition Of Terms:

The following terms shall be used as operational terms throughout this study:

Employee: Staff in an organization.

Staff turnover: Guidelines number or percentage of workers who leave an organization and are replaced by new employees.

Staff Retention: The ability of an organization to keep a number of its staff over a long or considerable period of time.

Organization: Group of individuals of an entity for a common purpose.

Strategies: Methods and approaches to getting a result.

Administrative secretaries: Staff employed to handle office correspondence and administrative routine.

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