

CHAPTER ONE

INTRODUCTION

Background to the Study

Human resource is a fundamental asset available to universities. Thus, retaining academics in their jobs is indispensable to the accomplishment of university goal. Indeed, there is a paradigm shift from human resource to human capital development for efficient operation to keep with the new changes and achieve the mandate of university (Chew, 2014). The salient roles of higher education with regard to manpower development required for the acceleration cannot be over accentuated. Therefore, effective retention techniques and measures capable of engaging competent workforce must be put in to operation for universities to achieve their goals. The success and progress of these establishments rely on their capabilities to maximally explore the talents and potentials of their workforce and create sustainable corporate culture, structure and strategies that promote retention of existing core employees for university education.

University education in contemporary times globally is vastly becoming a complex enterprise due to huge resources required, differential in productive capacities, earning potentials and increasingly demanding environment. This complexity demands for a high degree of competence and proven scholarship from the institutional academic employees in particular and the entire personnel in general. Thus, adequate retention techniques and measure capable of enhancing academics job satisfaction must be put in to operation for the institutions to concentrate on their mandates of teaching, research and community development. It is however, alarming that private owned Universities in Nigeria are threatened by continuous brain drain and the pressure to retain knowledgeable personnel, especially in the 21st Century when the

institutions are losing experienced academics to both developed and developing countries (Osasuli, 2014). The unique nature of universities allow academics to be repository of competent and skilled intellectuals, thus the demand and competition for highly qualified academics have increased. Therefore, it is imperative that these carriers or providers of knowledge must have high level of job satisfaction.

Premier to the achievement of university goals are academic staff whose functions are very germane. The quality, quantity and effectiveness of lecturers make the distinctness in productive roles of university education. Therefore, academic employees are essential to the sustainability and overall performance of university education. Academic staff retention remains a great challenge to private Universities in Nigeria due to continuous brain drain as a result of eschew reasons such as: job security and working conditions. Tetty (2016) affirmed that universities owned by private bodies in Nigeria do not seem capable of mobilizing the intellectual strengths required for driving the process as most of their experts base have left to the degree that adequate teaching capacity is not available to give standard education to the students. This is increasingly becoming prominent in private Universities as research landscape, where establishments do not only compete with one another in attracting and retaining experienced academic staff and researchers, but also with other universities abroad. The scenario has vastly escalated the competition for talents that are hitherto in a state of paucity as they are being captivated by other Universities on different motivational packages on many occasions.

The issue of academic staff retention in Nigeria has not been well substantiated in literature but rather subsumed under the general category of brain drain worldwide. Universities required competent lecturers with proper motivational packages to maximally concentrate on their mandates of teaching, research and publication as well as public service. The prominence of

university does not supersede their capability to retain proven academic scholars. However, retention of versatile academic staff who are highly enthusiastic towards the realization of university goal has remained a subject of debate among educational administrators, managers, universities proprietors, parents and students. Ibikunle (2010) affirmed that despite the fact that many private university administrators provide their talented academic staff with competitive remuneration and stimulating academic environment, persistent turnover of competent, knowledgeable and proven scholarship still becomes noticeable.

An evaluation of private universities in Nigeria in the past twenty years shows that the institutions are beleaguered by myriad of problems that affect their roles as center for intellectual excellence that they were conceived to be (Task Force on Higher Education and Society, 2014). Competent and experienced academic staff have been leaving private Universities and getting better offer in other sectors in Nigeria or abroad. Klamba (2013) observed that private universities in Nigeria have commercialized most of their services and heavily rely on their staff for quality service and product. This is corroborated by Osalusi (2014) who affirmed that brain drain was a phenomenon that afflicted the Nigerian private universities most especially in the 21st Century when the institutions have lost experienced academics to public universities and other sectors in Nigeria. Academic staff turnover has grave implications on service quality, institutions' image, academic synergies, scope of knowledge production, consistency and stability of academic enterprise (Samuel, 2013).

Job satisfaction plays substantial role in the overall performance of an institution. This is crucial for achieving the goal of universities. Therefore, for any private university to grow and actualize its goals of providing the manpower requirements to advance national development, the institution must sustain experienced and satiated academic staff through conducive working

conditions, promotional opportunities and leadership qualities. Academics will perform their roles with dedication, concentration and competence as long as they are pleased with their jobs (Rahim, 2012). However, private Universities in Nigeria with little exception are suffering from constant mobility and enormous rate of lecturers' turnover to other public sectors for better remuneration, leadership behaviour and working conditions (Kazeem, 2012). Therefore, effective retention of employees requires adequate understanding of factors responsible for staff motivation and attrition in an organization. Academic staff job satisfaction is allied to a set of complex functions such as: work responsibilities, promotional opportunities, relationship with co-workers and demographic characteristics (Henson, 2008). Ibrahim (2012) observed that private Universities in Nigeria are of inferior position compared to public Universities in terms of enrolment and established growth. However, the attrition of academic staff in most of these institutions is critical. Academic turnover per year in Nigerian private Universities is 50 % to 10 % in public owned Universities (Ibrahim, 2012). The four major aspects of job satisfaction as identified by Jafar (2010) are: satisfaction from job, supervision of colleagues, work characteristics and promotion.

The goal of university education in Nigeria, as stated by the Federal Republic of Nigeria (2013) in the National Policy on Education are to: ensure manpower development, national development, intellectual development and promote national integration among others. However, 60 % of the Private Universities graduates turnout from the institutions were found to be narrowly trained, low in perception and unable to cope properly with the manpower requirements of crucial economic sector (Kazeem, 2013). Ineffectiveness of appropriate retention strategies may result to lecturers' dissatisfaction, poor academic delivery, erosion of core intellectual capital and enormous turnover rate. Also, this may adversely affect the overall performance of

private Universities in South-west, Nigeria. There is need to attract, motivate and retain knowledgeable, competent and proven scholars from the University academic staff through competitive pay, stimulating work environment, promotional opportunity and progressive human resource policies that consequently enhance academics job satisfaction towards the actualization of university goals. This study, therefore, set out to assess the effective measures of retaining competent work force a vital input to enhance job satisfaction of academic staff towards the goal achievement of institutions.

Statement of the Problem

Universities are globally established for the propagation, dissemination and application of knowledge. Therefore, they require high degree of competence and proven scholarship from the academic staff to focus on their mandates of teaching, research and public service effectively. 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 has raised deep concern among university managers, administrators, parents, students and relevant educational stakeholders. Ineffective retention techniques put in place for academic staff have direct effect on university goal achievement as the institutions lose quality academics and takes time to get better replacement (Akila, 2014). Also, Kazeem (2012) noted that retention of competent, talented, knowledgeable and staff with special skills and academic experience poses a great problem to private Universities in Nigeria. The inability of private University proprietors to retain quality academics personnel continues to be crucial to the prospect and potentials of knowledge formation and learning.

Staff retention and satisfaction in private Universities constitute serious challenge facing the institutions occasioned by globalization and increased mobility of versatile employees. The Federal Ministry of Education (2013) revealed that despite the concerted efforts made by the National Universities Commission to retain talented workforce, there is very low lecturers' retention as private Universities alone had 66.1 % of academics turnover and attrition. The National Universities Commission (2019) reported that there were 79 private Universities legally recognized in Nigeria which have formed formidable opponents rather than compatriots for State and Federal owned Universities. Yet, the institutions are still experiencing paucity of key lecturers due to brain drain syndrome.

Adenike, Oluwaseun and Sunday (2017) conducted a comparative study on job satisfaction between lecturers' in Private and government owned universities in Nigeria. Job satisfaction was considered using recognition, pay and functioning atmospheres. The finding of the study showed that significant disparity exist between career contentment of academic staff in private and public institutions of higher education in the country. Umar and Danjuma (2017) examined determinants of job satisfaction among lecturers of College of Education: A case study of Nasarawa State College of Education, Akwanga. The findings of the study revealed that irregular payment of salary, promotion opportunities, work environment, attainment of work goal, opportunities to grow and development among others were the determinants of job satisfaction among lecturers of College of Education, Akwanga, Nasarawa State.

Odundayo, Rowland and Adewale (2020) examined the impact of workplace environment on lecturers retention in Public Universities in Southern Nigeria. The findings of the study showed that the issue of inadequate and decaying infrastructural facilities had been a concern to the sampled universities. Okoli (2018) examined organizational climate and job

satisfaction among academic staff: Experience from selected private Universities in Southeast, Nigeria. The results of the study showed that there was significant relationship between organization climate and academic staff job satisfaction in selected private Universities in Southeast, Nigeria. The study recommended that academic staff job satisfaction should be enhanced through the spirit of equality and fairness. Calloun (2009) examined the influence of job satisfaction on employees' turnover among lecturers of Olabisi Onabanjo University, Ago Iwoye, Ogun State. The findings of the study revealed that ineffective motivation, job insecurity and large class size contributed to lecturers' attrition in the university. Akanbi (2013) investigated the influence of intrinsic and extrinsic motivation on lecturers' productivity in private Universities in Oyo State. The findings revealed that work environment, capacity buildings, compensation packages and recognition were basic retention strategies. However, to the best knowledge of the researcher, none of the previous studies conducted focused on academic staff retention strategies, job satisfaction and goal achievement in private Universities in South-west, Nigeria. This is the gap the study tried to fill.

Purpose of the Study

The main purpose of this study was to examine the relationship among academic staff retention strategies, job satisfaction and goal achievement in private Universities in South-west, Nigeria. Specifically, the study:

1. investigated the level of academic staff retention strategies that are put in place in private Universities in South-west, Nigeria;
2. assessed the level of job satisfaction of academic staff in private Universities in South – west, Nigeria;

3. investigated the level of goal achievement of private Universities in South- west, Nigeria;
4. examined the relationship between academic staff retention strategies and goal achievement of private Universities in South-west, Nigeria; and
5. determined the relationship between job satisfaction and goal achievement of private Universities in South-west, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of academic staff retention strategies that are available in private Universities in South-west, Nigeria?
2. What is the level of job satisfaction of academic staff in private Universities in South-west, Nigeria?
3. What is the level of goal achievement in private Universities in South-west, Nigeria?

Research Hypotheses

The following research hypotheses were formulated to guide the study:

Main Hypothesis

Ho: There is no significant relationship among academic staff retention strategies, job satisfaction and goal achievement in private Universities in South-west, Nigeria.

Operational Hypotheses

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

H0₂: There is no significant relationship between job security and goal achievement in private Universities in South-west, Nigeria.

H0₃: There is no significant relationship between compensation package and goal achievement in private Universities in South-west, Nigeria.

H0₄: There is no significant relationship between training opportunities and goal achievement in private Universities in South-west, Nigeria.

H0₅: There is no significant relationship between working conditions and goal achievement in private Universities in South-west, Nigeria.

H0₆: There is no significant relationship between promotional opportunities and goal achievement in private Universities in South-west, Nigeria.

H0₇: There is no significant relationship between leadership qualities and goal achievement in private Universities in South-West, Nigeria.

Scope of the Study

The study examined academic staff retention strategies, job satisfaction and goal achievement in private Universities in South-west, Nigeria. The study was limited to 10 private Universities that were selected from three out of the six states that constitute the South-west geopolitical Zone of Nigeria. The measures of staff retention strategies were limited to academic freedom, job security, compensation package and training opportunities. Job satisfaction was measured by working conditions, promotional opportunities and leadership qualities, while goal achievement of private Universities were limited to manpower and national development as part of the focus of university education in Nigeria.

Three researcher-designed questionnaires titled: “Academic Staff Retention Strategies Questionnaire,” “Job Satisfaction Questionnaire” and “Goal Achievement Questionnaire; were used to collect relevant information for the study. Descriptive statistics (mean and standard deviation) were used to answer the research questions raised, while inferential statistics (multiple regression and Pearson product- moment correlation statistics) were used to test the main hypothesis and operational hypotheses formulated respectively.

Significance of the Study

The study would be of immense benefits to the government, university management, academic staff, private University proprietors and researchers in the field of education. The government at the federal and state levels would find the outcome of the study helpful to staff acquisition, organizational policies and practices relating to retention of competent academic staff and job satisfaction towards the actualization of the institutional goal. The government would equally utilize the outcome of the study to formulate and implement effective strategies for improving conducive working environment and promotional opportunities to facilitate goal achievement in private Universities.

The study would provide guidelines for the management of private Universities to develop effective and enhanced motivational packages towards improving the overall job satisfaction and come up with implementable strategies for retaining competent and highly qualified academics in teaching and research scholarship. It would also sensitize the university management to develop and promote an atmosphere that inspires present staff to stay within the system through the introduction of policies and practices that give priority to their different needs. The study would equally serve as an eye opener for academic staff of private Universities

by providing a framework for educational comparism particularly with respect retention strategies and satisfaction derived from work in Nigerian public and private Universities.

Besides, the proprietors of private Universities would find the study beneficial in the usage of staff retention techniques that are in conformity with employees' preference to sustain potential academic staff for improvement of quality output. The study would further contribute to the existing theories on retention strategies and job satisfaction thereby providing insight for further studies to other researchers in the field that may intend to conduct similar studies in areas which this study does not cover.

Operational Definition of Terms

The following terms were defined as used in the study.

Academic Staff Retention Strategies: the commitment and readiness of the management of private Universities in South-west, Nigeria to attract and engage competent academic staff for a long period of time. In this study, staff retention strategies would be limited to academic freedom, job security, compensation package and training opportunities.

Job Satisfaction: the willingness of academic staff in private Universities in South-west, Nigeria to remain in the institutions. In this study, job satisfaction would be limited to working conditions, promotional opportunities and leadership qualities.

Goal Achievement: the extent to which the products of private Universities in South-west, Nigeria manifest the traits of manpower and national development.

Academic Freedom: the substantial autonomy enjoyed by the academic staff of private Universities in South-west, Nigeria in deciding the work pattern, involve in decision making and relatively free from bureaucratic restriction of the institutional management.

Job Security: the assurance of permanent appointment, inbuilt packages for insurance policies and retirement benefits for academic staff in private Universities in South-west Nigeria.

Compensation Package: the fairness and competitiveness in remuneration provided to academic staff in private Universities in South-west, Nigeria.

Training Opportunities: these are sponsored seminars, workshops and conferences which academic staff private Universities in South-west, Nigeria attend to update their instructional delivery.

Working Conditions: the conduciveness of lecture rooms, offices, provision of internet and library facilities as well as supportive services to enhance instructional delivery of academic staff of private Universities in South-west, Nigeria.

Promotional Opportunities: the advancement of academic staff from lower position to higher position of increased responsibilities, prestige and salary in private Universities in South-west,, Nigeria.

Leadership Qualities: the administration by consensus through recognition of efforts, performance and academic staff involvement in decision making in private Universities in South-west, Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of literature related to the study under the following sub-headings:

1. Theoretical Framework
2. Academic Staff Retention Strategies
3. Concept of Job Satisfaction
4. University Goal Achievement
5. Overview of Private Universities in Nigeria
6. Academic Staff Retention Strategies and Goal Achievement
7. Job Satisfaction and Goal Achievement
8. Conceptual Framework
9. Empirical Studies
10. Appraisal of Literature Reviewed

Theoretical Framework

This study is anchored on two theories of motivation, namely:

1. Equity theory; and
2. Herzberg two-factor theory

Equity Theory: this theory was introduced by Stacy Adam in 1963 and focused on the assumption that fairness and equity are key components of a motivated individual. The theory emphasized that individuals are motivated by equity and if injustice is discovered regarding their

input or output ratios in comparison to the referent group, they try to get rid of the distress and resuscitate a perceived sense of justice to the scenario. The key terms central to this theory are perceived inequality and perceived equality (Koontz, 2000). If employees found that they are not treated fairly in comparison to their colleagues, they may reduce the quality or quantity of their output or even leave the organization. If the perceived reward system is fair, they are likely to continue at the similar level of production. If the rewards are higher than their expectations, they may become industrious. Employees feel frustrated and distressed if discovered that they are being underpaid or not being rewarded accordingly and target their hostility toward the organization with the hope of restoring justice and perceived sense of fairness to the scenario (Koontz, 2000).

The theory is premised on academic staff subjective judgment between their inputs in the university system (education, time, experience, commitment and effort) and the outcome they receive from it (promotion, recognition and increase pay) against the perceived inputs and outcome of other employees. Failure to find equity results in different actions one of which may be to quit the institution. Therefore, it guides to understand what may influence academic staff of private Universities to leave in that they keep on comparing what academics in other institutions earn in order to ensure fairness between their inputs and outputs. In turn, this contributes to staff mobility in the university environment. There is a tendency in human nature to distort their inputs concerning the effort and subjective comparison (Beardwell, 2007).

Academic staff of private Universities may overestimate or underestimate their contributions towards the actualization of university goal, rewards or inputs of others. However, if the perceived inequality is allowed to prolong unabated, it may result in a bottled-up feeling of injustice and resignation to an apparently minor occurrence. Hence, the perception of reward

system in the determinant of motivational outcomes should be given priority by the institutional management. Additionally, managers of the institutions should not undermine the role of pay as a source of equity controversies such as gender equality and comparable worth in the workplace.

Herzberg two-factor theory: this theory was propounded by Fredrick Herzberg in 1959 and rooted on the premise that there are two sets of factors which either enhance or hinder employee's satisfaction in an organization. The first proposition maintains that motivation to work is internally generated and propelled by variables that are intrinsic to the workplace often labeled as satisfiers or motivators among which are: achievement, advancement, recognition, and nature of work, responsibility and personal growth. The second proposition posits that dissatisfaction of work is a role of job related conditions or variables called hygiene or dissatisfiers which include: salary, job security, working conditions, organization policies, co-workers relationship, personal life, supervision and fringe benefits. According to Herzberg, when operating to a sufficient extent, these factors prevent dissatisfaction, but cannot serve as motivators. The theory emphasizes on job content and context as they affect satisfaction and dissatisfaction in workplace respectively.

The suitability of applying two-factor theory in this study is rooted on the fact that academic staff of private Universities have two categories of needs (job satisfaction and job dissatisfaction) that operate in them, and both must be managed. This connotes that each academic staff operates in a terrain that comprises variety of factors that can be classified as internal, task and external factors. The theory provides guidelines to university administrators on providing conducive environment for staff to promote growth in the manpower taking in to cognizance lecturers' expectation from their works. It equally provides strategies for employees' retention in private Universities by drawing attention of managers to the potential roles of the

inborn qualities of work rather than focusing interest on modification of personnel in developing strategies for achieving university goals and employees job satisfaction. Herzberg theory has influence on management practices in private Universities by drawing attention of the institutions' administrators to the potential significance of the innate qualities of work rather than focusing attention on the modification of the intrinsic characteristics of staff in developing strategies for improving service quality and job satisfaction.

Academic Staff Retention Strategies

Staff retention is one of the most fundamental issues confronting organizational managers that increasingly gaining attention as a result of globalization, technological advancement and heavy expenses attached with absorption of innovative employees in a competitive labour market. 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 (Smith & Field, 2013). Staff retention according to Chandiok (2012) is a step by step procedure through which the employers create and develop avenue that encourages current employees to remain on the job through policies and practices that handle their various requirements. Retention is driven by key factors like: organizational climate, information strategy, pay packages, adaptable work plan and capacity building programmes which ought to be congruently managed (Logan, 2000).

