TITLE PAGE

EMPLOYEE TURNOVER IN POST-SECONDARY INSTITUTIONS OF BENUE STATE: A COMPARATIVE STUDY 1980 -1989.

BY

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MBA/ADMIN/5862/1988-89

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Department of Business Administration
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SEPTEMBER, 1990.

DECLARATION

I hereby declare that this project report has been written by me and that it is a record of my own research work. All sources of information and where applicable other writers views have been dully acknowledged in form of references and footnotes.

This piece of work has not been previously presented in any form for a higher degree or any other degree for that matter.

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CERTIFICATION AND APPROVAL

This project report titled "EMPLOYEE TURNOVER IN POS SECONDARY INSTITUTIONS OF BENUE STATE: A COMPARATIVE STUD meets the regulations and the requirements governing award of the degree Master of Business Administration (M.B.A) of Ahmadu Bello University, Za and is approved for its contribution to knowledge and literary presentation.

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DEDICATION.

TO THE ALMIGHTY GOD
WHO ALONE NEVER FAILS.

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In the course of this study, I have had to rely on the goodwill and assistance of a great number of people whose contributions I highly appreciate. They deserve to be given due cognition but I wish first of all to register my sincere thanks to the Almighty God who in his infinite mercy had blessed me over the years and made my life full of miracles including the successful completion of this study. God, you are great.

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Iorember Ichin Ate
1990

ABSTRACT

This study is on Employee Turnover in Post Secondary Institutions of Benue State. The aim has been to find out the rate and causes of the academic staff turnover in the higher institutions of the State, and then compare which institution has a higher rate of turnover. The objectives to be achieved with such findings was to suggest ways that can minimise labour turnover in the higher institutions and promote better job performance to enhance good quality education.

Two colleges were selected - College of Education, Katsina-Ala and College of Agriculture, Yandev. The data for the study was obtained through three different sets of questionnaire and oral interviews.

Findings from the study show that there was no serious problem as to a high labour turnover since all separations were generally taken care of by a corresponding replacement. College of Education, Katsina-Ala scored 15.21% rate of turnover higher than College of Agriculture, Yandev with 12.42% for the 10 years studies.

What is observed therefore is a situation of staff instability and under establishment; whereby the colleges are under staffed, the few that are available are continuously on the more for new ones to replace them. This situation does not augur well for the institutions.

The most important factors responsible for the instability have been identified to be poor conditions of service especially as it affects promotions, salary payments, fringe benefits and welfare services.

The labour shortage and instability have adverse effects on the efficiency of the academic staff who suffer serious job overloading culminating into poor standards that are affecting the image of the institutions.

The study concludes that the persistent cry for falling standards in education in the country will continue if we continue to neglect the educational sector, especially in the area of staff welfare to ensure their comfort, stability and dedication so that the best results can be obtained from their services.

For this to oe achieved, it is suggested that salaries of teachers, wherever, should be attractive, comparable with other organisations and promptly paid with rapid promotions to match. It is better to have a qualitative and functional education than mass education. Accordingly, the number of higher institutions in the State should be prunned down to a more manageable size where adequate facilities can be provided to take care of the welfare of staff and students to ensure sound teaching and learning.

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CHAPTER ONE

INTRODUCTION

1.1 GENERAL INTRODUCTION:

The phenomenal growth which has characterised the growth of post-secondary institutions in Benue State in recent times in terms of numbers, students population and in some cases, physical spread has not been accompanied by a corresponding increase in the number of academic staff in proportionate terms to ensure sound teaching and research for the teaming students population. The fundamental problem that is the concern of this research is the inability of these institutions to recruit and retain enough teaching staff especially in the recent years.

Benue State has even institutions of higher learning at the Post-secondary level. Five of these are state owned, while the other two are owned by the Federal Government but located within the state. The state owned institutions have been facing the problem of labour Turnover and staff instability especially among those in the academic departments. A persistent academic staff instability in an institution of higher learning would have adverse effects on the efficiency of the teaching staff and the academic standard and quality of the students.

Thus, in one of the institutions selected for this study, College of Education, Katsina-Ala, the Provost of the institution Mr. Tar Ahura in his speech at the 1989 graduation ceremony asserted that "It has been noted for some years now that College of Education Katsina-Ala has become a staff catching area for many organisations in the country ---. As many as 38 academic staff of the College left the institution in the year without a single replacement being made."[1]

Dr. D.J.M. Yakubu (1987) then Provost of the College made a similar cry when he asserted that "only recently, the College lost some of its well groomed

academic staff to Universities. Some of these are people the College had contributed to their training up to doctoral level". He further predicted that "There are other senior officers who are also on the verge of leaving the College."[2]

Similar trends have been observed in other higher institutions of the state. In the College of Agriculture, Yandev, another College taken as a sample for this study, the problem of staff shortage has been existing since 1982. By 1988 with a student population of 780 and with seven large academic departments, the College had only 31 academic staff. This gave a weekly lecture load of 20 hours per week. [3]

This issue is of serious concern because labour is said to be the most important factor of production. At the same time labour is the most complex and most unpredicted of all the productive resources. This assertion is based on the fact, among others, that all the other factors of production- land, and capital, unlike labour are inert objects and have no will of their own. Labour on the other hand consists of human beings with all the attendant social characteristics. Labour therefore with a will of its own, can decide whether to work or not to work, whether to move or not to move, to accept wages or not etc.

Before an employee agrees to sell his efforts and decides which organisation to join, he has needs which he hopes all or most would be satisfied by his belonging to that organisation. At the same time, as he stays in the organisation, more needs may develop as human want s are insatiable. Where a large proportion of his core/basic needs can not be satisfied by his organisation, he is likely to move given that opportunities exist else where with a likely hood of best satisfying his basic needs.

According to J.C. Denyer (1969), "Labour Turnover is a term used in personnel management to describe the movement of workers into and out of the employment of an organisation. It is expressed as a percentage of the ratio of staff leaving compared to the average number of full-time staff and taken over a fixed period of time. Its purpose is to assess the stability of staff and can be

viewed as an index of the success or failure of personnel policies in an organisation."[4]

"The formula for its measurement is given as:

$$L.T.P.\% = \frac{\text{Min (b,c)} \times 10\ 0}{{}^{1}/_{2}\ (a + (a+b-c)}$$

Where: LTP% = Labour Turn Over rate

a = Labour force

b = Engagements

c = Separations or departures

p = Length of period

Min (b,c) = The smaller of b and c"[5]

A simplified form of the formula is given as

$$LTO = \frac{\text{Average movement of employees}}{\text{Average number employed}} \times \frac{100}{1}$$

and is usually expressed as a percentage.

1:2 STATEMENT OF THE PROBLEM

Every organisation must experience turnover especially if it is to avoid stagnation. Old hands, dead woods and inefficient staff have to give way to new and more effective hands. It is assumed that no employer wants to lose too many of its staff, but equally, a low turn over rate can have adverse effects on promotion, prospects, for able and young talented employees and reduce the opportunity for injecting new ideas from outside. According to Paul Pigors (1977) "Excessive employee turn over and mobility are wasteful in terms of money, human values, friction within and between work teams and also because they jeopardise organisational stability. But insufficient movement out of, into and within an organisation can sap its vitality and stultify the needs of individual members. It may result in an excess of "turned off, stayers - on and inadequate opportunities for promotable or dissatisfied employees."[6]

There are many reasons why workers leave an organisation. Among these are frustration, long service, poor pay, old age or general dissatisfaction. It is assumed that for every worker that leaves there should be a corresponding replacement. But this on many occasions is not easy or at least not automatic and sometimes even impossible within a given reasonable time. If the rate of turn over is so high that there is no equilibrium between those leaving and those coming in, then the organisation is bound to suffer as there will be fewer hands to do the work hitherto designed for more workers. Jobs will have to be re-designed to take care of this.

An effective and efficient organisation is one which marries the organisation's interests and objectives with the interests and aspirations of the working groups serving it. It is on this basis that Maurice Cumings statement in 1972 about personnel management can be considered valid. According to him, "personnel management is concerned with obtaining the best possible staff for an organisation and having got them, looking after them so that they will want to stay and give of their best to their jobs." [7] Very often therefore, the rate of labour turn over is viewed as an index of the success or failure of personnel policies in an organisation.

But according to Fredrock J. Gaudet (1960), "Just as the high reading of a clinical thermometer is a sign to the physician that something is seriously wrong with the human organism so is a high index of labour turnover a warning to management that something is wrong with the health of the organisation. But just as the clinical thermometer merely indicates that something is wrong, so does the turnover rate merely warn, not diagnose. A high temperature may mean phenmonia, measles or mumps. A high turnover rate may mean poor personnel practices, poor supervisory practices or poor company policies. Nor should we forget that too low a rate of turnover like a below-normal reading on a thermometer can also be a danger signal."[8]

Thus it becomes difficult to jump to the generalisation that personnel policies are sorely responsible for the turnover of labour, especially in a tobulent

economy such as ours in the Nigeria of today. The situation becomes more complicated to analyse in cases such as in higher institutions where policy makers are quire distinct from the management team. Thus management might feel concerned about the plight of its staff but may have little to offer to improve the condition - a paradox of authority and responsibility not belonging together.

The undesirable consequences of a high rate of employee turnover are quite numerous, and increase when employees are more specialised, more difficult to find and require more training. Turnover cost according to Peskin can be divided into two major categories - tangible costs which can be measured and the intangible costs which are difficult to measure. The tangible costs are those associated with the replacement and retraining of their successors, and costs in re-advertising vacant posts, interviewing, medical examination, processing necessary paper work, induction expenses etc. The intangible costs arise from the depressing effect that turnover has on the morale of those remaining behind, accidents and absenteeism, as a function of low morale, killing interest, reduced management efficiency and effectiveness, missing production schedule (in the case of companies), the breaking of well-knit work teams, increased overtime, overhiring in an effort to maintain work schedules, the lower productivity of temporary or part-time employees etc.

Also, during the lag-time that vacancies exist and the time they are finally filled, students are idle and capital equipment probably under-utilised. Heads of departments are frustrated as they are unable to expand their courses in the absence of continuos flow of academic staff. The remaining academic staff will have to contend with a lot of job overloading both in quality and quantity, in terms of "strange" courses, and more teaching periods. Other costs are those associated with fall in the level of output as the new employees when they finally come to learn the processes and the leaving ones decrease their efforts. In addition, there are costs associated with disengaging old employees such as pensions and gratuity schemes. The sum total of such a situation is that it could

lead to inefficiency and low productivity which in this case can be reflected in poor students performance.

It is in view of these unfavourable consequences that many higher institutions in the country today have introduced the University Salary Structure (USS) so as to make their conditions of service more attractive to their staff and compete on a better footing with the private sector for higher quality staff. Even here, the efforts are not anything comparable to the conditions obtainable in the private sector and the exodus from the higher institutions into the private sector have continued unabated.

1:3 OBJECTIVE OF THE STUDY AND HYPOTHESIS.

The recruitment, retention and staff stability of an organisation are determined by some internal and external variables. Such variables include the employment procedures, conditions of service including salary, promotion, fringe benefits, training, motivation, morale, industrial/personnel relations, and welfare services. Others are the environmental situation, state of academic labour market, national salary structure etc.

The purpose of this study therefore, is to identify the main factors affecting the recruitment and retention of academic staff in the post-secondary institutions of Benue State. The sample here being College of Education, Katsina-Ala and College of Agriculture, Yandev, on a comparative basis. And to establish possible relationship if any, between the system of personnel administration and labour turnover in the two institutions so as to suggest measures that can be used to minimise the problem.

The study will do this by examining the rate and causes of academic staff turnover in the two colleges and its effects on the working systems of the institutions. That is, how the rate of turnover has affected functions of the Colleges, and to recommend measures which can be used to reduce it. More specifically, the aims of the study area:

1. To measure and compare the rate of employee turnover in the two institutions to see which has a higher turnover rate, or whether the turnover rare is a general phenomena with the post secondary institutions of the state, or just a unique problem with a particular College.
2. To identify the possible causes of the turnover rate observed, in (1) above, in the two institutions.
3. To find out what measures, if any, are being taken by the College authorities and the ministries over seeing the affairs of the Colleges to arrest the problems of adverse effects of a high employee turnover.
4. To make recommendations which would give a clearer insight, to the management and the government, into the magnitude of the problems of a high labour turnover in the two institutions in particular and to any other organisation, and what can be done generally to minimise the effects of the problem as well as labour turnover itself.
5. To stimulate similar researches in the area either in the same setting or in other institutions, so as to contribute to knowledge and solutions to social problems for betterment of society.

HYPOTHESIS:

In this study, the researcher assumes that employees compare their pay and general conditions of service among their counterparts within the organisation and with other organisations, and would only be contented to stay and contribute their best in the organisation if their conditions are comparatively equal to or higher/better than what obtains in other similar organisations or even those that are not similar. Thus if the employee's economic and social needs are not adequately met in an organisation, the employee tends to quit that organisation at any available opportunity.

Based on this basic assumption, the following hypothesis have been formulated for the purpose of arriving at valid conclusions.

1. That there is a generally high level of employee turnover (among the academic staff) in the higher institutions of Benue State.
2. That the rate of turnover is directly related to or associated with inadequate and inefficient personnel policies.
3. That the rate of turnover of employee arises because the private sector industries, organisations and the newly established institutions offer more attractive conditions of service, that is why the staff leave any time there is an opportunity in these sectors.
4. The rate of employee turnover has adverse effects on the academic programmes of the higher institutions and on the quality of their products.

1:4 SIGNIFICANCE OF THE STUDY:

Nigeria in the quest for rapid industrialisation in recent years has neglected her educational sector or at best has continued to pay lip service to the sector. To this end, there has been mass exodus of labour force from the educational institutions to the other sectors of the economy. Accordingly, there has been a persistent cry for falling standards of education in the country.

For high standards of education to be maintained, there has to be first and foremost a high and stable quality of academic staff to deliver the goods. Where there is a high labour turnover, then there is high tendency for standards to fall. The problem of falling standards we are suffering from today emanates largely from the neglect of the sector and especially from the lack of stable qualified and dedicated teachers who are comfortable, dedicated and willing to give their best to their jobs.

The instability of the teachers resulting from the official neglect of the educational sector has led to a high labour turnover in educational institutions. The need to do something about such a problem should therefore justify a research of this nature.

It is therefore hoped that the opinions revealed in this research can be utilised by managements of the two institutions selected and the government as

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well as other policy makers in their formulation of policies and practices regarding manpower utilisation in the sector and possibly elsewhere.

1:5 SCOPE OF THE STUDY.

Benue State as at now (1990) has seven institutions of higher learning at the post-secondary level. These are:

1. University of Agriculture, Makurdi.
2. Federal Polytechnic, Idah.
3. Benue Polytechnic, Ugbokolo.
4. School of Basic Studies, Makurdi.
5. Advanced Teachers' College, Ankpa.
6. College of Education, Katsina-Ala; and
7. College of Agriculture, Yandev.

Of these, the first two are Federal Government owned, while the remaining five are owned by the state government. It is of this last group of five owned by the state that a sample of two has been chosen for this study. The Colleges chosen for this project are College of Education, Katsina-Ala, and College of Agriculture, Yandev.

Within the two institutions the focus of the study is specifically on the turnover of the academic staff in the two institutions. The study covers a ten year period between 1980 - 1989.

For purpose of obtaining valid information, both the academic staff still in the employment of the two Colleges and those that have left the institutions within the period of study will be contacted. In addition the principal officers of the Colleges who are the internal policy makers and executors will also be interviewed to obtain additional information that may be impossible to get from the other respondents. Both male and female members of the academic staff will be included in the study.

The investigation is intended to cover at least 85% of the total population of academic staff in each institution who will be interviewed either orally or by

means of the questionnaire. In addition , efforts will be made to contact at least 40% in each case, of the population of those who have left the services of the two institutions within the chosen period by means of the mail questionnaire.

Foot Notes:

1 Ahura, Tar, (1987). Address by the Provost, Mr. Tar Ahura at the 10th Graduation Ceremony of College of Education Katsina-Ala on 21st April, 1990. (Unpublished)

2 Yakubu, D.J.M. (1987). Address by the Provost, Dr. Derry - Joe M. Yakubu at the 8th Graduation Ceremony of the College of Education, Katsina-Ala on the 6th February, 1987. P7.

