

RECRUITMENT AND EMPLOYEE RETENTION STRATEGY FOR AACT



ASHESI UNIVERSITY COLLEGE

RECRUITMENT AND EMPLOYEE RETENTION STRATEGY FOR AACT

Undergraduate Applied Project Submitted to The Department of Business Administration, Ashesi University College in Partial Fulfillment of the Requirement for the Award of Bachelor of Science Degree in Business Administration

B.Sc. Business Administration

Jennifer Saarkwah

April 2018

DECLARATION

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:

Candidate's Name: Jennifer Saarkwah

Date:

I hereby declare that the preparation and presentation of the Applied Project were supervised in accordance with the guidelines on supervision of Applied Project laid down by Ashesi University College.

Supervisor's Signature:

Supervisor's Name: Dr. Enyonam Candice Kudonoo

Date:

ACKNOWLEDGMENTS

My sincere appreciation goes to the Almighty God for seeing me through this entire project. I am grateful for the strength and grace to begin and complete this project. I sincerely want to thank my supervisor, Dr. Enyonam Kudonoo, who willingly supported me through this project. I couldn't have done any better work without her intelligent and tangible inputs. God richly bless you, Dr. Kudonoo. You never gave up on me even when you were not available in school and I appreciate this very much.

I also appreciate the management and employees of AACT for availing themselves to work with me throughout this project. Your inputs were very essential. I couldn't have fulfilled this aspect of my four-year degree at Ashesi without your consent to work with me. Your warm reception into your company was very helpful, thank you very much.

To my parents and siblings, I want to express my sincere gratitude for always checking up on me to know how I was doing with my project. The calm voice of daddy saying, "Maame, you can do this" kept me going throughout my four-year journey at Ashesi.

To all my beautiful and handsome friends (Yvette, Aliane and Edrine), thank you for the constant morale you gave me to complete this project successfully. Your continual presence at the library always made me focused to complete this work. God richly bless you all.

EXECUTIVE SUMMARY

Autism Awareness Care and Training (AACT) is an NGO which seeks to create an inclusive environment for children who are faced with Autism Disorder Spectrum. The organization achieves its goals by providing training activities for the children in three different levels; lower, primary and upper level.

A needs assessment conducted revealed that most of the employees voluntarily leave the organization because of reasons such as low pay, poor management-employee relationship, lack of career growth and development among many others. The assessment also revealed that most of the employees are employed because of their personal relationship with members of the management team and this contributes to the high turnover on the job. Hence, the need to have a rigorous recruitment process and measures to retain employees is necessary for AACT.

Extant related literature revealed that high employee turnover affects the productivity of every organization and it comes with both direct and indirect cost. However, turnover becomes a good thing for a company if they tend to lose the unskilled labor to create room for more skilled labor, and managers also play a key role in attracting the right type of people in every organization. This study proposes a solution to help reduce labor turnover as well as retain employees for a longer period on the job in Autism Awareness Care and Training (AACT). The solution seeks to improve the recruitment and selection process by suggesting a systematic approach proposed by Breugh and Starke (2000). Retention measures such as creating an intentional communication channel between employees and management, health need support and having staff recognition day are proposed to keep workers longer on the job.

Table of Contents

DECLARATION..... ii

ACKNOWLEDGMENTS iii

EXECUTIVE SUMMARY iv

CHAPTER 1: INTRODUCTION..... 1

 1.1 Chapter Overview 1

 1.2 Background and Objective of Project 1

 1.3 AACT Company Profile..... 2

 1.3.1 Vision..... 3

 1.3.2 Mission 3

 1.3.3 AACT’s Philosophy 3

 1.4 Rationale for Selecting AACT 3

 1.5 SWOT ANALYSIS..... 4

 1.5.1 Strength..... 4

 1.5.2 Weakness 5

 1.5.3 Opportunity..... 6

 1.5.4 Threat..... 6

 Table 1.1: Summary of SWOT Analysis..... 7

 1.6 INDUSTRY ANALYSIS 7

 1.7 PESTLE ANALYSIS-SPECIAL EDUCATION INDUSTRY..... 8

 1.7.1 Political Factors 9

 1.7.2 Economic Factors 10

 1.7.3 Social Factors 10

 1.7.4 Technological Factors..... 10

 1.7.5 Legal Factors 11

 1.7.6 Environmental Factors..... 12

 1.7.7 Conclusion 12

CHAPTER 2: NEEDS ASSESSMENT..... 13

 2.1 Chapter Overview 13

 2.2 Needs Assessment..... 13

 2.3 Methodology 13

2.4 Data Finding	15
2.5 Justification	25
2.6 Problem Statement	26
2.7 Conclusion.....	27
CHAPTER THREE: LITERATURE REVIEW.....	28
3.1 Chapter Overview	28
3.2 Introduction	28
3.3 Impact of Employee Turnover on Organizations	29
3.4 Responsible Factors for High Employee Turnover in Organization.....	31
3.5 Retention Strategies to Reduce High Employee Turnover	34
3.6 Conclusion.....	36
CHAPTER FOUR: SOLUTION AND IMPLEMENTATION PLAN	37
4.1 Chapter Overview	37
4.2 Recruitment and Selection Strategy	37
4.3 Employee Benefit Package.....	42
4.4 Management-Employee Relationship Enhancers.....	43
4.5 Implementation Plan	45
4.6 Limitation of Solution	45
CHAPTER FIVE: CONCLUSION AND RECOMMENDATION.....	47
5.1 Chapter Overview	47
5.2 Recommendation Prior to Implementing the Proposed Solution.....	47
5.3 Significant Insights.....	47
5.4 Limitations from Entire Project.....	48
References	49
Appendix.....	53

CHAPTER 1: INTRODUCTION

1.1 Chapter Overview

Autism Awareness Care and Training (AACT) is one of the few non-governmental educational institutions in Ghana which seeks to create an inclusive learning environment for children who are faced with autism. Due to the nature of its activities, the organization needs to have staff that stays longer on the job. Unfortunately, there seems to be high staff turnover which affects the smooth process of educating children who are enrolled in the institution. This chapter gives a general overview and objective of the project, the company profile the rationale for selecting AACT, and an external analysis of the Special Education industry using the Political, Economic, Social, Technology, Legal and Environmental (PESTLE) tool.

1.2 Background and Objective of Project

The human resource discipline is one that is very crucial to the success of every organization. Skilled and motivated employees are central to the operations of any organization which seeks to flourish in this new era (Bartlett & Ghoshal, 2002). Therefore, organizations need to learn how to select new workers to match their core strategy, so they don't miss the rare opportunity of employing the right people (Crain, 2009). Hence, this study focuses on examining the employee recruitment, selection and retention strategy of AACT and developing a sustainable strategy that enables employees to stay in the organization for a longer period. This is accomplished through an organizational needs assessment.

1.3 AACT Company Profile

Autism Awareness Care and Training (AACT) is a non-governmental organization which was established in 1998 out of a mother's quest to create an inclusive society for her autistic son (AACT, 2018). The founder of this organization, Mrs. Serwaa Quaynor, traveled from the US to Ghana in 1997 with her autistic son in search of an environment which would accept him as any other normal human being in the society. Unfortunately, she realized that many people in Ghana were unaware of autism and many families even considered it as a curse on any child who had such a disorder (AACT, 2018).

Accordingly, Mrs. Serwaa Quaynor started her institution with her son and a few other autistic children she met during her early search for an institution to support her son in 1997. The center has grown to accommodate about 40 other students at a time. However, about 500 families have benefitted since the inception of AACT in 1998 (AACT, 2018). The students are trained on three different levels and they are promoted based on their level of improvement. The levels are the preschool, primary level, and the upper level. These levels differentiate AACT from the mainstream of education where students go through approved syllables and are examined nationally after a minimum of 9 years. AACT has nothing like graduation and students are moved out of the center based on the parents' discretion or when massive improvement is seen in the child.

Training at the center includes but not limited to behavior management, academics, social skills, music and art therapy, speech and occupational therapy and life skills (AACT, 2018). Students at the center benefit from both local and international caretakers who help to develop them to fit into the normal society without any intensive

assistance from other people. Currently, the institution has about 23 employees who partake in the active running of the institution.