Akila (2014) viewed academic staff retention as the process through which lecturers are motivated to remain in university environment for the maximum period of time. The fundamental reason for retention is to avert the loss of competent academics from the university as it could have severe impact on effective service delivery (Samuel & Chipunza, 2009). Bailey

(2012) viewed academic staff retention as deliberate efforts, policies and practices are tailored towards increasing lecturers' dedication to the institutions by providing them myriad of opportunities to growth. The success and prospect of organizations depend on their behaviour to the authenticity of the contemporary work environment, where longevity and success depend upon innovation and creativity (Shina, 2012).

Academic staff retention as viewed by Bushe (2012) connotes the process by which an institution employs and retains qualified and competent academic personnel through the institutionalization of a quality work life, conducive climate and implementation of worthwhile practices in manpower and talent management. This involves academic staff decisions to be committed and remained within the institution by reducing structural change, administrative demand and maintaining academic standards. Universities by their unique nature are storehouse for knowledge that can hardly allow to lose their trained and proven scholars whose vacuum will be difficult to fill (Netswera, 2005). Therefore, appropriate understanding of staff expectations with respect to the work terrain becomes critical issues for the management of Private Universities. Society for Human Resource Management (2012) affirmed that replacement of workers costs reach as high as 50 to 60 percent of a worker annual salary compounded by the paucity of competent and the experienced workforce.

Strategies tailored towards the retention of quality staff help to offset employees designated costs and reduces the indirect costs such as low productivity and clients. Therefore organizations required taking a serious consideration at the turn over rates and put replacement techniques in place (Glen, 2006). Mak and Sockel (2011) maintained that retaining a healthy group of dedicated and efficient staff is germane to the maintenance of corporate strategic benefit. Organizations must propose worldwide retention techniques for the retention of effective

employees in the face of perpetually rising turnover rate. Literature has overpoweringly established the role of retaining valuable manpower for the success of an educational institution. Universities that failed to retain proven scholars will be left with under satisfied and less qualified workforce, which ultimately hinders their ability to remain competitive (Rappaport, 2013).

Globally, managers admit that one of the most demanding aspects of job is the retention of key employees in their establishments in that high degree of proven employees is more vital in contemporary era. Harris, Kinner and Griffthen (2004) studies revealed that factors such as: competitive salary, friendly working environment, healthy interpersonal relation and job safety were often acknowledged by workers as basic motivational factors which influence their retention in the organizations. Retaining high degree of competence and proven scholars in university system has direct effect on university goal (Denton, 2012). Retention of academic employees is not only concerned with one specific dimension of human resource, but also the employment of different strategies right from the recruitment, training and re-orientation period to keep them engaged and dedicated to the organizations (Freymuth, 2007).

The issue of academic staff retention in Nigeria has not been well substantiated in literature but rather subsumed under the general categories of brain drain (Mihyo, 2007). Tetty (2004) affirmed that most of the experienced and qualified academics have disengage themselves from Nigeria Private Universities to secure better paying jobs elsewhere to the extent that adequate teaching capability required to give standard training for new generation of citizens is not accessible. Satisfied employees work with enthusiasm, dedication and strive towards satisfaction of clients (Denton, 2012). An exploration of staff retention literature revealed that staffs with core competences are the principal focus in employees' retention (Netswara,

Rankhumise & Mavundia, 2005). Samuel (2009) affirmed that the main reason for retention is to prevent the migration of competent staff from the institution as it could have severe impact on university goals achievement. To enhance academic retention of academic staff in Private Universities, Netwera (2003) suggested that the following elements are of prime importance:

1. communicating how each staff strives to the corporate mission and vision;
2. developing a climate of trust;
3. improving the skills level of managers that oversee professional staff;
4. providing effective management training and leadership skills;
5. clarifying the employees needs and strengthening of frequent communication; and
6. clarifying tasks and responsibilities to accelerate learning role.

Retention strategies are techniques designed to increase employees control over their works thereby improving organizational commitment (Oluwole, 2009). Strategies aimed at retaining employee needs must be put in to operation by the universities management irrespective of the institutional size for retaining the best talents. Gali (2012) suggested that retention strategies that effectively satisfied the requirements of employees consequently enhance the organization capability to accommodate the ongoing organization change. Retention strategies across different institutions have common futures such as: competitive pay, good working environment and progressive human resource policies (Tithe, 2010). Feldman (2008) emphasized that trends in readdressing contemporary retention techniques exceed the traditional salary and compensation packages.

Academic Freedom: this is increased feelings of personal ability and the degree to which the job provides greater discretion to the individual in the determination and execution of work schedule

(Dockel, 2013). It is the extent to which employees exercise power relative to their jobs to maximize their professional concern. Academic freedom is the capability of academic staff to decide work pattern, actively involved in major academic decisions and relatively free from bureaucratic regulations and restrictions (Daly, 2006). Autonomous work may satisfy higher order needs for the actualization of organization goals and consequently generate positive regard for university management and degree of intention to remain in the system. Participation of academic staff in decision making give them sense of belonging thereby elongating their staying within the system in the outcome of those decisions.

According to Kingsley (2014), academic freedom connotes the principles of self-direction in inquiry and acquisition of knowledge in teaching, inquiry and learning within the structure of established scholarly methodology and professional practices. Academic freedom is fundamental for university to accomplish its responsibility of educating students and advance knowledge on issue of public concern and debate in Nigeria. The principle of academic freedom derived from the feelings of fundamental human rights. It is therefore individual rights of university academics to absorb in the production, consumption and propagation of knowledge without unreasonable restriction. Academics are likely to quit the university environment when their autonomy is compromised and desired for innovation is not supported (Barnes, 2008). The finding of Onwunli and Agho (2014) revealed that 74% of lecturers' in Nigeria's Private Universities never contented with the way their institutions are being governed as the proprietors were accused of being dictatorial, insensitive and irresponsible to staff needs and welfare. The four indispensable freedoms of universities as identified by Sweezy (2005) are self determination on academic ground, teachers, teaching and contents.

The need for collegiality is an imperative condition for building mutual and sustain network of academics within private University in order to improve productivity, efficiency and actualization of university goal. The absence of congenial and sympathetic group of scholars where friendship and mutual aid flourished may result to lack of confidence in institutional structure and procedure that are not proper for retaining staff. Academic responsibility required lecturers of private Universities to disseminate their knowledge and claim new discoveries for demanding public review by specialists in the field and work in collaboration to foster the education of students. Weber (2012) observed that academic freedom is not the same as independence from state, but best understood in the spirit of partnership with the state. It finds its fundamental justification in functional relevancy concerning the advancement of knowledge, which demands that ideologies and interests should not corrupt the means of seeking objective truth or hamper creative minds in their attempt to follow the route of discovery considered as most promising. This will result to changes in academic programmes of the university especially in the expansion of innovative curricular that are more responsive to societal needs and promote connectivity between teaching and inquiry as well as employment oriented courses.

Robins (2005) study showed that employees have preference for job that provides chance for skills development, diverse tasks, independence and prompt feedback for performance. University academics are averagely satiated with freedom to choice their own methods of work, level of responsibilities and standard of job. Paul and Pay (2011) were of the opinions that academic liberty and ease that the job offered positively influence lecturers' retention techniques. One benefit of working in academia is the level of work autonomy and pattern of working. Betty (2009) argued that academics that enjoy work autonomy and flexible work hour are aroused to remain within the university community. Although academic staff of the Private Universities

have to term with the issues of workload as inherent in academia, yet the management need to avoid inordinate workload which are not only morally degrading, but also physically and psychologically draining.

Job Security: this connotes employees' assurance of job continuity as a result of global economic situation across the nations (James, 2012). Job security is a vital determinant of retention strategies among lecturers of private Universities especially if it has in –built packages for insurance policies and retirement benefits that keep them fit with the socio-economic demand at old age. However, most of the private owned Universities with little exception suffering from high degree of lecturers' turnover due to inappropriate strategies being employed to retain skilled force (Zafar, 2010). The explosion in students' enrolment has necessitated recruitment of more academic staff in private Universities on part time basis and therefore become more problematic to satisfy these young and promising scholars if they are not given assurance of job security in the institution. The need for employers to be financially held responsible for all job hazards and injuries sustained by employees while rendering their services is a fundamental factor that determines retention measures in an organization.

The finding of Davy (2012) revealed that academic turnover is the aftermath of insecurity among employees. The feminization and belief that teaching is a caring and nurturing profession devoid of occupational hazard is not only force, but equally misleading considering the stressful conditions that academics are subjected to while carrying out their functions (Copper, 2014). These conditions exposed lecturers to many hazards that may manifest immediately through physical injury or later in their lives in form of stress which may lead to hypertension, strokes and sudden death. Thus, job security is an indispensable and key element influencing academics commitment towards achieving set goal. The management of private Universities should not

only employ, retain but also put appropriate techniques in place for academic employees to enhance their overall performance.

Job security is an indispensable determinant of retention techniques and the use of fixed term contract has been noticed as a vital factor responsible for academics brain drain in private Universities. Therefore, job security has a strong association with the keeping of experienced academics. Pension and gratuity paid by organizations serve as insurance cover for retired workers at old age which motivated to be enthusiastic towards achieving the organizational goal, while they are still young and productive. Ibrahim (2014) observed that lecturers' quit private Universities if they could not get permanent appointment and migrate immediately they have opportunity to more secured job. Chimpunza (2009) found that the increase use of temporary contracts has been a major concern in the study of academic staff retention. The wider spread of turnover and demonstration among researchers that were employed for years on contractual basis hindered the attainment of university goal.

Studies have revealed that employees naturally would want to remain in an establishment based on their future expectations from such organization like financial security and stability. It is evidence from the study conducted by Amar (2004) that job safety is not a retention antecedent for the proven academic scholars in the contemporary period. To this category of employees, job security is a positive feedback of their labour market worth which make them look for a daily proof that their services matter to the institution. These in turn provides them with a feeling of security and carry out their job with zeal and enthusiasm, they are secured if not with their present employers, then with others.

Compensation Package: attractive remuneration package is one of the fundamental retention measures for academic staff that relatively fulfills their financial and material desires. When the reward system is adequately managed, it helps to accomplish the organization corporate objectives and retain productive workforce. Rosser (2010) found that wide difference in pay system is one of the key indicators undermining the commitment of academics to their institutions and consequently their decisions to leave. The study of Kipkebut (2010) revealed that 65 percent of academic employees in private Universities never believed of being compensated fairly, relative to others in comparable institutions. As a result, they felt the need to work outside their institutions to earn extra income. Thus, the capability of universities to effectively align the rewards and incentives with staff requirements and interests help to retain productive workforce thereby facilitating the accomplishment of the institutions goals. The more attractive the overall packages, the better the retention and attrition of the workers. The capableness of the establishment to align the compensation package with the employees' requirements and interest makes it a competitive tool in retaining productive workforce.

The findings of Curall (2005) revealed that employees' satisfaction with pay centered on fairness regarding what they received in relative to other co workers. Prompt payment of salary enhances the viability and dedication of employees towards the actualization of organizational goals (Umar, 2014). Wages actually dominates the demands of private University lecturers as the pleasingly retention strategies as a result of the capitalist system in which the institutions operate, (Anikipo, 2010). Academic staff of private Universities see money as the only salvation to their plights and shortcut to power, position and prestige. Financial enticement has been recognized as extremely vital in satisfying employees and considered an important reward to motivate the

behaviour of academic staff. Pares and Trembles (2010) opined that employees willingly remain in an establishment if they noticed that their pay packages are justifiable and fair.

Compensation package is regarded as a vital motivational factor of retention among academic staff in the university system. Wailer (2005) observed that pay premiums, incentives and bonuses were identified as the basic influential retention strategies that helped to retain talents in the university community. Casico (2008) affirmed that lecturers who do not believe in equitable compensation for their works take action to remedy the inequity by leaving the profession. Tabotnip (2012) opined that the disparity in the salary structures of academic staff in the same educational institution is highly frustrating and results in low productivity in the system. Good pay packages, allowances and fringe benefits that commensurate with services rendered are a magic wand for higher productivity level (Ukeje, 2014). This implies that lecturers become excited and pleased with pay packages and other benefits only if they perceived fairness and equity in comparison with what their colleagues with similar background, work experience and qualification in other professions or sectors. Thus, if employees discovered an inadequate reward system, they are likely to quit and replacement may be costly or in most cases not readily available.

Training Opportunities: training is considered an aspect of manpower development that provides employees with specific knowledge, abilities and skills required to enhance their competencies and efficiency in service delivery (Chew, 2014). Universities that concentrate extensively on developing newly hired staff and old talents through continuous training become employers' of choice and remain stronger to retain the most talented employees (Boxal & Purcell, 2003). Employees perceived skills development as benefits of a diverse system of learning and basic motivators to organization. Thus, staff capacity building programmes are vital

components of staff retention techniques in private Universities. There is need to prioritize these activities for the purpose of actualizing the university retention goals. Staff development programmes limit employees from quitting the organization and enhance their loyalty.

Universities required talented staff for maintaining the sustainable competitive advantage and individuals required carrier development opportunities to enhance their competencies (Prince, 2005). Skills development and carrier progression are essential for the achievement of university goals. Tetty (2012) observed that training opportunities is the engine that keep the universities true to their mandates as centre of ideas and innovation. Without effort in this direction, intellectual capital would remain stagnant and the relevance of universities to society may diminish. Academics thrive on intellectual and collegial stimulation from their peers when they attend professional development programmes and research conferences within and outside the country (Ibrahim, 2015). Therefore, training opportunities restrict academic staff from leaving the university, increase loyalty and enhance professional competency there by facilitating the actualization of university goals.

Successful retention techniques in private Universities incorporate capacity buildings through training and development programmes in an effort to ensure the retention of competent and experience staff. There is need to intensify effort towards staff development programmes in these institutions through proper carrier management for the acceleration of workforce and national consciousness. Zhang and Lam (2013) found that training opportunities are predictors of retention techniques. When academic staff are adequately trained, it saves the institution from expenses on selection and decline in productivity which may emanate from staff turnover. The management of private Universities are thus faced with the main challenge of organizing training and retraining programmes or workshops for the academic staff for them to be systematically

equipped with appropriate knowledge, skills, capabilities and values germane to the execution of pedagogical tasks. Ibrahim (2014) asserted that human resource development programmes are vital inputs in the administration process geared towards enhancing organizational output qualitatively and quantitatively.

Stressing the need of capacity buildings for academic improvement, Oyewole (2014) emphasized that management of these institutions see training opportunities as components of university academic development in an effort to enhance the actualization of set goal. Messmer (2000) discovered that one of the vital factors in staff retention is investment in employees training and career development. The university often invests in this form of training and development of academic staff that they expect to return and give output on its investment. Tommision (2012) was of the opinion that private universities keep the leading edge in the competitive world if lecturers are well trained in the latest technology. Therefore, proper innovation and assimilation of new development are essential for the actualization of university goal. The importance of academic staff development programmes cannot be undermined in the dynamic world and circumstance that lay more emphasis on quality teachers and students.

According to Emechebe (2006), career training equipped both new and old employees with the basic skills required to perform their job effectively. Training opportunities are essential functions of personnel management for assisting employees in acquiring the basic skills needed for effective performance in a competitive environment. Career development has a potential effort on staff retention strategies. Sallem, Saheed and Nassem (2014) affirmed that staff retention and employees productivity enhanced through capacity building programmes that equipped them with core skills required for effective service delivery. Employees turnover decrease due to capacity building programmes that academic employees are exposed to through

capacity building programme. It is un-doubtful that academic staff training and career development programme increase the morale of academics and influence their turnover decision.

Concept of Job Satisfaction

Job satisfaction is an elusive and complex concept which has been a subject of intense research since the appearance of organization studies (Duong, 2013). Despite its wide usage in everyday life, the concept is quite intricate and subjective. Porter (2008) defined job satisfaction as the degree to which the payment received in return for service rendered beyond the received equable rewards. The higher the failure of real rewards to fulfill or beyond the perceived equable rewards, the greater dissatisfied an employee is viewed in a given situation. Job satisfaction as viewed by (William and Hazzar, 2006) refers to employees' emotion and affection in response to job characteristics, leadership qualities and employment expectations. Naqif (2010) viewed job satisfaction as an effective or emotional response towards various facts of one job. It is the role of both internal and external motivational factors such as: supervision quality, group cohesion and the extent to which employee achieves or unsuccessful in the assigned tasks. It also connotes the positive emotional response to job situation resulting from attaining the employee requirements from the task (Gurrinder & Gursharan, 2010). Agu (2014) viewed job satisfaction as happiness, state of wellbeing and outcome of need fulfillment enjoy in one's job. It could be viewed as a collection of psychological, physiological and environmental conditions that appear as feeling of individual. Job satisfaction as perceived by Locke and Lathan (2012) is the pleasant condition emanating from evaluation of employees experience in the job context which gives workers the feelings of achievement that directly associated to individual wellbeing and productivity.

Job satisfaction as a concept centered on two main dimensions. The first dimension focused on the conditions that give rise to employees' global and overall feelings of happiness about their jobs, while the second dimension centered on feelings or emotions that are related to specific job aspects. Job satisfaction is essential to the growth of any education programme globally and ranked alongside professional knowledge, skills, competence and strategies as a veritable determinant of educational success and performance (Wall, 2011). In an effort to satisfy the employees needs, many university managers make use of incentives programmes, despite that researches have consistently corroborated that no amount of financial inducements can translate in to sustainable levels of job satisfaction (Volkwein & Zhou, 2013). When employees discovered that their prospects are not fulfilled in the job context, the job displeasure come in to existence which result to reduction in the productivity of manpower, organization commitment and increase job attrition.

Literatures have overwhelmingly proved that job satisfaction directly influence employees performance in various levels of profession. Alam (2005) elucidated that the existences of satisfaction among academic staff enhance the organizational standard and make them more effective at work The efficacy of university depends on the satisfaction level of staff among which are : work, coworker pay, supervision and promotion (Rao, 2013). Hence, the university should be aware of the job motivators that satisfied staff at workplace and accelerate the extent of their satisfaction in the job. Corroborating this assertion, Latif (2010) established that lecturers of public Universities are more pleased with nature of work, working hours, salary, benefits, job safety, promotional oppoetunities, family and work life balance as compared to their colleagues in private Universities. When academic staff of universities feel satisfied they remain

in the system and their retention save the institutions from expenses on selection, training and decrease in workforce productivity due to turn over of employees.

Academic staff job satisfaction is connected to a number of complex functions such as: work responsibilities, promotional opportunities, relationship with co-workers and demographic characteristics. Academics may be satisfied concurrently with some aspects of jobs and dissatisfied with others. There are many factors to put into cognizance regarding personnel welfare in achieving the university mandates. One of them is job satisfaction as it is crucial for employees retention. Prey (2009) observed that private Universities in Nigeria are of inferior position compared to their public counterparts in terms of enrolment and establishment growth. However, the turnover of academic staff in most of the private Universities is critical. Academic turnover per year in the nation's private Universities is 50 % to 10 % in public Universities (Ibrahim, 2012). The four major aspects of job satisfaction as identified by Jafar (2010) are: satisfaction from job, supervision, salary and promotion. Various researches have shown that academic staff derive pleasure from factors like: warm and personal interaction with students, cognitive challenge of teaching and autonomy, while displeasure could be traced to workload, unattractive incentive and low recognition.