3 Agbo, M. (1988). Briefs on the College of Agriculture, Yandev, presented to the Hon. Comissioner for Agriculture, Mr.A.A. Torkula, by the Rector, Dr. M. Agbo. P7 (Unpublished).

4 Denyer, J.C. (1969). Industrial Administration, Macdonald and Evans Ltd, P148.

5 Absentism and Labour Turnover, Joint Project No. 5. Abidjan 1967. P67

6 Paul Pigors and Charles A. Myers (1977). Personnel Administration, 8th edition.

7 Cuming, Maurice (1972). The Theory and Practice of Personnel Management. Hineman London. P1

8 Fredrick J. Gaudet (1960). Labour Turnover: Calculation and Cost; American Management Association, Research Study N0. 39, New York. P12.

CHAPTER TWO
METHODOLOGY

2.1 DESIGN AND PROCEDURE.

In order to measure the rate and find out the causes and effects of employee turnover and staff instability among the academic staff of the higher institutions of Benue State, two of the state Colleges of higher learning were selected. The selected Colleges were college of Education, Katsina-Ala and College of Agriculture, Yandev.

The social investigation instruments employed for the study included documentary sources, observations, personal and mail questionnaire/interview.

The choice of documentary sources was necessary because it provided a clue to the study problem. Books,Journals, reports and records dealing with the problem under study were consulted to acquire the literature describing the various aspects of employee turnover and the methods of controlling or avoiding it.

The second method used was the observational method. This was seen to be necessary and possible because it plays an important role in the study of personnel administration, and being a social phenomenon, human behaviour is seen and felt. To make this method easier and possible , the author is a part of the system under study. As a staff in one of the Colleges selected he sees and hears the problems of the academic staff of the College through personal discussions and by attending the academic staff union meetings. By these fora, the author was able to gather vital information on the feelings and the reasons of the academic staff as to why many resigned their appointments and joined other organisations.

In the third method, four sets of questionnaires/interview schedules were designed and administered on the different segments of the population slated for the study. One set of the questionnaire was for the academic staff of the selected colleges who are still in the employment of the Colleges. This was divided into

eight sections and sought information from the respondents with regards to career choice and educational qualification, the likely causes and costs of their leaving their present jobs and what improvements could make them remain on their present jobs. The aim of this set of questionnaire was to find out which categories of staff by sex, age and qualification had the highest potential rate of turnover and why such a trend was observed.

A total of 165 respondents were served. This consisted of 130 from College of Education, Katsina-Ala and 35 from College of Agriculture, Yandev, about 75% of the staff in each institution.

To achieve a fairly thorough coverage of the subject matter, there were both close ended and open ended questions as well as the multiple choice type of questions to provide variety and secure the interest of the respondents. A sample of this set of questionnaire is presented in appendix I.

The second set of questionnaire present in appendix II was administered on the Heads on the academic departments. This was aimed at obtaining information from each head about the annual rate of staff turnover for the chosen period and its costs to the departments. The questions were divided into four sections, the last of which was a free response section for the heads to give their suggestions as to what could be done to minimise the problem. Adequate space was provided in each case for the respondents to write their suggestions. Here, all the 22 departments in College of Education, Katsina-Ala and all the 7 from College of Agriculture, Yandev were covered.

Another set of questions was for the staff of the two institutions who have left the employment of the Colleges. (This is presented in Appendix III). This was divided into two sections and designed to find out from the departed staff themselves the actual reasons which made them leave the Colleges.

In the distribution of the questionnaires, two methods were employed, personal distribution and mailed distribution. The sets for serving staff and Heads of Departments were distributed personally by hand and collected from the respondents after two weeks. This had the advantage of establishing rapport

between the researcher and the respondents. In addition to the introductory letter, the purpose of the study could further be explained orally and apparently difficult questions were given further explanations at the time the questionnaire was being collected. Since the respondents were all available in only two locations, time was also saved. Another advantage of this method (personal distribution) was the high rate of response recorded.

The set for departed staff was inevitably sent by mail Inspite of its weaknesses and some wide criticism.

According to John Best (1970):

> "The mail questionnaire is the most widely used and most criticised. Some say it is the lazy man's way of gaining information. Others see it as an impersonal approach for obtaining information. In fact the reaction towards mailed questionnaire is even intensified if the content is lengthy or full of ambiguity and poorly worded. Unless one is lucky in dealing with a group of respondents who have a genuine interest in the problem under study or who know the sender, or have a common bond of loyalty to the researcher, the rate of returns is frequently dis-appointing."[1]

In this study, mailed questionnaire was inevitable because this vital segment of the required population is widely scattered all over, the criticisms were taken into consideration both in drawing up and administering the questionnaire. Thus, the actual sample needed from this population was 60, the number of questionnaires sent out was 90, to take care of the non-response rate. Also lengthy and ambiguous questions were avoided while the questionnaire itself was comparatively short.

Of the 90 questionnaires sent out, 60 were sent to staff who had left the College of Education, Katsina-Ala and 30 to the staff who left College of Agriculture, Yandev. The proportion sent out was based on the size of the Colleges and their staffing populations as well as the sample size required from each.

A sample of 40 was required from College of Education, Katsina-Ala and 20 from College of Agriculture, Yandev. The response rate from each College was as follows:-

INSTITUTION	NO OF QUEST. DIST.	NO OF RESP. REQ.	ACTUAL RESP.	RESP. AS A % OF NO SENT OUT	RESP. AS % OF NO. REQ.
College of Education, K/Ala	60	40	33	55%	83%
College of Agriculture, Yande	30	20	16	53%	80%
TOTAL	90	60	49	54%	82%

This means that about 82% of the needed sample was achieved. The small size of the sample selected here is justified to be adequate on the grounds that even without it a valid result for the research could be obtained using the other sources from which information is adequately taken. This population segment is only being used as an acid test on the views of the staff who are still in the employment of the Colleges. Moreover it was theoretically possible but practically impossible to obtain a very large percentage of this sample, (that is widely scattered almost all over the world), within the time needed to complete the research.

The last method used to obtain information for the project was oral interview. This was conducted on the officers of the Colleges who it was felt would be too busy to respond to a questionnaire either by mail or even distributed personally. Officers in this category included the Provost/Rector and their deputies, Registrars, members of the Appointment and Disciplinary Committees for the institutions and a few other selected administrative staff.

A copy of the interview schedule (presented in appendix IV) was distributed to the respective officers and date of appointment fixed for the interview. Four broad questions were drawn around which discussions were

centred. A total of 9 officers in this category were interviewed from College of Education, Katsina-Ala and 7 from the College of Agriculture, Yandev.

In distributing all the four sets of questionnaires/interview schedule, total population was contacted in the case of Heads of Departments and College officers while random sampling was adopted for selecting the serving and departed staff. This, coupled with the large sample (75% of the population) was to minimise bias in the selection of the samples.

2:2 TREATMENT OF THE DATA.

The collected data were systematically and logically processed and tabulated. In the analysis of the data, use was made of statistical tables and grasps. Comparisms were based on percentage scores and trend analysis. The units of scores were expressed in percentages of total responses.

In the treatment of data the following points were taken into consideration.

(a) That the 130 and 35 academic staff totalling 163 sampled from those currently in the service of College of Education, Katsina-Ala and College of Agriculture, Yandev, respectively, were used in order to obtain full information on the causes and effects of employee turnover in the two institutions. The sample size represents about 75% of the academic staff in each institution and also of the total population of 222 academic staff, given that there are 176 academic staff in College of Education and 46 at the College of Agriculture as at 1989.

(b) That 90 of the lecturers who had left the Colleges were served questionnaires, since the total number of staff that left the institutions during the period could not be ascertained as proper records could not be obtained for all the ten years.

(c) That the sample size was adequate, manageable and a true representation of the total group to which comparisms and conclusions are to be applied since the sample of departed staff was only meant to serve as a confirmatory sample. The responses from the staff still in the service of the College alone equally suffice to a reasonable extent.

(d) That the scores and percentages of those who supported and those who rejected the hypothesis determined the rejection or acceptance of each hypothesis.

(c) That the conclusions arrived at are limited to the population and the environment under which it was studies but could be universally generalised to a reasonable extent.

There was no need for a follow-up questionnaire since the three methods-the questionnaire, interviews and personal observations were both substitutes and complementary to each other, hence adequate for making valid conclusions.

2.3 PROBLEMS ENCOUNTERED IN THE PROCESS OF DATA COLLECTION.

In the process of collecting data for this work, many problems were encountered ranging from time constraint to human, social and financial problems.

Inspite of all efforts to solicit co-operation, hundred percent response could not be achieved. Repeated visits had to be made before a reasonable response rate was obtained. Out of a total of 165 questionnaires sent to staff currently serving with the Colleges 126 were completed and returned giving a response rate of about 76%, that is 103 or 79% from College of Education, Katsina-Ala and 23 or 66% from College of Agriculture, Yandev. Set II of the questionnaire administered on 29 heads of departments where total population was necessary, 24 were returned (about 83%), 20 from Katsina-Ala and 4 from Yandev. Set III sent by mail involved some money cost in terms of postage stamps and envelopes. This gave a response of about 54%.

With oral interview, efforts to get the College officers in the same institution to give the same date for the interview was always impossible since each had a different schedule. In addition, the dates fixed had to be postponed several times before the interviews were finally conducted. This required very many calls and travelling trips to be made. With the hike in transport costs, the financial burden was enormous.

Another limitation was in the area of time. The time constraint coupled with finance made it impossible to study all the seven higher institutions of the state. The same constraint also made it impossible to contact all the academic staff that had left the services of the Colleges studied. More so that many of them were expatriates whose addresses could not be easily known. It would have cost huge sums of money and time to locate and interview them personally or even through a mail questionnaire.

It was also not easy to combine lectures and examinations with the research work especially when travelling for the research was involved. After

the course work, the researcher had to combine his office work as a lecturer/Head of Department with the research work so that the schedule was actually very tight.

Another major set back was the attack on the researcher by armed robbers on 12th August, 1990 between kaduna and Kachia, who, among other valuables, made away with the brief case containing the initial manuscripts for the first three chapters of the projects which had already been approved. This took place when he was on his way home to distribute the questionnaire for the project.

Inspite of all these constraints and limitations, the combination of the various methods for collecting the data were meant to complement and where possible substitute one another. All these put together and the High rate of response recorded in each case should be regarded as a valid data base for the study.

Foot Note:

1 John Best, (1970)

CHAPTER THREE

THEORETICAL BASIS OF THE STUDY AND REVIEW OF RELATED LITERATURE

3:1. REVIEW OF THE THEORETICAL BASIS OF THE STUDY.

There are many factors that would determine whether an employee will stay in or leave an organisation. These factors, beginning from job description and Analysis, are as many as there are employees in the organisation; since each individual worker is a unique personality to some extent. However, some factors may be regarded as generally applicable and it is such factors that will be given pre-eminence in this review.

As far as this study is concerned therefore, the theoretical framework and review of literature will be restricted to only relevant personnel management theories and concepts that affect the recruitment, selection, placement and retention and stability of manpower in an organisation.

Such factors or concepts for review include personnel management policies such as:

1. Human Resource Planning and Employee Acquisition; in terms of Recruitment, selection and placement.

2. Financial compensation in terms of Remuneration (wages and salaries), fringe benefits and other incentive schemes, and the treatment of employees in terms of promotions, housing and accommodation, provision of welfare services.

3. Training and Development of Employees.

4. Motivation and general satisfaction or dissatisfaction of employees for effective performance.

All these factors have a "push" effect in labour mobility when they act negatively. When they are further combined with the "pull" factors i.e. factors external to the organisation, the affected employees tend to exhibit a high rate of turnover.

3:1.1 Personnel Management and personnel Policies.

Every formal organisation has a personnel function which is concerned with the human resource management of that organisation. According to Dale Yoder (1960) "personnel management is concerned with all the practices and procedures in which human resources are combined with other factors in production and distribution." [1] This definition however is too general and does not bring out clearly all that is involved in personnel or human resource management.

According to Tyson and York, "the term personnel management may be defined in specific or general terms. In its specific sense, it refers to the professional functions performed by the personnel managers. In its general sense, it is the management of people at work." [2] In other words, the personnel function starts by creating work or jobs for people to do and employing people to do the work. This definition too is not precise enough.

The definition given by Maurice Cuming (1972) may be regarded as being more adequate for the purpose of this research. According to him "personnel management is concerned with obtaining the best possible staff for an organisation and having got them. Looking after them so that they will want to stay and give of their best to their Jobs" [3]

The weakness with this definition is that, it pre-supposes that the job is already in existence and the only duty left for personnel managers is to find and manage people to do the job. It therefore disregards the personnel function of job Design and Job Analysis.

It is however regarded to be more adequate here because this research is centered on the employee aspect of the personnel function and not necessarily on the job aspect. Furthermore, the definition is broad based and yet specific and covers all the most important aspects of the functions of personnel management and that of employee. For instance, the phrase "obtaining the best possible staff" applies directly to the aspects of manpower planning, personnel acquisition and utilisation; (Job Design and Job Analysis/Job Description are also indirectly applied here) recruitment selection, placement and induction.

The phrase "looking after them so that they will want to stay" applied to the employer's responsibilities to the employees in the aspects of financial compensation (wages and salaries, fringe benefits) promotions, and demotions/terminations, and dismissals, staff training and development, industrial relations, welfare services and general motivation.

The other aspects of the definition points to the responsibility of employees to the organisation. That is "give of their best to their jobs". This has to do with employee efficiency which is the key to high productivity.

Thus an effective and efficient organisation is one which marries the organisation's interests and objectives with the interests and aspirations of the working groups. "Efficiency" in this sense according to Paul Pigors (1977) "indicates the need to judge whether the incumbent actually contributes to the profitability of the business" [4] While "effective organisation and working groups", underlines the need for management understanding of worker's motivation hygiene maintenance and their hierarchy of needs." [5]

In other words, the dynamics of an ideal personnel system consists of its ability in maintaining and retaining its employed staff through a mechanism of effective employment procedures, adequate training facilities, attractive conditions of service-wages and salaries, liberal labour relations, motivation and adequate welfare services; given that the job has been properly and adequately designed and analysed, taking into account skill variety, job significance and identity, and all the other characteristics that go with job design and job analysis.

This takes us to the aspects of Recruitment, selection and placement generally referred to as Human Resource Planning.

3:1.2 Human Resource Planning:

According to Schuller, human resource planning otherwise called personnel and human resource planning may be defined as "forecasting human resource needs for the organisation and planning the steps necessary to meet these needs. It consists of developing and implementing plans and programmes to ensure that the right number and type of individuals are available at the right time and place to fulfil the organisational needs." [6]

The strategic purpose of human resource planning is to identify future organisational demands for labour and to determine how to meet such demands through the management of labour supply. The major purposes being to minimise costs by helping management to anticipate employee shortages and surpluses and to bring them into equilibrium before they become expensive and unmanageable.

In matching employee demand with supply, the organisation has to determine what the demand or supply is and the factors influencing it. Two basic approaches may be used with respect to demand. One approach is through incremental perspective by which the organisation develops its manpower needs as a progression of existing trends in the manpower-work ratio. The other approach is a theoretical one which assumes an ideal manpower situation and based on this assumption, a manpower plan designed. The incremental approach, to my mind, seems to be better as it is more scientific.

The demand for labour is affected by factors both within and outside the control of the organisation. Such factors include:

(i) The rate of production.
(ii) Organisational policy.
(iii) Employee turnover

iv) Age of employees and other demographic characteristics
v) The rate of growth of the organisation.
vi) The degree of centralisation of authority.
vii) Effectiveness of current manpower utilisation
viii) Rate of technological change.
ix) The economic environment regarding boom or depression, and
x) Government Policies.

In the case of the higher institutions of Benue State, the most important factors influencing their demand for labour are the rate of employee turnover which seems to be generally high, the rate of growth of the institutions, government policies and the economic environment.

