

Chapter One

Introduction

1.1 Background to the Study

Retaining talent has become an essential plan for organizations looking to acquire a competitive edge in the intensely competitive business climate of today. Organizations must ensure that they recruit and retain the right people in addition to the finest applicants in order to achieve their set goals. "Remove my factories, plants, money, and everything else, but leave me with my key personnel and in two or three years, I will have everything back"¹. These quotations highlight the importance of human resources for a business's operation, and in particular, how vital they are to accomplishing the goals and objectives of the enterprise².

Employees are always regarded as an organization's most valuable resource as they make up the bulk of any workforce. Organisations cannot satisfy their financial targets, accomplish organisational goals, or generate business results without their workforce. The majority of companies understand how crucial human resources are to their company's success. A profitable business may have the greatest advantage in terms of technology, level of funding, market position, etc., but it cannot advance to achieve any of its organisational or business goals without a strong workforce to carry out its various roles and responsibilities. In the past, employees would spend their whole lives working for one or two businesses, rising up the ranks within them³. Nevertheless, the conventional long-term career has abruptly vanished⁴. Instead of offering lifetime paid employment and rewards for commitment and loyalty, the traditional psychological contract now places more of a focus on employees' professional development⁵.

One of the largest and most expensive business issues that an organisation may have is unwanted staff turnover. When an employee departs, the company not only loses the expensive knowledge base but also needs to reallocate its resources to ensure that business objectives and plans are carried out. Any team or organisation, no matter how staffed, would suffer greatly from the loss of a team member or staff member. Work pressure would rise, employee morale would decline, and in the worst situations, the team or organisation would not be able to achieve the intended outcomes. Prior research has indicated that the contacts between employers and employees show that people are leaving companies more frequently in search of higher salaries and opportunities for professional advancement⁶. One of the biggest problems that many firms have is retaining key personnel. A company's human resources become increasingly important to its survival in the knowledge-based global economy. Higher education institutions around the world are in a similar predicament. Previous research indicates that a considerable number of highly skilled personnel departed both public and private institutions. As a result of these important employees' physical departure and loss of devotion to the organisation, there was a drop in their participation in their core tasks. This is a significant obstacle that many colleges face in accomplishing their goals. Nigerian institutions are not exempt from the global dilemma that academic retention poses to academic administrations⁷. Based on the increasing number of academics in Nigeria who are transferring between universities, lecturers frequently move during an academic session⁸. It usually takes time to find or hire a substitute employee. In addition, the work that must be done prior to hiring new staff or obtaining a replacement involves a significant amount of expenses and labour. Scholars studying human resource management are currently concerned about the difficult job market and the difficulties in attracting and retaining qualified

candidates. Human resource is currently inundated with resumes even though they are not hiring or are only hiring for entry-level positions due to the significant shift in the economy, record-breaking layoffs, and business closures. However, a lot of workers nowadays have completely different aspirations and anxieties for their careers. Many employees live in continual anxiety of being the next person laid off or dismissed. In addition, an employee who is facing challenges at work can be inclined to stick with their current position even though, a few months prior, they would have aggressively sought employment elsewhere.

Studies observed that the expectations of Senior Members before accepting employment in the selected institutions include getting a high salary, better working conditions, more training opportunities, career development opportunities, a favourable working environment as well as obtaining some form of recognition and appreciation in the institutions. Again, several factors such as better remuneration, care and concern from employers, more training and development opportunities, better promotion system, conducive working environment, and increased employee engagement influenced retention of Senior Members in the institutions⁹. Research has demonstrated that scholars, on average, transfer universities annually. Given the circumstances, management must determine the cause or reasons for academics' frequent job changes¹⁰.

Most related studies focused on employees' turnover from the hotel and hospitality industry, pharmaceutical industry, as well as health and hospital institutions^{11, 12}. Taking this into consideration, it is noteworthy that very few studies have examined the impact of HRM practices on faculty involvement in Nigerian universities. This context guides the investigation of the function of HR practices, including pay, career development, and work environment, and their implications on academic retention in a subset of private colleges in Southwest Nigeria.