1.3.1 Vision

AACT's vision is to see a society that is inclusive and sensitive to the needs of autistic patients (AACT, 2018).

1.3.2 Mission

On daily basis, AACT supports children and families who are affected by the Autism Disorder Spectrum (ADS) through their training activities (AACT, 2018).

1.3.3 AACT's Philosophy

AACT believes that children are gifts from God who carry in them special talents which should be appreciated and put to good use in society (AACT, 2018).

1.4 Rationale for Selecting AACT

Regarding the vision of AACT in supporting children with Autism Disorder Spectrum (ADS) through training activities, AACT was selected based on a personal interest in working with NGOs. This is because NGOs tackle essential social issues in various societies which leaves a lasting impact on the society. It has also been observed that Ghanaians essentially need more education on autism. This is because less is said about children with autism and hence less attention is paid to their needs in the society.

Therefore, the selection of this organization is to contribute towards raising the awareness to its existence and the various support that autistic patients can get from such an institution.

1.5 SWOT ANALYSIS

1.5.1 Strength

Pioneering Advantage

Golder and Tellis (1993) define a product pioneer as the first firm to develop a working model or sample in a new product category. The benefits that come with being the first organization to develop a product or a working model is the pioneering advantage. Such advantage includes the high awareness and recognition that the organization gains for what they offer to the society. AACT is known to be the first Autism center in Ghana which has created an inclusive environment for over 500 families since its inception (AACT, 2018). Their presence in the Special Needs Industry has set certain standards for other Autism centers in the country and hence are highly recognized to be the pioneer of Autism schools in Ghana. Therefore, in cases where families decide to educate their autistic wards in Special Needs schools, AACT is one of the topmost institutions that come to mind, and this is one of their key strengths as an organization.

All Year Availability of Labor

One key strength of the AACT is that they never lack workers at the center to provide the training and developmental services to their students. Throughout the year, there are always people around to work with the children although some may decide to leave for different reasons including education and other job opportunities. Every year,

AACT welcomes at least two or three graduate students from New York University (NYU) who visit Ghana to engage in social work. The organization also acquires young graduates from the National Service Board of Ghana. Therefore, the organization is always assured to have people around to work with the kids regardless of their educational background.

1.5.2 Weakness

Recruitment Process

Based on interactions with some of the employees, it was realized that the organization does not have an objective way of recruiting workers and hence they end up recruiting people who do not have a passion to work with the kids. Potential Applicants are only required to attach at least their SHS certificate, granted a short interview and then they are picked for a role of a caregiver. The application process is not rigorous enough to assess how the talents of potential employees can benefit the company. Most of the employees are employed based on their personal relationship with people who work at AACT or even the founder. Hence, some of the applicants are not even interviewed before they start working and they end up leaving the organization as and when they feel the need to, regardless of the number of resources invested in training them to work with the kids.

Employee Health and Safety

One key weakness of AACT is the inability of management to take employees' health and safety needs into consideration. Working with Autistic children is quite risky because of the aggressive behavior of some of the students. However, employees have no health insurance support from the organization and hence, employees are compelled to

bear their own cost when they face any health challenges while working with the kids. Also, employees are treated as casual workers and not necessarily employees of the organization. This is because salaries of employees are based on the proceeds from the students' school fees. Therefore, there is less consideration given to employees in terms of their health and safety needs. This scares away some potential employees who may have the interest in working with the kid but cannot stand the chance of risking their lives.

1.5.3 Opportunity

Grant

Grants are available opportunities that AACT can rely on to facilitate the smooth running of their operations as well as financially supporting their employees. There are many organizations or foundations that provide grants to NGOs. Such foundations include Humanitarian Innovation Fund, Trust Fund, United Nations, among others. It is the responsibility of the institution to find more about such opportunities and apply for them to gain access to financial grants and resources which can improve the operations of the institution.

1.5.4 Threat

Better Opportunities

It is understood that AACT relies heavily on donations and as such does not have the luxury of paying their employee's competitive salaries. This is a great threat to the organization because some employees may be enticed by other jobs that pay better than AACT. Therefore, employees may not think twice about leaving the organization when they find new and better opportunities that pay better than what AACT is currently

offering them. This also threatens the growth of the organization because employees leave the institution with the tacit knowledge they gained from the training opportunities while working with AACT.

Economic Crisis

AACT is prone to economic crises. This is because they rely heavily on donations and grants which may be the first cut off expenditure from donors’ expenses when there are economic crises in the country. If donors begin to face economic crises, they might decide to cut off their expenditure on charity which may affect the cash inflows to AACT and hence affect the smooth running of its operations.

Table 1.1: Summary of SWOT Analysis

<p>Strength</p> <ul style="list-style-type: none"> • Pioneering advantage • All year availability of labor 	<p>Weakness</p> <ul style="list-style-type: none"> • Recruitment process • Employee health and safety
<p>Opportunity</p> <ul style="list-style-type: none"> • Grant 	<p>Threat</p> <ul style="list-style-type: none"> • Better opportunities • Economic Crises

1.6 INDUSTRY ANALYSIS

AACT operates in the Special Education Industry of Ghana. Special Education forms part of the Ministry of Education in Ghana where the ministry tries to provide an inclusive environment to support every child to receive a form of education. The ministry

has made provisions to include children with mild or moderate disabilities in the mainstream educational system. However, enrollment in schools continues to drop as people progress on the educational ladder. Percentage of people below the age of 15 with no education in Ghana was reported to be 11.06% in 2010 (Trading Economics , 2018). For that same year, the percentage recorded for people above 15 years with no education was 30.41%. 35.33% was also recorded for people above the age of 25 with no education in Ghana (Trading Economics , 2018). This proves that as people get older, the more likely they are to drop out of school. Therefore, less impact is seen in the lives of Ghanaians regardless of the huge sums of money invested in education.

The ministry of Education designed the Inclusive Education (IE) program which extended from 29 to 46 districts across the 10 regions of Ghana by the end of 2011 (Ministry of Education, 2013). According to World Bank (2018), the government of Ghana's expenditure on education amounted to 6.17% of the total GDP, making Ghana one of the countries with the highest budgetary expenditure for education in the world. Though every child has the right to education, the issue of accessibility remains questionable which proves to some extent, the ineffectiveness of government policies regarding equal educational opportunities. A further analysis of the industry is done using the PESTLE analysis.

1.7 PESTLE ANALYSIS-SPECIAL EDUCATION INDUSTRY

Special Education refers to the range of educational and social services that are provided by the state and other private institutions to children with disabilities (Children's Health, 2018). Such disabilities may include but not limited to blindness, deafness,

autism, down syndrome and dyslexia. This section of the report analyzes the external factors which affect the Special Education industry in Ghana. This analysis employs PESTLE to critically assess the current state of the Special Education industry. This is because the Special Education industry is heavily regulated by the state in Ghana and as such, the various elements of PESTLE are more appropriate to understand the Special Education industry. The acronym PESTLE represents P- Political E- Economic S- Social T- Technology L-Legal and E- Environmental.

1.7.1 Political Factors

Since independence, Special Education in Ghana has experienced a large influence from the government, who is a major stakeholder in the politics of the country (Ametepee & Anastasiou, 2015). Though there has been a positive shift in the focus on Special Education Needs (SEN), the country still has a long way to go in terms of providing more facilities to facilitate special education for disabled children. In 2017, the government of Ghana, having learned about the critical state of Special Education in the country, partnered with UNICEF to improve the sector (Abubakar, 2017). The partnership agreement is to ensure that disabled students get access to quality education as the abled students in the mainstream schools. This government initiative seems less surprising because the current government is passionate about the education of its citizens. This can further be witnessed from the free senior high school education that is currently in progress in the country. With this, it can be concluded that the current political environment may have a positive impact on the Special Education Industry.

1.7.2 Economic Factors

It is unfortunate that Ghana has high rates of unemployment even though many people are being educated in the country. Though the economic environment has seen tough moments in the history of the country, the recent partnership by the government with UNICEF regarding Special Education (Abubakar, 2017) may contribute towards the reduction of unemployment in the country. The agreement requires that more teachers should be trained to teach students in the special need schools. Therefore, there is a positive conviction that some unemployed people may get the opportunity to teach in these Special Needs centers and thereby reduce the level of unemployment in Ghana.