According to Spector (2007), employees' satisfaction and dissatisfaction influence their behaviour, emotion and psychological wellbeing. Ali and Balcoh (2010) discovered in their studies that variety of factors viz: pay, social security, promotion, commitment and age are negatively related with turnover intentions. Herzberg (1959) noticed that motivational factors act as motivators for the employees which result to satisfaction with the job, while, hygiene factors result to job dissatisfaction. When a worker undergoes dissatisfaction from the job, it results to negative outcomes like: absenteeism, workplace accident and labour turnover. Low level of job

satisfaction in the servers has been observed to bring about disappointment, insomnia, emotional negativity and disappointment (Rosser, 2007).

Ogbwobi (2014) elucidated that for university to start operation and accomplish her goals of teaching, inquiry and community service, the institution must conserve skilled and satiated staff through adequate man power planning and development. One of the basic factors affecting staff retention plan is job satisfaction in that satisfied staff tend to be more creative and dedicated towards the actualization of university goal (Usher & Bonge, 2015). Therefore, consideration must be given to it and make provision for mechanisms that influence academics job satisfaction in private Universities. Academics are distinct sample subset of personnel that have individual and professional interest in order to strive for excellence, make right decision on research agenda, course load and ensure firmness between work life and lineage life. If these job satisfaction elements are not met, their functions will be reduced and consequently affect the achievement of university goal. Advancement, salary, supportive supervision, team cohesion and job requirements are identified as the principal factors of job satisfaction. In a study conducted by Chenge, Yang and Wang (2006) on the effects of job satisfaction in China private Universities, they explored determinants of job satisfaction as: institution vision, feedback consequence and motivation, management system, working atmosphere, remuneration, teaching, research, supervision, promotion opportunities, governance and benefits.

The consequence of lack of job satisfaction of academic staff in the private Universities is the paucity of competent and committed lecturers. National Universities Commission (2014) report showed that the quantity of private Universities are increasing, while the numbers of qualified lecturers are not increasing proportionally. They have been constant mobility of quality talents and creative academics from private to public Universities or other sectors for better

remuneration and conducive working environment. The university goal of transmitting knowledge, inquiry and public service will be of a mirage than reality if there is low degree of job satisfaction among academic staff (Scanner, 2009). Employees that are satisfied with the job show lower rate of turnover and absenteeism, while higher absenteeism and greater labour attrition is observed among staff who are dissatisfied.

Working Conditions: this refers to the way through which organizational members perceived and characterized their climate in an attitudinal and value based manner (Varbeke, 2008). Pleasant working conditions reduces academic turnover and induce lower degree of job stress. Working environment is one of the fundamental factors that determine academics contentment with the job in the university community. Jone (2008) observed that work atmosphere which is comfortable and relatively low in physical or psychological stresses tends to enhance productivity, efficiency, degree of pleasure among academic staff and facilitate the attainment of university goal. Daly (2006) noted that heavy workload and large class size generate hostility toward the university education and diminish degree of staff commitment to actualization of university goal. Technology is vastly redirecting all facets of education in the contemporary era. Academic staff are anticipated to use appropriate technology in delivering their pedagogical tasks and researches. Rosser (2004) observed that few of privately owned universities provide adequate support for academic staff to integrate technology to their works.

The extents to which academics feel supported with respect to being provided with adequate and favourable facilities is critically important to overall quality of staff and influence their satisfaction level. The study of Walker and Arnold (2007) revealed that provision for supportive learning and working climate are crucial for the satisfaction of talented universities academics. Hence, the tones of institutions' climate within which the academic employees

operate strongly affect the degree of their satisfactions. Equally, the safety, conducive and hygienic condition of the environment in which lecturers operates has significant impact on job contentment in private Universities. Supporting this assertion, Casper (2014) affirmed that favourable organizational climate plays a pivotal role in attracting qualified and knowledgeable academics. Employees appreciate friendly and responsive workplace with support for innovation. Appreciative learning and working climate positively influence satisfaction level of staff in private Universities (Shina, 2012).

. Employees value a responsive workplace that does not involve huge amount of investment and expenditure, but sympathetic thoughtfulness in the area of the top management. Krammer (2008) affirmed that a pleasant interaction exist between functional environment and academic job satisfaction. Good working environment reduces staff attrition and indicate lower degree of job stress. Undesirable outcome of employees' commitment may be created if employees are dissatisfied with work environment and often influence turnover decision. Graham (2013) identified work environment as the most paramount determinant of employees' decision to remain or leave the university environment. The findings of the study conducted in Bangladesh Private Universities on academic staff (2005) revealed that working conditions is the prime indicator of job contentment among academic employees in the institutions. Therefore, conducive atmospheric condition influence academics job satisfaction.

Promotional Opportunities: this is the extent at which an employee perceives the chance to growth and be promoted within the university environment. Dessler (2005) defined promotion as a shift in the upward direction hierarchically in the organization that adds more responsibilities, prestige, status and increased salaries and allowances. Promotional opportunity is an influential determinant of academic staff job contentment toward the provision of standard education and

sustainability of university. Dockel (2013) argued that employees' reinforcement is not limited to financial incentive, but also offer opportunities to growth within the institution. Promotion of academic employees' dependent on teaching, inquiry and community service. However, financial constrain, non-prioritization of research by government and inadequate publishing facilities have become monumental challenge for academic staff of private Universities in developing countries (Kipkebut, 2010). Substantiating this view, Totty (2016) established that promotional procedures in under developed nations Universities were long stressful, cumbersome and the requirements are unreasonable especially the possession of a doctorate as a requirement for promotion beyond the position of a lecturer.

Souza (2012) study showed that employees who receive timely promotion and have more promotional expectation in future are well pleased with their respective places in the establishment. Additionally, when employees are promoted as and when due, their elevation and carrier buildings is progressing, but become dissatisfied and thinking of leaving the organization when they do not get prompt promotion. Theobald (2009) affirmed that to satisfy academic employees in the university system, the institution management must create room for carrier advancement opportunities; otherwise may result to difficulty in retaining qualified, experienced and seasoned employees. Employees that are enthusiastic will actively involve in organization goals, exhibit prolific workplace behaviour, reduce absenteeism and have less turnover rate.

Advancement to position of increased responsibilities with higher positions in an institution acts as an effective baits that do not only attract staff, but also keep the best skilled force in the university environment. Any organization that makes provision for rewarding staff competency and hard work has increased job contentment of the best quality of employees in the educational system (Kroeck, 2007). When organizational staff are being promoted promptly

result to increase status, more prestige and responsibilities. Every organization makes provision for rewarding staff competency and hard work which comes through promotion exercise. Promotion is not only an effective mechanism for staff incentive, but also a facilitator of fruitful outcomes for the organization. Ibrahim (2009) asserted that enthusiasm and willingness of lecturers to work towards the actualization of institutional goals rely on the consistency and persistency of promotional exercise.

The accomplishment of any educational system hinges on the standard of its teachers regarding the possession of required abilities, knowledge and zeal needed for the execution of assigned duties effectively, the school organization needs to be fair in their promotional exercise and also make the staff perceive the promotion programme as being devoid of bias. Chew (2012) opined that employees are the most vital component of all organization resources. Therefore, opportunity for carrier progression within the institution to accomplish the desire goals must be prioritized. In an educational system, prompt promotion makes an employee feels more recognized, fulfilled and developed high cordiality with the job thereby facilitate the realization of institutional goal. The management of private Universities need to go beyond financial rewards to non-financial reward as a measure for staff motivation is very pertinent to the way lecturers jobs performance. Provision for in service growth through staff promoting on the basis of productivity, efficiency and work experience help to retain the best caliber of staff in the education industry. Researchers have identified carrier growth as a significant factor for retention measures. Rahim (2012) reported that academics of both public and private Universities express dissatisfaction with their jobs if they are deprived of opportunities for fair promotion.

Leadership Qualities: this connotes relationship through which the university management influences the behaviour or actions of academics by creating a work atmosphere which

endangers the institution system to employees. Micheal (2008) defined leadership as the means of influencing the employees' decision to be committed with the organization even when other job opportunities exist outside the system. Therefore, leadership is essential for the satisfaction of competent employees in private Universities. The worth of relationship that exists between the lecturers' and university management elongate the staff staying in the system (Ferreira, 2007). Employees may probably stay within the institutions if the institutions management show concern for their needs, know what is anticipated of them, assigned them roles that suit their capabilities and receive constant response and recognition.

According to Netswara (2005), the leadership of universities that include top management and Head of Department who are the immediate supervisors to the academic staff play prominent function in portraying to the staff that their universities is the employer of choice. The leadership function regarding employees' satisfaction is indispensable since their leadership technique play a key role in the determination of employees' retention and attrition. Micheal (2008) observed that the roles of leadership in educational institutions are crucial factors in job satisfaction. Leaders and their skills in building a climate of pleasure, a culture that speaks to employees in a manner that inspire them to stay will be the organization best protective measure against turnover. Therefore, leadership plays a fundamental role in keeping valued talents longer, embrace an approach that would establish and confirm their leadership authority by way of appearing competent and trustworthy. Mat (2012) confirmed that an effective leader should guide organization members in such a way that allows them to contribute maximally for the actualization of organizational goal.

The quality of relationship established between academic staff and university management determine the employees satisfaction in the institution. Gwafuya (2011) affirmed

that incompetent leadership result to poor employees performance, high stress, low job dedication and attrition intent. The research conducted in South Africa and reported in South Arica Training Institutions (2010) revealed that leadership style was the prominent factor of job satisfaction in South Africa Universities. Majority of staff surveyed emphasized that their intentions to remain in the institution for the next five years was as a result of the prevailing culture of management care. Leadership qualities positively influence organizational loyalty and turnover intent (Chew, 2014). The leadership style adopted by the governing body of private Universities especially the tell style that lack staff participation in decision making result to frustration and turnover intention.

Favourable leadership practices enhance academic employees' satisfaction, while unfavourable style of leadership decreases job productivity. Marker (2007) was of the opinion that staff who feel esteemed by the university leadership style would exhibit prolific workplace behaviour like: increase in job commitment, reduce absenteeism and have less turnover intention. Establishment of interpersonal relationship and spirit of collegiality are quite important factors through which high performing academics can be enticed by individual universities. Employees tend to derive pleasure in an establishment when they feel that their capabilities, efforts and performance contributions are recognized and appreciated by the management (Woo, 2013). Compensation provides recognition, but other forms of non-monetary recognitions are also germane. Leaders of private Universities do not have systematic approaches in recognizing the contribution of employees in the system which contributes to turnover and discourage innovation (Gok, 2012). Academic staff are the core employees in the universities and their contributions should be overtly made known through effective leadership approach for their dedication towards the achievement of the set goal.

University Goal Achievement

Universities are identified as critical engine for socio- cultural and political development. They have become basic centres for inquiry and thriving the pool of high quality human resource to handle developmental challenges. Nigeria educational system is regarded as a tool for nation building and integration. Accordingly, the Federal Republic of Nigeria through the National Policy on Education (2013) distinctly stated the broad philosophy regarding the establishment of Universities in Nigeria as teaching, research and publication and public services. The NPE document among others obliged Nigerian universities with global goals which anticipated to be pertinent, splendid and standard for the development of Nigeria as a nation. Mademu (2016) asserted that the utmost institutional mechanism for reviving investments in human capital and manpower development is the university. Interestingly, academic employees represent the assemblage of personnel in the university environment through which the goals are translated in to objectives for implementation and actualization.

Purpose of University Education in Nigeria

The purposes of university education in Nigeria as stated by the Federal Republic of Nigeria (2013) are to:

1. contribute to national advancement through upper level relevant manpower training ;
2. develop and instill right values for survival of the individual and the society;
3. develop intellectual ability of individual to understand and value their internal and external surrounding;
4. develop both physical and mental skills that will enable individuals to be self dependent and helpful members of the society;

5. advance and inspire scholarship and public service;
6. devise and strengthen oneness of the nation; and
7. encourage internal and external accord and relation.

University Goal Achievement is in accordance with the National Policy on Education that focuses on the utmost goal of Nigerian Universities which are knowledge transmission, inquiry and public services. This agreed with Patric (2004) who affirmed that universities have three fundamental universally accepted goals of transmitting, extending and applying knowledge respectively. Teaching goal is predominantly affects by the students' body, the academia world and the planned and unplanned experiences which learners are exposed to. The university goal of knowledge transmission, skills development and values reorientation to the recipients and assist them in the development judgmental ability for pursuing independent learning. Okebuola (2012) substantiated that teaching remain the foremost and core goal of university education globally. This is why the National Universities Commission (NUC) accreditation programme principally centered on pedagogical programmes offered by Nigerian universities as contained in section 5, clause 33 (1) and (38) of the NUC.

The goal of research and innovation as inherent in the attributes of universities is that of creating, broadening, guarding and preserving cultures, values, wisdom and skills from one environment to another. The advanced teaching form is practice in universities by proven scholars based on their ebullience for inquiry in the classroom and probe for mental inquisitiveness (Volde, 2014). The Nigerian government regards the realization of this university goal as core to the achievement of national development. Consequently, the National Universities Commission in collaboration with National Educational Research and Development Council were charged with the responsibilities of conducting researches when the need arise.

Pursuit of community service as the third goal of university focused on serving the public with intellectual, professional, technical and executive values. They continuously struggle to acclimatize to the dynamic roles and goals of its audience, the external community has continued to urge upon its new functions and variety of objectives. Okoye (2013) emphasized that university ultimate public service is to develop individual who are prepared to help in solving society problems, articulate new needs and develop new dimensions of learning. Key units of universities through which public services are rendered in Nigeria include: Centre for Continuing Education, University Teaching Hospitals, Sandwich and Part Time Programme at both undergraduate and post graduate levels and Constituency Service Units.

Mohana (2005) acknowledged that university has four interlocking goals of:

1. disseminating knowledge and factual information of the older generation is preserved in the young ones;
2. training of people aimed at the preservation of manpower needed for the preservation and progress of the country and society (Doctors, Teachers, Lawyers, Engineers, Accountants and Administrators);
3. training of researchers needed for the preservation and expansion of human knowledge; and
4. developing the innate potentials of individuals (intellectual, moral, emotional, physical, social, cultural and spiritual).

Manpower Development: this is the persistent and orderly analysis of the skillful forces that are needed in the nation (Udoma, 2014). This involves the measurement of the needed human resource with respect to standard, nature and education. Tertiary education is indispensable in the

preparation and development of manpower required for socio-economic and technological acceleration of any country cannot be over accentuated. Okebukola (2014) affirmed that university education is a power instrument for developing human capital, if adequate attention is accorded to the system. They are charged with the mandates of producing their own crop of intellectual resources and academic personnel through scientific research that generate new knowledge and innovation to solve developmental problem (Udoka, 2012). Teachers, administrators and managers for other level of human capital development institutions are products of university education. World Bank (2012) observed that in today lifelong learning framework, universities education make provision for the training of myriads of personnel and upper level skills essential for every market in the society.

Ali (2008) emphasized that tertiary institutions serve as model and conscience of society to produce top level human power and enhance capacity building through retraining to cope with the contemporary demands. Premier to the foundation of intellectual capacity, knowledge transmission and utilization is lifelong learning practices that are fundamental for up to date information through university education. The goal of higher education in the nation is to provide the much required skill force for the acceleration the socio- economic advancement of the country. The goal of private Universities in serving as centers for generating innovative knowledge and producing graduate manpower seem to be rapidly compromised.

According to Fadipe (2009), universities have failed optimally in the progression of individuals via top level vital workforce as the large percentage of graduates turnout from the institutions were narrowly trained and unable to cope with the manpower requirements of vital sector of the economy. The general view of the employers is that products of these institutions required management training besides their professional skills for effective service delivery.

Okebukola (2005) corroborated that the curriculum content of the minimum standard course description as laid down by the National Universities Commission for Nigerian Universities agrees with the European and North African universities, but does not go beyond paper as gap exists in the implementation mode. Therefore, for Nigerian Universities to fulfill their goal on human development, the system needs to be systematically planned and repositioned to produce graduates that are versatile enough to acquire competitive positions.

National Development: university education plays fundamental function in the socio- economic development of any country especially in the 21st Century that is knowledge based and global in nature. Prosperity and integration of nations in the 21st century hinged on a well educated work force (Ojedele, 2010). It is an ancestral to the fact that investment in education, especially university education is expensive, but the returns are of immense benefits for nation building in the long run. The university core goal on national development becomes reality when it becomes a centre for creating and testing ideas, methods, process and products in forms of commodities and services. Attention and interest on university goal regarding national development has become continuing concern that university address challenges emanated from technological advancement, which affected political and social economic order in Nigeria.

Miller (2012) noted that universities in Nigeria were established to play pioneer role in addressing problems of poverty, social disorganization, low production, unemployment, strave, ailment and ignorance that appeared to be prevalent in the country. The goal of university education regarding national development centered on creating employment opportunities to cope with the basic necessities of the people, food security, stabilize broad democratic system, promoting economic stability and sustaining non-inflammatory growth (Abdul Rasheed, 2016). Apart from the traditional role of universities namely: teaching, inquiry and community services,

there is emerging mission directed towards commercialization of knowledge through entrepreneurship. However, insurmountable political, socio, demographic, ethnic, and technological problems have persistently threatening the very subsistence of the country, yet the governments have continue to invest heavily in the sector, while direct contribution in solving these problems have not been objectively established.

Globally, investment in tertiary education is a vital element of developing the country as the nation building depends greatly on the knowledge, ideas and skills that are produced in universities. Amarasena (2015) argued that university education is indispensable for the socio-economic advancement of nations. To face the challenge of globalization, underdeveloped nation like Nigeria should focus on the rapidly changing environment and conform to the changing direction of such. Adegboyeju (2013) study showed that university lecturers come to lecture halls to teach, evaluate students' performance and act course as advisers for the students with unprecedented reluctance. They carry out research purposely for official promotions, while public services have been politicized. These attitudes have severe consequences on the institutional products that will usurp the nation development.

Nigerian universities are germane in the training of manpower needed for the nation's economy and community development through teaching, inquiry and community engagement. Unfortunately, the focus of universities on their traditional roles of training scholars and leaders made them to remain weak in practical usage of knowledge in reaction to the demand of job market. Nigerian graduates are not only derided, but also lacking in quality, low in perception, unfits in skills and unemployable (Kazeem, 2010). The degree to which private Universities have been able to actualize the lofty goal of university education has remained a matter of debate among researchers (Ajayi, 2009). It was unfortunate that no Nigerian Universities appeared in

the best 1000 ranking of outshine universities globally and University of Ibadan was ranked 32 as the best rated Nigerian University in Africa. These are manifestations of sorry conditions in the university which are anticipated to produce the middle and top level human capital resources required for driving Nigeria economy. There is an urgent need to reposition universities to seek the truth, understand the truth, impart the truth, uphold and sustain the truth to actualize the goals for their establishment (Ojedele & Fadokun, 2009).