1.2 Statement of the Problem

One of the biggest issues facing many organizations today, not to mention academic institutions in the modern day, is employee retention strategies¹³. Staff retention measures in universities are being undermined by the global turnover of university personnel. Furthermore, "one of the issues facing many public and commercial enterprises is staff retention, which is brought on by globalization, which has increased mobility of highly trained individuals and exacerbated competition¹⁴. Also, there appeared to be dearth of works on Human resource management practices as related to academics' retention. There is insufficient existing research or which is outdated and needs to be updated. Most related studies on human resource management were conducted outside academic domain and not many studies of this nature have been done in the Nigerian context.

In a similar vein, most firms' current greatest difficulty is keeping essential capabilities in-house. The survey indicates that gifted applicants have a wide range of options because they are competing not only with foreign companies but also with one another. Presumably, the most likely employees to leave their employment are the ones with low satisfaction with their job levels. The key to keeping employees on board is to provide them with competitive pay, recognition, perks, and chances for professional growth¹⁵. Any worker that believes the promotion standards are usually applied unfairly may not give their best, even if they are physically available¹⁶. Similarly, it has been discovered that academics find it challenging to satisfy their retention criteria due to unfavorable working circumstances and a severe workload¹⁷. This background demonstrates the retention crisis that higher education is currently facing, and it appears that few research have particularly examined the relationship between HRM practices and academic retention at Nigeria's private universities.

Academic staff departures, especially of highly wanted individuals, will impact not just the replacement cost scenario but also the retention of the remaining staff members. Notwithstanding these advancements, research on academic retention among Nigerian academics is still not conducted, which is why this empirical study is necessary¹⁸. In addition, compensation has been found to be a reliable indicator of workers' intentions for remaining or departing from the company. Workers who want more money might be biding their time until they find another position with a higher salary. Although this association has been demonstrated by numerous studies, the majority of these investigations were carried out outside of Nigeria¹⁹.

The job analysis procedure, which is essential for both hiring and choosing. This justifies the requirement for careful hiring and selection. It supports the creation of successful performance interventions and process enhancements. Training and development are also said to be important factors in determining whether or not employees want to stay with their companies. Employee knowledge and skill upgrades are made possible by training and development, which is why it is important to look at how it affects academic engagement because it increases work commitment. Work-life balance is also crucial for raising employee productivity because employee relationships have a significant impact on output. Work-life balance affects both skilled worker retention and academic work engagement. It is against this background that this study will examine the role of human resource management practices on academics' retention in selected private universities in Southwest, Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study is to examine the role of human resource management practices on academics' retention. However, the specific objectives are to:

- i. determine the role of human resource management practices on academics' intention to stay.
- ii. examine the perceived influence of human resource management practices on academics' loyalty.
- iii. investigate the effects of human resource management practices on academics' commitment.
- iv. examine the role of human resource management practices on academics' engagement

1.4 Research Questions

Drawing from the research objectives, the study will provide answers to the following research questions:

1. what role do human resource management practices play in academics' intention to stay?
2. What are the perceived influence of human resource management practices on academics' loyalty?
3. what effect do human resource management practices have on academics' commitment?
4. what are the roles of human resource management practices on academics' engagement?

1.5 Hypotheses

The following null hypotheses will provide answers to the research objectives:

- H₀1: Human resource management practices have no significant relationship with academics' intention to stay.
- H₀2: There is no significant relationship between human resource management practices and academics' loyalty.
- H₀3: There is no significant relationship between human resource management practices and academics' commitment.
- H₀4: Human resource management practices have no significant relationship with academics' engagement.

1.6 Scope of the Study

The study focused on Human Resource management Practices and Academics' Retention.

The aim was to understand the role of human resource management practices on academics' Retention in selected private universities in Southwest, Nigeria. The HR practices that influence the retention of employees in organizations are many and varied. As such, the study focused on the role of remuneration, recruitment and selection, training and development and work-life balance practices, as affecting academics' retention. Also, the study focused on only academic staff in the selected private universities in Southwest, Nigeria. Information was sought from the academics with respect of the availability of the retention strategies being used by their universities to influence their stay. The choice of Southwest is because the zone is currently the hub of university education in Nigeria. The population of the study comprises of one thousand, four hundred and twenty (1,420) staff out of which a sample size of four hundred and fifty-eight was selected for the research.