The rate of labour turn over among the institutions is generally high while the same time the higher institutions continue to grow increasing in number nd expanding in disciplines and departments. All these call for increased emand for academic staff. On the other hand, government policy has over the ears restricted the employment of staff, placing a total ban on employment in me cases. This policy has been dictated by the poor economic conditions of e nation in general and of the state in particular.

On the supply side, all the factors affecting the supply of academic staff em to be favourable to the institutions. The size of the country's population is ite large, with a high yearly turn-out of University graduates giving a very high te of unemployment. The labour market is therefore saturated and the degree competition for labour is quite low especially as regards lectures.

I.3 Employee Acquisition:

The process of employee acquisition consists of Recruitment, selection d placement.

Recruitment according to Dale Yoder (1960) "is the important means by ich labour is mobilised and aided in discovering opportunities for maximising

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its contribution to the total product of our society". [7] It generally refers to "searching for and obtaining potential job candidates in sufficient numbers and qualities so that the organisation can select the most appropriate people to fulfil its job needs". [8]

Recruitment exercise discovers people who appear likely to be willing and able to fill the vacancies. Selection continues the process by choosing from among those made available by the recruitment exercise, with such choice presumably based on matching the qualifications of the individuals and the personal requirements of the jobs. The process is complete when the selected employee is placed on the job.

Recruitment serves to increase the pool of job applicants both in quality and quantity at the lowest cost. It also increases the success of the selection process. More importantly, recruitment helps in checking employee turnover and increases employee productivity.

For a successful recruitment exercise the organisation has to ascertain its manpower needs as well as the labour market conditions, both in the short and long run and also in terms of level and title. Following this, recruitment materials and methods are developed.

After recruitment and selection then comes placement. This may be defined as "assigning the individual to a particular job. Such assignment should reflect the demand of the job and skills, personality, interests and preferences of the employee. Deciding whether to hire and not to hire an employee can determine the success or failure of an organisation; depending on whether the right or wrong choice has been made.

Placements could be made from within or from the outside. The advantage of the internal placement is that it saves time and costs, while at the same time boosting the morale of the employees and ensuring continuity. It however has the disadvantage of breeding cliques and enhancing organisational conflict.

If replacements are made from outside, there is the advantage of injecting new talents into the organisation. This may also help to diffuse internal conflicts. But this will have to be weighed against the demoralising effect such external replacements may have on the old employees. It may also be a new source of conflict which may threaten the stability of the organisation. The internal and external sources should therefore be used tactfully and complementarily, while the selection process should be a team work between the personnel department and the user department.

The best selection, recruitment and placement is that which ensures a perfect fit between the organisation and the employee. The fitting of new employees to the organisation is largely assisted by the process of orientation to the employee and the employee to the organisation. Beside providing the employee with facts about the new organisation, and about his new job, it helps to build confidence in him and gives him a feeling of acceptance. It also provides an opportunity for indoctrinating the new employee with the philosophy and culture of the organisation. A good orientation programme therefore helps to reduce the probability of the new employee leaving the organisation by making him feel wanted and at home. Evidence abound that the first few months of an employee in an organisation are crucial in helping him to decide whether or not to stay on the job or in the organisation.

Staffing is important because if the wrong people are hired, they will perform woefully regardless of how good the job design was or how much wages and salaries are paid. Wrong staffing could equally lead to a high rate of employee turnover.

Because of the importance the society, the employers and the employee attach to recruitment, Dale Yodes (1960) warned that "If recruitment is unskilled or thoughtless, it may occasion the misuse, misapplication and under-utilisation of labour. It may direct manpower into positions in which participants will not secure the training or experience essential to their maximum contribution or

where they may face long periods of idleness or numerous changes from one inappropriate job to another equally inappropriate one."[9]

The implications of such an improper allocation of labour would be what Maurice Cuming (1972) refers to as "square pegs in round holes." Such practice leads to low productivity, frustration and anxiety due to inability to perform the job adequately.

In a similar vein, Paul Pigors (1977) advised employers of labour that "placement is and should be an experimental step. For this reason, the first placement must usually carry with it the status of probations. Both the new employee and the organisation are on trial." [10]

As far as this study is concerned, placement is a crucial factor in the retention of staff and employee turnover. According to Maurice Cuming (1977) "One of the major causes of job satisfaction and job frustration is "right placement" and "wrong placement" of candidates when they first entered the organisation". The square pegs in round holes, says Cuming, is the result of wrong placement or ill matching of people in jobs to which they are not suitable."[11]

3:1.4 **Financial Compensation:**

Having recruited an applicant and having placed him at the right position, the next thing an employer would do is to help him stay in order to do a good job. One of the ways of making an employee want to stay is by paying him a "right" or "good" wage. This is usually accompanied by advancement on the job (promotion).

The issue of wages and salaries payment has often featured prominently in employee-employer negotiations. Not only do they come up most frequently. they take more money, more time to discuss and give rise to the greatest number of industrial disputes. This is an indication of the importance an employee, the employer and the society attach to the wage issue. This means that if an employee feels he is not being paid the right wage, the tendency for

him to leave the organisation will be very high. Wages are important to both the organisation, the employee and to the society.

On the employer's point of view, wages and salaries payment are means of securing and retaining the manpower he requires. His major objectives in wages and salaries payment is the creation or maintenance of an effective working organisation. He relates wages and salaries to output of goods and services. Thus wages and salaries are a means of buying the enthusiastic and effective co-operation of members of his team. At the same time however, he regards wages as a cost to be minimised, since added to other costs it goes to affect the profit margin or survival position of the organisation. The image of the organisation is also influenced by how much wages it pays, so also is the productivity and turnover of its employees.

To the employee, wages represent a revenue that is to be maximised. To him therefore wages are income and it is that income which to a large extent determines his purchasing power, his standard of living and that of his family. His status within and outside the organisation are also a reflection of his salary. Wages are also a motivation tool to the employee. An employee's decision to stay or leave the organisation is therefore to a large extent dependent on the wage issue. On the importance of wages to the employee, Dale Yoder (1960) is of the view that "wages and salaries have become the accepted status symbols. Indirectly, the higher his wage or salary the better may his home neighbourhood and his car." [12]

To the society wages are both a cost and revenue. as a cost, wages affect the cost of living through inflation and its attendant consequences. As a revenue to the employee, wages determine the general standard of living. The wage issue is therefore a very crucial one to labour mobility. An organisation should and must therefore adopt a scientific approach to wage determination to ensure an equilibrium between these three levels of interest groups - the employee, the organisation and the society.

In an attempt to arrive at the "right wage" various factors collectively called "the wage mix" need to be taken into account. These are the demand and supply conditions for labour, the organisation's ability to pay, the productivity of the employee and a consideration for the general cost of living so that at least a "living wage" may be guaranteed. This last factor is important in maintaining the morale of employees. It also guarantees him an average standard of living. The implications for not paying "a living wage" are moonlighting, pilfering, embezzlement, low productivity and high employee turnover.

Other factors usually taken into consideration in wage, determination include the rate paid by the direct and most important competitors, the bargaining power of the trade unions and the relative worth of the job.

In a centrally controlled economy or public organisations such as the institutions selected for this study however, the most influential factor is the government. The wages here are fixed by the government, presumably, taking into account all the other variables of the wage mix. In such a situation, there is very little the organisation can dot to make things otherwise. The issue of University Salary Structure is a case in point here. Most higher institutions of a similar status in the country as the selected sample enjoy the University Salary Structure but because of the inability of the state to pay, staff of the College of Education, Katsina-Ala and College of Agriculture, Yandev are still being paid under the conventional civil service gradings. The only was an organisation's management can influence the financial package of its employees in such a case is to manipulate the fringe benefits and welfare services or through unionism.

Fringe benefits constitute the indirect part of an employee's compensation in terms of extrinsic rewards of the job and are sometimes more important to the employee than the actual wage. To the organisation however, they must be fixed after careful analysis.

Various forms of the fringe benefits include employee protection programmes such as pension and gratuity schemes, and employee services such as housing, transportation, education and medical services.

3:1.5 **Promotions.**

Closely related to the wage issue is the issue of promotions. Promotion according to Paul Pigors (1977) is "the advancement of employees to a better job-better in terms of greater responsibilities, more prestige, greater skills and especially increased rate of pay or salary." [13] Demotion on the other hand is a shift to a position in which responsibilities and salaries are decreased. But there is also a "dry" promotion which refers to an increase in responsibilities and status without corresponding increase in pay. Often, in periods of business recession or over establishment, promotion may be unaccompanied by salary or wage increase.

The question of promotion in an organisation is a critical factor in job satisfaction, high morale at work and also in frustration and high labour turnover. To the employee, promotion mean several things: Higher Social Status both at work and the community outside, more pay and more pay means improved standard of living and enjoyment of all that money can buy, a more senior position from which a worker can attain self esteem and self-actualisation and perhaps render a better return to his organisation.

The question arises as to what should form the basis for promotion? Would the policy be essentially on "seniority" or on "merit"? Since promotion is one of the important factors in job satisfaction, motivation and frustration, it is necessary for an organisation to spell out in very clear terms the basis and opportunity for promotion. An organisation's promotion policy might spell out whether other things being equal, promotion would be based on merit, seniority or to give preference to internal candidates, or advertise all vacancies involving promotion.

Maurice Cuming (1972) stresses the need to chart promotion lines based on job analysis. "The promotion chart should show clearly which job leads to which". Some jobs are "dead end jobs" and persons hired for such jobs should be told its nature so that he should not be discouraged if later on he finds out that he has no opportunity for advancement. Cuming further recommends that "dead end jobs" should be reserved for old age and unskilled workers." [14]

Similarly, an organisation must state clearly whether merit or seniority would form the basis for promotion or both. Some organisations generally prefer using merit instead of seniority. In such cases, a clear and fair method of performance appraisal has to be developed. In this way they ensure that competence shall be the basis for staff development and advancement. Able young men prefer this method because they are inpatient about waiting for "dead men's shoes" and will leave to look for better prospects else where if seniority is over-emphasised.

promotion based on seniority on the other hand is widely used and well recognised in all types of organisations-military, government institutions and business organisations alike. It has the advantage of simplicity in measurement, and management, gives a greater sense of security and reduces the incidence of employee turnover. Employees tend to remain in the organisation for the fear of loss of seniority. However, seniority has reason against it especially when it becomes the only basis for promotion.

From the view point of higher productivity, the use of merit is favoured, but from human relations point of view, the use of seniority may be better.

A successful promotion policy is one that combines merit and seniority. For example, seniority should be the yardstick in deciding promotion between candidates with equal potential for promotion.

This study shall probe into the system of promotion commonly used in the selected institutions and the extent to which the system adopted has influenced the retention of staff in these Colleges.

3:1.6 **Training and Development:**

Training and Development are another aspect of the personnel policy which could generate ill-affection in an organisation between employees and employers that could lead to employee turnover. This can arise either as a result of the absence of training programmes/facilities, or the manner in which selection for training and the treatment of employees during training is conducted. Conflict in this area may also arise from the way the acquired training is utilised in the organisation, especially as regards relevance of the training and reward for it.

Training and Development may be defined as "any process through which the abilities, skills and aptitudes of employees to perform specific jobs is increased." [15] Training is for acquiring basically technical or non-managerial skills while development is concerned with the acquisition of managerial skills.

Although the primary aim of Training and Development are for employees to acquire skills to improve performance, training can also be a motivational device. It also increases the employee's jobs prospects. To the organisation, it ensures greater productivity and provides the organisation with personnel with which to readily meet its manpower needs.

There is however a conflict between retaining and loosing staff as a result of training. Because of this, there should be a careful selection of the employees to be trained and the training methods to be used.

McGhel and Thayei have suggested a three-step approach to determining the training needs. These are, first the organisational analysis the operations analysis and the man analysis.

The organisational analysis determines and outlines the entire organisation in terms of resources needed while operations analysis focuses attention on the tasks or jobs to be performed. That is what should be the content of the training, giving what the requirements of the job are and what the employee require to perform the job. man analysis examines the individual in terms of his present and possible future job skills. The gap between the job

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requirements and his skills become the training gap or needs. In other cases, the training needs are determined through a process of performance appraisal, which to my mind is too simplistic since many factors may be responsible for an employee's non performance.

There are various training methods ranging from on the job to vestibule and off the job training. Generally, the method of training an employee should depend on the training needs of the organisation and the individual's training needs. According to A.K. Ubeku, (1984) "training should not be undertaken for the sake of it. It must be geared to the objectives of the organisation. Hence any training method must meet two criteria, namely efficiency and effectiveness. It must increase productivity in order to meet the objective of the organisation. It must be effective by changing the behavioural pattern of the employee". [16]

Where the right training method is not provided for the right employee at the appropriate time of need, there is high tendency for employee turnover and resources become wasted.

3:1.7 MOTIVATION.

The mere offer of appointment and payment of agreed wage or even the "right" wages and salaries are no guarantee that an employee would stay put on the job. Quite recently, emphasis has been placed on the importance of motivation in getting employees to stay and give of their best to their jobs. Various industrial psychologists' findings have revealed that people can only give of their best in a job if their needs are satisfied. These needs range from hunger and thirst to those of recognition and self esteem or self actualisation.

There are three theoretical perspectives of looking at motivation. These are the content theories, process theories and reinforcement theories.

The process approach emphasises how and by what goals individuals are motivated. In this view, needs are just one element in a process by which individuals decide how to behave. Basic to these theories on motivation are the notion of expectancy - that is, what the individual believes is likely to occur as a

result of his or her behaviour, and the value or strength of the individual's preference for the expected outcome.

Reinforcement theories deal with how the consequences of a past action influence future actions in a cyclical learning process. In this view, people behave the way they do because, in past circumstances, they learned that certain behaviours were associated with pleasant outcomes and certain other behaviours were associated with unpleasant outcomes. Because people generally prefer pleasant outcomes, they are likely to repeat behaviours that they have learned will have pleasant outcomes.

For the purpose of this study, the content theories or approach is more relevant. his is because all the other two approaches mentioned above relate more to "action as a result of previous action" which go to effect performance on the job and not to general actions of the employee. It is the content approach that relates to actions generally, which may include an employee's action to withdraw from the organisation if it does not satisfy his basic needs.

The content approach is associated with such names as Maslow, McGregor, Herzbeg, Atkinson and McClellan. This perspective stresses the importance of understanding the factors within individuals that cause them to act in a certain way. It attempts to answer such questions as: What needs do people try to satisfy? What impels them towards action? "In this view, individuals have inner needs that they are driven, pressured or motivated to reduce or fulfil. The particular need they have will determine the action which they take. That is, individuals will act or behave in ways that will lead to the satisfaction of their need." [17]

The work of two eminent American psychologists. Abraham Maslow (1974) (Motivation and personality) [18] and Fredrick Herzberg (1959) (Motivation - Hygiene maintenance) [19] have stressed the fact that an employee is better prepared to work when his fundamental needs are fulfilled by his employer. These fundamental needs according to Maslow are the motive force that control human behaviours and the motives develop in sequence according to five levels

of needs - Physiological needs, security needs, social or affectionate needs, self-esteem and self-actualisation needs. This hierarchy he illustrated with a pyramid thus:



MASLOW'S MOTIVATION PYRAMID. [20]

According to Maslow as illustrated in the pyramid above, the physiological needs of man which include the need for air, water, food, shelter and sex occupy the greatest space and forms the basis for man's endeavours in life. For these basic needs to be satisfied, the worker has to be motivated through a good wage and fringe benefits. And when their basic body needs are taken care of employees still must have their safety needs gratified with job security and freedom from coercion or feelings of arbitrary treatment. In the modern organisations both physiological and security needs are usually though not always taken care of. Once this is done, the social needs of love affection and belongingness becomes next in importance. The last two are the esteem needs and self-actualisation.

Maslow described two major types of esteem needs. The first is desire for achievement, mastery and competence. The other type of esteem need is the desire for prestige, status, importance and recognition. when all these are

adequately met, employees become motivated by the desire for self-actualisation.