Overview of Private Universities in Nigeria

Private Universities as viewed by Grove (2017) are institutions in which funding come from tuitions, investments and private donor not from tax payers but subject to government regulations. Varghese (2012) viewed private Universities as encompassing broad collection of organizations that are self-financing, profit making enterprise or corporate entity that receive partial public funding support. They are universities owned, financed and managed by individual, corporations and religious organizations. Hence, they are wholly funded by the proprietors with limited government grants. The Private sector as reported in the outcome of a recent international survey is the rapid developing sector in tertiary institution globally (UNESCO, 2015). The growing in the quantity of these institutions has outstripped by far that of public Universities to the level that the change in political scenario is pinpointed as an influencing factor (UNESCO, 2015).

Privatization has been embraced by many countries globally as a policy to direct their educational system based on its inherent benefits. In Africa, countries like: Ghana, Guinea, Kenya, Tanzania, Uganda and Zambia have entranced the policy (Uwekwe, 2010). Latest trends in Nigeria regarding private University education have resulted to the one of the most astounding

sub-sectorial growth rates ever witnessed in the nation educational sector (National Universities Commission, 2015). In accordance with the global trend, Nigeria government has made it a priority to allow private bodies in the management of tertiary level of educational system. Many issues like: increasing cases of insatiable admission request, ethical degeneration among students, persistent strikes, students' restlessness and cult activities among others have necessitated the agitation for the involvement of private bodies besides the government owned universities in the country.

The evolution of individual involvement in providing university education in Nigeria could be traced to 1979 when the government placed education on the concurrent legislative list in the nation's constitution. This provision marked the genesis of the emergence of 26 private Universities (Mathew, 2013). The trend in the establishment of private Universities due to degradation in the standard regarding tertiary education prompted the Federal Military Government to scrap the already established institutions and prohibited the formation of new ones through Degree 19 of 1984. The country had a high number of government owned universities, but insatiable admission request, limited and decaying infrastructural facilities, incessant strikes, students unrest and cults activities, negative attitudes of lecturers, low ranking of universities, trends in globalization and fall in standard of university graduates paved way for re-birth and emergency of three Universities: Babcock University, Ilishan- Remo, Ogun State, Madona University, Okija, Anambra State and Igbinedion University, Okada-Benin, Edo State in 1999 (Mathew, 2013). Since then private Universities have remained unbroken to growth in number in the country and by July, 2019 this was 79 (National Universities Commission, 2018).

Rationale for the Establishment of Private Universities in Nigeria

Recognizing the reality that education is an impetus for acceleration, Nigerian government embraced plan of actions which prone to the societal needs for the provision of university education. The basic reason for the growth of private Universities in Nigeria was the removal of restriction of the economy in the wake of the contemporary popular government (John, 2012). In recent, the Federal Government instituted monumental changes in the school sub-sector fashioned to advance self-determination for the institutions, fortify administration and entrenched tools for standard maintenance. Okebukola (2005) affirmed academic freedom only exists in principle and institutional mechanisms of quality control have been weakened by the centrifugal forces of politics and ethnic balancing. He accentuated that incessant request for university education, the growing importance of knowledge coupled with the stern logic of globalization necessitated the emersion of private universities.

The National Summit on Tertiary Education (2014) revealed that university management, funding, curriculum relevance and accessibility were not only defective, but also lack standard. Therefore, the demands to operate schools in accordance with the philosophy of private enterprise and dominance of entrepreneurial approach to tertiary institutions have assumed the central position in the administration of schools. What has become fashionable in universities globally is the shift from basic to applied research with emphasis on the link between schooling and the economy, issues of intellectual property rights, prioritization of research and commercialization of the sector (Maland & Singh, 2011). These trends are bringing universities in lieu of influencing global paradigms and best practices. Akindele (2013) elucidated that many issues currently called for the emergence of private Universities in the country among which are:

1. **Unsatiated Demand for Admission in to Universities:** it is not a gainsaying that universities are ivory towers for knowledge acquisition and skills development. Ige (2010) posited that many Nigerians want their sons and daughters to attend universities rather than polytechnics, Monothechnics and Colleges of Education. Unsatisfactory admission demand characterized university education in Nigeria, which does not depicts the image of the nation well and high ranking workforce required for its development remain more of delusion than realness. As a result of the dereliction of the applicants to gain admission in to public Universities, many candidates become frustrated and opted for private Universities as the way out.
2. **Limited and Decaying Infrastructures in Public Universities:** infrastructural facilities are very crucial for productivity in educational institutions (Monihin, 2003). However, it is quite unfortunate that paucity of infrastructural facilities like: classrooms, staff offices, laboratories, libraries, workshops among others characterized the Government owned Universities (Saint, 2013). The deplorable states of the available facilities worsen the situation which negatively affects tutelage and inquiry in the institutions. The failure of the authority to adhere to 26% budgetary allocation to education as suggested by the United Nations Educational, Scientific and Cultural Organization makes it difficult for university administrators to put adequate and reliable infrastructural facilities for enhancing pedagogical task..
3. **Strikes, Students Unrest and Cultism in Public Universities:** Public universities in Nigeria over the year have been overwhelmed by rampant cases of unrest, cultism and strikes which often disrupt academic calendar. There have been incessant strikes by staff of the public Universities due to poor conditions of service, non-implementation of past

agreement, differences in salary and allowance and academic freedom among others (Odewumi & Afolabi, 2010). Students' unrest is a ritual occurrence that manifest yearly in campuses which has claimed many lives and valuable properties (Owolabi & Ige, 2010). Cultism is also an issue of concern that had turned the campuses into shooting venue and centre of wailing rather than learning environment. Students of government owned Universities in Nigeria cannot predict the years to spend on their programmes before graduating. Therefore, the emersion of private Universities become unavoidable;

4. **Low Ranking of Public Universities in Nigeria:** globally, universities ranking is a constant and yearly exercise providing opportunity for educational stakeholders to know the standard of students. Unfortunately, government owned Universities in the country are ranked low among other universities abroad (Wasagu, 2015). As at March, 2018 only University of Lagos ranked best among Nigerian Universities, 11th in the Africa, but none of universities in the country appeared among the best 200 globally (Uni Rank, 2018). This has been a cause of concern to government and relevant educational stakeholders. It is thus expected that with the emersion of private Universities, the jinx would be broken.
5. **Globalization:** in many developed countries globally such as: United State, Britain, France and Canada among others, both public and private bodies are engaged in providing university education. Many prominent institutions of higher learning globally today are owned by private bodies. It is undoubtable that such institutions are contributing significantly to the training of competent workforce needed for the advancement of their countries economy. Thus, the demand for global progression in providing higher education cannot be undermined in Nigeria.

6. **Huge Cost of University Education:** in reality, university education requires huge cost cannot be over accentuated. In Nigeria, the government being the major financier of educational industry bears the costs. However, the cost for providing tertiary education for the citizens is becoming a yoke for the government alone to bear and clamour for increased involvement of private sector in the financing in education. Moja (2013) confirmed that resources in the tertiary institutions are limited compare to the students enrolment that keep on increasing. Many abandoned projects abound in some public universities, while larger funds for universities development are wasted on non academic activities (Earthmsn, 2012). It is believed that establishing private universities for profitability ensure proper and judicious management of funds and high degree of accountability in the running of university funds.
7. **Negative Attitudes of Lecturers of Public Universities:** the attitude of some lecturers in government owned universities have more to be desired by the value of their experience are anticipated to be worthy of education. Nwaidiani (2012) confirmed the misdemeanor ranging from immoral relationship with female students and awarding of unmerited grades, absence from lectures and involvement in business and political activities at the expense of teaching. All the combined limit the time for real teaching of students which negatively affect the educational standard and students in universities owned by the government. Hence the emersion of privatively owned Universities welcome as the way forward.

Academic Staff Retention Strategies and Goal Achievement

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). The main reason for retention is to avert experience workforce from quitting the institution as it could have severe effect on performance and institutional quality. Babakuse (2008) corroborated that the turnover of competent academic employees make it very difficult for private Universities to immediately fill the vacant positions and maintain high institutional performance.

Increase feeling of individual obligation and the extent to which job provides substantive self determination to academic staff to teach freely and undertake research on their own interest without any fear of persecution is a fundamental factor for the actualization of the institution goal. Amstrong (2004) accentuated that impingement on academic freedom prevents the knowledge workers from concentrating on their core professional activities of knowledge transmission, inquiry and community service. Private Universities are dominated by idea of accountability and productivity which compromise academic freedom thereby hinder effective attainment of university goals. Afe (2014) affirmed that lecturers' autonomy is a necessary precondition to guarantee the proper fulfillment of the functions entrusted to tertiary institution teaching, personnel and institutions. He emphasized that academic liberty and autonomy are pre requisite for true research and pedagogical innovation. Many private Universities academics are

weighed down by bureaucratic demand of proprietors' correctness, government regulations and administrative roles that erode universities of their abilities to independently perform their primordial functions.

Academics job security performs a fundamental function in overall satisfaction and accomplishment of university goal. Jame (2012) affirmed that the more employees enjoy high degree of job security, the better their performance and reflection in goal achievement. Academics task functioning and contribution towards achieving university goal will be more of mirage, when there is job insecurity in the institution. Universities that have lecturers with low job security make the society to lose faith in their operational tenacity and consequently affect the set goal. Therefore, job safety is a fundamental factor that determines the institution's goal achievement. Economic pressure has pushed job security to the top priority list of the lecturers, making it vital to be considered by employees when making decision regarding which university to work with. The administration of universities need to employ and satisfy their academic employees, but also assure them of job safety as long as they are set to chip in to the overall attainment of institution's goal (Tower, 2010).

Compensation as the pay provided by an employer to employees for the services rendered plays a fundamental function in fulfilling job requirement, employees' productivity and organizational effectiveness. The remuneration and innovative reward systems which an organization gives to its employees are the primary factor that reveals the commitment and satisfaction in the institution. Adeoye (2014) maintained that employees demonstrate pleasurable attitude if they are pleased with the pay system thereby increasing productivity and overall organizational performance. Prompt payment of employees' salary is a fundamental factor that could enhance effective actualization of the institutional goal. When academic staff pay packages

are appropriate, reasonable and competitive to their contemporaries in the similar domain, they will be financially empowered to provide basic necessities for their families. Consequently, this could energize them to develop cordiality in the recital of their pedagogical tasks in a way that institutional goal will be achieved. Bolag (2004) accentuated that low remuneration structures are the cause of dissatisfaction among lecturers of private universities. Prompt and timely payment of salary enhances lecturers' routine and facilitates the attainment of university goals.

Training opportunities are key components essential for the preservation of skills in an organization. Broom (2007) viewed training as a tool that assists organization in building a more commitment, productive workforce and reduce employee turnover. Securing and retaining skilled academic employees play a crucial function in institution of higher education in that employee acquaintance as well skills are fundamental to the attainment of academia goal. Tetty (2006) affirmed that professional training is the engine that keeps the universities true to their mandates as center of ideas and innovation. Therefore, the significance of retaining valuable academics meant for continued existence of universities cannot be undermined as a strong determinant for the actualization of institutional goal. The more knowledgeable the employees learn, the higher they meet the global challenges of university system. Employees perceived skills development opportunities and carrier progression as key motivators to establishment and avenue for gaining innovative skills for efficient overhaul deliverance in a way that facilitate goal achievement.

Job Satisfaction and Goal Achievement

The issue of job contentment is fundamental toward the sustainability of university goal. Academic staff are key assets within the institution of higher learning and their career fulfillment

is crucial for scholarly recital as well as eminence quality of advance teaching. Tzeng (2007) posited that career contentment of institution of higher learning lecturers is the fundamental determinant which really enhances overall standard of the institution. Employees demonstrate pleasurable attitudes while they are fulfilled through their jobs and in turn enhance in general output and organizational performance. The university goal of instruction, inquiry and public engagement cannot be achieved when the degree of job occupation pleasure amid intellectual employees is low (Scanner, 2009). Satisfied employees have lower degree of turnover amid absenteeism, while higher absenteeism and greater labour turnover is prominent among dissatisfied lecturers. Effectiveness and efficiency of institution of higher learning depends to a larger extent on the university academic employees' job satisfaction.

To increase efficiency, effectiveness, output and occupational commitment of employees, the university management must satisfy the requirements of its staff by providing stimulating academic environment. Alkin (2012) posited that university lecturers need a job atmosphere which allows them to work pleurably in order to fully exploit their talents to accomplish the goals of university education. When employees realize that the institution see them as vital element of the establishment, there will be lofty degree of commitment and sense of ownership. Chandler (2011) maintained that the institution needs to give interest to make a job setting which enhances the talent of staff to become productive thereby improve the overall performance. Employees get benefited from the job setting that provide a belonging of comfort and relatively low in physical or psychological stress which tend to produce productive, efficient and facilitate the attainment of university goal.

Promotion or advancement to positions of increased responsibilities is a fundamental aspect academic staff job satisfaction that facilitates the accomplishment of institutional goal.

Promotional opportunities is an influential and contributing factor to work fulfillment of intellectuals in delivering standard education, university sustainability and goal achievement. Employees ought to be reinforced financially, but also offer promotional chances to develop in the institution. Ibrahim (2009) affirmed that enthusiasm and willingness of institution's scholars to work towards the accomplishment of institution goal relies on the consistency of promotional prospect. When academic staff receive timely promotion and optimistic of promotion opportunities in future, there are extremely pleased and work towards the actualization of the university mandates. Since the accomplishment of institution of higher education relies on the standard of lecturers in terms of possessing the required skills, knowledge and zeal to execute their tasks effectively, the management of university ought to be fair and objective in the promotional exercise for staff. Employees feel more recognized, fulfilled and dedicated to the actualization of institution goal if being promoted timely and fairly (Chew, 2012).

Leadership qualities of the institution of higher education play a fundamental function in the satisfaction of knowledgeable, talented and experienced academics while facilitating the accomplishment of university goal. Effective leadership qualities influence academic staff, students, and community and policy makers towards achieving institutional goals. The nature as well as worth of the leadership style adopted by the administrators of private Universities determine the pleasure of lecturers' from the institutions and consequently influence the actualization of the set goals. Leadership worth is a basic reinforcement that influence lecturers' fulfillment in private Universities and determine to a larger extent the foundation which allows the institution to flourish for goal achievement. Employees tend to derive pleasure with the private Universities, if the school management shows concern for their needs, assigned them roles that suit their capabilities and receive usual response as well as recognition. Essentially,

leadership style adopted by the administrators of private Universities as well as the means in which the institutions are being managed significantly determines the achievement of the institution's goal.

Conceptual Framework

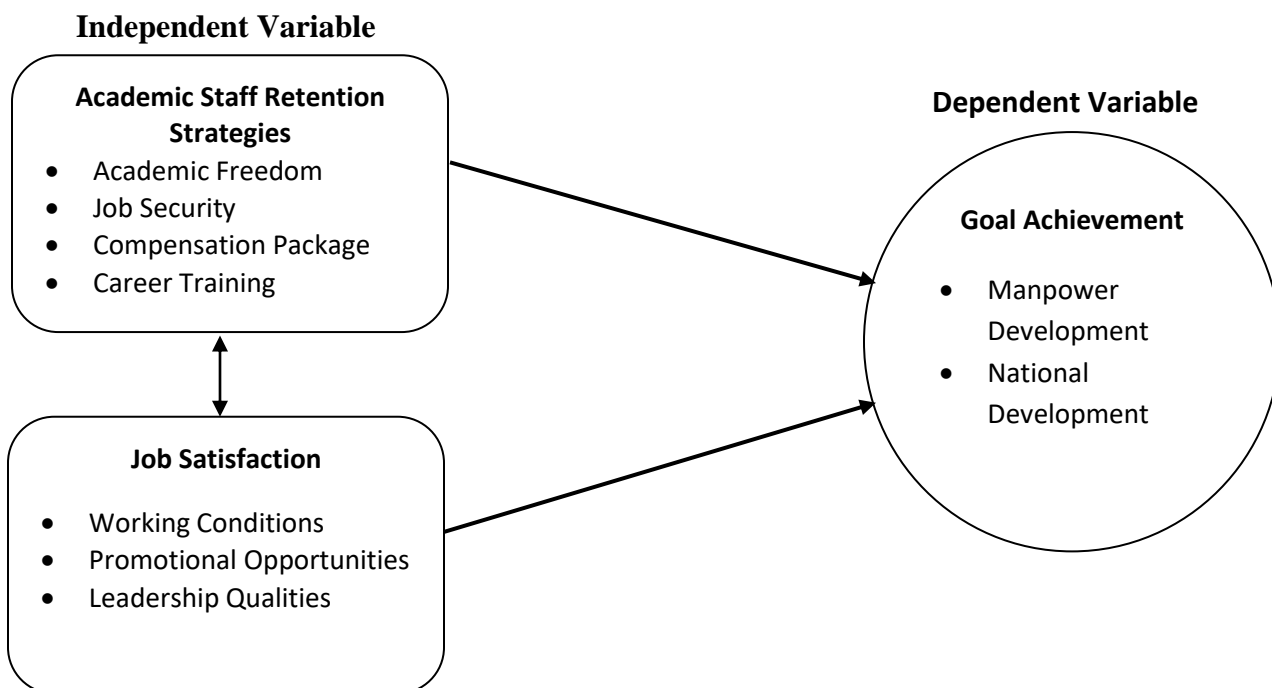


Figure 1:

Academic Staff Retention Strategies, Job Satisfaction and Goal Achievement in Private Universities

Source: Researcher Design, 2018

The conceptual framework in figure 1 shows the relationship among academic staff retention strategies, job satisfaction and goal achievement in private Universities in South-west, Nigeria. Academic staff retention strategies and job fulfillment are the independent variables that serve as predictors to the dependent variable (goal achievement). The prominence of universities

cannot supersede their abilities to captivate as well as keep foremost rank lecturers rightfully eligible and reinforced to work efficiently to center on the mandates of instruction, inquiry and public service. High attrition of lecturers have grave implication on the quality and consistency of academic enterprise. Therefore, the call for universities to retain knowledgeable, competent and proven scholars from the university academic employees becomes imperative for the actualization of the stated goal.

Increase feeling of individual task as well as the degree to which career gives considerable autonomy, liberty as well as prudence academic staff towards make a decision for the measures employed in performing their pedagogical tasks breed constructive view for intention to keep on thereby facilitate the accomplishment of university goal. Provision of inbuilt packages for insurance and retirement benefits that keep academics fit with the socio economic demand at old age play fundamental functions in staff retention and consequently enhance the attainment of the institution of higher education goal. The need for university management to be financially held responsible for all job hazards and injuries sustained by lecturers while carrying out their pedagogical tasks is a crucial indicator of academics retention strategies in private Universities that enhance the actualization of set goals through instruction, inquiry and public services. This is premised on the reality that what University education is anticipated to give reverse to the society can be felt through the productive nature of the institutions graduates.

Preservation of proven scholars is central for the attainment of university goal. Therefore, for whichever institutional of higher education to maximally achieve her mandate of human and national development, the institution must sustain knowledgeable and experienced staff through fair, competitive and justifiable compensation packages which consequently facilitate the actualization of the institution goal. Opportunities for career exercise and progress are amid the

vital reasons why academics remain in the academia scheme. Training opportunities serve as engine that keep the Universities true to their mandates as centre of ideas and innovation. The actualization of university objectives will be of mirage and intellectual capacity will remain stagnant without effort in this direction.

