

LECTURERS' RETENTION STRATEGIES AND GOAL ACHIEVEMENT IN PRIVATE UNIVERSITIES IN SOUTH WEST, NIGERIA**BY****Mustapha, Adam Ishola: Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin; E-mail: adamibnmustapha80@gmail.com****Adedayo, Yusuf Abdulkareem: Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin; E-mail: ayabdulkareem@unilorin.edu.ng****&****Aloba, Fatimah Musa: Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin; E-mail: fatty Moore0@gmail.com****Abstract**

Human resource is the most fundamental asset available to universities, thus effective retention strategies and measures capable of engaging competent workforce must be in place for the accomplishment of university goals. The study examined lecturers' retention strategies and goal achievement in private Universities in South-west, Nigeria. The study adopted a descriptive research design. The population of the study comprised 1,921 academic staff and 200 employers of labour from in the South-west, Nigeria. Purposive sampling technique was used to select 10 out of the institutions that were established before the year 2000 to provide information pertinent to the study. Purposive sampling technique was used to select 565 lecturers, while 190 employers of labour were proportionally selected for the study. Lecturers Retention Strategies Questionnaire" (ASRSQ) and "Goal Achievement Questionnaire" (GAQ) were used to collect data for the study. The hypotheses generated in the study were tested using Pearson product moment correlation statistics at 0.05 level of significance. The findings of the study revealed that there was significant relationship between lecturers' retention strategies and goal achievement in private universities in South-west, Nigeria. The study recommended among others that that compensation packages for academic staff in private Universities be enhanced and made relevant to prevailing economic circumstances through periodical review and academic staff development programmes should be accorded priority to ensure retention of competent and dedicated academics.

Keywords: *Lecturers retention strategies, Goal achievement and Private universities*

Introduction

University education in the contemporary epoch through the world has becoming a complex enterprise as a result of vast resources required, discrepancy in productive capacities, earning potentials and increasingly challenging milieu. This involvedness necessitates high degree of knowledgeable and proven scholars from the university lectures' in particular and non-academic employees in general. Central to the actualization of university goals are academic employees whose roles are essential for the sustainability and overhaul performance of the university education. Thus, effective retention strategies and techniques capable of motivating experienced lecturers in university environment must be institutionalized for the ivory tower to concentrate on their mandates of teaching, research and public services respectively. However, it is upsetting that private Universities in Nigeria are susceptible by incessant brain drain and the force to motivate and preserve knowledgeable workforce due to critical but preventable reason, particularly in the 21st Century when the institutions of higher education are losing eligible lecturers to both advanced and underdeveloped countries (Osasuli, 2014). An assessment of private for Universities in Nigeria showed that the institutions do not appear capable of mobilizing the scholarly potency essential for the maintenance of key and studious lectures' which are considered the hub of knowledge and influence their tasks as scholarly centre for brilliance (Task Force on Higher Education and Society, 2014).

Staff retention is one of the most critical issues facing organizational managers that increasingly gaining attention as a result of globalization, technological advancement and heavy expenses associated with hiring of innovative employees in a competitive labour market. Retention of workers which are considered the hub of knowledge has become a critical issue in universities, especially the private Universities as explained by Mubaraq, Wahab and Khan (2012). This constitutes serious challenge facing the institutions occasioned by globalization and increased mobility of versatile employees. Bailey (2012) viewed academic staff retention as conscious efforts, procedures and practices that are tailored towards enhancing institutional dedication of lecturers by giving them myriad of opportunities to develop. A motivated workforce is crucial to the success and survival of any organization in today uncertain and turbulent business climate with its ever rising competition. The Federal Ministry of Education (2013) revealed that regardless of the efforts made by the National Universities Commission to retain endowed workforce, there is very low lecturers' retention as private Universities alone had 66.1 % of academics turnover and attrition. Equally, it was reported by the National Universities Commission (2019) that there were 79 private Universities officially acknowledged in Nigeria which have formed formidable opponents rather than compatriot for State and Federal owned Universities. Yet, the institutions are still experiencing paucity of experienced lecturers due to brain drain syndrome.

The scenario has grave implications on service quality, institutional images, academia collaboration and raise rivalry for talent who are previously in short supply as the institutions do not only competing with one another in the retention of apex intellectual, but also with other universities in Nigeria and overseas through inducement of diverse kinds. Thus, for any private University to take off and achieve its goals of providing the manpower requirements to advance national development, the institution must maintain competent and experienced academic staff through conducive working conditions, promotional opportunities and leadership qualities. Inappropriate retention strategies may result to poor academic delivery, erosion of core intellectual capital and high rate of turnover. Therefore, the need to attract, motivate and retain knowledgeable, competent and proven scholars from the University academic staff through competitive pay, stimulating work environment, job security, opportunities for promotion and progressive human resource policies which in turn enhance the goals achievement of university education cannot be undermined. This study therefore investigated lecturers' retention strategies and goal achievement of private Universities in South-west, Nigeria.