Although Maslow has been criticised by his rigidity in the order the needs occur, and on the fact that needs differ among individuals and the ways in which they eventually translate these needs into action, as well as the inconsistency associated with the ways in which they act on their needs and the needs that motivate them at any given time; it is generally accepted that individuals have needs which they hope to satisfy in the course of their stay in an organisation. It has also been found in organisations that people can satisfy their lower order needs than the higher order needs which are often of more importance to them. where these needs are not satisfied, the individual may develop stress and anxiety or may even become frustrated. If the level of frustration becomes too prolonged, the individual becomes invigorated which may eventually lead to withdrawal either psychologically, mentally or physically. Physical withdrawal in the form of employee turnover is the main concern here.

For the purpose of this study, Maslow's Theory is of value in so far as we recognise that employees have needs and if such needs are not met they will eventually withdraw their services from the organisation. The order of the needs is of less importance to this study. Once it is agreed that employees have needs which they hope to satisfy in their place of employment , and that if such needs are not satisfied they will withdraw, that is sufficient for the purpose of this research.

Fredrick Herzberg's contribution was on job satisfaction and job frustration. His two factor theory of motivation - Hygiene was an analysis of what he called job-content (what an incumbent actually does at work); job context (the environmental setting of work). The job content motivator include: work itself, achievement, recognition and responsibility. The Hygiene or maintenance factors include: company policy, administration, salary and working conditions. Herzberg hypothesised that factors of job-content are satisfiers and they can stimulate high motivation and increased productivity, and the factors deriving

from job-content were often associated with a negative job-attitude. [21] For example, the question of "salary" has more potency as a job dissatisfier than as a job-satisfier.

One important concept that emerges from Herberg's work is that all motivating factors (job-content) are within the immediate control of the managers, while the factors for demotivation or unhappiness (job-context) lies more outside their control. A better management technique on motivation is that managers of organisations should work as a team to hold together both the factor content and the factor context. They must endeavour to integrate what makes an employee happy to what makes him unhappy. Hence Paul Pigors (1977) advised that "to maximise an employee's potential and to expect efficiency and high productivity, the management must integrate the fundamental needs of the worker to the organisation's own objectives. Frustration of basic needs makes a person sick. Indeed, when individuals are blocked in trying to meet basic needs, they become to some extent mentally ill and then call it quit". [22]

For this study, the variables selected for consideration as satisfiers or dissatisfiers are the personnel policies regarding recruitment, selection, placement, remuneration and promotion, welfare services, training and motivation.

3.2 DEFINITION OF KEY TERMS.

Because of the variety and complexities of meanings which can be associated with terms and concepts when used in everyday English or in some other discipline, it is necessary that a working definition be made of the key terms and concepts as used in this project so as to avoid misconceptions and ambiguity. For the purpose of this project therefore the following terms should be understood as here defined.

(1) **Employee Turnover:** This is a term used in personnel management to describe the movement of workers into and out of the employment of an

organisation. It is expressed as a percentage of the ratio of the staff leaving the organisation compared to the average number of full-time employees and is usually taken over a fixed period of time.

(2) **Recruitment:** This generally refers to the process of searching for ard obtaining potential job candidates in sufficient numbers and quantities so that the organisation can select the most appropriate people to fill its joo needs.

(3) **Selection:** The process of gathering information about job applicants in order to decide who should be hired and who should not be hired.

(4) **Placement:** Assigning the individual employee to a particular job in such a way as to reflect the demands of the job - the skills, the personality, interest and preferences of the employee.

(5) **Remuneration:** The discharge of an obligation in money to recompense the employee for work or service rendered in equivalent terms. Both compensation, and pay (wages and salaries) are substituted for Remuneration. Pay refers to the monetary compensation that employees get for services rendered to the organisation. Wages are paid to technical staff whose productivity could be effectively measured in some way and also to daily paid workers while salaries are paid to workers who render services especially payable on monthly basis and whose productivity is not easy to measure.

(6) **Incentive Scheme:** These are those schemes designed to motivate the worker to make him give of his best to the organisation. Incentive payment system simply mean paying an employee on the basis of his contribution to the organisation. They are designed to ensure equity and fairness or what Holman called "distributive justice in the methods of payment".

.(7) **Fringe Benefits:** These constitute the indirect part of employee compensation, in terms of extrinsic rewards of the job. they are not subject to taxation and often represent a fixed cost to the organisation. Various forms include employee protection programmes, such as retirement

benefits, (pensions and gratuity), insurance schemes, and employee services which may include housing, transportation, feeding, education, and medical services.

(8) **Motivation:** The meaning of this term as used here is adopted from the definition by Mc. Farland (1981). It refers to the way urges, drives, desires, aspirations, strivings or need direct or control the behaviour of human beings. In simple terms, it is that force or influence which inspires people to react in certain ways. [23]

(9) **Job Satisfaction:** This refers to the amount of overall positive effect or feeling that individuals have towards their jobs. When we say then that an individual has high job satisfaction we mean that the individual generally likes and values the job highly and feels positively towards it. (Fieldman et al 1982).

(10) **Academic Staff:** As used here refers to a teacher who may combine publishing or research or invention with his normal duties of lecturing in the University or some other higher institution of learning above secondary level. The term as used here therefore precludes workers in such institutions whose primary duties are concerned with administration, thus heads of academic departments and deans of schools are members of academic staff as used here.

Foot Notes:

1 Dale Yoder (1960). Personnel Management and Industrial Relations. Pitman and Sons Ltd, Great Britain, P5.

2 Tyson and York, Quoted in Dooley C.R. (1964). Training within Industry in the USA. International Labour Review, Vol. 54 Nos 3 - 4. P 161.

3 Cuming Maurice (1972). Op. cit. P1.

4 Paul Pigons and Charles A. Myers (1977) Op. Cit. P 102

5 Ibid

6 Schuller, Quoted in Dooley C. R. (1964). Training Within Industry in the USA. International Labour Review Vol. 54. Nos 3-4 P161.

7 Dale Yoder (1960). Op. cit P 167.

8 Ibid.

9 Ibid.

10 Paul Pigons and Charles A. Myers Op. Cit. P. 156

11 Cumming, Maurice Op. cit. P 39.

12. Dale Yoder Op. cit. P 39.

13 Paul Pigons and Charles A. Myers, Op. cit. P. 281

14 Cumming, Maurice. op. cit. P 84.

15 Paul Pigons and Charles A. Myers. op. cit. P. 282.

16 A.K. Ubeku, (1984). Personnel Management in Nigeria (2nd Edition), Macmillian Publishers, London and Basingtock o. P. 270.

17 James A.F. Stoner (1978). Management. Pratice Hall International Inc. London. P. 407.

18 Abraham Mascow (1974). Motivation and Personality. New York PP 63 - 69.

19 Frederick Herzberg (1959) Motivation Hygiene Theory; The motivaion to work. (2nd edition) New York, John Wiley and Sons Ltd. p.81.

20 Abraham Mascow. op. cit. p.69.

21 Frederick Herzberg. op. cit. p. 81.

22 Paul Pigos and Charles A. Myers. op. cit. p. 99

23. Mc. Far Land, D.E. (1974). Management Principles and Practivces, Macmillan Publishing Company, Ind. New York.

CHAPTER FOUR

HISTORICAL BACKGROUND OF THE STUDY AREAS

To properly understand the problems of staff turnover in the higher institutions of Benue State, it is necessary to discuss at least in brief the history of these Colleges. This, it is hoped, will shade some light on the origin of the problem. This is the focus of this section of the project, beginning first with the history of College of Education, Katsina-Ala.

4:1 HISTORICAL DEVELOPMENT OF COLLEGE OF EDUCATION, KATSINA-ALA.

Location: The College of Education, Katsina-Ala is located in Katsina-Ala town which is the administrative headquarters of Katsina-Ala Local Government Area. The town itself if located along the banks of the river from which it has taken its name, River Katsina-Ala.

Katsina-Ala town is situated on Latitude 7.10° N and Longitude 9.30° E (Based on Times Atlas of the World, comprehensive Edition 1967). The College is sited on the North-East of the town and is flanked on the West by the River. It is about 130km to Makurdi, the Benue State Capital.

Brief History:

The idea of establishing the College of Education (then Advanced Teacher's College), Katsina-Ala was conceived by the government of the defunct Benue Plateau State headed by the late Mr. J.D. Gomwalk. Even though financial provision was made for it in the 1975/76 budget and in the 1975-80 development plan, apart from the appointment of a firm of architects, the project did not go beyond the conceptual stage, as the regime of Gowon which conceived of the idea was outset in July, 1975.

A new administration in the state headed by Colonel (now major General) Abdullahi Shelleng was appointed and it was only this time that practical steps were taken to implement the plan. Thus right from the conceptual stage, the College started to experience some hitches and set backs as the new regime certainly had its priorities and its conceptions of establishing the College also was bound to differ, at least slightly, as education was not immediately at the top of this priority.

By January 1976, Mr. D.O. Idah was appointed Principal and Instructed to "start making whatever arrangements necessary to get the College started in September 1976." He was also "to look for temporary accommodation either in Jos, Makurdi or Otukpo."[1]

Instead however, the present temporary site at Katsina-Ala was acquired from what was then called Local School Board, which had earmarked the place for the construction of yet another primary school for Katsina-Ala town. Semi permanent primary school type blocks were quickly put-up and hastily re-modelled and the first batch of five hundred and thirty (530) fully residential students arrived on the campus on the 15th November, 1976 to start various Nigerian Certificate in Education (NCE) courses.

It is to be pointed out that the College has remained at this temporary site up till today, fourteen years after it was established while most of the buildings are seriously dilapidated and the place generally very marshy. This could probably be a source of discontentment among the academic staff to warrant/cause a high rate of staff turnover, since a site for a primary school is probably not the best for a higher institution, either in expanse or location.

Twenty combinations were available in the first year of inception while 1977/78 academic session, three more additional combinations were provided, bringing the number to twenty-three (23).

The College has been affiliated to the University of Jos for the accreditation of academic programmes and for national acceptance and recognition of the certificates the institution awards.

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College of Education, Katsina-Ala is funded entirely by the Benue State Government, which in 1982 established three more Advanced Teachers' Colleges; one at Oju, one in Ankpa and the other at Makurdi bringing the total number of the ATCs to four. The state in addition had a school of Basic Studies and a Polytechnic as well as a College of Agriculture. This was too much a financial burden for a young and poor state like Benue to bear hence two of the Advanced Teachers' Colleges (at Oju and Makurdi) were prescribed by the military regime in 1985. This large number of higher institutions could also be a cause of their poor funding which may bring about a high rate of academic staff turnover.

In 1991, the status of the Advanced Teachers' College, Katsina-Ala was changed to that of a College of Education and in 1982, it was formally upgraded by the University of Jos to start offering courses leading to the Bachelor of Education Degree (B.Ed.). This however discontinued in 1985.

Objectives/Functions of the College: Under the Advanced Teachers' College, Katsina-Ala, Benue State Edict 1976, the following objectives of the College were provided.

(i) To offer courses leading to the Nigerian Certificate in Education (NCE) through a three year academic and professional course which on successful completion candidates qualify as teachers in Primary Schools, Secondary Schools, Teachers' Colleges and Technical Colleges.

(ii) To act as centre for research into the various areas of educational theory and practice.

(ii) To mount from time to time in-service vocation courses for serving teachers."[2]

With the signing of the law converting the College into a College of Education, the objectives of the College were reviewed in line with the new status.

The College is essentially a teaching and examining body, being moderated by the Faculty of Education of the University of Jos to which it is affiliated.

Organisational/Career Structure; To ensure efficient co-ordination of activities and also provide functional relationships within the institution, the administrative and management control of the College is organised into hierarchy defining lines of authority and channels of communication.

The general administration and management control of the College is vested in the Governing Council of the College headed by a Chairman. This is a joint Council for all the higher institutions owned by Benue State. Other officers of the College include:-

(i) The Provost
(ii) The Registrar
(iii) The Bursar
(iv) The Director of Works
(v) The Chief Librarian; and
(vi) The Head of Academic Divisions (Deans of Schools and Heads of Academic Departments).

The Governing Council of the College delegates some of its functions to the Provost of the College, who is the professional and administrative head, who sees to the day today administration and management of the College. Other functions are delegated to the appropriate persons, Boards and Committees constituted by the Council. The College has had five Provosts since

its fourteen years of existence 1976 to 1989. An average of about three years per Provost . The two could have some adverse effect on staff turnover.

There are also instructional divisions and service departments. The College has eight schools with a total of Twenty-one academic departments. In addition, the College offers part-time courses leading to the award of the N.C.E and Associateship Certificate in Education (ACE) Certificates.

The logical arrangement of the academic divisions and their departments are as follows:

(a) School of Arts
- (i) Department of Fine Art
- (ii) Department of History
- (Iii) Department of Christian Religious Studies.

(b) School of Education Studies
- (i) Department of Education
- (ii) Department of Physical and Health Education
- (iii) Department of Primary Education.
- (vi) College practising School.

(c) School of Natural Sciences
- (i) Biology
- (ii) Chemistry
- (iii) Physics
- (iv) Mathematics
- (v) Integrated Science.

(d) School of Languages
- (i) English

(ii) French

(iii) Nigerian languages

(e) School of Social Sciences

(i) Economics

(ii) Geography

(iii) Government

(iv) Social Studies.

(f) School of Vocational and Technical Education.

(i) Agriculture Education

(ii) Home Economics

(iii) Business Education.

(iv) Technical Education.

(g) Division of General and Remedial Studies

(i) Use of English

(ii) General Studies

(iii) Prelim. Science

(iv) Prelim. French

(v) Prelim. Fine Art.

(h) Division of Continuing Education:- This takes charge of all the Part-time courses.

Academic Profile: Right at the inception of the College, the authorities have been trying to employ as many qualified professional and academic staff as they feel can satisfy the manpower needs of the College. At inception, the academic staff population was 61 while the number today stands at 176.

There are seven grades of lecturers in the College. From the lowest rank is the Instructor/Assistant lecturer salary grade level 08, followed by Lecturer III (Grade level 09), then lecturer II (Grade level 10) and lecturer I (Grade level 12). next in rank is the rank of senior Lecturer (Grade level 13). Others are the ranks of Principal Lecturer (Grade level 14) and Senior Principal Lecturer (Grade level 15).

For an Assistant lecturer (Grade level 08) entry qualification is by direct entry of candidates holding a First degree obtained from a recognised University after the one year of National Service. All other subsequent higher ranks are by selection for promotion from the subsequent lower ranks of lecturers who have had a minimum of two years experience in that grade or by direct entry of candidates holding a degree, or higher qualification, and having worked in related institutions with cognate experience.

4.2 Historical Development of College of Agriculture, Yandev

Location: The College of Agriculture Yandev is the oldest institution of higher learning in Benue State. It was established in October, 1973, by the former Benue Plateau State during the Military Era, under General Yakubu Gowon to meet the demands of qualified agricultural technologists at the intermediate and junior levels. The College is situated at the site of the former Farm Training centre, Yandev Agricultural station which was established in 1936. The centre is located at Yandev in Gboko Local Government Area. It is 9km from Gboko town along Katsina-Ala Gboko road.

The College initially offered a certificate course in General Agriculture but in 1977, courses in Agricultural Mechanisation, Livestock and poultry production were introduced while Home Economics and Fisheries were added in 1978 and 1984 respectively. Higher National Diploma (HND) in Home Economics and General Agriculture were introduced in 1981.

Objectives: The objectives of the College as contained in section 5(i) - (iv) of the edict establishing it include:

(i) "To offer courses of study, training and research in Agriculture and disciplines related to other complementary sciences allied to it.

(ii) To provide courses of study, training and research at National and Higher National Diploma or such equivalent or Higher qualification or such professional courses in Agriculture, veterinary, Home Economics, Farm Mechanisation, Forestry, Fisheries and other levels which may from time to time be approved by the Council with the primary purposes of serving the agricultural industry and the country.

(iii) To promote research and advancement of agricultural technology.

(iv) To emphasise and impart practical knowledge and development competent skills in agriculture through learning by doing.

(v) To contribute to the tackling of problems of agricultural production and development, and

(iv) To prepare and equip students with all the relevant agricultural technical skills and sufficient practical orientation so that they can effectively service the agricultural technology."[3]

The various programmes currently being offered by the College include a one year Pre-national Diploma, and two years National Diploma in General Agriculture, Home Economics, Animal Health and Husbandry, Agricultural Mechanisation and Fisheries and a two years Higher National Diploma in General Agriculture and Home Economics.