As shown in the model, the components of job fulfillment are working conditions, promotional opportunities and leadership qualities. If these job satisfaction elements are not met by the academic employees, their contribution will be reduced and consequently affect the actualization of institution of higher education goal. Pleasurable and stimulating academic environment is one of the basic determinants of career pleasure of lecturers' in the institution of higher education that consequently enhances productivity, efficiency and achievement of university goal. Also, a promotional opportunity which is an upward direction in organizational hierarchy add more responsibilities, prestige, status and subsequently increase the degree of employment pleasure thereby facilitating the actualization of college goal. Leadership is essential for the satisfaction of quality staff and influence academic decision to maximally contribute their inputs towards the realization of university goal.

Empirical Studies

Several studies were carried out in institutions of higher education regarding lecturers' retention strategies, job satisfaction and goal achievement of private Universities in different capacity. Jane, Mike and Namusonge (2012) 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.

Abdulkadir and Abdulkalam (2015) carried out a research on factors that determine lecturers' job fulfillment among Private Universities in Bangladesh. A total of 346 respondents were considered from 10 private Universities using non probability sampling. A pre-tested, closed ended questionnaire and five-point Likert scale were employed to collect data. In the study, descriptive statistics, Pearson product moment correlation statistic, multiple regression and factor analysis were also employed as statistical tools. A theoretical representation of occupation contentment was advanced as well as applied for academic career fulfillment. The outcomes of the findings showed that compensation packages, administrative back up, work safety, group solidarity, job enlargement as well as organization policies were significant contributors of lecturers' job satisfaction. The study recommended that management of private Universities should give priority to compensation package, job security and working conditions for maintaining overall work contentment of academics.

Adenike, Oluwaseun and Sunday (2017) conducted a comparative study on job satisfaction between lecturers' in Private and government owned universities in Nigeria. Job satisfaction was considered using recognition, pay and functioning atmospheres. The sample of the study was 120 academic staff comprises 32 lecturers' from Landmark University, Omu Aran and 88 academics from University of Ilorin. Three research questions were raised and answered to guide the study using percentage, while three hypotheses were formulated and tested using T-test to obtain the difference in job satisfaction among the universities. Besides, interviews were

orally carried out arbitrarily with eight lecturers in both institutions. The results of the work showed that significant disparity exist between career contentment of academic staff in private and public institutions of higher education in the country. Recommendation proffered in line with the results is that University management should formulate principles which enhance job satisfaction dimensions such as: adequate compensation package, stimulating academic environment as well as acknowledgement to achieve greater degree of managerial obligation amid academics that will finally enhance effectiveness in the institution of higher education.

Jacob and Idah (2014) investigated components of lecturers' retention in tertiary institutions, 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) were the main factors that keep them in the university system. Job contentment was equally associated with career growth, academic development programmes and like hood of effective settings as factors that influence their retention 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, Makere 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 showed that African universities are confronted with challenging tasks concerning retention of lecturers. The incapability to catch the attention of potential academic employees 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.

Appraisal of Literature Reviewed

The reviewed literatures in the study revealed that academic staff retention strategies and job satisfaction play substantial roles in overall performance of the institution and sine-qua-non for achieving university goal. Extensive studies like: Mak and Sockel (2011); Netswera (2005); Rapport (2013); Dentol (2012); Oluwole (2009); Jame, Mike and Namusong (2012); and Wisdom (2006) overwhelmingly proved that retaining high caliber of competent and proven scholars have undeviating influence on university goal achievement. Universities operate in highly competitive environment and call for the institutions to retain qualified, competent and experienced academics cannot be over accentuated for the actualization of set goals. Retention of vigorous group of dedicated and prolific academic workforce is essential for the maintenance of mutual and planned improvement. There was consensus among scholars whose literature were reviewed that when adequate retention strategies are not put in place, employees expectation will remain unrealistic in the work atmosphere and decrease in workforce productivity and commitment will emerge.

The incapability of private Universities to motivate and keep potential academic employees have resulted to extreme pressure among existing lecturers and diminished their capacity to maintain respectable level of performance vis-à-vis their core mandates of teaching, inquiry and public service respectively. Therefore, the administration of these establishments must take serious direction towards the attrition speed and put proper retention techniques such as academic freedom, training opportunities, stimulating work environment and effective leadership in place for quality instructional service delivery. The researcher's agreed with the views of previous researchers that effective lecturers' preservation performs fundamental functions in facilitating goal accomplishment of the private Universities. It is evident from the

empirical and theoretical literature reviewed that if adequate retention strategies are provided for academics, it will prevent loss of competent academics from departing the universities which might have greatly affected the output and overall performance. Therefore, for private Universities in South-west Nigeria to actualize the stated goals, the institutional management should prioritize academic freedom, career progression, employment safety and reward package.

Extant studies like: Volkwein and Zhou (2013); Alam (2005); Rao (2013); Ogbwobi (2014); Cheng, Wang and Yang (2006); Abdulkadir and Abdulkalam (2015); Adenike, Oluwaseun and Sunday (2017) have consistently revealed that employees' job fulfillment is a fundamental determinant of standard service and overall job performance. Contented workers are resourceful and dedicated to the actualization of organization goal. Therefore, for tertiary institution to start and accomplish its mandates (manpower and national development) the institution must sustain proficient and contented staff. When employees discovered that their needs are not fulfilled in the work environment, career displeasure surface which result to workforce efficiency and raise the rate of voluntary quit of the job. The scholars whose studies were reappraised unanimously agreed that academics are key resource in universities and their satisfaction is germane for academic recital and standard of university. The researcher equally agreed with the previous researchers that lecturers demonstrate pleasurable attitudes while satisfied through their jobs which consequently boost the general efficiency and institutional performance. None of the literatures reviewed in this research maintained that job satisfaction of employees is not fundamental to the sustainability of university goal. Based on this, it could be asserted that the actualization of goals of private Universities in South-West, Nigeria central on effective preservation measures and career contentment of lecturers. A thorough appraisal of the

reviewed literatures in this study shown that no studies have so far focused on academic staff retention strategies and job satisfaction as determinant factors for goal achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses on the description of the procedures that were used in gathering relevant data for the study and discussed under the following sub heading:

- Research Design
- Population, Sample and Sampling Techniques
- Instrumentation
- Procedures for Data Collection
- Methods of Data Analysis

Research Design

The study adopted descriptive research design of correlation type. This research design allowed the researcher to systematically seek respondents' opinions on current issues about the research problem. Gronhaug (2008) described descriptive research design as an effective tool to get opinions, attitudes, description and cause and effect relationship. Thus, the design was considered suitable for this study in that it allowed the researcher to systematically gather respondents' opinions on the relationship among academic staff retention strategies, job satisfaction and goal achievement in South-west Private Universities in Nigeria.

Population, Sample and Sampling Techniques

The population of the study comprised all the 1,921 academic staff, 23 Vice-Chancellors, 23 Deputy Vice-Chancellors Administration, 23 Registrars, 23 Directors of Academic Planning and 47 Deans in all the 23 private Universities from the six States (Ekiti, Lagos, Ogun, Ondo,

Osun and Oyo) that constitute the South- West, Nigeria. Besides, there were 600 employers of labour in the South-west geopolitical zone, Nigeria. Purposive sampling technique was used to select three out of the six States that constitute the South-west, Nigeria. Ten out of the 23 private Universities that cut across Ogun, Osun and Oyo States from the South-west, Nigeria which were established before the years 2000 representing 44% of the institutions were selected purposively to provide key information pertinent to the study. Also, purposive sampling technique was used to select 60 Management Staff, comprising the Vice-Chancellor, a Deputy Vice-Chancellor, the Registrar, the Director of Academic Planning and Deans of Faculties of Humanities and Sciences (Natural and Applied Sciences) in each of the institutions. There are 1, 130 academic staff in the chosen Faculties. Proportional sampling technique was employed to select 565 (50%) of these staff in the institutions. Random sampling technique was employed to select 200 employers of labour. This decision was guided by the Research Advisor (2006).

Instrumentation

The research instruments used were three researcher-designed questionnaires. These were: (1) “Academic Staff Retention Strategies Questionnaire” (ASRSQ) that was used to collect information from the Vice-Chancellors, Deputy Vice-Chancellors, Registrars, Directors of Academic Planning and Deans of Faculties of the selected Universities; (2) “Job Satisfaction Questionnaire” (JSQ) was developed for lecturers to gather information on their level of satisfaction with their jobs and; (3) “Goal Achievement Questionnaire” (GAQ) was used to collect data from the employers of labour in the locale of study. ASRSQ contained structured statements on academic staff retention strategies which attracted the response of Always (A), Often (O), Sometimes (S) and Never (N). JSQ elicited respondents’ opinions on job satisfaction using a Likert Scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree

(D), while GAQ comprised statements that measured manpower and national development skills of private Universities graduates which attracted the response options of Very High (VH), High (H), L (Low) and Very Low (VL).

Content and face validity of the instruments were ascertained by the project supervisor, five academic staff in the Department of Educational Management, University of Ilorin and two experts in the field of Education Research, Measurement and Evaluation. The constructive feedback and responses received from these experts were used to improve the contents of the instruments before administered to the respondents. The reliability coefficients of the instruments were ascertained using test re-test method of reliability, giving .69, .85 and .73 for 'ASRSQ, 'JSQ and 'GAQ respectively. This affirmed that the instruments were reliable for the study.

Procedure for Data Collection

The researcher collected letter of introduction from the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, which was presented to the management of the institutions where data were collected. The researcher in partnership with four research assistants visited the sampled institutions for the exercise. The respondents were organized in such a way that synergy and trust were established between them and the researcher.

Methods of Data Analysis

The data gathered from the respondents were analyzed, using Statistical Package for Social Sciences (SPSS) 21.0 version. Descriptive statistical techniques of mean and standard deviation were used to analyze the data obtained and answered the research questions raised, while multiple regression analysis and Pearson product-moment correlation statistics were used

to test the main hypothesis and operational hypotheses formulated respectively at .05 level of significance.

CHAPTER FOUR

PRESENTATION, ANALYSIS OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results of data analysis and discussion of the findings. Descriptive statistics of mean and standard deviation were used in analyzing the data contained and answering the research questions raised in Chapter One of this study, while inferential statistics of multiple regression and Pearson product-moment correlation statistics were used to test the main hypothesis and operational hypotheses formulated respectively at .05 level of significance. Out of the 790 copies of questionnaire distributed, only 777 (98.4%) were returned for analysis.

Descriptive Analysis

Research Question 1: What is the level of academic staff retention strategies in private Universities in South-west, Nigeria?

Table 1 In answering this research question, descriptive statistics of mean and standard deviation were used to analyze the data collected as shown in Table 1.

Level of Academic Staff Retention Strategies in Private Universities in South-west, Nigeria

	Variables	N	\bar{X}	SD	Decision
1.	Academic Freedom	57	2.71	0.38	Moderate
2.	Job Security	57	2.75	0.47	Moderate
3.	Compensation packages	57	2.88	0.77	Moderate
4.	Training opportunities	57	2.80	0.44	Moderate
	Weighted Mean Score		2.78	0.52	Moderate

Key:

<u>Mean(X)</u>	<u>Decision</u>
1.00-2.49	Low
2.50-3.49	Moderate
3.50-4.49	High
4.50-5.00	Very High

Table 1 shows that academic freedom, job security, compensation packages and training opportunities had mean scores of 2.71, 2.75, 2.8 and 2.80 respectively and were found to be moderate. Thus, the weighted mean score of 2.78 clearly indicates that the level of academic staff retention strategies in private Universities in South-west, Nigeria was moderate.

Research Question 2: What is the level of academic staff job satisfaction in private Universities in South-west, Nigeria?

In answering this research question, descriptive statistics of mean and standard deviation were used to analyze the data collected as shown in Table 2.

Table 2

Level of Academic Staff Job Satisfaction in Private Universities in South-west, Nigeria

S/N	Variables	N	\bar{X}	SD	Decision
1.	Working Conditions	530	2.77	0.48	Moderate
2.	Promotional Opportunities	530	2.80	0.35	Moderate
3.	Leadership Qualities	530	2.98	0.72	Moderate
	Weighted Mean Score		2.85	0.52	Moderate

Key:

<u>Mean (X)</u>	<u>Decision</u>
1.00-2.49	Low
2.50-3.49	Moderate
3.50-4.49	High
4.50-5.00	Very High

Table 2 indicates that working conditions, promotional opportunities and leadership qualities had mean scores of 2.77, 2.80 and 2.98 respectively and were found to be moderate. Thus, the weighted mean score of 2.85 shows that the level of academic job satisfaction in private Universities in South-west, Nigeria was moderate.

Research Question 3: What is the level of goal achievement in private Universities in South west, Nigeria?

In answering this research question, descriptive statistics of mean and standard deviation were used to analyze the data collected as shown in Table 3.

Table 3

Level of Goal Achievement in Private Universities in South-west, Nigeria

S/N	Variables	N	\bar{X}	SD	Decision
1.	Manpower Development	190	3.07	0.42	Moderate
2.	National Development	190	3.00	0.97	Moderate
	Weighted Mean Score		3.04	0.70	Moderate

Key:

$\bar{\text{Mean}} (X)$	Decision
1.00-2.49	Low
2.50-3.49	Moderate
3.50-4.49	High
4.50-5.00	Very High

Table 3 reveals that manpower developments had mean scores of 3.07, while national development had 3.00 and were found to be moderate. Therefore, the weighted mean score of 3.04 shows that the level of goal achievement in private Universities in South-west, Nigeria was moderate.

Hypotheses Testing

In testing the research hypotheses formulated to guide this study, the data collected were statistically analyzed using multiple regression analysis and Pearson product-moment correlation statistical method for the main hypothesis and operational hypotheses respectively.

Main Hypothesis

Ho: There is no significant relationship among academic staff retention strategies, Job satisfaction and goal achievement in private Universities in South-west, Nigeria.

In testing this research hypothesis, the data collected were statistically analyzed using multiple regression analysis as shown in Table 4.

Table 4

Regression Analysis of Academic Staff Retention Strategies, Job Satisfaction and Goal Achievement in Private Universities in South-west, Nigeria

Variables	Df	Sum of Squares	Mean Square	Cal. F-value	P-value	Decision
Regression	2	0.41	0.26			
Residual	775	245.56	0.10	0.55	.00	Ho Rejected
Total	777	245.97				

***Significant P < .05 level of significance**

Table 4 reveals the regression results among academic staff retention strategies, job satisfaction and goal achievement in private Universities in South-west, Nigeria. As shown in the table, the p-value (.00) is less than level of significance (.05). Therefore, the null hypothesis (Ho), which states that there is no significant relationship among academic staff retention strategies, job satisfaction and goal achievement in private Universities in South-west, Nigeria is rejected.

In testing this research hypothesis, the data collected were statistically analyzed using multiple regression analysis as shown in Table 5.

Table 5

Multiple Regression Analysis of Academic Staff Retention Strategies, Job Satisfaction and Goal Achievement in Private Universities in South-west, Nigeria

Variables	B	Std. Error	Beta	T	P-value
Constant	35.28	4.62		3.60	.00
Academic Staff Retention Strategies	0.04	0.11	0.01	0.36	.00
Job Satisfaction	0.21	0.20	0.14	1.05	.00

Table 5 shows that academic staff retention strategies and job satisfaction are predictors of goal achievement in private Universities in South-west, Nigeria. The regression weight (B) of 0.04 and 0.21 for academic staff retention strategies and job satisfaction respectively were obtained. The standard error of academic staff retention strategies was 0.11, while that of job satisfaction was 0.20. This shows that in private Universities in South-west, Nigeria, every unit increase in goal achievement would be as result of 0.11 unit increase of academic staff retention strategies and 0.20 unit increase of job satisfaction. Furthermore, this depicts that job satisfaction contributed more to the goal achievement in private Universities in South-west, Nigeria than academic staff retention strategies.

In testing this research hypothesis, the data collected were statistically analyzed using multiple regression analysis as shown in Table 6.

Table 6

Summary of the Relationship among Academic Staff Retention Strategies, Job Satisfaction and Goal Achievement in Private Universities in South-west, Nigeria

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
Goal Achievement					
Job Satisfaction	0.141	0.020	0.016	0.317	.00
Academic Staff Retention Strategies					

***Significant P < .05 level of significance**

Table 5 shows that independent variables (academic staff retention strategies and job satisfaction) predict the level of achievement of private Universities in South-west, Nigeria. The coefficient of multiple regressions (R) is 0.141 and multiple correlation square (R^2) is 0.020. Therefore, R and R^2 were significant at .00. This means that 2.0% variance of goal achievement

of the private Universities in South-west, Nigeria is a product of academic staff retention strategies and job satisfaction while 80% is due to the covert discrepancies.

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

In testing this research hypothesis, the data collected were statistically analyzed using Pearson product-moment correlation method as shown in Table 7.

Table 7

Correlation Analysis between Academic Freedom and Goal Achievement

Variable	N	\bar{X}	SD	Cal. r-value	P-value	Decision
Academic Freedom	57	2.71	0.38	.66	.02	Ho ₁ Rejected
Goal Achievement	190	3.03	0.69			

***Significant P < .05 level of significance**

As shown in Table 7, the null hypothesis (Ho₁) is rejected ($r = .66$, $p < .05$). This implies that there was a significant relationship between academic freedom and goal achievement in private University in South-west, Nigeria

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

In testing this research hypothesis, the data collected were statistically analyzed using Pearson product-moment correlation method as shown in Table 8.

Table 8**Correlation Analysis between Job Security and Goal Achievement**

Variable	N	\bar{X}	SD	Cal. r-value	P-value	Decision
Job Security	57	2.75	0.47			
				.31	.02	Ho ₂ Rejected
Goal Achievement	190	3.04	0.69			

***Significant P < .05 level of significance**

As indicated in Table 8, the null hypothesis (Ho₂) is rejected ($r = .31$, $p < .05$). This shows that there was a significant relationship between job security and goal achievement in private University in South-west, Nigeria

Ho₃: There is no significant relationship between compensation packages and goal achievement in private Universities in South-west, Nigeria.

In testing this research hypothesis, the data collected were statistically analyzed using Pearson product-moment correlation method as shown in Table 9.

Table 9**Correlation Analysis between Compensation Packages and Goal Achievement**

Variable	N	\bar{X}	SD	Cal. r-value	P-value	Decision
Compensation packages	57	2.88	0.77			
				.53	.01	Ho ₃ Rejected
Goal Achievement	190	3.04	0.69			

***Significant P < .05 level of significance**

As revealed in Table 9, the null hypothesis (Ho₃) is rejected ($r = .53$, $p < .05$). This implies that there was a significant relationship between compensation package and goal achievement in private University in South-west, Nigeria

Ho₄: There is no significant relationship between training opportunities and goal achievement in private Universities in South-west, Nigeria.

In testing this research hypothesis, the data collected were statistically analyzed using Pearson product-moment correlation method as shown in Table 10.