1.7.3 Social Factors

The level of awareness for Special Need Schools has improved through the good works of organizations such as AACT, New Horizon school, among others. There used to be times where people considered children with disabilities as cursed and hence, excluded them from all societal activities (Anson-Yevu, 1988). However, through education, the societal stigma against disabled children has become less prevalent in many Ghanaian societies.

1.7.4 Technological Factors

Over a decade, disabled people have remained far too marginalized from technological discourse and this has negatively affected their accessibility to technologies especially in regions of Africa (Bonnah & Tim, 2010). A Special Need school like the

Akropong School for the Blind requires students to have educational tools such as Braille, talking calculators, among others which are quite expensive. Even though such tools make learning easier, most disabled children are unable to afford them thereby leaving most students unable to benefit fully from their education. Therefore, the use of technology has become a huge constraint on disabled children who are unable to afford such technologies.

1.7.5 Legal Factors

The strong legal backing to the Special Education industry is drawn from the 1992 Constitution of Ghana which states the various policies regarding the regulation of the Special Education industry. According to Article (25) of the 1992 constitution, “All persons shall have the right to equal educational opportunities and facilities...” This aspect of the constitution clearly states and requires that every individual, regardless of their health status, should have equal access to educational facilities. However, it has been realized that this policy does not really apply in many Ghanaian communities and even the few institutions that accommodate the disabled do so at expensive prices. Therefore, the high costs involved in managing special needs school deters many institutions from accommodating many disabled children in their schools even in the existence of legal policies. Regarding tax policies, most NGOs are exempted from the tax net of the government and rather, receive support from the government sometimes (Bob-Milliar, 2005). This policy applies to players in the Special Education industry such as AACT, Awawaa2, New Horizon school, and Multikids Inclusive Academy.

1.7.6 Environmental Factors

With regards to Special Education, environmental factors refer to those factors in a community which affects the child's ability to perform in school (AASEP, 2006). Children with disabilities are sometimes exposed to an environment full of chaos and turmoil and this diminishes their energy towards things of school. Such factors may include a poor relationship with their neighbors and poor reputation in the community. When a disabled child is exposed to such environment, he or she feels less motivated to partake in school activities which drives away his or her energy to strive for a quality education regardless of their health status. Therefore, some students with special needs end up not performing so well because of the unsupportive environmental factors from the communities which affect their way of life outside of school.

1.7.7 Conclusion

This chapter introduces the internal and external environment in which AACT operates. The next chapter identifies the gaps in the current recruitment and retention strategy of AACT which informs a workable solution that this project seeks to suggest to the institution.

CHAPTER 2: NEEDS ASSESSMENT

2.1 Chapter Overview

This chapter reports on the process of conducting an organizational needs assessment and the method through which data was gathered to facilitate a deeper understanding of any existing problem in the human resource operations (recruitment, selection, and retention) of AACT. The method used is further supported by reasons why they are necessary for this project.

2.2 Needs Assessment

According to Kaufman and Guerra-Lope (2013), needs assessment refers to the definition of a problem and how to arrive at an expected end in a safe condition. During the process of needs assessment, concrete data is collected based on the current situation of an organization. The data is then analyzed to aid the firm in improving their operations towards accomplishing their vision. McCawley (2009) also defines needs assessment as a systematic approach to studying the state of knowledge, ability, interest or attitude of a defined audience involving a subject. With regards to this project, the recruitment, selection and retention measures of the institution were critically studied to identify any existing gaps. This, therefore, informed the development of a sustainable solution geared towards improving the recruitment and employee retention measures of AACT.

2.3 Methodology

Regarding the two main methods of carrying out a research (quantitative and qualitative), this study employed the qualitative research approach. This was to ensure

that more room was created for the detailed views of the research participants to have a better understanding of the human resource function of AACT. Semi-structured Interviews were conducted to collect data for defining, understanding the problem and identifying gaps in the organizational needs assessment. This research employed a social exploratory strategy to study the concerns of participants in their work to assess how employees are being recruited and what measures are put in place by the organization to retain their employees over a longer period.

A convenient sampling method was used to sample the research participants given the busy schedule of workers at the center. Therefore, the research participants were selected based on their availability during the period of the interview. Out of 23 workers, 12 workers were randomly picked to partake in the interviews which strongly influenced the definition of the problems identified in the organization. Ten out of the current 23 employees were interviewed as well as two other staff who formed part of the executive positions in the organization. Though a convenient sampling method was used, the participants were selected across all the three levels in the school: pre-school, primary level and upper level.

Each interview lasted not less than 30 minutes, and this helped to identify some of the pressing issues of the organization with regards to their human resource function. Some of the issues identified during the interviews were centered around the management-employee relationship, income, other incentives, aggressive behavioral expressions from the autistic children, the decision to further education, among others. These issues would be tackled into detail through a thorough report on the data collected

during the interviews. This will help to make a strong case for the need to undertake this project in the organization.

2.4 Data Finding

To have a better understanding of the human resource function of AACT, questions were posed to the research participants to obtain their sincere perspectives on how they are being recruited into the organization and what the organization does to retain them over a longer period. The discussion of the findings is done in the subsequent paragraphs based on the questions posed to have a detailed understanding of the different perspectives that were shared by the various employees who partook in the interview.

Application and Recruitment Process

From the interviews, it was gathered that AACT does not have rigorous application and recruitment process. Applicants attach at least their secondary school certificate and their CV if available. A short interview is conducted and then, applicants are offered the appointment to work with the organization. Interestingly, nine out of the 12 employees interviewed communicated that their being at AACT was mainly through recommendations from friends, relatives and sometimes, church members. However, some of the employees did not even have to go through the application process because of their initial relationship with the founder of the organization.

Most of them were retained after their voluntary work with AACT and from the interviews, it was also gathered that the least educational level requirement at AACT was senior high school certificate. Potential employees did not need any technical knowledge

in the field of Special Needs to be part of the organization; not even from the background of sciences to better understand the needs of the Autistics children.

Therefore, most of the employees described the application and recruitment process of AACT to be very easy and even easier, if you had a relationship with any worker in the organization. The role of workers and their years of stay in the organization is reported next.

Role of Workers and Years on Job

Currently, the organization has about 23 workers on their premise and about 85% of them are occupying the role of caregivers. The caregivers are the workers who attend to the needs of the various students. They take the students through the training programs and facilitate all fun activities that are done to support the social and mental development of the students. For this interview, 12 people were interviewed and two of them were members of the management team (the coordinator and educational director). On average, 8 of the interviewed employees mentioned that they have worked with AACT for at least three years. Though there was one that has been with the organization for 12 years, the remaining four workers also reported that they have worked with the organization for less than two years. The variation in years of work informed the various experiences of the workers which are discussed next.

Work Experience

Different people tend to have different experiences regardless of the same working conditions provided. Out of the 12 employees who were interviewed, 80% expressed that their experience working with AACT has given them a new perspective on the topic "Autism". Most of the employees expressed their views that they had no idea

about the Autism Disorder Spectrum until they joined AACT. As stated by some of the employees, they have grown to love their job while working with the kids. Some employees indicated that the intensive training which is given to employees also forms part of their best experience. Two of the employees also expressed that their experience has been enriched by the unique potentials that they continually see the children display in their learning space. Like any other organization, some of the research participants also expressed the challenges that they encounter while working in AACT.

Almost all the research participants expressed that their biggest challenge was the aggressive nature of some of the kids. Given that these employees have no health insurance benefit from the organization, they sometimes put their lives at risk by caring for the children. An aggressive child can slap a caregiver and there is no guarantee of being cared for when they face such challenges while working with the children. However, workers also shared their insights on what has been their motivation to continue working with the organization regardless the challenges they face.

Motivation (Incentives) to Continue Working for AACT

Though most of the employees regarded the aggressive behavior of some of the kids as a major challenge, almost all the interviewees mentioned that their major motivation to work was from the kids. From the interview, seven of the employees mentioned that money was not necessarily their motivation because they were not paid any handsome amounts of money. However, the joy of seeing the kids unleash their unique potentials was what kept these workers on their toes. One of the interviewees said, “the kids are sometimes mysterious. I am always impressed when I see some of them just

observe and learn as fast as they can”. This was a profound statement by an employee to support the fact that she loved her job because of the kids and not necessarily the money.