Purpose of the Study

The purpose of the study is to investigate the relationship between lecturers' retention strategies and goal achievement in private Universities in South-west, Nigeria. Specifically, the study:

1. Examined the relationship between compensation package and goal achievement in private Universities in South-west, Nigeria.
2. Investigated the relationship between training opportunities and goal achievement in private Universities in South-west, Nigeria.

Research Hypotheses

- Ho₁: There is no significant relationship between compensation package and goal achievement in private Universities in South-west, Nigeria.
- Ho₂: There is no significant relationship between training opportunities and goal achievement in private Universities in South-west, Nigeria.

Literature Review

The issue of academic staff retention in Nigerian universities has been less documented in literature because it is subsumed under the general categories of brain drain (Mihyo, 2007). Indeed, the triggers identified as brain drain in general are also those behind staff retention and thus the two processes are intertwined. Samuel (2009) noted that the main reason for retention is to prevent the loss of competent staff from leaving the institution as it could have adverse effect on university goals achievement.

Therefore, appropriate understanding of staff expectations regarding the work environment becomes critical issues for the management of Private Universities in their abilities to retain academic employees. The call for effective retention of talents with critical skills is globally acknowledged by educational institutions as vital for the realization of institutional goals. Retention strategies are planned attempt by employers to develop and promote an atmosphere that boost the morale of present employees to stay in the system through principles and patterns that handle their different requirements (Chandik, 2012). Universities are operating in highly competitive environment and the needs for the institutions to keep qualified, competent and experienced academic staff cannot be over accentuated if the desired goals are to be actualized. Universities by their unique nature serve as storehouse for knowledge and only few institutions can afford to employ, train and allow their most value and talented academic staff to leave when it is difficult to find better replacement (Netswera, 2005).

Several studies were carried out in institutions of higher education regarding lecturers' retention strategies and goal achievement of private Universities in different capacity. Jane, Mike and Namusonge (2014) examined determinants of academic staff retention in Kenya Public University. The research used longitudinal design to bring out clearly factors influencing retention of core proven scholars in the institutions. Government owned Universities in the country encountered many challenges occasioned by globalization which has intensified competition and increased mobility of vastly employees. The problem of lecturers' preservation in Kenya is a pertinent issue that became worse with double intake in 2015/2016 academic year. The study recommended that mixed methods should be used as efficacious measures for the preservation of proven scholars.

Demetria, Jacinta and Theonestena (2007) carried out a study on workplace administrative strategies and academic staff retention in South Highland Private Universities, Tanzania. The findings showed that workplace factors and administrative strategies contributed to low academic retention in the institutions. Jocylin (2009) examined academic staff recruitment and retention strategies in the University of Limpopo, South Africa. The study revealed that academic staff complained of bureaucratic bottleneck that surround recruitment and retention strategies which resulted to frustration, stress and feelings that no one cares about their situation and dissatisfaction with their institutions Jacob and Idah (2014) investigated components of lecturers' preservation in the chosen institution of higher education, South-Africa. The study was made of up 80 lecturers that were engaged in higher educational institutions for over decades. Responses were attracted from the 80 lecturers as well as survey revealed that carrier fulfillment (salary, promotion and Leadership) are the main factors that keep in their occupation. Job contentment was equally associated with career growth, academic development and like hood of effective settings as a factor that influence can never be ruled out. Respondents argued that educational career is a scanty emolument profession, through slight chances meant for expansion and complicated workload that make it difficult to meet promotional requirements. It was recommended that clear academic support services that promotes academic growth as well as preservation of valuable lecturers' ought to be upheld. Additionally, clear and homogeneous salary packages ought to be considered for academics with transparent ranking.

Tetty (2006) investigated employees maintenance in universities in developing countries: Elements of sustainable strategies. Five universities were selected (University of Bostwana, Kwazuli Natal University, Makerere University, University of Ghana and University of Ibadan) for case study analysis. Each case was conducted via a staff member from selected institutions under the supervision of the learning coordinator. Questionnaires were administered to all lecturers in all the selected institutions through a web based electronic format to which research subjects were directed. The results of the research shown that African universities are confronted with challenging tasks concerning retention of lecturers. The incapability to catch the attention of potential academic employees has led to extreme pressure among existing lecturers as well as diminished Universities capacity to preserve a respectable level of performance vis-à-vis their core mandates of national human resource capacity, innovation and overall development of their societies.

It was recommended that African Universities should institutionalize sustainable strategies to rejuvenate staffing capabilities thereby enhancing their roles in socio- economic development.