Table 10

Correlation Analysis between Training Opportunities and Goal Achievement

Variable	N	\bar{X}	SD	Cal. r-value	P-value	Decision
Training Opportunities	57	2.80	0.44			
				.49	.01	Ho ₄ Rejected
Goal Achievement	190	3.04	0.69			

***Significant P < .05 level of significance**

Table 10 shows that the null hypothesis (Ho₄) is rejected ($r = .49, p < .05$). Therefore, the null hypothesis (Ho₄) is rejected. This shows that there was a significant relationship between training opportunities and goal achievement in private University in South-west, Nigeria

Hos: There is no significant relationship between working conditions and goal achievement in private Universities in South-west, Nigeria.

In testing this research hypothesis, the data collected were statistically analyzed using Pearson product-moment correlation method as shown in Table 11.

Table 11

Correlation Analysis between Working Conditions and Goal Achievement

Variable	N	\bar{X}	SD	Cal. r-value	P-value	Decision
Working Conditions	530	2.77	0.48			
				.53	.00	Ho ₅ Rejected
Goal Achievement	190	3.04	0.69			

***Significant P < .05 level of significance**

From table 11, the null hypothesis (Ho₅) is rejected ($r = .53, p < .05$). Therefore, the null hypothesis (Ho₅) is rejected. This means that there was a significant relationship between working conditions and goal achievement in private University in South-west, Nigeria

Ho₆: There is no significant relationship between promotional opportunities and goal achievement in private Universities in South-west, Nigeria.

In testing this research hypothesis, the data collected were statistically analyzed using Pearson product-moment correlation method as shown in Table 12.

Table 12

Correlation Analysis between Promotion Opportunities and Goal Achievement

Variable	N	\bar{X}	SD	Cal. r-value	P-value	Decision
Promotional Opportunities	530	2.98	0.72	.45	.01	Ho ₆ Rejected
Goal Achievement	190	3.04	0.69			

***Significant P < .05 level of significance**

As shown in Table 12, the null hypothesis (Ho₆) is rejected ($r = .45$, $p < .05$). This connotes that there was a significant relationship between promotional opportunities and goal achievement in private University in South-west, Nigeria

Ho₇: There is no significant relationship between leadership qualities and goal achievement in private Universities in South-west, Nigeria.

In testing this research hypothesis, the data collected were statistically analyzed using Pearson product-moment correlation method as shown in Table 13.

Table 13

Correlation Analysis between Leadership Qualities and Goal Achievement

Variable	N	\bar{X}	SD	Cal. r-value	P-value	Decision
Leadership Qualities	530	2.80	0.35	.54	.00	Ho ₇ Rejected
Goal Achievement	190	3.04	0.69			

***Significant P < .05 level of significance**

As revealed in Table 13, the null hypothesis (H_{07}) is rejected ($r = .54, p < .05$). This shows that there was a significant relationship between leadership qualities and goal achievement in private University in South-west, Nigeria.

Discussions of Findings

The answer to research question one showed that the level of academic staff retention strategies made available in private Universities in South-west, Nigeria was moderate with the weighted mean score of 2.78. This implies that private Universities in South-west, Nigeria still need to intensify efforts in making available effective retention strategies such as job security and provision for retirement benefits and measures capable of engaging competent and proven academic staff to prevent continuous brain drain as it could have adverse effect on productivity and service delivery. This is premised on the fact that the eminence of universities cannot surpass their abilities to attract and retain first class academic employees to focus on their obligations of teaching, research and community engagement. This finding corroborated the study of Netswera (2005) which revealed that universities by their exceptional nature serve as storehouse of knowledge that cannot afford to lose valued and trained academics as it could be challenging to find better replacement. Appropriate strategies aimed at retaining academic employees must be made available by the administration of private Universities irrespective of the institutional size so as to keep the top talents. Persistent turnover of lecturers from universities make it difficult for the institutions to immediately fill the vacuum and maintain high institutional performance (Babakuse, 2008).

The answer to research question two showed that the level of academic staff job satisfaction in private Universities in South-west, Nigeria was moderate with the weighted mean score of 2.85. This shows that there is still need for improvement in the job satisfaction of

lecturers' in these institutions. Therefore, the institutions should be mindful of the fact that job satisfaction is fundamental to the tenable and institution of higher education standard. Employees demonstrate pleasurable attitudes if provided with stimulating work environment, prompt promotional prospect and consultative management approach that consequently enhance productivity. The findings agreed with that of Adenike, Oluwaseun and Sunday (2017), that employees' job contentment is a fundamental determinant of service quality, productivity and overall job performance. Satiated staff are creative and enthusiastic towards the actualization of institutional objectives. This is because, the higher the fulfillment of employees, the greater the goal accomplishment of the organization; and the lower their satisfaction, the lower the goal achievement would be. The study of Ogbwobi (2014) revealed that when academic staff discovered that their needs are not fulfilled in the work environment, rise in the speed of voluntary break off of the work will arise. Therefore, the actualization of university goals towards providing the manpower requirements to advance national development, the institution must retain experienced and fulfilled lecturers through conducive working conditions, promotional opportunities and leadership qualities.

The answer to research question three revealed that the level of goal achievement in private Universities in South-west, Nigeria was moderate with the weighted mean score of 3.04. This affirms that the goal achievement in private Universities in South-west, Nigeria regarding the provision and development of manpower required to accelerate socio-economic and scientific development of the country have not been maximally achieved. As the level of the goal achievement of these institutions was moderate, the implication of this is that the graduates turnout from the private Universities that are engaged in both public and private establishments are narrowly trained and do not maximally meet the manpower requirements of the nation's.

This shows that the products of the institutions required management training besides their professional skills for the actualization of the set goals. The findings corroborated the study conducted by Kazeem (2010) that the ineffectiveness of many graduates of private Universities to maximally apply the acquired knowledge for the demand of labour market could be attributed to inadequate possession of basic skills and knowledge acquired while in the institutions. This could be evident if the goal attainment of these schools were not fully actualized.

The result of the main hypothesis tested showed that there was a significant relationship among academic staff retention strategies, job satisfaction and goal achievement in private Universities in South-west, Nigeria. That is, the P-value (0.00) obtained is less than the significance level ($p=0.05$). Thus, the hypothesis which stated that there is no significant relationship among academic staff retention strategies, job satisfaction and goal achievement in private Universities in South-west, Nigeria was rejected. The implication of this is that when adequate retention techniques and measures capable of making competent and proven scholars from private Universities to be pleased with their jobs are put in place, service quality will be improved in the institutions towards achieving human and national development. Therefore, consideration must be given to effective measures that influence lecturers' job fulfillment for the actualization of the institutions' goals. This finding is in tandem with the study of Rappaport (2013) which revealed that universities that failed to retain productive lecturers will be left with under satisfied lecturers and consequently hinder the attainability of the institution mandates. When employees discovered that effective retention mechanisms are not put in place, job dissatisfaction will come in to existence, which will increase the rate of voluntary turnover of the job. Ogbwobi (2014) in his study emphasized that for any university to begin and actualize its

mandate of manpower production for national development, the institution must retain experienced and fulfilled workforce through planning and development.

The result of the hypothesis one tested revealed that there was a significant relationship between academic freedom and goal achievement in private Universities in South-west, Nigeria. The statistical analysis of the hypothesis tested showed that r-value is .66 while the P-value (.02) is less than the 0.05 significance level ($r = .66, p < .05$). Therefore, the hypothesis which stated that there is no significant relationship between academic freedom and goal achievement in private Universities in South-west, Nigeria was rejected. This result is evidence to show that there is a strong significant relationship between academic freedom and goal achievement in private University in South-west, Nigeria. This depicts that the degree to which occupation gives considerable autonomy to academics in these institutions to teach freely and embark on research without any fear of persecution is a fundamental determiner for the actualization of institution of higher education goal. This finding corroborated the study conducted by Afe (2014), which revealed that academic freedom and autonomy are pre requisite conditions for the accomplishment of university goal. Amstrong (2004) substantiated the findings of this study when revealed that impingement on academic freedom prevented the knowledge workers from focusing on their core professional roles of instruction, inquiry and public service. Critical thinking cannot be cultivated and nurtured by academic employees of private Universities if academic freedom is compromised. Therefore, the actualization of the institutional goals in the provision and advancement of manpower required to accelerate socio-economic and scientific development of the country can be effectively realized when lecturers are at liberty to involve in critical and intellectual inquiry without unreasonable restriction.

The result of the hypothesis two tested revealed that significant relationship exist between job security and goal achievement in private Universities in South-west, Nigeria. The statistical analysis of the hypothesis tested showed that r-value is .31 while the P-value (.02) which is less than 0.05 level significance ($r = .31, p < .05$). Job security is an indispensable determinant and key element which influence lecturers' commitment to actualize the set goals. The finding substantiated the study conducted by Jame (2012) which revealed that the greater the job security of employees, the better their performance and reflection of goal achievement. Employees remain in an organization if they are optimistic of job continuity, inbuilt packages for insurance policies and retirement benefits that keep them fit with socio-economic demand at old age. Tower (2010) in his study emphasized that the administration of private Universities should not only employed academic staff, but also assures them of job safety as long as they are dedicated to the overall attainment of the institutional goals.

The result of the hypothesis three tested indicated that there was a significant relationship between compensation packages and goal achievement in private Universities in South-west, Nigeria. The statistical analysis of the hypothesis tested showed that r-value is .53 while the P-value (.01) which is less than 0.05 level of significance ($r = .53, p < .05$). Therefore, the hypothesis which stated that there is no significant relationship between compensation packages and goal achievement in private Universities in South-west, Nigeria was rejected. This implies that when academic staff pay packages are 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 packages thereby increasing productivity and overall performance. 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 packages facilitate the viability and dedication of employees' towards the actualization of organization's mission and vision.

The result of the hypothesis four tested revealed that there was a significant relationship between training opportunities and goal achievement in private Universities in South-west, Nigeria .The statistical analysis of the hypothesis tested showed that r-value is .49 while the P-value (.01) and it is less than 0.05 level of significance ($r = .49, p < .05$).Therefore, the hypothesis which stated that there is no significant relationship between training opportunities and goal achievement in private Universities in South-west, Nigeria was rejected. This connotes that providing lecturers with ample opportunities of acquiring more professional skills, knowledge and techniques would make them more relevant and updated in efficient performance regarding instruction, inquiry and public engagements. This finding is in tandem with the study conducted by Tetty (2010) which revealed that training opportunities are the engines that keep the institutions 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 to 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.

The result of the hypothesis five tested revealed that there was a significant relationship between working conditions and goal achievement in private Universities in South-west, Nigeria

.The statistical analysis of the hypothesis tested showed that r-value is .53 while the P-value (.00), which is less than significant level 0.05 set for the study ($r = .53, p < .05$). Therefore, the hypothesis which stated that there is no significant relationship between working conditions and goal achievement in private University in South-west, Nigeria was rejected. This finding supports that of Alkin (2012) which revealed that that university academics required stimulating academic environment that could allow them to work pleurably in order to fully exploit their capabilities and achieve the goals of university education. Pleasurable working conditions reduce academics turnover, work pressure which are essential for the facilitation of organizational goals. Jone (2008) in the study conducted revealed that conducive working environment reduces psychological stress, enhance productivity and facilitate the attainment of university goal. The nature of institutional climate within which the lecturers operate is a prime factor which determines efficient goal attainment of the organization.

The result of the hypothesis six tested showed that there was a significant relationship between promotional opportunities and goal achievement in private Universities in South-west, Nigeria .The statistical analysis of the hypothesis tested showed that r-value is .45 while the P-value (.01) which is less than the significant level .05 set for the study ($r = .45, p < .05$). Thus, the hypothesis which stated that there is no significant relationship between promotional opportunities and goal achievement in private Universities in South-west, Nigeria was rejected. Advancement of academics to position of increased responsibilities and prestige serves as effective baits, which help to entice and keep the top intellect in the university. This implies that when academic staff experienced timely promotion which adds additional responsibilities, prestige, status and increment in salaries and allowance, they would be enthusiastic towards the actualization of the institutional goals. Corroborating this finding, Ibrahim (2009) in a study on

Job satisfaction structure and organization commitment revealed that willingness of lecturers to be dedicated towards the advancement of manpower for the acceleration of nationwide progress relies vehemently on the consistency and objectivity regarding promotion exercise. When employees are being promoted timely, they become optimistic regarding their carrier progression, exhibit prolific workplace behaviour, actively involved in organizational goal attainment and reduce turnover rate. Timely promotion is an influential factor of lecturers towards enhancing educational standard and sustainability of universities. Chew (2012) study accentuated that lecturers feel more recognized, fulfilled and dedicated towards the actualization of university mandates when the institution management creates room for carrier progression.

The result of the hypothesis seven tested showed that there was a significant relationship between leadership qualities and goal achievement in private Universities in South-west, Nigeria .The statistical analysis of the hypothesis tested showed that r-value is .54 while the P-value (.00) which is less than 0.05 level of significant ($r = .54, p < .05$). Thus, the hypothesis which stated that there is no significant relationship between promotional leadership qualities and goal achievement in private Universities in South-west, Nigeria was rejected. This connotes that the nature and styles of leadership being adopted by the administration of private Universities determine the attainability of the set goals. Therefore, leadership qualities are the key variables that significantly determine the foundation which allows the institution to flourish for goal actualization. The findings agreed with the study conducted by Chew (2014) which revealed that leadership traits influenced lecturers' commitment towards actualizing the set goals and attrition plan as the academics tend to derive pleasure with the institution's administration which shows concern for their needs, assigned them that suit their capabilities and receive constant feedback.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses summary of the findings, conclusion drawn from the findings and recommendations based on the study.

Summary of Findings

The summary of the findings revealed that:

- i. level of academic staff retention strategies in private Universities in South-west, Nigeria was moderate with the weighted mean score of 2.78;
- ii. the level of academic staff job satisfaction in private Universities in South-west, Nigeria was moderate with the weighted mean score of 2.85;
- iii. the level of goal achievement in private Universities in South-west, Nigeria was moderate with weighted mean score of 3.04;
- iv. there was a significant relationship among academic staff retention strategies, job satisfaction and goal achievement in private Universities in South-west, Nigeria ($R^2 = .016, p < .05$);
- v. there was significant relationship between academic freedom and goal achievement in private Universities in South-west, Nigeria ($r = .66, p < .05$);
- vi. there was significant relationship between job security and goal achievement in private Universities in South-west, Nigeria ($r = .31, p < .05$);
- vii. there was significant relationship between compensation package and goal achievement in private Universities in South-west, Nigeria ($r = .53, p < .05$);
- viii. there was a significant relationship between training opportunities and goal achievement in private Universities in South-west, Nigeria ($r = .49, p < .05$);

- ix. there was significant relationship between working conditions and goal achievement in private Universities in South-west, Nigeria ($r = .53, p < .05$);
- x. there was a significant relationship between promotional opportunities and goal achievement in private Universities in South-west, Nigeria ($r = .45, p < .05$); and
- xi. there was significant relationship between leadership qualities and goal achievement in private Universities in South-west, Nigeria ($r = .54, p < .05$).

Conclusions

Based on the findings derived from the collected and analyzed data in the study, it was concluded that effective academic staff retention strategies would go a long way in enhancing job satisfaction of lecturers' in private Universities in South-west, Nigeria thereby leading to the effective actualization of goal achievement in private Universities in south –West, Nigeria.

- i. the level of academic staff retention strategies in private Universities in south—West, Nigeria was moderate;
- ii. the level academic staff job satisfaction in private Universities in south—West, Nigeria was moderate;
- iii. the level of goal achievement in private Universities in south—West, Nigeria was moderate;
- iv. substantial freedom and academic self-determination enhanced effective actualization of the goals in private Universities in south—West, Nigeria ;
- v. provision for job security , safety and retirement benefits for lecturers facilitate the attainment of goals for which private Universities are established;
- vi. when the compensation package of academic staff of private Universities commensurate to what their colleagues in public Universities earn, the set goal would be achieved;

- vii. adequate provision of training opportunities to the academics in these institutions could facilitate realization of set goals;
- viii. provision of stimulating working environment for academic employees plays significant role in the achievement of the goals for which state private Universities are established;
- ix. if the promotional exercise of the academic staff is timely and objective, it could result to effective actualization of the goals of these institutions; and
- x. when academic staff derive pleasure with the institutional management it could help to actualize goal achievement of these institutions.

Recommendations

Based on the findings in this study, it was recommended that:

- i. the management of private Universities should intensify concerted efforts towards effective measures capable of retaining competent academics through granting of autonomy to academic staff to pursue intellectual inquiry, assurance of job security, attractive compensation packages and improved training opportunities.
- ii. prominence should be given to stimulating working conditions, timely and fair promotion and leadership by consensus by the institutional management to enhance the realization of the institution goals;
- iii. the management of the institutions should develop the power of renewal mechanism for the provision of human capital required for the acceleration of national development;
- iv. academic staff should be given autonomy to pursue intellectual inquiry related to their fields of expertise in a way that they deem most appropriate to the course and consistent with the core values and mission of the university without unreasonable restriction;

- v. the management of private Universities should make provision for inbuilt packages for insurance policies and retirement benefits that will keep academic staff fit with socio-economic demand at old age;
- vi. the compensation package of academic staff in private Universities should be enhanced and made relevant to prevailing economic circumstance by reviewing them periodically;
- vii. academic staff development programmes such as; research grants, attendants and participation in seminars, workshops and conferences that will enrich the knowledge and skills of academics should be accorded priority to ensure retention of competent and dedicated lecturers;
- viii. prominence should be given to stimulating work environment to boost lecturers' morale thereby facilitating the attainment of university goal;
- ix. promotion prospects should be timely and devoid of bias in order to enhance academics sense of advancement and carrier progression; and
- x. concerted efforts should be made by the management of private Universities to involve academic employees in decision making on issues affecting their welfare and their opinions should be given desired attention.

Suggestions for Further Studies

Further studies could be carried out in the following areas to bridge the gap uncovered in this study by:

- i. choosing another geo-political zone as the locale of the study in replacement of South West Nigeria to provide a reliable confirmation of the relationship identified in this study;
- ii. using entire Nigeria as the locale of the study to widening the study scope;

- iii. focusing on public Universities, Polytechnics or Colleges of Education as against private Universities examined in this study to compare the perceptions of the institutions lecturers.; and
- iv. employing qualitative method of data collection through the use of in-depth interviews to enrich the data collection process.

Contributions to Knowledge

The study examined academic staff retention strategies through which job satisfaction of lecturers in private Universities could be enhanced and consequently results to the goal attainment. These include academic freedom, job security, compensation packages, training opportunities, working conditions, promotion opportunities and leadership qualities.

The study has contributed to knowledge by:

- i revealing the level of academic staff retention strategies made available to academics, their job satisfaction and goal achievement in private Universities in South-west, Nigeria.
- ii establishing the relationship among academic staff retention strategies, job satisfaction and goal achievement in private Universities in South-west, Nigeria.