The College has seven academic departments and five non-academic departments. The academic departments include; Departments of Crop Science, Home Economics, Livestock, and that of Fisheries. Others are those of Agricultural Extension, which is a service department offering courses to other departments and the department of Basic Science. Each of the academic

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departments is headed by a lecturer who is normally of the rank of senior lecturer and above.

The non-academic departments are made up of the Registry, for administrative matters, the Bursary responsible for financial matters, the Estate Department which looks after repairs on College buildings and plants, the Library to look after the College Books Collection, and the College Farm for the purpose of generating internal revenues.

Organisational structure and Academic Profile:

The general administrative and Management structure of the College is similar to that of the College of Education, Katsina-Ala. The highest policy making body is vested in the Joint Governing Council for all the higher institutions of the state and headed by a Chairman.

Within the College itself at the head of the organisation is the Rector who is the Chief Executive and accounting officer of the College. He is responsible to the council and the Honourable Commissioner of Agriculture for the day to day running of the College. After the rector are the various departmental heads of both the academic and non-academic departments which are at present twelve in number.

As at 1988, the College had a total of thirty-one (31) academic staff to teach in the seventeen (17) different classes with a total students population of seven hundred and eight (708).

The College of Agriculture like its counterpart College of Education, Katsina-Ala seems to be facing similar problems including those of staff shortage, which the Rector affirms has been with the College since 1982. "Each of the thirty-one academic staff of the College is said to have a weekly lecture hours of 20 which is far more than the acceptable workload in a tertiary institutions of its kind, and because of the state ban on staff recruitment, there seem to be no immediate solution to the problem." [4] This problem of inadequate

number of staff is said to be seriously affecting the academic programmes of the Institutions.

Academic Profile: The academic profile of the College of Agriculture Yandev is structured along similar lines with that of the College of Education, Katsina-Ala except that in the College of Agriculture, the lowest entry qualification is the Higher National Diploma or its equivalent. The entrant with this qualification is designated as an instructor and is placed on a salary grade level 08 step 1 (08/1) while University graduates enter as Assistant lecturers on salary grade level 08/4 after the one year National Service. The progression to the top follows the same hierarchy through lecturer III, II, I to Senior lecturer, Principal lecturer and Senior Principal lecturer in the order presented. The conditions and duration for promotion to the next grade/rank in each case are the same with those that obtain in the College of Education, discussed earlier.

With this historical background of the two sample colleges, one is prepared to examine and see if there is to be any correlation between the problems of staff turnover and the historical development of the Colleges. This will be done in the next chapter that follows, that is the chapter dealing with the analysis and interpretation of data.

Foot Notes:

1 Mr. D.I. Tsavhemba, College Handbook, College of Education, Katsina-Ala. (Unpublished)

2. Ibid. p.3

3 Dr. M. Agbo, Brief on the College of Agriculture, Yandev, Presented to the Hon. Commissioner for Agriculture, Mr. A.A. Tokula, by the Rector Dr. M. Agbo. P. 1-2; (Unpublished).

4. Dr. M. Agbo. op. cit.

CHAPTER FIVE

DATA ANALYSIS AND HYPOTHESIS TESTING

In this chapter, the analysis of the three sets of questionnaire and the oral interviews conducted for the purpose of this research are presented. Suggested solutions to the problem are presented in the next chapter as recommendations where the summary is also given.

5.0 HYPOTHESIS I : HIGHER INSTITUTIONS OF BENUE STATE HAVE A HIGH RATE OF EMPLOYEE TURNOVER.

5.1 **Rate of Academic Staff Turn Over:** To measure the rate of turn over among the staff in the two Colleges, the set of questionnaire administered on the heads of departments was employed. See Appendix II. The aim here was to obtain data on staff strength for each department, and hence each College, for the period being considered. The result obtained for each College and for each department are summarised and presented in the tables below.

Table 2.1A is for College of Education, Katsina-Ala while 2.1B is for College of Agriculture Yandev. For purposes of comparison, the two tables are to be used in pairs. All 'A' tables in this chapter relate to College of Education, Katsina-Ala, while all 'B' tables relate to College Agriculture, Yandev.

TABLE 2.1A

TOTAL STAFF POSITION AT COLLEGE OF EDUCATION, KATSINA-ALA 1980 - 1989.

S/N	DEPARTMENT	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
1	Fine and Applied Arts	4	4	5	6	6	7	7	7	9	9
2	History	4	4	5	6	5	6	6	7	7	7
3	C.R.S.	4	4	4	4	4	5	6	8	8	8
4	T.Arts					6	7	7	7	8	8
5	Education	13	13	9	10	11	14	14	15	15	15
6	P.H.E.	5	4	4	5	7	9	9	9	9	9
7	Prelim. Educ.	5	5	5	7	5	7	9	9	9	9
8	Eng. & Lit. Std.					12	9	3	9	9	9
9	French						6	4	3	5	5
10	Nig. Langs.				5	5	3	5	4	5	5
11	Biology	4	4	4	5	5	5	7	5	7	8
12	Chemistry	4	4	6	6	7	7	4	7	7	7
13	Physics	3	3	4	4	4	5	10	4	5	5
14	Economics	5	5	5	10	9	9	6	8	9	8
15	Geography	6	6		7	7	8	6	6	6	6
16	Government				4	5	5	6	4	4	7
17	Social Studies			7	6	8	6	8	4	4	3
18	Agric. Educ.	7	7	6	5	6	8	8	12	12	12
19	Home Econs.	8	9	6	7	7	8	6	9	9	9
20	Bus. Educ.	5	5	6	6	6	6	12	5	5	8
21	Tech. Educ.	5	5	87	8	8	12	158	12	10	10
22	**Total**	**87**	**87**	**87**	**117**	**141**	**158**	**158**	**160**	**169**	**174**

TABLE 2.1B

TOTAL STAFF POSITION AT COLLEGE OF AGRICULTURE, YANDEV. 1980 - 1989.

S/N	DEPARTMENT	'80	'81	'82	'83	'84	'85	'86	'87	'88	'89
1	General Agric	7	8	8	7	7	6	6	8	6	6
2	Home Econs	6	6	7	7	6	6	7	7	7	7
3	Live Stock	4	6	6	5	5	5	4	3	4	6
4	Agric. Mech.	3	4	4	5	6	5	7	4	5	5
5	Fisheries	4	5	5	4	4	3	4	4	5	5
6	Basic Science	6	7	6	8	11	11	12	12	10	12
7	Agric. Ext. & Econs	4	4	4	6	5	5	5	5	5	5
	TOTAL	**34**	**40**	**40**	**42**	**44**	**41**	**45**	**43**	**42**	**46**

As shown in the two tables above, College of Education, Katsina-Ala had 22 academic departments as at the time of this study, while College of Agriculture, Yandev had only seven departments. From the two tables, it can be seen that the number of academic staff in each institution has generally been rising, though very slowly with very minimal increases.

For College of Education, Katsina-Ala as presented in Table 2.1A, the total number of academic staff in 1980 was 87 and remained so for three years until 1983 when the number rose to 117 - an increase of 30 staff above the number that departed in the year. By 1`984, the number increased by 24 to 141 staff. In 1985, there was again a slight increase of 17 staff above departures giving a total of 158, for the year. This figure was maintained in the following year also, meaning that engagements were the same with departures to replace separations. In 1987 two more staff were added to make the total 160, which rose to 169 in 1988 and to 174 by 1989 with a marginal increase of 5 staff.

Table 2.1B shows the staffing position of College of Agriculture, Yandev with the following picture. In 1980, the College had 34 staff. the number increased by six to forty in the following year and remained so in 1982. In 1983 two additional staff were employed to increase the number to 42 and two again in 1984 to give 44. In 1985 however, there was a marginal decrease of three and the figure dropped to 41. To even up, a net balance of four staff was employed in 1986 to bring the total to 45. In 1987 however, the number reduced again by two and again by one in 1988. To make up for these losses, four extra people were employed in 1989 to leave the figure at 46.

To get the trend of the staffing position in each case, a three yearly moving total and averages of the data is calculated and presented in the table below as table 2.2A and B. In addition, a yearly marginal increase in the staff for each College is also presented in the table to confirm the general trend.

TABLE 2.2A & B:

THREE-YEARLY MOVING TOTALS/AVERAGES OF STAFF IN COLLEGE OF EDUCATION, KATSINA-ALA AND COLLEGE OF AGRICULTURE, YANDEV, 1980 - 1989.

A: College of Education, Katsina-Ala

YEAR	YEARLY TOTALS	3-YEARLY MOVING TOTALS	3-YEARLY MOVING AVERAGES	YEAR TO YEAR MARGINAL INCREASE
1980	87	-	-	-
1981	87	261	87	-
1982	87	291	97	-
1983	117	345	115	30
1984	141	416	139	24
1985	158	457	152	17
1986	158	476	159	-
1987	160	487	162	2
1988	169	503	168	9
1989	174	-	-	5

B: College of Agriculture, Yandev.

YEAR	YEARL TOTALS	3-YEARLY MOVING TOTALS	3-YEARLY MOVING AVERAGES	YEAR TO YEAR MARGINAL INCREASE
1980	34	-	-	-
1981	40	114	38	6
1982	40	122	41	-
1983	42	126	42	2
1984	44	127	42	2
1985	41	130	43	-3
1986	45	129	43	4
1987	43	130	43	-2
1988	42	131	44	-1
1989	46	-	-	4

As indicated in Table 2.2 above, there is a gradually rising trend in the staffing position of the two colleges.

Tables 2.1 and 2.2 above however present only a picture of the total staffing position of the Colleges under study. They do not tell us anything about the rate of turnover. To find out this rate, data was obtained on the number of staff that left each department and hence each college during the years under consideration, as well as the number of engagements per department and the College for the corresponding period. The results obtained were summarised and are as presented in the tables below as table 2.3

TABLE 2.3A:

TURNOVER RATE AMONG ACADEMIC STAFF IN COLLEGE OF EDUCATION, KATSINA-ALA 1980 - 1989.

YEAR	1980	'81	'82	'83	'84	'85	'86	'87	'88	'89
No. employed at the begining of the year	87	87	87	117	141	158	158	160	169	174
Additions during the year	10	14	41	44	41	18	21	44	9	0
Total staff for the year	97	101	128	161	182	176	179	204	178	174
Departures during the year	10	14	11	20	24	18	19	35	4	38
Net number employed at the end of the year	87	87	117	141	158	158	160	169	174	136
Balance between Engagements and Departure	0	0	30	24	17	0	2	9	5	-38
Labour Turnover rate (%).	10.9	14.9	24.2	23	20.1	10.8	11.9	21.7	3.7	10.9

Average Turnover rate for 10 years $= \frac{152.1}{10} = 15.21\%$

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TABLE 2.3B

TURNOVER RATE AMONG ACADEMIC STAFF OF COLLEGE OF AGRICULTURE, YANDEV, 1980 - 1989

YEAR	1980	'81	'82	'83	'84	'85	'86	'87	'88	'89
No. employed at the begining of the year	34	40	40	42	44	41	45	43	42	46
Additions during the year	7	6	14	6	1	10	5	4	12	2
Total staff for the year	41	46	54	48	45	51	50	47	54	48
Departures during the year	1.	6	12	4	4	6	7	5	8	2
Net number employed at the end of the year	40	40	42	44	41	45	43	42	46	46
Balance between Engagements and Departure	6	.0	2	2	-3	4	-2	-1	4	0
Labour Turnover rate (%)	10.7	14	27.7	11.1	5.6	17.4	12.6	10	20.8	4.3

Average Turnover Rate for 10 years = $\frac{134.2}{10}$ = 13.42%

Table 2.3A relates to College of Education, Katsina-Ala while table 2.3B relates to College of Agriculture, Yandev. In each table, the total number of staff at the beginning of the year as well as additions and separations in the year are presented. The net number employed at the end of each year is also presented and the balance between engagements and departures.

Accompanying each table is the calculated turnover rate for each college. this rate is obtained using the formula.

$$LTO\ (\%) = \frac{\text{Average movement of Employees}}{\text{Average number employed}} \times \frac{100}{1}$$

The data presented in the two tables in effect is used to test the hypothesis, that the Higher Institutions of Benue State suffer from high labour turnover.

The basic principle of determining whether or not an organisation is experiencing "high or low" labour turnover is, if during a particular period, the number of engagements per year consistently exceed the number of separations, the labour force is said to be expanding and every person who resigns or deserts has been adequately taken care of or replaced. But if on the other hand, the number of engagements per year is consistently less than the number of separations, then the labour force is contracting, which implies that not every employee who resigns or deserted is adequately replaced. This would mean that labour turnover is high and unstable for the organisation.

With the background in the foregoing paragraph, table 2.3 shows that there was no serious problem of high labour turnover between 1980 - 1989 in the two Colleges. In 1980 the turnover rate was 10.9% for College of Education, Katsina-Ala and 10.7% for College of Agriculture, Yandev. In this year, 10 people left College of Education and 10 were employed. For Yandev, one person left and six were employed. For 1981 the rate for College of Education was 14.9 with 14 people leaving and 14 employed. The rate for Yandev where six people left and were replaced by the same number, the rate was 14%.

In 1982 the mathematical rate for each college was as high as 24.2% (College of Education) and 27.7% for Yandev. In this year 11 people left College of Education and 41 were employed giving a net positive balance of 30 staff. For Yandev 12 people left and were replaced with 14, two people above the number that departed.

The mathematical figure for College of Education in the next two years 1983 and 1984 were relatively high with 23% and 20.1% respectively. In each year the number of engagements was higher than the number that left the College. In the two years 1983 and 1984, College of Agriculture had rates of

11.1 and 5.6 respectively with six additions and four departures in 1983 and a net loss of two staff in 1984.

In 1985 the rate for College of Education was 10.8% and Yandev has 17.4%. For College of Education, the number that left was equally replaced while Yandev had four staff above the six that left.

In 1986 when College of Education, Katsina-Ala had 11.9% rate of turnover, two were gained as 19 left and 21 were employed. At the same period, Yandev had a rate of 12.6% which was slightly higher than Katsina-Ala, but lost two staff employing 5 in place of 7 that left during the year.

In 1987 Katsina-Ala had a rate of 21.7% with separations of 35 staff and employment of 44 persons. Yandev this year lost 1 person that was not replaced as 5 people departed and only four were replaced. Here rate of turnover for the year was 10%.

By 1988, the rates were 3.7% and 20.8% for Katsina-Ala and Yandev respectively. In this year, Katsina-Ala replaced her four departures with 9 recruitments while Yandev lost one person as five of her staff left but only four could be replaced.

In 1989 the rate of turnover was 4.3% for Yandev and 10.9% for Katsina-Ala. The average rates for the 10 year period were 15.21% and 13.42 for College of Education, Katsina-Ala and College of Agriculture, Yandev respectively.

Decision: In line with hypothesis I, the calculations have led to the rejection of the hypothesis that the higher institutions of Benue State have a high rate of employee turnover.

This hypothesis is rejected because in nine out of the ten years selected for College of Education, Katsina-Ala, the number of engagements has been either higher than or equal to the number that departed. Similarly, for College of Agriculture, Yandev, for the same ten year period, the number of engagements has been higher than or equal to the number of separations for seven years. In

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fact for six years in College of Education, Katsina-Ala, that is, 1982, 1983, 1985 and 1988 the number of engagements were actually higher than the number of separations.

It can therefore be said that labour turnover was high for College of Education, Katsina-Ala only in 1989 and for College of Agriculture, Yandev, in 1984, 1986 and 1987, for these were the only years during which separations were more than engagements.

In comparative terms the calculations show that for the ten year period put together, College of Education, Katsina-Ala has a higher average rate of staff turnover 15.,21% than College of Agriculture, Yandev with 13.42% average.

Although mathematical calculations on the basis of the theoretical framework of labour turnover have shown that labour turnover was not a serious problem for the colleges, the number of departing staff for a good number of years for both institutions show a danger signal of labour instability.