1.7 Significance of the Study

The findings from this study will be significant in that, will contribute to the body of knowledge and the gap identified. The study will provide a reference point for future researchers. The government and the private sector employers can also use the research findings to formulate policies that will help improve employee retention. The shortage of academic staff and the failure of universities to retain quality academic staff continue to be crucial to the changing prospects and potentials of knowledge formation and learning. There are lots of factors which lead to individuals entering and leaving academic employment. Employee retention posits one of the greatest challenges in many organisations, let alone, academic institutions world-wide, in contemporary times.

The study aims at providing information and guidance to the proprietors of universities on the effect of human resource management practices on the retention of academics. As a result, the proprietors will understand the role of remuneration, recruitment and selection, training and development and work-life balance as affecting the retention of academics. Similarly, the study will be of great benefit to human resource management practitioners. This is because the outcome of the study will help them have a better understanding about the reasons why employees leave or want to leave their universities and help them to formulate policies and strategies to arrest such intentions.

1.8 Limitation of the Study

This study may restrict the results' ability to be broadly applied to other universities because it is restricted to just four (4) private universities in Southwest Nigeria. Future researchers should therefore, get more respondents from wider geographical locations, including public

universities. Also, the study's exclusive focus on the academic staff of the chosen private universities restricted the applicability of its conclusions to other staff levels.

Furthermore, in data collection, it is recommended that future researchers use other intensive methods apart from the quantitative method, such as personal or telephone interviews. Meanwhile, in the course of this study, the researcher may have made assumptions and conclusions about what should be considered significant or not relevant, which could have resulted in the researcher missing out something crucial.

1.9 Operationalisation of the Research Variables

The study will focus on two major constructs, namely human resource management practices and academics' retention, that is: $Y = f(x)$, where Y = Academics' Retention as a dependent variable, and X = Human Resource Management Practices as independent variable.

Therefore, Academics Retention as a dependent variable is operationalised with the following indicators:

$$Y = f(x, z)$$

$$Y = y_1, y_2, y_3, y_4, y_5$$

Where y_1 = intention to stay

y_2 = loyalty

y_3 = commitment to work

y_4 = Work engagement

Similarly, human resource management practices will be measured with the following indicators:

$X = X_1, X_2, X_3, X_4$

x_1 = remuneration packages

x_2 = recruitment and selection

x_3 = training and development

x_4 = work-life balance practices

1.10 Operational Definition of Terms

Key terms used in this study are defined as follow:

- i. **Academic Staff Retention:** the process or the ability of an institution to not only recruit staff, but also to retain competent staff through human resource management practices.
- ii. **Career Advancement:** Career advancement is the lifelong process of managing progression in learning and work.
- iii. **Private Universities:** denote universities that are founded and owned by private proprietors such as religious or faith-based universities
- iv. **Retention** - Retention is a voluntary move by an organization to create an environment which engages employees for long term.
- v. **Remuneration:** Reward for employment in the form of pay, salary or wage including allowances, benefits like cars, bonuses cash Incentives and monetary value of the noncash incentives. Used synonymously/interchangeably with word reward.

vi. **Role:** Function or position that something is expected to have in a situation or the degree in which something is involved in a situation or activity and the effect that they have on it.

vii. **Work Environment-** Surrounding conditions in which employees operate including physical conditions like office, equipment, ventilations as well as psychological conditions like the nature of social interaction with peers, managers and subordinates.

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Endnotes

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Chapter Two

Literature Review

The chapter focuses on a review of relevant literature which are related to the research review. The following concerns have been examined in regards to human resource management practices, academic retention and its components in relation to the selected private universities. The review will entail an evaluation of existing pool of knowledge with the intention of identifying and filling existing gaps. This chapter will explain the theoretical background of the various variables and concepts in the study including highlighting the conceptual framework. The chapter is made up of five main sections: the conceptual review, the theoretical review, the empirical review, summary and gap in the literature and researcher's conceptual framework for the study.

2.1 Conceptual Review

2.1.1 Concept of Retention

Retention is defined as the process by which a company ensures that its employees don't quit their jobs. Every company and industry have a varying retention rate, which indicates the percentage of employees who remained with the organization during a fixed period¹. Employee retention is a phenomenon where employees choose to stay on with their current company and don't actively seek other job prospects. The opposite of retention is turnover, where employees leave the company for a variety of reasons.