REFERENCES

- Abdulkadir, M.M .& Abdulkalam, A. (2015). Determinants of academic job satisfaction in Baglandesh private universities. *Plos One Journal*, 10(2), 1- 15.
- AbdulRasheed, S. (2016). *The role of Nigeria universities in national development*. Retrieved May 9th, 2018 from www.dailytrust.com.ng/news/viewpoint/139634.html.
- Adams, J.S. (1963). *Towards an understanding of inequity*. New York: Academic Press
- Adegboju, M. (2013). *Educational management and administration at a glance*. Ibadan: Corporate Publisher.
- Adenike, O. B., Oluwaseun, M. A. & Sunday, C. E. (2017). A comparative study of academic staff job satisfaction in Nigerian public and private universities. *Global Journal of Human Resource Management*, 5(4), 33-46.
- Adeoye, A. O. (2014). Compensation management and employee job satisfaction. *Journal of Social Science*, 2(41), 543-552.
- Afe, B. (2014). *University autonomy and good governance*. Paper presented at the 2014 University Conference of the Committee of Pro-chancellors of Nigerian Universities held at Sheu Musa Yara'dua Centre, Abuja.
- Ajayi, A. (2009). *The African experience in higher education*. Atheins: Ohiho University Press.
- Akanbi, P.A. (2013). Influence of extrinsic and intrinsic motivation on workers performance in Oyo State, Nigeria. *Internal Journal of Human Resource*, 22(1), 87-96.
- Akila, R. (2014). Employee retention strategies and workers performance. *International Journal of Marketing, Financial Service and Management Research*. 1(9), 22-36.
- Akindele, O. (2013). *Administration of higher education in Nigeria*. Lagos : Sunray Press.

- Alam, S. (2005). A study of job stress on job satisfaction among universities staff in Malaysia. *European Journal of Social Science*, 8(1), 12-131.
- Ali, T. A. (2009). Job satisfaction of faculty members on private universities in context of Bangladesh. *Int Bus Res*, 2(4), 167- 175.
- Ali, H. & Balcoh, B. (2010). Job satisfaction and employee turnover intention. *Interdisciplinary Journal of Contemporary Research in Business*, 2(5), 39-66.
- Alkin, M. C. (2012). Evaluation theory management. In C. H. wesis (eds), *Evaluation of action programme*. Bosson: Allyna Bacon.
- Amara, A. (2004). Implementation of higher education policies. *Journal of Reform and Change in Higher Education*, 2(6), 117-134.
- Amaresana, T. S. M. (2015). Impact of work autonomy on job satisfaction of academic staff. *International Journal of Recent Advance in Organization Decision Behaviour and Decision Sciences*, 1(4), 11-19.
- Amstrong, H. (2004). *Handbook of human resource management practice*. London: Kogan Page Limited.
- Anikipo, M. O. C. (2010). *Identifying the needs of Nigerian workers*. Ikeja : Longman Press.
- Babakuse, E. (2008). Examining the roles of organizational variables in the sales of job satisfaction model. *Journal of Personal Selling and Sales Management*, 16(3), 33- 46.
- Bailey, K. (2012). *The worldbank and privatization*. Retrieved 20th April, 2018 from <http://www.prisy.org.eports//2018-11-11-wb.doc>
- Barnes, L. M. (2008). Effect of joy related stress on faculty intention to leave. *Academia Research in Higher Education*. 39(4), 457-469.

- Beardwel, J. (2007). *Human resource management: A contemporary approach*. London: Kogan Page Limited.
- Betty, K.K. (2009). Influence of compensation on organization commitment and job satisfaction. *International Journal of Business and Social Studies*. 2(5), 25-32.
- Bolag, B. B. (2004). Improving tertiary education in Sub-Saharan African: African regional human development working paper series 29713. Retrieved May 24th, 2018 From <http://www.siteresources.worldbank.org/AfricaEXT/Resources/no.66pdf>.
- Boxal, P. & Purcell, J. (2003). Strategic and human resource management. *Journal of Business Review*, 57(1), 11-15.
- Broom, D. (2007). *Mastering globalization from ideas to action in higher education reform*. Canada: Quebec Publishers.
- Bushe, B. (2012). Factors that determine academic staff retention and commitment in private tertiary institutions in Botswana. *Global Advanced Research Journal of Management and Business Studies*, 1(9), 278-299.
- Calhoun, T. (2009). *Lecturers job satisfaction and employees turn over*. Michigan State. USA.
- Casico, W. F. (2008). *Managing human resources*. New York: MC Graw Hill.
- Casper, M. (2014). *The top 5 reasons employees quit in an organization*. Retrieved 2nd May, 2018 from <http://www.forbes.com/sites/meghaincassley/top-fivereasons-employees-quit>.
- Chandiok, S. (2012). Employee retention in India textile industry. *Asian Journal of Multi dimensional Research*. 1(6), 2278-4853.
- Chandiok, S. (2012). Employee retention in India textile industry. *Asian Journal of Multi Dimensional Research*, 1(6), 48-53.

- Chandler, J. (2011). Women movement and new public management: *Higher education in Sweden and Public Administration*, 85(3), 103-122.
- Cheng, S. H., Wang J. Y. & Yange, C. C. (2006). Development of employee satisfaction model in higher education. *Journal of Total Quality Management*, 3(18), 484-500.
- Chew, J. C. (2012). *Retention of core employees in Australia University*. Unpublished Ph.D. Thesis in Murdoch University, Australia.
- Chew, J.C. (2014). *Influence of human resource management practices on the retention of core employees in Australian organisation*. An Unpublished P.hD Thesis in Murdoch, University.
- Chimpanza, C. (2009). Employee retention and turnover. *African Journal of Business Management*, 3(8), 410-415.
- Collin, P. & Juilie, W. (2006). *Exploring reliability and academic assessment*. Retrieved 4th August, 2018 from <https://chfasoa.uni.edu/reliability> and validity.htm.
- Copper, D. L. (2014). *Is teaching a health hazard?* A project report submitted to James Cook University, Queen Land.
- Curall, M. L., (2005). Equity theory: The recent literature, methodological consideration and new directions. *Academic of Management Review*, 3(2), 202-210.
- Daly, A. (2006). *Communication, apprehensions and satisfaction with superior*. Paper presented at the annual meeting of the Eastern Communication Association, Philadelphia.
- Daly, C. J. (2006). Turnover intent in urban public universities. *Journal of Higher Education*, 5(8), 56-64.

- Demetria, G., Jacinta, M. & Theonestena, K. (2007). Work place administrative strategies for retention of academic staff in private universities in southern highland, Tanzania. *American Journal of Sociological Research*. 7(2), 77-84.
- Davy, U.R. (2012). Asian research consortium on factors influencing job satisfaction of employees in banking sector. *Journal of Research in Organizational Behaviour*, 2(8), 200-218.
- Demitraz, Z. (2010). Teacher job satisfaction levels. *Procedia- Social and Behavioural Science*, 9 (1069), 2010- 12287.
- Denton, Z. (2012). Using web-based projects in a system design and development course. *Journal of Computer Information System*. 1(3), 35-87
- Dessler, G. (2005). *Human resource management*. Upper Saddle River: Prentice Hall.
- Dockel, A. (2013). *The effect of retention factors on organizational commitment*. United Kingdom: University of Pretoria.
- Duong, R. (2013). *Retention issues and solutions: Tools to ensure that university of California become employer of choice*. Retrive 24th April, 2018 from <http://cuscaldocuments>.
- Earthmsn, G. I. (2012). *School facility conditions and students academic achievement*. Los Angelis: Institute of Democracy and Education Access.
- Emechebe, S. N. (2006). Human resource management in education. In J. B. babalola & A. O. Ayeni (eds), *Education management: Theories and tasks*. Ibadan: Macmillan Nigeria Publishers Ltd.
- Edem, U. (2007). *Effects of job satisfaction on publication output among Liberians in Africa: A case study of Nigerian universities*. Indiana: Bloomington Ind.
- Fadipe, J. O. (2009). *Planning for educational reform*. Ibadan: Codat Publishers.

- Federal Ministry of Education (2013). *Statistics of education in Nigeria*. Abuja: NERDC Press.
- Federal Republic of Nigeria (2013). *National policy on education*. Lagos: NERDC Press.
- Federal Ministry of Education (2018). *The state of Education in Nigeria*. Abuja: NERDC Press.
- Feldman, A. (2008). Professional self concept as a predictor of teacher burnout. *Journal of Educational Research*, 3(86), 28-35.
- Ferreria, O. (2007). *Working through memory writing*. Lewisburg: Burkney University Press.
- Freymuth, R. W. (2007). *Retaining employees in a tightening labour market*. Retrieved 28th June, 2018 from www.cfo.com/white paper-RSM.
- Gali, R. C. (2012). Carrier development for diverse and underserved population. *European Journal of Learning Disability*, 23(5), 91-107.
- Gbereubie, D. S. (2008). *Staff recruitment, retention strategies and performance of selected public and private organizations in Nigeria*. Unpublished Ph. D. Thesis Submitted to the Department of Political Science, College of Business and Social Science, Covenant University, Otta, Ogun State.
- Glen, C. (2006). Key skills retention and motivation: The war for talent skill rages and retention is the high ground. *Industrial and Commercial Training*, 1, 38, ISS- I.
- Gok, S. (2012). Leadership styles, turnover intention and the marketing roles of organizational commitment. *Information and Knowledge Management*, 2(7), 47-56.
- Graham, H. T. (2013). *Human resource management (2nd Edition)*. Plymouth: Mac Donal and Evans Ltd.
- Gronhaung, T. (2008). Turnover of lecturers in Kenya private universities. *International Journal of Management Science*, 2(5), 435-419.

- Grove, P. (2017). *Assessing communication effects on employee retention*. Unpublished Ph.D. Thesis in University of South Africa, Albama.
- Gurrinder, R. & Gursharan, J. (2010). Determinants of employee organizational attachment in Luthunia. *Baltic Journal of Management*, 4(2), 149-168.
- Gwafuya, F. (2011). Leadership influence on turnover intention of academic staff in institutions in Zimbabwe. *Academic Leadership Journal*, 9 (1), 1-15.
- Harris, S., Kinner, P. W. & Griffen, R. W. (2004). A meta analysis of antecedents and correlates of employee turnover: Update, moderator tests and research implication for next millennium. *Journal of Management*, 18(3), 20-31
- Herzberg, F. (1959). *The motivation to work*. Newyork: John Willey and Sons.
- Horwitz, F.M. (2011). *Human resource policy and practice*. Capetown: Juta Publishers.
- Ibikunle, W. (2010). *Education management: Theory and Practice*; Ado Ekiti: Green line Publishers.
- Ibrahim, I. A. (2009). Job satisfaction mediating the relationship between compensation structure and organizational commitment. *Journal of Global Business Economy*, 1 (3), 43-61.
- Ibrahim, I. I. (2009). Job satisfaction structure and organization commitment. *Journal of Global Business and Economic*, 1(14), 43-61.
- Ibrahim, I.I. (2015). Relationship between job satisfaction structure and organizational commitment. *Journal of Global Business Economy*. 1(3), 43-61.
- Ige, A. M. (2010). Evolution of private universities in Nigeria: Matters arising and the way forward. *Academic Journal of Educational Research and Review*, 8(2), 41-50.
- Jacob, M. S. & Idah, N. (2014). Academic staff retention as a human resource factor: University perspective. *International Business and Economic Research Journal*, 13(2), 1- 10.

- Jafar, R. (2010). The study of satisfaction among Bandae Abbaas Islamic Azad University staff. *Procedia Social and Behavioural Science*, 5(2), 261-285.
- James, O. P. (2012). Perceived job characteristics among men and women. *Psychology of Women Quarterly*, 5(2), 451-470.
- James, O.P. (2012). Perceived job characteristics and job satisfaction among married men and women. *Psychology of Women Quarterly*. 5(2), 33-67.
- Jame, M. N., Mike, I. & Namusonge, G. S. (2014). Determinants of academic staff retention in Kenya Public Universities. *International Journal of Humanities and Social Science*. 2(13), 24-30.
- Jocylin, M. M. (2009). *Academic staff recruitment and retention strategies in the University of Limpopo, South Arica*. Mini dissertation submitted in partial fulfillment of the requirements for the award of Master of Public Administration in the Faculty ofv Management and Law.
- John, T. (2012). *Predicting success factors in Southern institutions of higher learning*. United Kingdom: Yebkou press.
- Jone, S. L. (2008). Faculty members moral and their intentions to leave. *Journal of Higher Education*, 7(34), 518- 542.
- Kazeem, O. A. (2010). Redressing the growing concern of education sector in Nigeria. *Edo Journal of Counselling*, 3(11), 40-49.
- Kazeem, O. A. (2012). *Motivating and retaining tertiary institution academics for national transformation*. Lagos: Akoka Press.

- Kinner, C.D. & Griffen, R.W. (2004). Fight motivation forces and voluntary turnover: Theoretical synthesis with implication for research. *Journal of Management*, 3(30), 667-683.
- Kinner, L. (2012). *Organizational behaviour*. New York: MC-Graw Hill Publication.
- Kinsley, J. (2014). *Public personnel management*. New York: Harpel.
- Kipkebut, D. J. (2010). *Organizational commitment and job satisfaction in higher educational institutions*. Kenya: Middlesex University Press.
- Klamba, W. (2013). *Training course on improving teaching and learning*. Roma: University of Lesotho.
- Koontz, H. (2000). Influence of working conditions on job satisfaction in Anossetetist. *British Journal of Anostestia*, 9(4), 211-215.
- Kroeck, G. K. (2007). *Personnel and human resource management*. Philadelphia: Harcourt Braze Jouaniuch College Publisher.
- Latif, K. (2010). Job satisfaction among public and private college teachers of district Faisalabad in Pakistan. *Journal of Comparatory Research in Business*, 3(8), 235-242.
- Lewis, A & Sequeria, A. (2012). *Employee retention strategies in research network*. Surakhtal: National Institute of Technology.
- Logan, J. K. (2000). Retention, tangibles and intangibles. *Training and Development*, 54(4), 48-50.
- Madume, O P. (2016). *University goal attainment in Nigeria*. Unpublished Seminar Paper presented as part of a Ph.D. programme in Technical and Science Education Department, University of Port Harcourt, Port Harcourt, Nigeria.

- Mak, B. & Sockel, H. (2011). Confirmatory factors analysis of employees motivation and retention. *Journal of Information and Management*, 38(5), 265-276
- Mak, I. T. (2011). Human resource management and teacher job performance in secondary schools in North-West senatorial district of Benue state. *Journal of Teacher Perspective*, 10(2), 1-4.
- Maland, F. & Singh, F. (2011). *Management of university education in Nigeria*. Calabar:UNICAL Press.
- Marker, M. B. (2007). Turnover drivers and retention factors affecting hourly paid workers. *Management Review an International Journal*, 2(1), 14- 27.
- Mat, J. (2012). *Influence of leadership style on internal marketing in retailing*. Unpublished Ph.D. Thesis in University of Sterling.
- Mathew, I.A. (2012). Evolution of private universities in Nigeria: matter arising and the way forward. *Educational Research and Review* 8(2), 41-50.
- Mathew, M. (2013). A predictor of work life family conflicts, stress and job satisfaction among nurses. *CAN Journal of Nurses Research*, 28(99), 117-125.
- Messmer, H. J. (2000). Roles of African universities in national development. *Journal on Higher Education*.1(2), 113-134.
- Micheal, S. & Chimpunza, C. (2013). Attrition and retention of senior academics at institution of higher learning in South Africa. *Journal of Social Science*, 35(2), 97- 103.
- Micheal, S.O. (2008). *Using motivational strategies as a panacea for employee retention and turnover in public and private organisations in South Africa*. Capetown: Itares Publishers.
- Mihyo, B. P. (2007). *Staff retention in African universities and links with diaspora study*. Report on Working group on higher education, Wind Hoek.

- Miller, J. M. (2012). Determinants of job satisfaction. *Journal of Small Business Economy*. 40 (30), 651-670.
- Mohana, S. A. (2005). *Creating high performance organizational service and result of employee involvement in total quality management*. San Fransisco: Jossey- Bass.
- Moja, T. (2013). *Nigeria education sector employee analysis*. An analytical synthesis of performance and main issues. World Bank Paper.
- Monihin, O. B. (2003). *The university and development of Nigerian society*. A paper presented at the University Stakeholders Forum in Abuja, Nigeria.
- Mubaraq, R.Z., Wahab, Z & Khan, N.R. (2012). Job satisfaction among public and private universities of Punjab. Pakistan. *International Journal of Business and Management* 7(1), 126-136.
- Muhammed, B.K. (2012). *Motivation of human behaviour*. Lagos: Ekeus Publishers.
- Naile, I. (2014). *Academic staff retention as a human resource factor*. United Kingdom; Beek Press.
- Namasa, D., Wesngula, L & Mamuli, C. (2013). *Factors causing staff turnover at Mashinde Muliro University, Kenya*. Nairobi: Web Press.
- Namusonge, G. S. (2012). Leadership style and academic staff retention. *International Journal of Business and Social Science*, 3(21).
- Naqif, Y. (2010). A comparative study of job satisfaction in public and private sectors. *Journal of Social and Behavioural Science*, 2(2), 4222-4228.
- National Submit on Higher Education (2014). *Higher education in developing countries*. Promise and peril. Washington DC: World Bank.

- National Universities Commission (2014). *Institutional resource, management control and prediction of Nigerian universities*. NUC Mimeograph.
- National Universities Commission (2015). *25 years of centralized university education in Nigeria*. NUC Mimeograph.
- National Universities Commission (2018). *Standing committee on private universities*. NUC Mimeograph.
- Nestwera, F. G. (2005). Employee retention factors in South Africa higher educational institutions. *Journal of Human Resource Management*, 3(2), 36-40.
- Nwaidiani, M. (2012). Dystrophies in higher education: Nigeria experience. *Higher Education Rev*, 3(3), 37-46.
- Odewumi, B. & Afolabi, F. O. (2010). *Basic concepts in school administration and supervision*. Ondo: Patric Ade Printing Press.
- Ogbwobi, L. (2014). *Factors that affect quality of teaching staff in universities in Kenya*. An Unpublished Ph.D. Thesis in Jomo Kenyatta University of Agricultural and Technology.
- Ojedele, P. K. & Fadokun, J. B. (2009). Problems and issues in higher education in Nigeria. In J. B. Babalola & A. O. Ayeni (eds). *Education management: Theories and tasks*. Lagos: Macmillian Nigerian Publishers Limited.
- Ojedele, P. K. (2010). *Problems and issues in higher education*. Ibadan: Foludex Press.
- Okebukola, P. A. O. (2005). *Partly cloudy university horizon: Promise of sunshine by private providers*. Foundation day lecture, Bell University of Technology, Ota, Ogun State, November, 2012.
- Okebukola, P. A. O. (2012). *The future of university education in Nigeria*. Lagos: Okebukola Science Foundation.