Table 2.3A shows that for each year 1980 - 1989 the picture of departures and engagements for College of Education, Katsina-Ala was as follows:

YEAR	1980	'81	'82	'83	'84	'85	'86	'87	'88	'89
DEPARTURES	10	14	11	20	24	18	19	35	4	38
ENGAGEMENTS	10	14	41	44	41	18	21	44	9	0

For College of Agriculture Yandev, table 2.3B gives the following summary for departures and engagements for the period 1980 - 1989.

YEAR	1980	'81	'82	'83	'84	'85	'86	'87	'88	'89
DEPARTURES	1	6	12	4	4	6	7	5	8	2
ENGAGEMENTS	7	6	14	6	1	10	5	4	12	2

Compared to the total staffing population in each college, for so many staff to leave each year and so many to be engaged each year, who would be completely strange to the system can create problems to the organisations both

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in terms of finance, management work stability and productivity. This is why inspite of the calculated results, the trend is regarded as dangerous and therefore needs further investigation to know what the causes are.

5.2 **HYPOTHESIS II and III.** These two hypotheses shall be considered together because they all bother on the causes of labour turnover.

Hypotheses II states that "The rate of turnover is directly related to or associated with inadequate and inefficient personnel policies" while hypothesis III states that "The rate of turnover of employees arises because the private sector industries, organisations and the newly established institutions offer more attractive conditions of service that is why the staff leave any time there is an opportunity in these sectors".

To determine the causes of the labour instability in the two colleges all the three sets of questionnaire were used. The oral interview conducted on principal officers of the colleges were then used to compare and verify the results obtained from the general staff population. The results obtained in each case were as per tables 2.4A and B below:

TABLE 2.4A

CAUSES OF LABOUR TURNOVER IN COLLEGE OF EDUCATION, KATSINA-ALA 1980 - 1989.

S/N	REASON FOR LEAVING	TOTAL SAMPLE	1 MOST IMPORTANT	2 IMPORTANT REASON	3 LESS IMPORTANT	4 NOT IMPORTANT
1	Poor Salary	103	72	19	12	-
	% of Respondents	100%	70%	18%	12%	-
2	Poor/slow promotions	103	80	14	9	-
	% of Respondents	100%	78%	13%	9%	-
3	Lack of/poor accomodation	103	2	8	25	68
	% of Respondents	100%	2%	8%	24%	66%
4	Lack of Training opportunities	103	59	23	21	-
	% of Respondents	100%	57%	22%	21%	-
5	Demands from government	103	3	5	8	87
	% of Respondents	100%	3%	5%	8%	84%
6	Attraction by other establishments	103	7	30	51	13
	% of Respondents	100%	7%	30%	50%	13%
7	General dissatisfactio	103	6	74	13	10
	% of Respondents	100%	6%	72%	12%	10%

TABLE 2.4B

CAUSES OF LABOUR TURNOVER IN COLLEGE OF AGRICULTURE, YANDEV, 1980 1989.

S/N	REASON FOR LEAVING	TOTAL SAMPLE	1 MOST IMPORTANT	2 IMPORTANT REASON	3 LESS IMPORTANT	4 NOT IMPORTANT
1	Poor Salary	23	14	5	2	1
	% of Respondents	100%	61%	22%	13%	4%
2	Poor/slow promotions	23	17	4	2	-
	% of Respondents	100%	74%	17%	9%	0%
3	Lack of/poor accomodation	23	2	1	12	8
	% of Respondents	100%	9%	4%	52%	35%
4	Lack of Training opportunities	23	3	6	5	9
	% of Respondents	100%	13%	26%	22%	39%
5	Demands from government	23	1	4	11	7
	% of Respondents	100%	4%	17%	48%	31%
6	Attraction by other establishments	23	2	10	6	5
	% of Respondents	100%	9%	43%	26%	22%
7	General dissatisfactio	23	2	18	3	-
	% of Respondents	100%	9%	78%	13%	0%

From table 2.4A the most important reasons which attract the highest positive response for labour instability in College of Education, Katsina-Ala in order of ranks are:

- slow promotions which has 80 persons in its favour as most important. this response represents 78% of the selected sample;
- The next most important reason is poor salary. This has 72 positive responses or 70% of the sample;
- The third factor which is considered as most important is lack of training opportunities. This has 57% of respondents in its favour.

Other factors which are also important to cause labour turnover in the College are classified under "general dissatisfaction" and have a record of 72% as important in column three.

Factors which are of less importance to the staff are; attraction by other establishments, lack of accommodation and demand from government. Infact demand from government and lack of accommodation are completely not important to the staff to cause any labour instability.

In the case of College of Agriculture, Yandev as revealed in Table 2.4B the factors ranked as most important by the staff are:

- slow promotions with 74% response as most important followed by
- Poor salary with 61%, of the respondents.
- General dissatisfaction is rated as important with 78% and therefore constitutes the third cause.

Attraction from other establishments is just important with a low score of 43% respondents, while lack of accommodation and demand from government are rated as less important with 52% and 48% scores respectively. Lack of training opportunities is generally not regarded as important by 39% of the respondents although 26% of the sampled staff regard it as important. Here it is necessary to aggregate the respondents so as to get a clearer picture of whether lack of training is important or not. 13% of the respondents regard it as most important while 26% regard it as just important. When the two groups are put together, those who regard lack of training as an important factor to cause labour turnover would be 39%. If on the other hand we aggregate those who regard it as less important with those who take it as not important, the total would be (22% + 39%) 61% clearly therefore lack of training opportunities does not constitute a serious cause for labour turnover for College of Agriculture, Yandev.

By comparism, the most important causes of labour instability in both colleges have been established to be slow promotions, poor salary and general dissatisfaction.

Peculiarities arise in the areas of training opportunities and attraction from other establishments. While lack of training opportunities is an important factor at College of Education it is not regarded as important at College of Agriculture. Also, while attraction from other establishments is an important factor at College of Agriculture, it is not considered important at College of Education.

These peculiarities are explained by the facts that at College of Education, Katsina-Ala, higher qualification is considered among the criteria for promotion to certain grade levels while at College of agriculture. it is not. It is therefore logical that lack of training opportunities should cause labour instability at College of Education, Katsina-Ala and not at College of Agriculture, Yandev.

Also, because most of the staff at College of Education are professional teachers, the areas into which they can be attracted are more limited than teachers at College of Agriculture who have wider chances of being attracted by the other sectors. This explains why attraction from other establishments is an important factor at College of Agriculture and not at College of Education.

The factors which have been identified as important in both colleges and which require further investigations for these hypothesis therefore are those that bother on promotions, salary policies and general dissatisfaction. With these facts, hypothesis II has been accepted for both colleges while hypothesis III is rejected in the case of College of Education, Katsina-Ala, but accepted for College of Agriculture, Yandev.

As a result of this outcome, only promotions, pay and general dissatisfaction will further be investigated for both colleges. Attraction from other establishments will only be considered further for College of agriculture while training policies will be considered only for the College of Education, Katsina-Ala.

5:2.1 **Promotion and Pay Conditions at the Two Colleges:**

The two Colleges are under the same joint governing councils with the same salary structure of the civil service and basically the same conditions of service especially as relates to promotions criteria. Chapter 2 section 17 of the Conditions of Service for the colleges states that "promotion of staff shall be the responsibility of the council which may delegate the functions, or part thereof to the Appointments, Promotions and Disciplinary Committee constituted by it. The arrangement for the promotion of staff shall be as follows:

(a) Governing Council on the recommendation of the Appointments, Promotions and Disciplinary Committee for officers of the higher institutions on grade level 12 and above.

(b) Appointments, Promotions and Disciplinary Committee on recommendation of the Rector/provost for staff on grade level 07 to 10.

(c) The intermediate and Junior Staff Committee for staff on Grade level 01 to 06 for ratification by Rector/provost.

Section 18 of the same chapter talks of eligibility for promotion and state that:

(a) "Promotions shall be made strictly on the basis of competitive merit by selection from among all suitable candidates. In assessing the merits of officers, the assessors shall have regard to:

(i) relevant higher education/professional qualification(s), publications and/or research shall be the requirement for academic staff on grade level 12 and above.

(ii) Cognate experience for the post and experience of 2 years;

(iii) Good records of performance or efficiency;

(iv) Potential for the new post i.e. demonstration of ability and competence to perform efficiently the duties and responsibilities of the higher post;

(v) General satisfactory records of conduct and contribution to extra curricular activities in the establishment and community;

(vi) Availability of vacancies;

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(vii) Any other condition that maybe stipulated by council from time to time.

(b) Emphasis shall be laid on the productivity and good conduct of the officers and not merely on the minimum time scale of 2 years stipulated in the scheme of service.

On recommendation for promotion, the scheme goes further in section 19 to say that:

(a) "under normal circumstances, no member of staff shall be considered for promotion except upon the recommendation of the Head of Department or the Rector/Provost in case of Heads of Department ,

All staff who have served for 2 or more years shall be presented for consideration.

(b) Recommendation for promotion shall not normally be considered until after the confirmation of first appointment or two years since previous promotion or transfer of service;

(c) Recommendations with comprehensive assessments of the officers must be submitted to the Registrar by the Head of Department concerned."

In the course of the research it has been found that the conditions set up above are not always applied in the case of promotions. Although promotions are generally based on the 2 year progression and merit, for quite a number of years, government circulars over rule the schemes and the criteria keep changing from year to year including years of progression so that one is not sure of when he will be due for promotion. In some years embargo is completely placed on promotions and when the embargo is finally lifted, arrears are not paid.

In other instances, Governing Council which is responsible for conducting promotions does not exist and the various ministries (Education and Agriculture) take over the responsibility of promotions in their respective colleges.

Although merit is the criteria for promotion, relevant higher education/professional qualifications, publications and/or research are also required for certain grade levels while emphasis is also laid on productivity and good conduct of officers.

The problems here are that productivity in a service industry like teaching are difficult to measure. For instance, should it be based on the number of students taught, or hours taught or performance of students at exams. or research carried out or publications? When the criteria are not easily defined, with different assessors, performance evaluation can be misleading, ununiform and frustrating when merit is over emphasised.

Also, higher qualifications, professionalism and publication and research are to be used as criteria but encouragement is not given for these to be pursued. Without research/publication grants, it is difficult for staff to undertake research. Equally, emphasis on higher qualification which do not go with sponsorship to acquire the higher qualification are also frustrating. These factors are all lacking as evidence show and therefore explain why promotions are an important reason for the staff instability in the two colleges.

Promotions and salary go together. If promotions are poorly conducted then it is logical that salaries will be equally not satisfactory. Even where promotions may be regular and fair, salaries can be poorly paid if they are low and not regularly paid. In this case, promotions have been found to be irregular, unfair and salaries low and not regularly paid. This is evident from available documentary sources. One time provost of the College of Education, Katsina-Ala, Mr. Alfred Ayem Luga in 1984 graduation speech, held on 7th January, 1984, had this to say;

"It is interesting to note that this College was founded in 1976 by the first Military Administration under General Gown. I was not here then but its records have shown that the college had it good for the first few years of its existence. There was money to pay for the facilities hired and for services rendered. Today the picture is different. We find it difficult to collect our pay at the end of the month let alone pay for the services rendered or hired".

He went further to say in the same speech that "I am not asking for anything extra but that if claims are paid regularly, it will surely encourage the staff to undertake more assignments for the College.".

In the same speech, it was pointed out that while the staff strength had increased, accommodation had remained constant. "Even if we had money to hire houses, there are none to hire."

In a similar development, the Rector of College of Agriculture, Yandev for 1984 Dr. Agbo while briefing the Hon. Commissioner for Agriculture on a visit to the college on May, 1984 had this to say:

... The Hon. Commissioner Sir, your visit to us today has made us happy because we have somebody who will listen to and see our problems on the ground. With your presence we believe we are speaking directly to the government. Inspite of the embargo placed on staff promotion and recruitment, your staff for the past four months have gone without salary. this kind of situations certainly make administrative control difficult for any leadership."

With these statements by the Chief Executives of the two institutions, it becomes glaring that the promotion and salary issue should be very serious problem for the staff of the colleges. These statements together with the statistical facts have confined that promotion and pay have been the most important factors responsible for staff instability at the two colleges.

5:2.2 **General Dissatisfaction:**

Another common problem with staff in the two colleges that is responsible for their turnover is general dissatisfaction. The causes of frustration and dissatisfaction in any organisation are many and varied. It can be caused by some or all of the factors already treated or even more, such as lack of rapid promotion, poor salary, lack of opportunity for training and lack of accommodation, others may be job insecurity, unfair supervisory treatment, lack of achievement and social status, poor physical environment and unfavourable location of the work place or poor co-worker relations etc.

Once a worker is dissatisfied in his or her work, frustration sets in and inefficiency and low productivity become the end result. No qualified and brilliant staff would want to allow for this situation to happen before he decides to quit. This explains why 72% at College of Agriculture regard general dissatisfaction as an important factor to cause their departure.

5.2.3 **Lack of Training Opportunities:**

This factor is regarded as the third most important factor with 57% response by staff of college of Education, Katsina-Ala. At College of Agriculture, it is not so

important but has a wide spread of divided opinion. This is because although the two colleges operate on the same scheme of service, areas of emphasis differ. College of Education being a teacher institution, higher qualification is needed for her staff, hence the need for further training. College of Agriculture on the other hand offers diploma and certificate courses for extension and technical services which do not necessarily require higher qualifications. Accordingly therefore, higher qualification is not emphasised in her promotion of staff . Only the training conditions at the College of Education would therefore be investigated.

Evidence obtained through the various sets of oral interviews and questionnaire show that staff development and training at the College of Education has not been satisfying. First, it is difficult to acquire release for study leave since chances are very limited per school per session because of the staff shortage. When a staff is at last released, he is granted study leave with pay only so that he or she has to use his/her own salary to pay for all the course expenses without any other financial support from the College. Because of the poor salary and irregular payment of same, going for further studies becomes a problem while at the same time higher qualification is needed for promotion to grade level 12. This is frustrating and explains why it is an important cause of labour turnover at the College of Education.

5.2.4 **Attraction from other Establishments:**

This is of average importance at the College of Agriculture with 43% respondents but unimportant at the College of Education.. This is so because the staff at the College of Agriculture are mostly science bias and since science personnel are in short supply, the demand for them is higher in labour market than the demand for professional teachers who are in greater supply. It is therefore easier for staff at the College of Agriculture, Yandev to aspire and be attracted by other establishments than their counterparts at the College of Education, Katsina-Ala who have limited areas into which they can go. In this

respect College of Agriculture has a high potential to be attracted by other establishment.

To investigate this, the staff who left College of Agriculture within the period of study were asked to indicate their present addresses and places of work while those still in the College were to indicate the areas into which they would wish to move if vacancies should exist in any.

A total sample of 39 responses was used with 16 from those who have actually left the College and 23 from those still in the service of the College. A summary of the result is presented below;

Table 2.5

Attractive Sectors to Staff of College of Agriculture Yandev.

S/N	SECTOR	ACTUAL	%	POTENTIAL	TOTAL	% OF TOTAL
1	State and Local Government Civil Service	3	19%	-	3	8%
2	Federal Civil Service	3	19%	3	6	16%
3	Private Sector Industry	6	38%	8	14	36%
4	Banking and Commerce	1	6%	7	8	20%
5	Another higher institution	2	12%	3	5	12%
6	Sole propriator or partnership business	1	6%	2	3	8%
	TOTAL	16	100%	23	39	100%

From table 2.5 above, 38% of the 16 staff that left College of Agriculture, Yandev are now working in the industries while 19% each have gone to the Federal and State Service. Potentially however, most of the staff would have

preferred to go into either the private sector industries or Banking as indicated by the 36% and 20% responses respectively.

This result shows that the most attractive sectors to the staff are the industrial sector, banking and the Federal civil Service which generally offer higher salaries and better conditions of service. This goes to confirm the hypotheses that the rate of turnover of employees arises because the private sector industries, organisations and newly established institutions offer more attractive conditions of service that is why the staff leave anytime there is an opportunity in these sectors. The level of significance is however low because of the limited chances of entry into these sectors.