Retention is also considered as all-around module of an organization 's human resource management practices. It is a voluntary move by an organization to create an environment that engages employees for long term. A positive work environment had the power to improve employee performance. Similarly, a positive work environment also improved the employee commitment level and achievement-striving ability significantly. Both employee commitment and achievement-striving ability also improved employee performance. While in the case of mediation, it had also been observed that workplace environment triggered employee commitment and employee achievement-striving ability which further improves employee performance².

The main purpose of retention is to prevent the loss of competent employees from the organization as this could have adverse effect on productivity and service delivery. It commences with the recruiting of right people and continues with practicing programs to keep them engaged and committed to the organization. This can lead to a positive social change and also establishing employee and employer relationships, clear communication, and professional development. The implications for positive social change include increasing employee retention that could lead to increased employment, which may improve the prosperity of employees and the local community³.

Knowledge is always embodied in a person; carried by a person; created, augmented, or improved by a person; applied by a person; taught and passed on by a person; used or misused by a person. The shift to the knowledge society therefore puts the person in the center. In the knowledge society, competence is the most important factor in competition on the global market. That means learning and learning methods now attract great attention in all branches of the industry, in addition to the learning institutions. The knowledge society

has brought new expectations, ideas and demands to both teachers and students in a school system⁴. Retaining employees whose knowledge has high competitive value is becoming a critical and well-recognized challenge. Meanwhile, employees' retention strategy helps the organization retain its employees, and as a consequence, maintaining organizational memory⁵. Such employees are known as knowledge workers in that they have high degrees of expertise, education, or experience, and the primary purpose of their jobs involves the creation, distribution or application of knowledge. P. Drucker, who is frequently referred to by present authors, was probably the first to use the term, in an article entitled "Management and the professional employee". The scholar described knowledge workers further in the book "Landmarks of Tomorrow". Drucker's knowledge workers are those, who possess, utilise and create valuable knowledge. P. Drucker did not attempt, however, to precisely define the group and not being an economist, he did not give estimates of their numbers in the U. S. economy. The most frequently cited definition comes from T. H. Davenport, according to whom knowledge workers possess a high level of professional knowledge, education or experience and creation, transfer and practical use of knowledge are among the core tasks of their work⁶.

However, retention of high performing employees has become more challenging for managers as this category of employees frequently move from one job to another as they are being attracted by more than one organization at a time. For instance, research has shown that medical and information technology (IT) professionals have a strong tendency to leave the organizations for which they work and the country where they live. Nigeria suffers from a huge brain drain issue across different sectors, particularly in the healthcare sector. The WHO assessed that there is a current shortage of 2.8 million physicians in the world⁷. Nurses'

intention to leave their job is a worldwide concern. Internal and external brain drain factors are the main reason for nurses' intention to leave their job. So far, in Sub Sahara Africa, several observational studies have been done on nurses' intention to leave their job. Nurses' intention to leave their job also varied from region to region. Therefore, health managers and stakeholders focus on design sufficient development and career opportunities, positive working atmosphere, and secure their autonomy⁸. High turnover has been a major issue in information technology (IT) organizations. A conceptual model to explain turnover was developed and tested in two national samples of IT and IT manufacturing work. The model postulates that quality of working life mediates the relations between job/organizational characteristics and turnover intention⁹. Migration of physicians has become a global phenomenon with significant implications for the healthcare delivery systems worldwide. The motivations and factors driving physician's migration are complex and continuously evolving¹⁰. Professionals such as these are regarded as intellectual capital and are necessary in the knowledge economy; therefore, understanding and managing their turnover can have significant consequences for the organization 's competitive advantage.

The retention challenge of these workers is the result of increasing job mobility in the global knowledge economy where workers average six employers over the course of a career, coupled with the baby boomer retirement, brain drain and a smaller generation of workers entering their prime working age during this time. It is occurring in all types of organization across all management levels. Voluntary and involuntary turnover would have a linear negative and an inverted U-shaped relationship with organizational performance, respectively and that an absolute turnover measure can prevent us from revealing the distinct effects of

different types of turnover. Absolute turnover rates can mask the complex and dissimilar impact that various types of turnover have on organizational performance¹¹.