Micheal and Chipunza (2013) examined erosion and preservation of high ranking lecturers at tertiary institutions in South-Africa. The research employed mixed method research design. Fifty-two items of self developed questions were employed for gathering relevant information from the participants. Convenient sampling method was employed to select 255 senior lecturers from 10 universities that cut across South Africa. Chi-square statistical analysis was made use of to find the connection among abrasion and maintenance of experienced lecturers as hypothesized in the study. The results of the research showed that attrition of academic employees in the institution of higher education influence interpersonal relationship, job security, stimulating academic environment and work autonomy. It was recommended that University authority should devise principles as well as plans that promote and sustain research collaboration, interpersonal relationship and spirit of collegiality with a view to completely eliminate xenophobia tendencies in South African Higher Institutions of Learning.

Methodology

A descriptive survey research design was adopted for this study. The population of the study was made up of 1, 92 lecturers and 200 employers of labour in the South- West, Nigeria. Three out of the six States and 10 private Universities that were established before the year 2000 were purposively selected for the study. Purposive sampling technique was used to select 565 lecturers, while 190 employers of labour were proportionally selected for the study. Pearson product moment correlation statistic was used to test the hypotheses formulated for this at study at 0.05 level of significance. The instruments used for the study were two researcher-designed questionnaires titled: “Lecturers’ Retention Strategies Questionnaire” (LRSQ) and “Goal Achievement Questionnaire” (GAQ). Content and face validity of the instruments were ascertained by five academic staff in the Department of Educational Management, Faculty of Education, University of Ilorin and two experts in the field of Education Research, Measurement and Evaluation. The reliability coefficients of the instruments were ascertained using test re-test method of reliability giving 0.69 and 0.73 for ‘LRSQ and ‘GAQ respectively. This confirmed the reliability of the instruments used for the study.

Results

Ho₁: There is no significant relationship between compensation packages and goal achievement in private Universities in South-west, Nigeria.

Table 1: Correlation Analysis between Compensation Packages and Goal Achievement

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Compensation packages	565	2.88	0.77	0.53	0.01	Ho ₁ Rejected
Goal Achievement	190	3.04	0.69			

As revealed in Table 1, the calculated r-value (0.53) is greater than p-value (0.01) at 0.05 level of significance. Therefore, the hypothesis which stated that there was no significant relationship between compensational packages and goal achievement in Private universities in South-west, Nigeria is rejected in South-west, Nigeria. This implies that there was a significant relationship between compensation package and goal achievement in private University in South-west, Nigeria

Ho₂: There is no significant relationship between training opportunities and goal achievement in private Universities in South-west, Nigeria.

Table 2: Correlation Analysis between Training Opportunities and Goal Achievement

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Training Opportunities	565	2.80	0.44	0.49	0.01	Ho ₃ Rejected
Goal Achievement	190	3.04	0.69			

As shown in Table 2, the calculated r-value (0.49) is greater than p-value (0.01) at 0.05 level of significance. Therefore, the hypothesis which stated that there was no significant relationship between training opportunities and goal achievement in Private universities in South-west, Nigeria is rejected in South-west, Nigeria. Thus, there was a significant relationship between training opportunities and goal achievement in private University in South-west, Nigeria

Discussions of Results

The findings of the hypothesis one tested indicated that there was a significant relationship between compensation package and goal achievement in private Universities in South-west, Nigeria. This implies that when compensation packages of lecturers is reasonable and competitive to their contemporaries in the same domain they will be enthusiastic to the actualization of institutional goals This finding is in tandem with study of Adeoye (2014) which revealed that employees demonstrated pleasurable attitude when they are pleased with the pay package thereby increasing productively and overall productivity. The more attractive the overall compensation package, the better the preservation of productive and actualization of the stated goals. Substantiating this assertion, Umar (2010) in his study emphasized that justifiable compensation package facilitates the viability and dedication of employees' towards the actualization of organization mission and vision.

The findings of the hypothesis two tested revealed that there was a significant relationship between training opportunities and goal achievement in private Universities in South-west, Nigeria This finding is in tandem with the study conducted by Tetty (2010) which revealed that training opportunities is the engine that keeps the lecturers of institution of higher education keep to their mandates as centres for intellectual thrive and collegial stimulation. Employees' trainings and carrier progression are key motivators to institution and avenue for gaining innovative skills in such a way that facilitate goal achievement. Training and development programmes restrict academics from living the university, enhance professional competency and facilitate the actualization of the institutional goals (Ibrahim, 2015). When academic staff are adequately trained, it saves the organization from expenses on selection and decline in productivity due to staff turnover.

Conclusion

The call for effective retention of talents with critical skills is globally acknowledged by educational institutions as vital for the realization of institutional goals. The paper concluded that effective retention of proven and competent academics in private Universities is highly essential for the realization of university mandates of teaching, research and community service respectively.

Recommendations

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

1. The compensation package of academic staff in private Universities should be enhanced and made relevant to prevailing economic circumstance by reviewing them periodically.

2. Academic staff development programmes should be accorded priority to ensure retention of competent and dedicated academics.
3. Prominence should be given to stimulating work environment to boost lecturers' morale thereby facilitating the attainment of university goal.
4. Promotion prospect should be improved in order to enhance academic staff sense of advancement.

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