In the light of the foregoing discussion, the hypothesis that the rate of turnover in the higher intitutions of Benue is directly related or associated with inadequate and inefficient personnel policies has been accepted. this inefficiently or inadequacy have been manifested in the areas of slow promotions, poor and irregular payment of salaries, lack of training opportunities and inadequate welfare services which culminate into general dissatisfaction and frustration.

5.3 Effects of High Labour Turnover

To measure the effects of the observed labour instability in the two colleges the respondents in section G of appendix I were asked to rank the areas or aspects of the institutions that are most affected by the high incidence of staff turnover in order of importance. This was used to test the hypothesis that "the rate of employee turnover has adverse effects on the academic programmes of the higher institutions and the quality of the products."

The result in each college is as shown in the tables below:

Table 2.6A

Cost of Employee Instability on College of Education, Katsina-Ala 1980 - 1989

S/N	Affected Areas	TOTAL SAMPLE	MOST FFECTE	SERIOUSLY AFFECTGED	MODERATELY AFFECTED	LEAST FFECTE	NOT AFFECTED
1	Students	103	28	69	6	-	-
	% of respondents	100%	27%	67%	6%	-	-
2	Standards and Quality	103	71	16	13	2	1
	% of respondents	100%	69%	15%	13%	2%	1%
3	Lecturers	103	84	17	2	-	-
	% of respondents	100%	82%	16%	2%	-	-
4	College Image and administration	103	-	4	49	29	21
	% of respondent	100%	-	4%	48%	28%	20%
5	Heads of Departments	103	-	31	55	15	2
	% of respondents	100%	-	30%	53%	15%	2%

TABLE 2.6B:

Cost of Employee Instability on the Staff of College of Agriculture, Yandev 1980 -1989

S/N	Affected Areas	TOTAL SAMPLE	MOST FFECTE	SERIOUSLY AFFECTGED	MODERATELY AFFECTED	LEAST FFECTE	NOT AFFECTED
1	Students	23	6	15	2	-	-
	% of respondents	100%	26%	65%	9%	-	-
2	Standards and Quality	23	16	5	1	1	-
	% of respondents	100%	70%	22%	4%	4%	-
3	Lecturers	23	19	4	-	-	-
	% of respondents	100%	83%	17%	-	-	-
4	College Image and administration	23	-	6	14	3	-
	% of respondent	100%	-	26%	61%	13%	-
5	Heads of Departments	23	5	14	3	1	-
	% of respondents	100%	22%	61%	13%	4%	-

As the results of the two tables show, the people most affected by a high labour turnover in the two institutions are the lectures with 82% score in College of Education and 83% at College of Agriculture Yandev. The next area most affected is the quality of the products by means of reduced standards. This area has a percentage score of 69% in College of Education and 70% at College of Agriculture. The third group adversely affected are the students with 67% and 65% at the College of Education and College of Agriculture respectively. These all fall in the second classification of being seriously affected. Also seriously affected are the Heads of Department with 53% and 61% in Katsina-Ala and Yandev respectively.

College image in each case is just moderately affected with 48% score at the College of Education and 61% at College of Agriculture. The Heads of Department will be affected by having to teach in addition to administrative work, now that staff are in short supply. They will also have to contend with controlling a more difficult set of staff working under frustration and pressure.

The evidence above leads to the acceptance of the hypothesis that the rate of employee turnover has adverse effects on the academic programmes of the higher institutions and the quality or their products.

Details of how these areas are affected was further investigated in each case with both the questionnaire on the staff and the oral interviews with college officers. Available documents also confirmed in certain cases the specific areas affected most. The results in each case are summarised by the table that follows:

Table 2.7

How staff and students are affected by High Labour turnover at College of Education, Katsina-Ala and College of Agriculture, Yandev (1980 - 1989)

S/N	AFFECTED AREAS	A COLLEGE OF EDUCATION KATSINA-ALA		B COLLEGE OF AGRIC YANDEV	
		NO. OF RESP.	%	NO. OF RESP.	%
i	Unable to introduce new courses	3	3%	4	17%
ii	Overloading of existing staff	51	50%	13	57%
iii	Unable to teach all existing courses	-	-	-	-
iv	Reduction in students intake	-	-	2	9%
v	Lack of time for research	36	35%	4	17%
vi	Unable to release staff for trainin	13	12%	-	-
	TOTAL	103	100%	23	100%

From table 2.7, the most adversely affected people in each institution are the academic staff who suffer from over-loading of work now that they have to take the courses hitherto taught by others. The response rate for this is 50% and 57% respectively for College of Education and College of Agriculture. Evidence from records at the College of Agriculture, Yandev confirm this that as at 1982 staff of the college had as many as 20 lecture hours per week which is far more than the acceptable work load in a tertiary institution of its kind.

The same staff are affected by lack of time for research. they also can not be released for further training which as earlier seen is used for promotion to certain grade levels.

The colleges themselves are unable to introduce new courses while at the College of Agriculture, students intake is also reduced.

The effects on the students can be inferred from the fact that with over loading of the staff they are bound to be less efficient in teaching. Much of the work will have to be covered by students themselves through private reading

and assignments which may not be marked due to pressure of work on the staff. There is bound to be less practically work. All these will go to affect the quality of the products as well. With poor quality students, the image of the college in the long run will be affected as well.. Also with continued exodus of staff, adverse news about the institution can spread to discourage other potential job seekers. This will also have adverse effects on the image of the administration.

With these adverse effects of labour turnover, efforts have to be made to minimise high employee turnover in any organisation. Suggestions as to how this can be done are presented in the next chapter of the project together with the summary and conclusion.

Foot Notes:

1. Alfred Ayem Luga - Address by the Provost, Mr. Alfred Ayem Luga at the 5th Convocation of the College of Education, Katsina-Ala, Held on 7th January, 1984. P.5 (Unpublished).

2. Dr. M. Agbo - Brief on the College of Agriculture, Yandev, Presented to the Hon. Commissioner for Agriculture, Mr. A.A. Tokula by the Rector, Dr. M. Agbo p. 2 (Unpublished).

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

6.1 SUMMARY AND CONCLUSION This project has been undertaken to find out the rate, causes and effects of employee turnover among the academic staff in the post-secondary institutions of Benue State, and to compare the rates and effects on the colleges. Two higher institutions - College of Education, Katsina-Ala and College of Agriculture, Yandev have been sampled for the study for comparism using a ten year frame between 1980 - 1989.

The general premise and supposition has been that the higher institutions of Benue State have high rate of employee turnover. It was further postulated that the causes of this high turnover bother on the poor personnel policies of the institution's management as well as attractions from the private sector industries and the newly established institutions which offer more attractive conditions. Because of the supposed high turnover of employee, it was also expected that this will have adverse effects on the academic programmes of the institutions.

The research begins with a review of the personnel theories that effect recruitment selection, placement and retention, and manpower stability in an organisation.

Data for the work was obtained by means of questionnaire, oral interview and documentary sources. Four hypothesis were formulated and tested.

The test reveals that labour turnover in the institutions is generally not high as speculated, by the first hypothesis since every separation has generally been taken care of by a corresponding replacement. What has been established, however is that there is high instability of labour in the institutions. A situation where each year many academic staff leave the institutions and are replaced by about these number.

In College of Education, Katsina-Ala, the number of separation was higher than the number of engagements for only one year out of the ten years

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selected. In College of Agriculture, separations were found to be higher than engagements for three out of the ten years studied.

In comparative terms the instability has been found to be higher in College of Education, Katsina-Ala with 15.21%, than at College of Agriculture, Yandev with 13.42% for the period studied.

Inspite of the rejection of hypothesis, I however, because of the large number of staff that have to be replaced each year, the situation calls for further investigation on the causes and effects of the observed phenomena.

The results of hypothesis II and III reveals that the most important factors responsible for labour inability in the two colleges have been slow promotions, poor salary and irregular payment of same, which have led to general dissatisfaction and frustration.

Another important factor especially for College of Education has been lack of training opportunities. Accordingly, hypotheses II has been accepted for both institutions that the rate of turnover as observed is directly related to or associated with inadequate and inefficient personnel policies.

Hypothesis III has however been accepted only in the case of College of Agriculture but rejected in the case of College of Education. This has been explained by the fact that staff of College of Agriculture have wider chances in the labour market than staff of College of Education who are strictly professionals in the Educational industry.

Effects: This report has also identified some adverse effects of high labour turnover and labour instability on the institutions. Accordingly, the hypothesis that the rate of employee turnover has adverse effects on the academic programmes of the higher institutions and on the quality of their products has been accepted.

The areas most affected have been noted to be lecturers including heads of department who have to be overloaded with work, giving rise to lack of time

for research, and who can not be released for further training. Heads of Department have to control a more difficult work force.

Also affected is the quality of the students produced and the image of the college as a result of high staff turnover and poor quality of students.

6.2 Recommendations:

By the results of this study the most important factors that are responsible for the employee instability have been known to be with promotions, salary and lack of training opportunities which have given rise to general dissatisfaction and frustration.

In line with this background, the recommendations made here are based largely on the findings of the research. But because the needs of workers are varied and continuously changing, other suggestions and recommendations are also brought into focus to assist management take a decision when new problems arise.

Salaries Payment and Promotions: This issue of wage payment in any organisation is a crucial factor in job satisfaction, high morale at work and also in frustration and high labour turnover. This is because the first drive which makes an employee to look for a job is his salary. In view of this management should make salary payment a priority in any organisation if maximum output is desired from the workers. This should be fair and comparable with other organisations. what has been discovered in this study is that the issue of irregular payment of salary is not necessarily that of management but the state government since it is the government that releases money for its payment. Where money is not released, there is very little management can do. In this regard, it is suggested that the higher institutions of the state should be made autonomous from the ministries. Instead, an Institute for Higher Education be established as an independent body to handle issues relating to higher education generally. Monetary allocations should be made to the colleges on a quarterly basis to

cover both salaries, claims of allowances and capital development. This will leave the problem of salary to management and ensure that salaries are paid regularly.

It is also observed that the number of higher institutions owned by the state are too many given her poor financial base. In this regard, it is suggested that the number be reduced to a more manageable number which can be expanded to take care of her students population.

On the issue of promotion it is suggested that separate Governing Councils be established for each institution to handle the affairs of the colleges including promotions. This will induce competition for exellence among the councils and lead to improved conditions for workers.

The conditions of service for the colleges are good but not strictly followed. the criteria for promotions should be consistent and uniformly applied. The use of merit and seniority for promotion are quite necessary. Promotion based on merit ensures that a competent and hard working staff moves faster both in status and in pay than inefficient and lazy workers who appear to be senior by date of appointment only.

The problem with merit however, is that the criteria for its measurement in the case of service industry is difficult. In this case it is suggested that the volume and quality of research and publications, quality of teaching as evaluated by heads of department, co-lecturers and students should be the yard stick for its measurement.

Along this criteria, provision should be made to provide grants for research and publication and this should be fairly distributed. A research and publications committee should be established in each school and for the college as a whole, comprising of academic staff to disburse the funds and vet the quality of the research.

Seniority should be used along side merit since it is simple to measure and generally more acceptable among workers because dates of appointment for each staff are known. The conditions applied should be fair, stable and

uniform. The situation whereby promotions criteria change from the year to year is frustrating and dangerous and should be discouraged.

Staff Development: This should be encouraged and financial incentives providec to accompany them adequately. this can be achieved through short courses, conferences and seminars within and outside the college community especially during long vacations when it will not interfere with the academic work of the college. A deliberate policy should be established on staff development in such a way that a definite number of staff be sent on training for each year on full sponsorship with all benefits paid. This is important and necessary since higher cualification is needed for promotion to certain grade levels.

To avoid the problem of shortage of staff which have been hindering the release of staff for further training, the colleges should establish a minimum work force for each department and minimum lecture/student ratio so that as soon as this is not met admissions would be curtailed or recruitment made to make up for the shortage. Increase in students intake should be accompanied by a corresponding increase in staff to maintain the staff/student ratio that is desired.

Because general dissatisfaction and frustration can arise because of many factor, other suggestions are also necessary aside from those that bother on revealed factors discussed above. In this regard, fair supervisory treatment is highly recommended. Workers should be treated as human beings and not as a part of a machine. Scientific management, principles where all employees are treated with justice and fair play without favouritism or antagonism, should be adopted. Consistency should be maintained in policy execution. Democratic form of leadership is generally preferable. success in any organisation is much more likely if co-operation of employees is sought in achieving objectives than by use of force. There should be a good communication net work between the management and the workers to ensure healthy organisational life. The needs of employees should be recognised and married to the organisational objectives.

Another aspect usually ignored by most educational institutions is the physical environment of the work place. A good physical environment make a place of work attractive and pleasant to work in. Also under this factor is good office accommodation and welfare facilities such as health and medical care which should be provided.

Job security is also valuable to workers as they think of life after retirement. Pension and gratuity schemes should be clearly worked out to guarantee the workers of their future when they retire from service.

Finally, it is to be recommended that management should show visible concern about the problem of high labour turnover by conducting exit interviews on the staff about to leave, to find out the reasons why they are leaving. These reasons may reflect on the efficiency of the organisation's management and lead to a review of its policies and practices. In line with exit interviews, records should be kept each year on the total number of staff in each department, the number recruited for each year, number of resignations and the existing vacancies in each department.

These measures when taken will help to minimise the rate of employee turnover in the higher institutions of the state.

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APPENDIX I

QUESTIONNAIRE TO BE COMPLETED BY STAFF STILL IN EMPLOYMENT OF THE COLLEGES.

SCHOOL OF POST-GRADUATE STUDIES,
DEPARTMENT OF BUSINESS ADMINISTRATION,
AHMADU BELLO UNIVERSITY,
KONGO CAMPUS,
ZARIA.

Date:_____

Dear Sir/Madam,

QUESTIONNAIRE FOR POST-GRADUATE RESEARCH

I would greatly appreciate your co-operation in filling the attached questionnaire to assist me in conducting a research on the topic "EMPLOYEE TURNOVER IN POST-SECONDARY INSTITUTIONS IN BENUE STATE: A COMPARATIVE STUDY" for which your institutions has been selected to serve as one of the samples.

The research is a requirement in partial fulfilment of a Masters Degree in Business Administration by the Post-Graduate School of the University.

I wish to assure you that the information supplied therein will only be used to facilitate the researcher's efforts in finding out the rate, causes and cost of labour turnover among the academic staff of the institutions selected, and would be treated with strict confidence, and used for the purpose of academic research only.

Thanks in anticipation of your co-operation.

SECTION A:

PERSONAL INFORMATION

1. Name: _____
2. Sex: Male/Female: _____
3. Age: 20 - 30 years 31 - 35 years 30 - 40 years
   41 - 45 years 46 - 50 years 51 years and over.
4. Marital Status: Married/Single
5. Number of children: _____
6. Citizenship: Nigerian/Non-Nigerian
7. State of Origin: _____
8. Educational Qualifications (Tick as appropriate)

	QUALIFICATION	YEAR OBTAINED
(i)	Labour Trade Test	_____
(ii)	City and Guilds	
(iii)	Full Tech./Adv. City & Guilds	
(iv)	WASC/GCE/TC II	
(v)	NCE/OND/HSC/SBS	
(vi)	NND/HND/ADPA./ other equivalents	
(vii)	B.Sc./B.A.B.Ed.	
(viii)	M.Sc/M.A./M.Sc./M.Ed./MBA/ Other 2nd degree	
(ix)	PGDE./Certif. in Educ.	
(x)	Ph.D./DVM./Other Equivalent	
(xi)	Others (Please specify)	

NB: Underline the appropriate one please.

SECTION B:

CAREER CHOICE

1. Name of Institution:_____
2. Department:_____
3. Date of First Appointment with the College:_____
4. Rank/Position at entry:_____
5. Present Rank/Position_____
6. Were you working elsewhere before coming to work in your present job? Yes/No
7. If yes, what was your last grade/position before you left that job:_____
8. Why did you choose to work with your present institution as a career? (tick as appropriate.
   (i) professionally interested
   (ii) personally interested
   (iii) Advice from professionals/institution attended
   (iv) Advice from friends/relations
   (v) No better alternative at the time
   (vi) Teaching here offered prospects for further training
   (vii) Attractive salary and rapid promotion
   (viii) Others (please specify) _____
9. Has your basic objective(s) of coming to work in this institution been achieved? Yes/No.
10. If you have other better paid employment opportunities, which would you choose?
    (i) My present job
    (ii) Another job in the same occupation
    (iii) A job in another occupation
    (vi) Any other job but my choice.