- Okeke, I. E. (2018). Organization climate and job satisfaction among academic staff : Experience from selected private universities in south-west, Nigeria. *International Journal of Research in Business Studies and Management*, 5 (12), 36-48
- Okoye, C. U. (2013). Investing in human capital. *Journal of the Institute of Personnel Management in Nigeria*, 2(5), 24-30.
- Oluwole, I. (2009). Managing workplace conflict in business environment. *European Journal of Business and Management*, 6(36), 74- 82.
- Onwunli, A. & Agho, O. (2014). Faculty opinion o shared authority: A Nigerian national survey. *Higher Education*, 48, 397-418.
- Osalusi, F.M. (2014). Towards redressing the brain drain syndrome in Nigeria Universities. *American Eurasian Journal of Scientific Research*, 15(3), 156-160.
- Owolabi, S. & Ige, A. M. (2010). Students unrest in Nigerian tertiary institutions. *Journal of Educational Research and Development*, 4 (3), 137- 146.
- Oyewole, B. K. (2014). Resource availability and utilization. *Journal of Educational Studies and Management*, 2(1), 220-230.
- Pares, S. & Tremple, I. (2010). Academic staff workloads and job satisfaction: Expectations and values in academic. *Journal of Higher Education Policy and Management*, 28(5), 17- 30.
- Patric (2004). *Human development handbook*. London: Kogan Publisher.
- Paul, E.P & Pay, S.K. (2011). Lecturers job satisfaction in public tertiary institutions in Singapore. *Journal of Higher Education Policy and Management*, 33(2), 141-151
- Petter, K. A. (2008). Assessment of staff retention in private universities in Ghana. *Journal of Education and E-Learning Research*,3(4), 40-47.
- Porter, L. W. (2008). *Motivational and work behaviour*. Boston: McGraw-Hill Irwin.

- Prey, J. (2009). *Competitive advantage through people*. Boston: Harvard press.
- Prince, J. L. (2005). Reflection on the determinants of voluntary turnover. *International Journal of Manpower*, 22(7), 600-627
- Rahim, S.A. (2012). Academic job satisfaction questionnaire; construction and validation in Saudi Arabia. *Journal of Family and Community Medicine*, 3(18), 1-7
- Rao, K. (2013). *Education for national development*. Entebber: Uganda Printing Corporation.
- Rappaport, R. (2013). *Advancing gender equity and workplace performance*. London: Wiley Publishers.
- Robins, S. P. (2005). *Essential of organisational behaviour*. New Jersey: Pearson Press.
- Rosser, V. (2004). Nation study of employee work life and satisfaction. *Research in Higher Education*, 4(3), 285-389.
- Rosser, V. J. (2007). College and university middle level administrators: Explaining and improving their morale. *Review of Higher Education*, 7(4), 33-67.
- Rosser, V. J. (2010). A nation study on middle level leaders in higher education. *Journal of Higher Education*, 3(48), 317-337.
- Rou, J. (2012). *Education for national integration and development*. Entebbe: Uganda Printing Cooperation.
- Saint, W. (2013). Higher education in Nigeria: A status report. *Journal of Higher Educational Policy*, 16(4), 222-246.
- Sallem, Q., Saheed, M & Nasseem, A. (2014). Influence of employee training and development on employee's behaviour. *International Journal of Business Research*, 2(3), 29-61.
- Samuel, M. O. (2009). In-Pursuit of happiness. *Job Satisfaction*, 5-19.

- Samuel, M. O. (2013). Employee retention and turnover using motivational variables as a panacea. *African Journal Business Management*, 3(9), 410-415.
- Samuel, M.O & Chipunza, C. (2009). Employee retention and turnover. *Africa Journal of Business Management*. 3(4), 410-415.
- Scanner, D. A. (2009). Talents acquisition and retention issues. *Journal of Human Resource Management and Development*, 2(2), 20- 31
- Scanner, B. F. (2012). *Science and human behaviour*. Newyork: McMillian Press.
- Shina, C. (2012). Factors affecting employee retention: A comparative analysis of two organization from heavy engineering industry. *European Journal of Business and Management*. 4(3), 145-162.
- Smith, P. & Field, J. (2013). *Management principle*. Capetown: Jutandco limited.
- Society for Human Resource Management. (2012). *Employees benefits*. Alenxandia: 4(22), 14-27.
- South Africa Training Institutions. (2010). *Report of higher education quality committee on the university of Venda, Pretoria*. South Africa.
- Souza, P. (2012). Taking another look at job satisfaction on paradox. *International Review of Social Science*. 53(2), 135-152.
- Spector, P. E. (2007). *Job satisfaction, application, assessment and consequences*. Okas: SAGE publications.
- Stedman, G. (2012). *Powerful strategies to maximize potentials and enhance values for ultimate achievement*. Newjersey: Whitesbon Limited.
- Sweezy, N. (2005). Executive power and scaled up gender subtexts in Australia entrepreneur universities. *Gender and Education*, 27(3), 320-337.

- Tabontnip, J. E. (2012). Human resource management in J. B. Babalola & A. O. Ayeni (eds). *Education management: Theories and tasks*. Lagos: Macmillan Nigeria Publishers.
- Task Force on Higher Education and Society (2014). *Higher education in developed countries. Promise and Peril*: Washington DC.
- Tetty, J.W. (2006). *Staff retention in African universities: element of sustainable strategy*. Washington DC. World bank.
- Tetty, J.W. (2012). *Staff retention in African universities*. Calgary: Alberta Press.
- Tetty, W. J. (2016). *Academic staff retention capacity in African universities*. Alberta: Calgary Publishers.
- Theobald, L. (2009). The influence of personality, status and workplace on personality. *Environmental and Behaviour*, 3(2), 300-321.
- Tithe, M. (2010). Employee retention in off shored Indian information technology enabled services. *Journal of Organization, Computing and Electronic Commerce*. 2(20), 7-22.
- Tommison, A. A. (2012). *Strategic management*. Texas: Bus publication Inc.
- Tower, W. (2010). *Malaysians value for job security and stability*. Retrieved April 25th, 2018 from <http://www.towerwatson.com/press/1585>.
- Tzeng, L. C. (2007). The effects of job enrichment on job satisfaction. *Journal of Contemporary Research in Business*, 3(4), 106-117.
- Udoka, F. (2012). *Brain drain in Nigeria universities: Is it inadequate expenditure or something else?* *Journal of Social Science*, 1(4), 37-46.
- Udoma, H. (2014). Understanding employee commitment in public organization. A study of juvenile detention centre. *International Journal of Public Administration*, 18(8), 1269-1295.

- Ukeje, A. E. (2014). *Educational administration*. Enugu: Forth Dimension Publishers.
- Umar, B. (2012). Effects of wages, motivation and job satisfaction on the performance of workers in manufacture industry in the city of Makassar. *Journal Aplikasi Management*, 10(2), 406-418.
- Umar, R. I. & Danjuma, A. O. (2017). Determinants of job satisfaction of colleges of education lecturers: A case study of Nasarawa State College of Education, Akwanga. *Asian Business Research Journal*, 2(11), 8-11.
- United Nation Educational Scientific and Cultural Organization (2005). *Recent development and future prospects of higher education in sub-Saharan African in the 21st century*. Paris: Pat press.
- United Nation Education Scientific And Cultural Organization (2015). *World conference on higher education*. Lagos: Federal Government Press.
- Usher, F. & Bonge, U. (2015). *Recruitment and retention of staff in UK higher education: A survival and case studies*. United Kingdom: UECA and UUK.
- Uweke, B. Y. (2010). Impact of decentralization and privatization on quality education in Sub Saharan African: The Nigerian experience. *European Journal of Social Science*, 7(1), 160-170.
- Varghese, J. F. (2012). Comparing administrative satisfaction in public and private universities. *Journal of Research in Higher Education*, 41(2), 94-117.
- Verbeke, W. (2008). Exploring the conceptual expansion within the field of organizational behaviour. *Journal of Management Studies*, 25(3), 313-327.
- Volke, M. (2014). Moral and satisfaction: A study in the past-future time perspective. *Administrative Science Quarterly*. 3(2), 119-122.

- Volkwein, J. & Zhou, Y. (2013). Examining the influence of faculty departure intention. *Journal of Research in Higher Education*, 45(2), 139-176.
- Wailers, W. C. (2005). Why do faculty members leave the university. *Journal of Research and Higher Education*, 23(3), 270-278.
- Walker, B. & Arnold, Y. (2007). Teachers response to pay for performances. *Policies Urban School Districts*, 45(2), 139- 176.
- Wall, M. (2011). Influence of personality status on workplace personalization. *Journal of Environment and Behaviour*, 1(3), 300-321.
- Wasagu, M. A. (2015). *Reform agenda of Nigeria education: Memorial lecture series presented between 20th- 23rd, August at the University of Lagos.*
- Weber, M. (2012). *Management practices and lecturers in higher education.* Kenyatta: University of Nairobi Publication.
- William, C. & Hazzer, L. (2006). Relationship between performance and voluntary turnover. *Academy of Management Journal*, 37(2), 269- 300.
- Woo, K. (2013). *Impact of quality workplace environment on employee's intention to quit.* Briston: West England Press.
- World Bank. (2012). *Constructing knowledge society: New challenges for tertiary education.* Washington: World Bank.
- Yousaf, A. (2010). *Examining new predictors of effective and organisational commitment.* Unpublished P.hD Thesis, University of Twente.
- Zafar, O. (2010). Analysing job satisfaction level of academic staff in Punjab, Pakistan. *International Journal of Marketing Management*, 1(2), 12- 23.

Zhang, L. & Lam, B. (2013). Reliability and validity of job content questionnaire in Chinese petrochemical employees. *Psycho Rep*, 7(10), 35-46.

UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCUCATIONAL MANAGEMENT
(ASRSQ)

To be filled by Vice-Chancellors, Deputy Vice-Chancellors, Registrars, Directors of Academic Planning and Deans of Faculties

Dear respondent,

This research instrument is designed to elicit information regarding academic staff retention strategies in private Universities in South-west, Nigeria. You are humbly requested to be objective in your response to the item. Information provided will be treated anonymously and used for research purpose only.

Thanks for your anticipated cooperation.

Yours Faithfully,

MUSTAPHA, Adam Ishola

03/250E129

SECTION A

This section explores academic staff retention strategies in your institution. Kindly respond to the items genuinely as they manifest in your institution by putting a tick (√) against the suitable options as:

A - Always

O - Often

S - Sometimes

N – Never

S/N	ACADEMIC FREEDOM	A	O	S	N
1	Academic staff are allowed to conveniently schedule their working hours in my university.				
2.	There is high degree of independence associated with academic staff on how to accomplish their assigned tasks.				
3.	The university management authorize staff to make suggestions on courses allocation				
4.	There is room for expression of lecturers' views on university governance without fear or victimization.				
5.	The proprietor of this university is dictatorial in nature.				

JOB SECURITY					
6.	There is clear cut policy on retirement plans and benefits for academic staff.				
7.	The university management is financially held responsible for job hazards occurred to lecturers in the course of their services.				
8.	I am assured of inbuilt packages for insurance policies.				
9.	There is guarantee for my job continuity in this university.				
10.	Most of the academic staff of this university are on part time basis.				
COMPENSATION PACKAGE					
11.	The salary paid in this university commensurate with lecturers' qualifications.				
12.	Academic staff compensation package is comparable to what their counterparts in public universities earn.				
13.	Academic staff salary in this university conforms to the responsibilities shouldered.				
14.	Academic staff compensation package adequately meet lecturers' needs.				
15.	Lecturers' compensation package is in accordance with the NUC approved salary scale.				
TRAINING AND DEVELOPMENT					
16.	Academic staff of this university are sponsored to attend seminars, workshops and conferences at least three times in a year.				
17.	The university has resource centres that serve as institutional support for professional development				
18.	Staff development initiatives towards professionalism and carrier progression of lecturers are negligible.				
19.	The mode of selection of lecturers for training and development programmes in this university is objective.				
20.	Academic staff development programmes are given priority by the management of this university.				

APPENDIX II
UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
JOB SATISFACTION QUESTIONNAIRE

(To be filled by academic staff)

Dear respondent,

This questionnaire is designed to gather information on job satisfaction of academic staff in private Universities in south-west, Nigeria. Please, endeavour to provide suitable responses to the questionnaire items as any information provided shall be treated with utmost confidentiality.

Thanks.

Yours Faithfully,

MUSTAPHA, Adam Ishola

03/250E129

SECTION A:

Kindly respond to the following items genuinely as they manifest in your institution by putting a tick (✓) against the suitable options as:

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

S/N	WORKING CONDITIONS	SA	A	D	SD
1.	The university environment provides support for academic staff.				
2.	Availability of internet facilities assist academic staff in better service delivery.				
3.	The university administrators set the tone for a save environment.				
4.	Sufficient resources for research purpose are provided for academic staff of this university.				
5.	Academic staff of this university use the same offices.				
	PROMOTIONAL OPPORTUNITIES				
6.	Promotion is based on my performance and achievement.				
7.	Advancement to the position of increased responsibilities accompanies my promotion.				
8.	I am promoted as and when due.				
9.	Promotion is often followed by increment in salary and allowance.				
10.	Requirements for promotional exercise are cumbersome.				
	LEADERSHIP QAULITIES				
11.	The university management acts in a manner that is consistent with the institutional value.				
12.	Academic staff are treated fairly by the management of this university.				
13.	Decisions are made with courage and convictions by the leadership of this institution.				
14.	Creativity and innovations are valued by the management of this university.				
15.	Academic staff work at the mercy of the university proprietor.				

APPENDIX III
UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
GOAL ACHIEVEMENT QUESTIONNAIRE

(To be filled by employers of labour)

Dear respondent,

This questionnaire is designed to elicit information on goal achievement in private Universities in south-west, Nigeria (that is, the efforts of private universities in teaching, research and community services towards realization of manpower and national development of the country). Please, try to give suitable responses to the request of the statements as the information provided shall be treated with utmost confidentiality.

Thanks.

Yours Faithfully,

MUSTAPHA, Adam Ishola

03/250E129

Kindly respond to the following items genuinely as they manifest genuinely in your institution by putting a tick (✓) against the suitable options as:

VH - Very High

H - High

L - Low

VL - Very Low

S/N	STATEMENTS				
	The educational programme in my university is geared towards the production of students with the following abilities and skills.				
1.	MANPOWER DEVELOPMENT Ability of graduates of private Universities to:	VH	H	L	VL
	<ol style="list-style-type: none"> 1. show respect for national virtue. 2. be dynamic as change is inevitable in the society. 3. develop the spirit of togetherness. 4. generate innovative knowledge through scientific research. 5. develop the power of critical judgment and self renewal mechanism. 				
2.	NATIONAL DEVELOPMENT Skills of graduates of private Universities to:	VH	H	L	VL
	<ol style="list-style-type: none"> 1. promote national integration through their approaches to national assignments. 2. accelerate the socio-economic development of the nation. 3. explore immediate surrounding for the development of the nation. 4. withstand the trends of technological advancement. 5. be self employed and become employers of labour. 				

APPENDIX IV
Population and Sample of Respondents

S/N	Private Universities	Population of Academic Staff	Sample Chosen	Population of Vice Chancellors	Sample Chosen	Population of Deputy Vice Chancellors	Sample Chosen	Population of Registrars	Sample Chosen	Population of Directors of Academic Planning	Sample Chosen	Population of Deans	Sample Chosen	Total
1	Adeleke University, Ede	130	65	1	1	1	1	1	1	1	1	5	2	71
2	Ajayi Crowther University, Oyo	46	23	1	1	1	1	1	1	1	1	5	2	29
3	Babcock University, Ilishan Remo	194	97	1	1	1	1	1	1	1	1	6	2	103
4	Bell University of Technology, Otta	84	42	1	1	1	1	1	1	1	1	6	2	48
5	Bowen University, Iwo	158	79	1	1	1	1	1	1	1	1	6	2	85
6	Covenant University, Otta	76	38	1	1	1	1	1	1	1	1	4	2	44
7	Crawford University, Igbesa	70	35	1	1	1	1	1	1	1	1	4	2	41
8	Fountain University, Osogbo	66	33	1	1	1	1	1	1	1	1	2	2	39
9	Lead City University, Ibadan	138	69	1	1	1	1	1	1	1	1	4	2	75
10	Redeemer's University, Ede	168	84	1	1	1	1	1	1	1	1	5	2	90
Total		1,130	565	10	10	10	10	10	10	10	10	47	20	626

Source: Staff Disposition List of Private Universities Sampled in South-west, Nigeria.

Appendix V

Descriptive Analysis

Means and Standard Deviation of the Level of Academic Staff Retention Strategies

Variables	Mean	SD	N
Academic freedom	2.71	.38	57
Job Security	2.75	.47	57
Compensation packages	2.88	.77	57
Training Opportunities	2.80	.44	57
Grand mean	2.78	.52	

Means and Standard Deviation of the Level of Job satisfaction

Variables	Mean	SD	N
Working Conditions	2.77	.48	530
Promotional opportunities	2.80	.35	530
Leadership Qualities	2.98	.72	530
Grand Mean	2.85	.52	

Means and Standard Deviation of the level of Goal Achievement

Variables	Mean	SD	N
Manpower Development	3.07	.42	190
National Development	3.00	.97	190
Grand Mean	3.04	.70	

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.141 ^a	.020	.016	.31774

a. Predictors: (Constant), job satisfaction, academic staff retention strategies

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.284	4.622		3.592	.000
	Academic Staff Retention Strategies	.004	.108	.005	.363	.000
	JOB Satisfaction	.205	.196	.141	1.045	.000

a. Dependent Variable: Goal Achievement

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.41	2	0.261	.546	0.00
	Residual	245.56	775	0.101		
	Total	245.97	777			

a. Dependent Variable: Goal Achievement

b. Predictors: (Constant), Job Satisfaction, Academic Staff Retention Strategies

Correlation Analysis

Correlations

		Academic Freedom	Goal Achievement
Academic Freedom	Pearson Correlation	1	.02
	Sig. (2-tailed)		.662
	N	57	57
Goal Achievement	Pearson Correlation	.02	1
	Sig. (2-tailed)	.662	
	N	57	190

Correlations

		Goal Achievement	Job Security
Goal Achievement	Pearson Correlation	1	.02
	Sig. (2-tailed)		.312
	N	190	57
Job Security	Pearson Correlation	.02	1
	Sig. (2-tailed)	.312	
	N	57	57

Correlations

		Goal Achievement	Compensation Packages
Goal Achievement	Pearson Correlation	1	.01
	Sig. (2-tailed)		.532
	N	190	57
Compensation Packages	Pearson Correlation	.01	1
	Sig. (2-tailed)	.532	
	N	57	57

Correlations

		Goal Achievement	Training opportunities
Goal Achievement	Pearson Correlation	1	.01
	Sig. (2-tailed)		.491
	N	190	57
Training Opportunities	Pearson Correlation	.01	1
	Sig. (2-tailed)	.491	
	N	57	57

Correlations

		Working Conditions	Goal Achievement
Working Conditions	Pearson Correlation	1	.00
	Sig. (2-tailed)		.528
	N	530	190
Goal Achievement	Pearson Correlation	.00	1
	Sig. (2-tailed)	.528	
	N	190	190

Correlations

		Goal Achievement	Promotional Opportunities
Goal Achievement	Pearson Correlation	1	.01
	Sig. (2-tailed)		.445
	N	190	190
Promotional Opportunities	Pearson Correlation	.01	1
	Sig. (2-tailed)	.445	
	N	190	530

Correlations

		Goal Achievement	Promotional Opportunities
Goal Achievement	Pearson Correlation	1	.01
	Sig. (2-tailed)		.445
	N	190	190
Promotional Opportunities	Pearson Correlation	.01	1
	Sig. (2-tailed)	.445	
	N	190	530

Correlations

		Goal Achievement	Leadership Qualities
Goal Achievement	Pearson Correlation	1	.00
	Sig. (2-tailed)		.541
	N	190	190
Leadership Qualities	Pearson Correlation	.00	1
	Sig. (2-tailed)	.541	
	N	190	530