Nonetheless, other employees expressed that the work was only keeping them occupied and that they were likely to quit their job if they had better options. Other motivation factors include the sense of belonging and informal nature of the job, self, and donations.

Some employees were of the view that their greatest motivation was because of the cordial relationship that existed among the employees and even between them and some of the children. Some of the kids have grown attached to their caregivers and this makes the employees feel welcomed by the students and hence are motivated to keep on doing their work. Few of the participants also expressed that their motivation came from their cordial relationship with the founder of the organization.

During the interview, I also observed the less formal nature of the working environment where the caregivers and their students could move around freely depending on the activities that were carried out. An employee had to always make sure that their students were comfortable at any point in time to effectively participate in the day’s activities. Therefore, workers had the flexibility of doing same things but in different ways to suit the learning abilities of the various students. Therefore, about six employees communicated that the flexible nature of their work was a motivating factor to keep working for the organization. Interestingly, an employee also expressed that her source of motivation was herself and not necessarily from other external factors in the organization.

Apart from the ‘not so handsome’ salaries, some employees also expressed that their motivation came from the donations they sometimes receive from the organization.

Sometimes, employees are given some of the donations that the organization receives because such donations do not necessarily serve the needs of the kids. Such donations include toiletries which may be more than enough and may not even fit into the storage rooms of the organization. These donations are given to the employees as incentives and this motivates some of them to keep working for AACT. The interactions with some of the workers communicated their level of motivation. However, it was also interesting to learn about some of the factors which can easily influence their decision to exit AACT from the perspective of both employees and two members of the management team.

Factors that can affect employees' decision to leave AACT

Employees' Perspective

Nine of the interviewees articulated that education was the major factor that can influence their decision to leave AACT. This is because most of the workers there are graduates from senior high school and as such, they have future aspirations to further their education. Five of the interviewees also articulated that they are likely to leave the organization if they get bigger opportunities which pay better than what the organization is currently offering them. Two also indicated that they are bound to leave the organization if they change their place of settlement. Currently, eight of the employees travel long distances and need to report to the premise by 7:30 am in the morning. Three of the interviewees expressed this as a very uncomfortable situation for them. Hence, a change in settlement might also influence their decision to leave the organization.

In addition to the factors mentioned in the preceding paragraph, four of the interviewees also indicated that they are likely to leave the organization because they felt their duty was quite stressful which does not even commensurate with their salaries. Two

of the interviewees also mentioned that they are likely to leave the organization because they felt that they were not treated well by the management. In wanting to find out more about these, further questions were posed to understand what they meant by 'management not treating them well'. An employee explained that sometimes if a caregiver does something wrong, the management involves every other caregiver in the situation which usually offends every other person and not just the person who has gone wrong. Therefore, some employees think that the management is not fair in terms of how they address some of the issues in the organization. Hence, this might affect their decision to leave the organization when they get fed up with management behavior towards caregivers.

Management's Perspective

1. Passion/Interest verses Job entitlement: Many people just want to get jobs which will earn them some money to live on. There is no passion to work with the kids and this makes it difficult to retain employees for a longer period.
2. Family background of employees: Some employees come from a background where none of their relatives is autistic. Therefore, it becomes difficult for them to understand and have a better relationship with the kids and hence, are unable stay longer with the children. On the other hand, some workers, apart from not having autistic relatives, come from rich homes where they fail to see the need to associate themselves with children who have such disorder.
3. The decision to move on: Some employees just decide to move on with their lives and do not stay longer with the children. The institution respects their decisions

and as such, gives them the opportunity to leave if they so wish, leaving the kids with few numbers of caretakers at some point.

4. Unserious workers: Some workers are just not serious when it comes to work and as such, the institution fires them from work. They may not be serious in terms of taking care of the children or even keeping up with deadlines if any.
5. Irregular volunteers: The organization sometimes outsource volunteers from other countries who usually have interest in social work such as working with kids. However, they tend not to stay longer or even become irregular because of their short stay in the country.
6. Leave: Employees only have a one-month mandatory leave per year. However, they have no liberty to decide when they go on leave and during the leave- time, employees receive no pay because the kids are also sent on vacation. This sometimes makes the work unattractive to some employees who end up not returning after they go for the leave.
7. Lack of growth opportunities: Some employees leave the organization because they see no career growth in working with the NGO. There is nothing like promotion and so employees remain the same as they entered the organization after working for a longer period of years. Employees tend to leave due to lack of career development opportunities in the organization.
8. Lack of professionals: There are few professionals in the Special Needs industry, therefore institutions who can satisfy the needs of these professionals attract the best and few professionals in the industry. Therefore, the few employees who might have specialized in child development tend to terminate their appointment

with the organization as soon as they realize that a different organization is willing to pay more than what they are currently earning.

9. Parent: Some parents come in with their own caretakers who necessarily do not stay with the organization after the child has improved. This continually reduces the number of employees at some point since the organization may not be capable to retain such workers and pay them to continue working for the institution.

Learning from the insights gained from both employees and the management, both parties were given the opportunity to suggest measures which when considered by the institution, will influence them to stay longer.

Recruitment Retention Measures Suggested by Research Participants

Drawing from the interactions with some of the employees, most of them confessed that many of their colleagues have left the place. On average, within two years, about 10 employees have stopped working with the organization, and this distorts the smooth operation of the organization which also comes at a cost.

Therefore, the research participants were given the opportunity to assume the role of the human resource manager and suggest ways their employees can be influenced to stay longer on the job after being employed and trained by the organization. Such suggestions included but not limited to increasing salaries, allowance for transportation, health insurance, and leave-with-pay.

Assess Application Requirements

An employee suggested that the organization should not just recruit a person just because they are looking for a job. They should look out for the interest of the

individual and align them with what the organization does before selecting people to take up roles. More specifically, the employee suggested that the organization should employ people with a science background to occupy the role of the caregiver in the organization. This will help the organization to recruit the right type of people who may want to stay longer on the job.

Increase Salaries

Almost all the research participants suggested that they are likely to stay longer if the organization does well to increase their salaries. As at now, the organization pays their workers even below the national service allowance and this seems very disheartening to some of the employees; especially those who also have families to take care of.

Transportation Allowance

Some of the interviewees also suggested that the organization should assist employees with transportation allowance since the cost of transportation is already taking a huge part of their little income.

Health Insurance

It was quite interesting to hear from some of the employees that there was no health insurance for the workers and this is because the employees are considered as casual workers. This means that they are paid when the payments are made by the parents of the kids. Therefore, some of the employees suggested that the organization should support them with health insurance because of the aggressive behavior of some of the kids which makes their job risky.

Pay-with-leave

An employee also suggested that AACT should find ways of supporting their employees financially when they go on leave. This will motivate the workers to come back after the one month leave which is usually given when the kids vacate from school.

Flexibility in Organizational Rules

Two of the employees also suggested that there should be room for an amendment to certain rules that are set by the organization if necessary.

Accommodation

Some of the interviewees also suggested that the organization should support them with accommodation since most of them lived far away from the premise and tend to report late. And coming late also attracted GHS5 deduction from their little salary.

Grievance channel of communication

Some of the employees reported that they have no systematic channels through which their grievances are communicated to the management. This makes them feel “not heard” in the organization and therefore suggested that such channels should be made available to all employees.

One-on-one interaction with employees

Some of the employees also suggested that management should have one-on-one conversations with employees to find out what really bothers them and find ways of

resolving issues to keep them longer on the job. One of the interviewees suggested that such training could be done at least two times in an academic year. This will help AACT to know their employees better, find ways of meeting their needs if possible, and hence retaining them on the job for a longer period.

Pay According to a Degree

One of the interviewees suggested that management should pay based on the academic qualification of employees. This is because it is somehow unfair to be having a master's degree and working for the same pay as an SHS graduate. Hence, the organization should at least have some ranks in their pay although employees do a similar amount of work.

Acquisition of Health Professionals

Two employees also suggested that it will be essential to have at least two or three professionals at the center. Professionals may include psychologist and special needs personnel. This will help to improve the training that is provided for both employees and the kids.

These are the major insights that were gathered from the interviews which have informed a decision to look more into how the organization can recruit the right type of people and retain them for a longer period.