11. If your answer above is not to take your present job, which sector are you likely to move in?

(i) Civil Service

(ii) Private sector (including commerce, business or banking)

(iii) Establish on my own

(Iv) Another institution of higher learning

12. Would you still leave if given the same salary on your present job. Yes/No.

13. Rank the job factors listed below which you value most and if lacking would make you leave your present employment. The most important factor should be ranked first and the 11th as the least valued. E.g If pay means most important to you then it should be ranked 1st.

(i) Good and regular pay

(ii) Advancement on your job/promotion

(iii) Job security

(iv) Fair Supervisory treatment

(v) Achievement and social status

(vi) Authority/Responsibility and influence

(vii) Praise, Recognition and Professional challenge

(viii) Favourable location of the work place

(ix) Residential accommodation

(x) Working conditions including hours of work, large office accommodation and ventilation.

(xi) cordial relationship with co-workers.

SECTION C:

MODE OF APPOINTMENT:

1. Which of these methods were used in selecting you for appointment into the College?
   (i) Interview (oral)
   (ii) By a selection panel in absentia
   (iii) By a written examination
   (iv) Others (please specify) _____
2. Would you say you were fairly assessed at the point of appointment? Yes/No
3. If No. why?_____
4. Would you regard the present mode of appointment of academic staff in the College as being
   (i) Good (ii) Fair (iii) Inadequate
5. Now that you have stayed in your present job for sometime, how uniform and fair do you regard the standards for recruitment, selection and placement of staff as applied in your institution?
   (i) Very fair
   (ii) To a moderate extent
   (iii) Not fair or uniform at all.
6. To what extent do you think the present mode of appointment and placement of staff in the College would affect staff turnover?
   (i) To a great extent
   (ii) To a very small extent
   (iii) Has no effect at all.
7. What general observations and/or suggestions can you make regarding recruitment, selection and placement of staff in your institution so that the rate of staff turnover can be minimized?_____

SECTION D:

PROMOTION AND PAY:

1. When were you last promoted? Year_____
2. How many times have you been promoted since your first appointment here;_
3. Would you say you have progressed normally as you should vis-à-vis your counterparts in the organisation? Yes/No.
4. Are you aware of any formal procedure in your College for appraisal staff performance for purposes of promotion? Yes/No.
5. If there is any procedure for evaluating staff performance as mentioned in (4) above, to what extent do you regard such criteria as adequate?
   (i) To a great extent
   (ii) To some small extent
   (ii) No adequate at all.
6. Compared to your counterparts in terms of qualifications, experience and the job you perform in your present job and those in other organisation(s); how satisfied are you with your pay?
   (i) Very satisfied
   (ii) Just adequate
   (ii) Not satisfied.
7. How clear, consistent and uniform are the criteria used for promoting staff in your organisation applied?
   (i) Very clear and consistency applied
   (ii) Clear but not consistently and uniformly applied.
   (iii) Not clear enough and continue to change from year to year.
8. How do you view promotions in your organisation?
   (i) Promotion is strictly on merit.
   (ii) Promotion is based strictly on seniority.
   (iii) Promotion depends on luck and on "who you know".

(iv) Tribalism and favouritism play an important role in getting promotion.

(v) Promotion is based on professionalism.

(vi) There are no fixed, clear-cut guidelines for getting promotion.

9. Is higher qualification rewarded in terms of promotion? Yes/NO.

SECTION E:

TRAINING AND DEVELOPMENT:

1. How soon after your first appointment do you expect to go on staff Development or training? Years _____

2. Have you personally benefited from any form of training, (study leave/fellowship) since you joined your present employers? Yes/No.

3. If yes, how satisfied were you with the sponsorship in terms of course fees, allowances and other course benefits as compared to your co-leagues in other organisations of the public sector?

   (i) Very satisfied

   (ii) Satisfied to a very small extent

   (iii) Not satisfied at all.

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4. Does your institution, as a policy, provide funds for research and/or publication? Yes/No/

5. If yes, to 4 above, have you applied and benefited from such funds? Yes/No.

6. How often can an individual benefit from such funds?

   (e.g. once a year):_____

SECTION F:

OFFICE/RESIDENTIAL ACCOMMODATION AND WELFARE SERVICES:

1. Do you live in official quarters? Yes/No.
2. If you live in official quarters, how satisfied are you with your living conditions?
   (i) Very satisfied
   (ii) Satisfied
   (iii) Not satisfied.
3. If you live in rented accommodation,
   (i) How many bedrooms is the house?
   (ii) How much rentage do you pay per annum?_____
   (iii) Are you satisfied with where you are living? Yes/No.
4. (For both those in official quarters and those who live in rented accommodation)

   If you are not satisfied with your living accommodation, rank the reasons which make you dissatisfied. The first rank should go to the most important reason and the last to the least important.
   (i) accommodation is too small for size of my family
   (ii) Inadequate/Poor furnishing
   (iii) Inadequate facilities
   (iv) Poor location of accommodation.
5. How satisfied do you consider your office in terms of size and furnishing as compared to your counterparts in the organisations?
   (i) Very satisfied
   (ii) Not satisfied.
6. Do you enjoy free medical treatment from your employers?
   Yes/No.
7. To what extent does the conditions of service (excluding pay) affect the level of staff turnover in your institution?
   (i) To a great extent

(ii) To a little extent

(iii) Has no effect on labour turn-over here.

8. Do retiring staff of your institution enjoy any retirement benefits? Yes/No.

9. If yes to (8) above, how satisfactory and adequate are the benefits paid.

(i) Very adequate and satisfactory

(ii) Moderately adequate

(iii) Not adequate at all.

10. Which of these welfare facilities are available in your institutions?

(i) Staff canteen/cafeteria

(ii) Staff Club

(iii) Children's staff school(s)

(iv) Staff unions

(v) Toilets and hygiene facilities.

SECTION G:

COST OF EMPLOYEE INSTABILITY:

1. Which of these areas or aspects of the institution are most adversely affected by the high incidence of staff turn-over? (Rank in order of importance. First rank should be given to the most affected aspect)
   (i) Students
   (ii) Standard and quality of the products
   (iii) Departing lecturers
   (iv) Lecturers that are left behind
   (v) Image of the College and of College administration
   (vi) The heads of department.
2. What has been the cost of academic staff turn-over to your own department?
   (i) Unable to introduce new courses.
   (ii) Over-loading of existing staff with work
   (iii) Unable to teach all existing courses
   (iv) Reduction in students intake
   (v) Lack of time for staff to engage in research.

   NOTE(:✓ Tick as many as are applicable).

SECTION H:

GENERAL COMMENTS:

1. What suggestions can you offer to the problem of the high rate of academic staff turnover in your Institution?_____

   _____

2. Give any other comments you consider necessary for this project, e.g. additional issues you feel could be addressed under this topic etc.-

   _____

APPENDIX II

QUESTIONNAIRE TO BE COMPLETED BY HEADS OF ACADEMIC DEPARTMENTS.

SCHOOL OF POST-GRADUATE STUDIES,
DEPARTMENT OF BUSINESS ADMINISTRATION,
AHMADU BELLO UNIVERSITY,
KONGO CAMPUS,
ZARIA.

Date:_____

Dear Sir/Madam,

QUESTIONNAIRE FOR POST-GRADUATE RESEARCH

I would greatly appreciate your co-operation in filling the attached questionnaire to assist me in conducting a research on the topic "EMPLOYEE TURNOVER IN POST-SECONDARY INSTITUTIONS IN BENUE STATE: A COMPARATIVE STUDY" for which your institutions has been selected to serve as one of the samples.

The research is a requirement in partial fulfilment of a Masters Degree in Business Administration by the Post-Graduate School of the University.

I wish to assure you that the information supplied therein will only be used to facilitate the researcher's efforts in finding out the rate, causes and cost of labour turnover among the academic staff of the institutions selected, and would be treated with strict confidence, and used for the purpose of academic research only.

Thanks in anticipation of your co-operation.

(ATE, IOREMBER ICHIN)

SECTION A:

PERSONAL INFORMATION

1. Name: _____
2. Sex: Male/Female: _____
3. Age: 20 - 30 years 31 - 35 years 30 - 40 years
   41 - 45 years 46 - 50 years 51 years and over.
4. Marital Status: Married/Single
5. Citizenship: Nigerian/Non-Nigerian
6. State of Origin: _____
7. Educational and Professional Qualifications.
   (i) _____
   (ii) _____
   (iii) _____
   (iv) _____
8. How long have you worked with your present institution as a lecturer/Instructor?
9. Have you worked elsewhere before joining your present job\? Yes/No.
10. If yes to (9) above, in what capacity? _____

SECTION B:

INFORMATION ON STAFF TURNOVER:

1. Based on available records or otherwise, how many staff of your department have left for either of these places between 1980 - 1989.
   (i) The public Service _____
   (ii) Other Educational Institutions _____
   (iii) The Private Sector _____
   (iv) Undisclosed destinations _____
2. Which of the following reasons have had the most important influence on the departure of staff from your department?
   (i) Poor salary structure

(ii) lack of rapid promotion.

(iii) Lack of extra source of income

(iv) Poor conditions of service

(v) Lack of residential accommodation.

(vi) Lack of opportunity for staff development.

(vii) Need to be near home

(viii) Demand from various arms of governments

(ix) Frustration and general dissatisfaction in the academic and administrative structure.

NB: Please rank the reasons in order of importance, given rank 1 to the most important reason, etc.

3. Has it been generally easy for you to replace the staff who have left your department? Yes/No.

4. If not easy, what have been the problems in the way of replacement?

(i) General embargo on employment

(ii) Qualified people not easily available.

(iii) No funds to pay for replacement

(iv) Other reasons, please specify_____

5. Please, indicate in the schedule below how many of your staff who have left the department and how many have been recruited during the period 1980 - 1989.

Year	No. of Staff at the beginning of the year	No. employed during the year	No. that left during the year
1980			
1981			
1982			
1983			
1984			
1985			
1986			
1987			
1988			
1989			

6. How are vacancies filled in your department?

   (i) By promotion from within

   (ii) By external recruitment

   (iii) Others, please specify;_____

7. How has the shortage of staff in your department affected the department?

   NB: Tick one, some or all of the reasons as may be applicable.

   (i) Unable to introduce new courses

   (ii) Unable to teach available courses effectively

   (iii) Overloading of existing staff

   (iv) Reduction in students intake

   (v) Unable to release staff for further training.

   (vi) Decline in morale of the existing staff.

8. In your opinion, what do you suggest could be done to minimise the problem of staff instability in your department and in the College in general?

   _____

APPENDIX III

QUESTIONNAIRE TO BE COMPLETED BY DEPARTED STAFF

SCHOOL OF POST-GRADUATE STUDIES,
DEPARTMENT OF BUSINESS ADMINISTRATION,
AHMADU BELLO UNIVERSITY,
KONGO CAMPUS,
ZARIA.

Date:_____

Dear Sir/Madam,

QUESTIONNAIRE FOR POST-GRADUATE RESEARCH

I would greatly appreciate your co-operation in filling the attached questionnaire to assist me in conducting a research on the topic "EMPLOYEE TURNOVER IN POST-SECONDARY INSTITUTIONS IN BENUE STATE: A COMPARATIVE STUDY" for which your institutions has been selected to serve as one of the samples.

The research is a requirement in partial fulfilment of a Masters Degree in Business Administration by the Post-Graduate School of the University.

I wish to assure you that the information supplied therein will only be used to facilitate the researcher's efforts in finding out the rate, causes and cost of labour turnover among the academic staff of the institutions selected, and would be treated with strict confidence, and used for the purpose of academic research only.

Thanks in anticipation of your co-operation.

SECTION A:

PERSONAL INFORMATION

1. Name: _____
2. Sex: Male/Female: _____
3. Age 20 - 30 years 31 - 35 years 30 - 40 years
   41 - 45 years 46 - 50 years 51 years and over.
4. Marital Status: Married/Single
5. Former Institution: (a) College of Education, Katsina-Ala
   (b) College of Agriculture, Yandev
   (c) Benue State Polytechnic, Ugbokolo.
6. Rank/Position held at departure _____
7. Present Address: _____
8. Present Rank/Position: _____
9. Educational Qualifications
   (i) _____
   (ii) _____
   (iii) _____
   (iv) _____
   (v) _____

SECTION B:

REASONS FOR LEAVING:

1. Why did you choose to teach at the institution?
   (Tick the appropriate answer)
   (i) Advice by parents/relations
   (ii) Personal interest in the institution
   (iii) Influence of friends
   (iv) No better alternative at the time
   (v) To benefit from the training programme of the College.
   (vi) Professionally interested.

(vii) As a stepping stone to another job.

(viii) Attractive salary and rapid promotion

2. How long did you stay with your former employers before you left them __ years (See Section A Question 5).

3. Why did you decide to leave?

Rank the reasons in order of importance, 1st rank to the most important reason etc.

(i) Poor salary

(ii) Poor conditions of service

(iii) lack of rapid promotion

(iv) Lack of opportunities for extra income

(v) Lack accommodation

(vi) Lack of opportunities for further training.

(vii) Attracted by a better alternative

(viii) Unattractive place of work generally

(ix) Frustration and dissatisfaction with the administration

(x) Strained relations with co-workers

(xi) Lack of professional challenge

(xii) Appointment terminated by the College.

4. Having worked elsewhere now, would you still like to go back to your former employers on your present salary? Yes/No.

5. If you are on leave of absence, or on secondment, would you go back to your College after your leave/secondment has expired? Yes/No.

6. Do you agree that there has been a generally high rate of turnover among the academic staff of your old place of work. Yes/No

7. If yes to (6) above, how do you think this can be reduced:

_____

APPENDIX IV

ORAL INTERVIEW SCHEDULED FOR COLLEGE OFFICERS.

SCHOOL OF POST-GRADUATE STUDIES,
DEPARTMENT OF BUSINESS ADMINISTRATION,
AHMADU BELLO UNIVERSITY,
KONGO CAMPUS,
ZARIA.

Date:_____

Dear Sir/Macam,

INTERVIEW SCHEDULE FOR COLLEGE OFFICERS ON THE PROBLEMS OF STAFF RECRUITMENT AND LABOUR TURN-OVER.

Could you kindly spare me a few minutes of your tight schedule to hold an interview with you on the above subject matter. The purpose of the interview is to gather information on the rate causes and effects of labour turnover among academic staff of Post-Secondary Institutions in Benue State for which your College is one,.

The information is required purely for academic research purposes in partial fulfilment of the requirements for the award of a Masters Degree in Business Administration at the Institute of Administration, A.B.U. Zaria.

It is hoped that the findings of the research might also prove useful to your institution in formulating its personnel policies.

Thank you very much for your expected co-operation.

ATE, IOREMBER ICHIN
(Post-Graduate Studies)
A.B.U. ZARIA.

INTERVIEW CONTENT.

1. As the Chief Executive/the Principal Officer of your institution, you must have been aware of the problems posed by high employee turnover, and the problems of recruitment among the academic staff of your great institution.

   From your wealth of experience, what in your assessment and opinion have been the cause of:

   (a) The inability of the College to recruit enough academic staff to fill the vacant positions existing in the various departments?

   (b) The inability of the College to retain those employed since 1980 to date?

2. With these problems in view, what measures has the institution taken

   (a) To recruit enough staff especially in disciplines considered most affected.

   (b) To retain those already in the employment of the College and to reduce the incidence of the exodus of your staff?

3. Are the government, the concerned ministry and the College governing council aware of these problems?

   YES/NO (with comments if desired)

4. If the government, the relevant ministry and the governing council are aware of the problems, how favourable have they responded to the problems?

5. How do you view the policies of the government, the ministry and the governing council in terms of staff recruitment and retention?

Please give me a convenient date and time for the interview.

Thanks very much for your anticipated co-operation.

ATE, IOREMBER ICHIN

DATE OF APPOINTMENT:_____ TIME:____