2.5 Justification

After critically analyzing all the issues that were raised by the interviewees regarding the employee recruitment, selection, and retention process of AACT, it was concluded that the

the organization should put in place rigorous measures to recruit, motivate and encourage their employees to stay longer on the job. It was realized that clearly, the organization does not really lack potential employees (potential applicants). However, AACT is usually induced to employ people because of their personal relationship with people from the organization. Such people might not necessarily be the right people for the job, but they are employed, and the organization ends up losing them once they figure out that working with the kids is not their “calling”. Therefore, a sustainable recruitment and retention strategy will be appropriate to help the organization manage their employees to ensure smooth operations towards achieving their mission and vision.

2.6 Problem Statement

AACT needs a sustainable recruitment, selection, and employee retention strategy because of the sudden increase in employee turnover where about 10 employees exit the organization in every six months which distorts the growth of the autistic kids enrolled in the school. In other words, AACT is unable to retain their employees for a longer period. On average, the organization loses about 30% of their employees in every two years and 10 employees in 6 months, drawing from interaction with some of the employees. The organization relies heavily on SHS graduates since there are few professionals in the Special Education industry in Ghana. With the aspiration of mostly furthering their education, these employees after getting attached to some of

the kids, leave the organization. Hence, the students face difficulties in making progress in their learning abilities.

2.7 Conclusion

In conclusion, the organizational needs assessment revealed that AACT did not have rigorous recruitment process and therefore are usually induced to employ people who only need jobs and does not necessarily have a passion for working with the autistic children. Also, the needs assessment revealed that the company is not able to retain most of their employees for a longer period with the major reason being furthering education on the side of employees. Other factors include low salary, lack of career development, and lack of other incentives such as health insurance, accommodation, and transportation allowances. These factors induce the decisions of employees to leave or remain in the organization which affects the quality of education provided for the autistic children in the school.

The next chapter explores the impact of high employee-turnover on an organization and the need to recruit the right type of people as well as retain them in working towards the mission and vision of an organization. A further attention will also be given to understanding staff retention strategies that are applicable to organizations.

CHAPTER THREE: LITERATURE REVIEW

3.1 Chapter Overview

This chapter focuses on reviewing works done by scholars on retention strategies in the organization. The following research questions inform the review of literature in this section:

- How does employee turnover impact AACT institution?
- What factors are responsible for high employee turnover in AACT?
- What retention strategies are available to solve the problem of high employee turnover in AACT?

3.2 Introduction

According to Jordan-Evans and Kaye (2011), managers play important role in attracting and retaining the best talents in organizations. As such, Bartlett & Ghoshal (2002) assert that companies who wish to flourish in this new era need to recognize that skilled and motivated people are central to their operations. This is to say that organizations, regardless of their resources, require the best talents to drive their operations towards their mission and vision. Thus, if capital is abundant, and technology is easily accessible, brain power becomes the major asset for most companies (Jordan-Evans & Kaye, 2011). However, it is crucial to understand that brain power does not come from anywhere, but from the people that work in the organization. Therefore, if organizations are continually faced with the issue of employee turnover, then what happens to the organization they work for. What are the factors that drive people away from organizations who spend huge sums of money to invest in their employees? As

problematic as it is, what measures could be put in place to attract and retain the right people on a job for a longer period. These are the various questions that this section strives to explore.

3.3 Impact of Employee Turnover on Organizations

Bansal (2014) asserts that employee turnover is when people leave their jobs and must be replaced. AlSayed and Braiki (2015) also explained that employee turnover is the rate at which employees voluntarily exit an organization and must be replaced. The concept of employee turnover is highly associated with being voluntary. However, some employees involuntarily may also exit an organization and will require the organization to replace such people. Involuntary employee turnover may result from cases such firing by the employer and intentional layoff due to the economic crisis in a country. For example, when a country is facing an economic crisis, it is generally real that the level of production and consumption will fall and as such, some workers are laid off to minimize organizational cost. Although there are cases of involuntary employee turnover, research has been biased towards the voluntary factors which are mostly real in organizations.

According to Shamsuzzoha & Shumon (2018), the impact of employee turnover may differ based on whether a skilled or unskilled person leaves the organization.

Though employee turnover differs from region to region, it usually results from the human resources practices in the organization (AlSayed & Braiki, 2015). However,

productivity in organizations is highly dependent on the skills of its workforce (Shamsuzzoha & Shumon, 2018). Therefore, the loss of skilled employees come at a cost to the organization. The collective total direct cost of employee turnover can exceed 5% of the total annual operating budget of an organization (AlSayed & Braiki, 2015). In some cases, it costs an organization twice the salary of an employee to replace a talented employee (Jordan-Evans & Kaye, 2011). Therefore, the existence of employee turnover does not only impact the productivity of the organization, but it comes at a huge cost.

Though there is a cost associated with employee turnover, some cases result in benefits to the organization. The organization only benefits if an unskilled person rather leaves the organization to be replaced by a skilled employee. However, it is highly costly to replace an employee who is more skillful when they leave an organization. Some of the direct cost includes the cost of recruiting, selecting and training of new people. Indirectly, remaining employees' morale to work may be reduced when the number of employees reduces and as such effect the level of productivity (AlSayed & Braiki, 2015). In other cases, the increase in workload because of employee turnover may also result in incurring overtime expenses for the remaining employees (AlSayed & Braiki, 2015; Thomas, 2013).

In agreement with AlSayed & Braiki (2015), it is better for the organization to lose unskilled employees than skilled employees regarding the high cost of replacement in the case of losing the highly skilled employees. As costly as it can be to replace skilled employees, it is also important to understand the various factors which may influence employees' decision to voluntarily leave an organization.

3.4 Responsible Factors for High Employee Turnover in Organization

It has been established in the literature above that employees may exit an organization in both voluntary or involuntary manner, in which case, they all come with its cost to the organization. There are many factors which influence employees' decision to exit an organization. Such factors include but are not limited to better employment opportunities, low salaries, limited growth opportunities and lack of communication between employees and management (AlSayed & Braiki, 2015). Abbasi and Hollman (2000) also assert that factors such as hiring practices, toxic workplace environment, and lack of recognition may result in high employee turnover in an organization. Most of the factors can be associated with the employee turnover factors given by the employees of AACT. Some of these factors are discussed in this section.

Hiring Practices

Hiring practices are the tasks that organizations undertake to put the right person in a right position at the right time and training them properly (Abbasi & Hollman, 2000). These practices may include the application process to the point where an applicant is officially employed to work for an organization. During the hiring process, managers are tasked to screen applicants in an objective manner, understand their values and know how their being in the organization can profit the individuals as well as the organization (Abbasi & Hollman, 2000). When these processes go wrong, employees end up exiting the organization voluntarily. As realized in AACT, most of the employees are selected in a subjective manner based on their cordial relationships with the founder of the organization. Therefore, applicants who are not objectively screened to know and

understand their connection to working with Autistic patients are usually the ones who leave the organization and hence, the pressing need to find a new replacement. Such employees look for better opportunities in other organizations.

Better Employment Opportunities

In the work of AlSayed & Braiki (2015) on the cause of employee turnover, it was found that some employees exit the organization because they find other better opportunities in other organizations other than their current organization. Thomas (2013) also reported on his finding in a construction industry that one of the major factors of employee turnover is Perceived Alternative Employment Opportunity. With this, employees who perceive to have better opportunities in other companies are likely to exit their current company voluntarily. In most cases, organizations are unable to control this factor. In AACT, it was realized that some employees usually left the organization when they got other jobs they considered to be better alternatives in terms of convenience, salary, work environment and many others. One major other factor is low pay satisfaction (Thomas, 2013).

Pay Satisfaction

People work for many reasons but one of the main reasons is the salary. Pay is what employers give in exchange for the services rendered by their employees and pay comes in two classes associated with job satisfaction; rewards for actual job and reward in a form of compensation (Thomas, 2013). Bartlett & Ghoshal (2002) articulated in their work that if recruitment and selection are primarily based on compensation, then a person who is lured by big offer will eventually leave when there is a bigger offer in other organizations.

This means that the bigger the pay and other rewards, the more likely it is for an employee to exit the organization with the lower offer. As insinuated by most of the employees at AACT, the organization pays even less than what national service personnel receives without any form of allowances. Hence, employees who find other opportunities with handsome pays leave the organization without thinking twice. Negative management-employee relationships may also result in high employee turnover (AlSayed & Braiki, 2015; Abbasi & Hollman, 2000).

Management-Employee Relationship

Managers are crucial to attracting and retaining the best talents needed for organizational performance (Jordan-Evans & Kaye, 2011). A qualitative study was conducted on the causes and effects of employee turnover in Malaysia. The outcome of the research revealed that the relationship between managers and employees influence employees' decision to stay longer on a job (Arokiasmy, 2013). In effect, it is important that management establishes good relations with their employees to keep them longer on the job.

A strong communication system can enforce a good relationship between management and employees (Arokiasmy, 2013). In some organizations, employees are unable to channel their grievances to managers because of the lack of good communication systems. This was also realized in AACT during the interaction with some of the employees. Some of the interviewees asserted that there was no systematic communication channel between management and employees, therefore, they felt that their voices were not heard in the organization. In effect, most people tend to voluntarily

leave the organization given the absence of good communication channels between management and employees. The next section will focus and employee retention strategy.

3.5 Retention Strategies to Reduce High Employee Turnover

The cost of replacing employees because of employee turnover cannot be undermined and this places a huge responsibility on organizations to recruit the right people and retain them on the job (Jordan-Evans & Kaye, 2011). Bansal (2014) asserts that to ensure retention of employees, their needs and expectations should be at the center of the organization's long-term agenda. In other words, employees' welfare should be part of the strategic goals of every organization. This will influence employees to stay longer in an organization by personal choice (Bansal, 2014). Therefore, an organization such as AACT should not only attract quality employees, but strategic measures should also be put in place to retain them to benefit from investments made in their employees.

According to Bansal (2014, p. 62), "Employee Retention is a voluntary move by an organization to create an environment which engages employees for a long-term". Mehta et al (2014) also opine that employee retention is a technique that companies use to maintain effective workforce while meeting their operation requirement. Therefore, employers should develop retention programs which cover variables such as base pay and other financial incentives, career growth and development, training and skills development, a good working environment and recognition of good performance (Bansal, 2014).

A research was conducted where 150,000 people were asked why they stayed longer in an organization (Jordan-Evans & Kaye, 2011). The responses covered reasons such as having exciting but challenging work, career growth and development, great people, fair pay and benefits and good bosses. These factors were considered as the motivating factors for most people who stayed longer in an organization. Concluding from the work of Jordan-Evans and Kaye (2011) and Bansal (2014), a good retention strategy for any organization should not exclude the financial incentives as well as career growth and development. Based on the literature and the primary data collected from the employees of AACT, it has been realized that the organization needs to pay proper attention to the needs of their employees to make them stay longer on the job.

The following needs, if addressed, will be key factors to keep employees longer on the job: increasing salaries, adding other financial allowances for transportation and health needs (Employee Benefits Package), improving the management-employee relationship, and ensuring career growth and development. However, to suggest a solution for AACT, much consideration will be given to financial incentives (salaries and other benefits), management-employee relationship since they are the most pressing issues currently affecting the smooth running of operations in the organization. Breugh and Starkes (2000) propose that any organization that wants to have a successful recruitment and selection should consider these steps: recruitment objectives, strategy development, research activities, intervening/process variables and recruitment outcome. Therefore, ways of improving the recruitment process of the organization will also be suggested to AACT based on the systematic steps proposed by Breugh and Starke (2000).

3.6 Conclusion

This chapter reviews the literature on the impact of turnover on job performance, the factors responsible for the high turnover in organizations, and strategies that can be put in place to influence employees' decision to stay longer on a job. Employee turnover comes with a high direct cost of replacing new employees and training them to occupy job vacancies. On the other hand, remaining employees are indirectly affected given that they need to work more than usual during the time that organization is working to replace the employee who has just left the organization. This affects the overall performance of the organization in terms of their productivity.

Employees may decide to exit their current jobs because of problems with the hiring process, pay, management-employee relationship and better employment opportunities. Several measures could be put in place to influence employees to stay longer on a job, but it should not ignore variables such as good pay, and other financial benefits, good management-employee relationship and career growth development.

Regarding the literature reviewed in the above sections, a good recruitment plan should be systematic as proposed by Breugh and Starke (2000) where the outcome of the recruitment aligns to the recruitment objectives of the organization. Therefore, the solution to be suggested for AACT will consist of understanding whether their workers are to be considered employees drawing insights from the Ghana Labor Act and hence determining a reasonable and sustainable employee benefits package and management-employee relationship enhancers as identified as necessary in a good retention strategy from the review and the needs assessment.

CHAPTER FOUR: SOLUTION AND IMPLEMENTATION PLAN

4.1 Chapter Overview

This chapter details out a solution for AACT based on the gaps identified in their recruitment and retention strategy. Drawing from the literature reviewed, much consideration is given to financial benefit packages, management-employee relationship enhancers and how to accommodate the career development goals of employees in the strategic goals of AACT. These measures are expected to help resolve the issue of high turnover in AACT which distorts the smooth operations and growth of the kids who are enrolled in the institution.

The first part of the solution consists of suggestions for improving the recruitment and selection process of AACT using the model of Breaugh and Starke (2000). This is to ensure that the right measures are put in place to select the right type of people who are willing to work hard and stay longer for the benefit of the organization, the students, and the applicant. The second part of the solution relays an employee benefit package for the organization. This is to help the organization meet the financial and social needs of the workers better than they are currently doing. Though the organization relies heavily on donations, this package suggests other motivational ways of influencing workers to stay longer on the job. The last part of the solution suggests possible ways of improving the relationship between management and the workers of the AACT.

4.2 Recruitment and Selection Strategy

Currently, applicants of AACT are required to fill an application form, attach their academic certificates (not less than senior high school certificate) and a curriculum vitae.

After the recruitment of the applicant lists, shortlisted applicants are granted a short interview which is usually done by the project coordinator. The interview is usually done to get information on when applicants are available to start work and what will be expected of them while working with the organization. The recruitment process overlooks areas such as the ability to work in teams, how long they are willing to commit to the organization before they think of leaving.

Breaugh & Starke (2000) proposed in their work, the five main components which should be considered to aid in the development of successful recruitment process. They are recruitment objectives, strategy development, recruitment activities, intervening/process variables and recruitment results. These points may guide the development of a recruitment plan for AACT.

The figure 4.1 below depicts the various steps to be considered in developing a successful recruitment plan for AACT. This model was developed by Breaugh and Starke after critically reviewing scholarly works on recruitment over three decades (Breaugh & Starke, 2000). It was realized that most of the frameworks developed in earlier works only focused the recruitment activities (recruitment sources, recruiters, and realistic job preview) and disregarded other factors such as the recruitment objectives, strategy development and recruitment outcome of the recruitment process. Therefore, Breaugh and Starke's model is relevant to developing a recruitment and selection strategy for AACT because the model gives an extensive look at how firms can successfully attract the right persons from a pool of applicants into organizations.

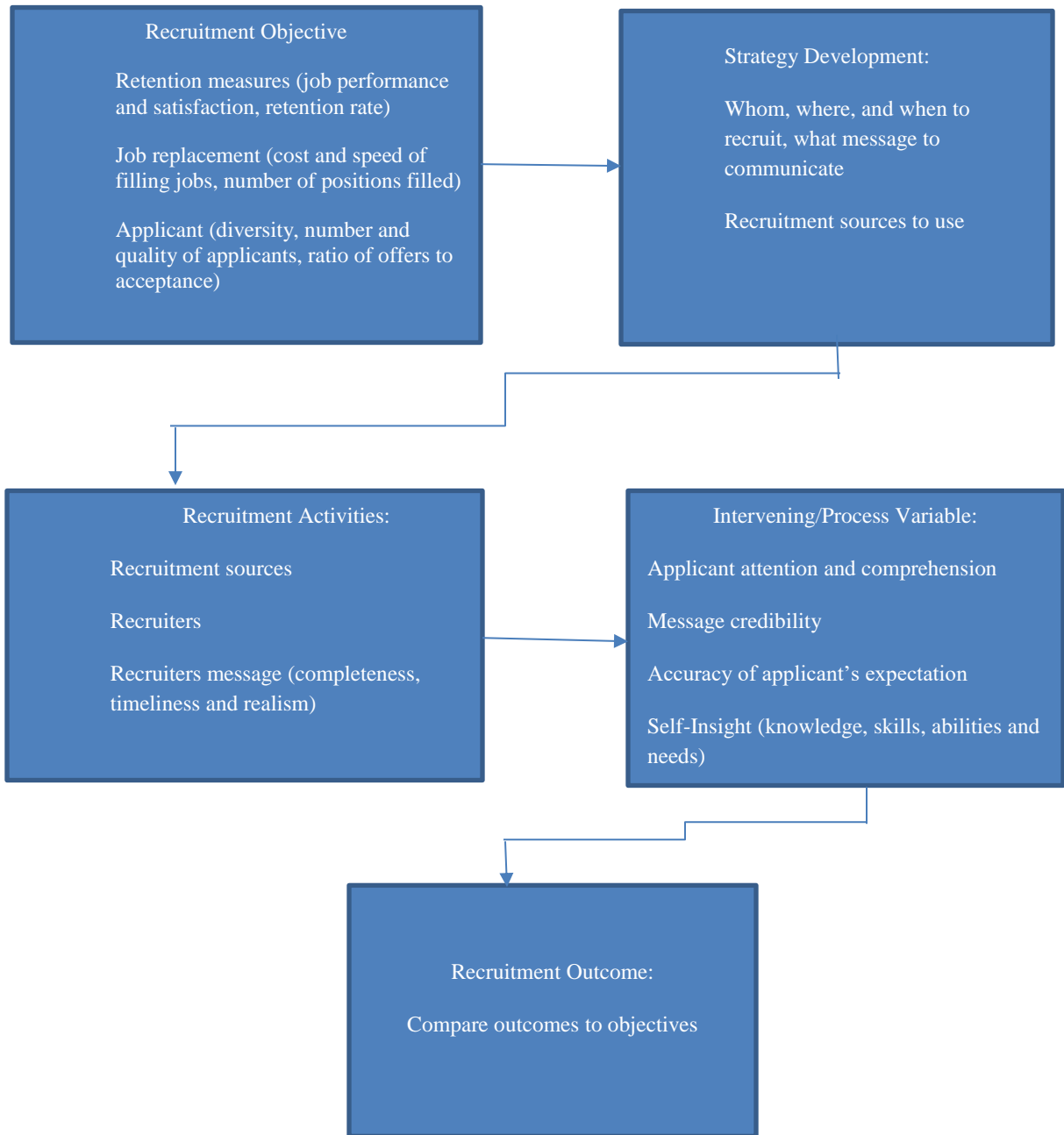


Figure 4.1. Proposed Solution for Successful Recruitment.

Source: Breaugh & Starke (2000), Research on Employee Recruitment

Figure 4.1 is a representation of the proposed solution on how AACT can strengthen their recruitment process. The various steps are discussed in the section below.

Recruitment Objectives

At any point in time when the organization is in need of workers, the first step is to look at their objectives. This could be done by answering questions such as which retention rate do we want to achieve as an organization? How much cost (direct and indirect) will be incurred to fill the vacant position? Which type of applicants is AACT looking forward to employing and what qualities should the applicants possess? These basic questions will direct the objectives of AACT in engaging in a recruitment process when they lose an applicant.

Strategy Development

The next step is to develop a strategy for recruitment. This strategy will direct how the organization's recruitment process will be administered to attract the right type of workers for the job. Basic questions such the following should be considered in carving a good recruitment strategy: Whom are we recruiting? Where are we recruiting from? When are we recruiting them? And what message should be communicated to the applicants? AACT should be prepared to answer some of these questions to know where to target their workers and whom they are bringing on board at what point in time.

Recruitment Activities

Having carved a good recruitment strategy, AACT will have to roll out their strategy and this brings them to the next step known as recruitment activities. These are

the set of activities the company will undertake to officially recruit an applicant.

Therefore, the organization may decide to go for career fairs, post job opportunities on their website or basically make themselves available at their source of recruitment. They should have the right people on their recruitment team and communicate messages about the job to the potential workers.

Intervening/Process Variables

The next after carrying out the recruitment activities is to have intervening or process variables. This is where the organization has acquired a pool of applicants and are in the process of assessing them for the job to ensure that the recruitment objectives of AACT are met. One variable to consider is what is the applicant's comprehension of the job. This will give the organization a fair idea on how the individual perceives the kind of job they are applying for. Another variable to consider is which self-insights does the applicant has and this includes their knowledge, skills, abilities, and needs. The recruiter can also ask about their expectations and this will inform the organization about who can be the right person for the job.

Recruitment Outcome

This is the final step in developing a good recruitment plan. This step allows the recruiter to compare their recruitment objectives to the recruitment outcome in terms of the final person they decide to employ for the job. At this, AACT will be required to match their objectives to the person they finally select throughout the process and assess whether their objectives have been met. Basics questions to consider will be: Is this the

person AACT is looking for? How much cost have we incurred during the process? Is the person diverse enough to fit into the role? These questions should basically align with the recruitment objectives of the organization to fish out the right employee for the job.

4.3 Employee Benefit Package

It has been established that people are motivated by more than just money (Greenberg, 2011). Therefore, it is necessary that organizations find other ways of motivating their employees to stay longer on the job other than just money.

Unfortunately, the management of AACT does not recognize their workers are employees because of the casual nature of their work. Therefore, this section will focus on understanding what qualifies AACT workers as employees and hence, suggest ways of keeping the employee motivated regardless of the inability of the organization to afford. These benefits include healthcare support, staff recognition.

According to section 16 of the Labor Act of Ghana, there are three types of the contract of employment: month to month contract, week to week contract and contract determinable at will. These types of contracts determine which kind of employment is being offered to a person and anyone who falls under any of these categories is referred to as an employee. Regarding the circumstance of AACT, their employees have a month to month contract of service and hence should be appropriately considered as the employees of the organization. By recognizing the workers as the employees of AACT, the following suggestions could be put in place to keep employees longer on the job:

Healthcare Support

During the interviews, most of the employees indicated that they are highly challenged by the aggressive nature of some of the kids, yet there are no health benefits to guarantee their safety while working with the kids. Some of the employees are forced to quit their jobs for other jobs because they find no need to risk their lives when the organization makes no provision to support them with health-related issues on the job. Therefore, to have a positive influence on the retention decisions of employees, AACT should support their employees by subsidizing their healthcare bills especially for injuries that may occur on the job. This could be easily facilitated by having a partnership agreement with a government hospital which will specifically take care of the health needs of their workers when they suffer any injuries while working with the Autistic children.

Staff Recognition Day

This is a form of recognition that the organization can do to make their workers feel welcomed and appreciated in the organization. This proposal is not monetary and will not take much from the organization in terms of funds. The organization can set a day aside that the kids design some postcards just to appreciate the work of the caregivers. This will increase the sense of belonging to the organization and hence influence some of the workers to stay longer regardless of the low salaries.

4.4 Management-Employee Relationship Enhancers

Management-employee relationship is crucial to influencing employees' decision to stay longer in an organization (Arokiasmy, 2013). Employees who do not feel appreciated by their management are more likely to exit an organization regardless of the

salaries they earn. Therefore, it is important that AACT pays attention to their management-employee relationship which was realized from the interviews to be one the reasons why people leave the organization. The following ways will be helpful to maintain good relations between the management and employees of AACT and hence positively impacting the operations of the organization.

Creating a regular communication channel

During the interaction with the employees, some of them asserted that the organization, apart from general meetings, do not necessarily encourage employees to channel any grievances or ideas to the organizations. For this reason, some of the employees feel that their voices are lost in the organization and are more likely to exit the organization to other jobs that will be more accommodative of their voices. Therefore, the organization can implement a system where employees have one-on-one meetings with any member of the management at least twice in the academic year. Some employees may prefer this system and hence voice out any issue they may be facing individually which may be an impediment to their work.

Management-Employee day-out

At the end of every year, AACT can organize an end of year party with the employees just as a form of appreciation for their work done during the year. These events could cover a trip to tourists' sites in Ghana just to let the employees feel the breeze of different environment apart from work. These events can stimulate employees desire to do their best and wait in eagers for such day to be appreciated by the management and hence, minimize the employees' intention to leave the organization because of management-employee relationship.

4.5 Implementation Plan

Table 4.1 reveals how the proposed solution will be carried out in AACT by displaying the various aspects of the solution, who is to do what and what needs to be done.

Table 4.1: Implementation Plan

Solution	Who is involved?	Implementation
Recruitment Strategy	Management	Go through step by step process of ensuring a successful recruitment of new employees
Employee Benefit Package	Employees and Management	Employees' health needs will be subsidized when on the job. Employees will be recognized by the organization at least once in during the academic year.
Management-Employee Relationship	Management and Employees	Management should create an intentional channel to enhance communication between employees and management. Management and employees should have a day outside their premise just to have fun and appreciate one another for their good works.

4.6 Limitation of Solution

Although the solution will help the organization to recruit the right type of people and retain them, it will still not favor workers who may be highly motivated by high

income or money as it was identified in the needs assessment that some people left AACT because of the low income.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1 Chapter Overview:

This chapter gives a general conclusion on the entire project. Suggestions are made on what needs to be done for the organization to maximize the use of the proposed solution. Also, significant insights from the entire project are highlighted as well as the limitations encountered while undertaking this project in AACT.

5.2 Recommendation Prior to Implementing the Proposed Solution

To make the recruitment process suggested successful, AACT should be intentional about having a team who will tailor their services towards recruiting workers for the organization. Though the organization may not be able to afford to pay much for personnel to take up such role, a team among the management should consciously play the role of going through the recruitment process to recruit, select and employ the right type of people for the organization. Also, the management of AACT should divert from the mindset of not recognizing their workers are employees. They should value them as crucial assets of the organization and treat them as such. This will set a good environment for the employee benefits package to be implemented in the organization.

5.3 Significant Insights

Employee turnover directly or indirectly affects the productivity of every organization. In the case of AACT, the high turnover distorts the smooth progress of the Autistic patients who enroll in the institution. Factors such as low income, poor management-employee the relationship, lack of career growth and development are some

of the factors which influence the decision of most employees to exit an organization.

The needs assessment

also revealed that most people who work in AACT learn to love their job while working with the kids. The passion to be with the children is a key motivator for some for some of the workers. As passion is crucial to AACT as opposed to just being occupied by work, the recruitment process proposed will help the organization to set clear objectives and work towards acquiring the right people for the job. The retention strategies proposed will help retain the people who are eventually employed by the organization and enable them to stay much longer than they do now.

5.4 Limitations of Entire Project

At the point of proposing a workable solution, it would have been a lot easier if the organization could provide a copy of any application forms that potential workers fill to apply for any position. However, it was communicated that the organization has no such thing as application forms and therefore, there were no means of improving something which didn't even exist in the first place.

References

- AACT. (2018). *History of AACT*. Retrieved from Autism Awareness Care and Training:
<http://aactgh.org/index.php/howeare/aacthistory>
- AACT. (2018). *Vision, Mission, and Philosophy*. Retrieved from Autism Awareness Care and Training: <http://aactgh.org/index.php/howeare/vision-mission-philosophy>
- AASEP. (2006). Factors Affecting Curriculum of Students With Special Needs. *American Academy of Special Education Professionals (AASEP)*, 1-10.
- Abbasi, S. M., & Hollman, K. W. (2000). Turnover: The Real Bottom Line. *Public Personal Management*, 333-343.
- Abubakar, I. (2017). *Government to Partner with UNICEF to Aid Students with Special Needs*. Retrieved from Myjoyonline:
<https://www.myjoyonline.com/news/2017/September-13th/govt-to-partner-unicef-to-aid-students-with-special-needs.php>
- AlSayed, B., & Braiki, A. F. (2015). Employee Turnover, Causes, the Relationship Between Turnover and Productivity and Recommendations to Reduce it. *International Conference*, 649-654. Retrieved from
http://ieomsociety.org/ieom_2015/papers/449.pdf
- Ametepee, L. K., & Anastasiou, D. (2015). Special and Inclusive Education in Ghana: Status and Progress, Challenges and Implications. *International Journal of Educational Development*, 143-152.

- Anson-Yevu, V. C. (1988). A Case Study on Special Education in Ghana. *UNESCO*, 1-35.
- Arokiasmy, A. R. (2013). A Qualitative Study on Causes and Effects of Employee Turnover in Private Sector in Malaysia. *Middle-East Journal of Scientific Research*, 1532-1542.
- Bansal, S. (2014). Employee Retention Strategies . *International Journal of Research in Management & Social Science* , 62-65.
- Bartlett, C. A., & Ghoshal, S. (2002). Building Competitive Advantage Through People. *MIT SLOAN Management Review*, 34-36.
- Bonnah, G. N., & Tim, U. (2010). The Contribution of ICTs to the Delivery of Special Educational Needs in Ghana: Practices and Potential, Information Technology for Development. *Routledge: Taylor and Francis Group*, 191-211.
- Breaugh, J. A., & Starke, M. (2000). Research on Employee Recruitment: : So Many Studies, So Many Remaining Questions. *Journal of Management*, 405-434.
Retrieved from
<http://journals.sagepub.com/doi/pdf/10.1177/014920630002600303>
- Children's Health. (2018). *Special Education*. Retrieved from Encyclopedia of Children's Health: <http://www.healthofchildren.com/S/Special-Education.html>
- Crain, D. W. (2009). Only the Right People are the Strategic Assets of the Firm. *Emerald Insight- Strategy and Leadership*, 33-38.

Golder, P. N., & Tellis, G. J. (1993). Pioneer Advantage: Marketing Logic or Marketing Legend? *Journal of Marketing Research*, 158.

Greenberg, J. (2011). *Behaviors in Organization*. New Jersey: Pearson Education.

Jordan-Evans, S., & Kaye, B. (2011). *Retaining Employees In JLaw Business* (3rd ed.).

London, UK: A&C Black Press. Retrieved from

https://search.credoreference.com/content/entry/ultimatebusiness/retaining_employees/0

Kaufman, R., & Guerra-Lope, I. (2013). *Needs Assessment for Organizational Success*.

Alexandria: American Society for Training and Development (ASTD).

McCawley, P. F. (2009). Methods for Conducting an Educational Needs Assessment:

Guidelines for Cooperative Extension System Professionals. The *University of*

Idaho Extension. Retrieved February 11, 2018, from

<https://www.cals.uidaho.edu/edcomm/pdf/BUL/BUL0870.pdf>

Mehta, M., Kuberti, A., & Dhankar, R. (2014). Study on Employee Retention and

Commitment. *International Journal of Advance Research in Computer Science and Management Studies*, 154-164.

Ministry of Education. (2013). Education Sector Performance. *Republic of Ghana*, 1-107.

Modern Ghana. (2013). *The state of Education in Ghana*. Retrieved from Modern Ghana:

<https://www.modernghana.com/news/509540/state-of-education-in-ghana.html>

Shamsuzzoha, A., & Shumon, R. (2018). Employee Turnover-a Study of its Causes and Effects to Different Industries in Bangladesh. 64-68. Retrieved March 2018, from <http://www.fvt.tuke.sk/journal/pdf07/3-str-64-68.pdf>

The World Bank. (2018). *Government Expenditure on Education , Total (% of GDP)*.

Retrieved from The World Bank:

<https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?locations=GH>

Thomas, J. (2013). Study on Causes and Effects of Employee Turnover in Construction Industry. *International Journal of Science and Research (IJSR)*, 3041-3045.

Trading Economics . (2018). *Ghana - Percentage of Population age 15-19 with no*

Education. Retrieved from Trading Economics:

<https://tradingeconomics.com/ghana/barro-lee-percentage-of-population-age-15-19-with-no-education-wb-data.html>

Appendix

Interview Questions

1. What is your role in Autism Awareness Care Training (AACT)?
2. How has your experience been working with AACT?
3. What processes did you go through to be recruited in AACT?
4. How easy or challenging was the process of recruitment?
5. How can the process of recruitment be improved?
6. How long have you worked with AACT?
7. What has been your motivation to continue working as an employee for AACT?
8. What are some of the things that have made you stay on this job for a longer period?
9. What can influence your decision to continue working with AACT?
10. Tell me more about the actions that can influence your commitment to stay longer in this establishment.