Employees with scarce skills are in great demand by the South African government and are becoming difficult to source¹². When these categories of employees are eventually sourced, they become even more difficult for government to retain. It is not only government that is finding it difficult retaining highly skilled employees. The private sector managers also admit that one of the most difficult aspects of their jobs is the retention of key employees in their Organization¹³. Most of the time when these employees move, they migrate to competing Organization with the knowledge and trade secrets acquired from their former thereby creating an even more critical situation for the latter¹⁴.

Employee retention is the most imperative target for the organization because hiring of qualified candidate is essential for organization but their retention is more important than hiring, because a huge amount is spent on the orientation and training of potential employees¹⁵. When employees leave the job, Organization loose not only the employees, but also lose customers and clients who were loyal with the employee, knowledge of production, current projects, competitors and past history of the organization¹⁶.

Previous studies indicates that several factors are considered influencing in a well-functioning of employee retention¹⁷. The determinants considered to have a direct effect are career opportunities, work environment and work-life balance. The reasons to stay are work environment, rewards, growth and development and work-life balance¹⁸. Studies have shown that why long-serving staff had remained in their jobs was as a result of some key factors that served to retain them, some of which are training and development and supervisor's support¹⁹.

2.1.2 Importance of Retention

A common misconception is that an organisation only needs to implement a retention strategy in times of high voluntary employee turnover. However, many successful companies go to great lengths to keep their staff, despite having a low turnover rate.

Employee retention strategies have a halo effect. They not only make employees stay in your company, but also boost productivity and promote higher levels of engagement, which ultimately increases revenue.

The main goal of any retention strategy is to keep turnover as low as possible. In order to do this, it has to improve the employee experience. Our platform helps improve important elements of employee experience, such as wellbeing, perks and recognition.

Take Celebration hub, for example. It includes over 35 different rewards, including big brand store cards and subscription boxes. What better way is there to show your appreciation than rewarding an employee with a surprise gift voucher for their favourite restaurant? Plus, you also have the option of putting together a custom reward, for that personal touch. High staff turnover over rates are incredibly disruptive to business growth, so it is important your organisation can keep hold of its staff, of course, new hires are good as it means you are growing and they can introduce fresh ideas and different ways of working that drive your business forward. In most cases, companies want to hold onto their employees to prevent these five detrimental factors from occurring: High employee turnover costs, Low engagement, Poor customer service, Low efficiency, Negative cultural changes.

Now, the causes of high turnover between organisations can differ. So, regardless of industry, we've listed the most common reasons employees give for resigning. We then discuss why employee retention is important and the negative factors it can prevent. To conclude, we'll explain why training is an effective retention tool and offer five useful retention strategies for your business.

They not only make employees stay in your company, but also boost productivity and promote higher levels of engagement, which ultimately increases revenue. The main goal of any retention strategy is to keep turnover as low as possible. In order to do this, it has to improve the employee experience. Recognition and rewards, training and career advancement opportunities, effective communication, and pay, compensation, and benefits are effective in helping to reduce employee turnover²⁰.

2.1.3 Concept of Human Resource Management

The term human resource was first used in the early 1900s and then more widely in the 1960s, to describe the people who work for the organization, in aggregate²¹. As expected, different scholars had worked on human resource management. Of a fact, human resource management means different things to different people, but there will be a common denomination in all the definitions. Some of the definitions shall be examined here:

Human Resource Management is the “planning, organizing, directing, controlling of procurement, development, compensation, integration, maintenance and separation of human resources to the end that individual, organizational and social objectives are achieved”²².

Human Resources – personal management is “that part of management which is concerned with people at work and with their relationship within an enterprise. Its aim is to bring

together and develop into an effective organization of the men and women who make up enterprise and having regard for the well-being of the individuals and of working groups, to enable them to make their best contribution to its success”²³.

“Human Resource Management is concerned with the people’s dimension” in management. Since every organization is made up of people, acquiring their services, developing their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their commitment to the organization is essential to achieve organisational objectives. This is true, regardless of the type of organization – government, business, education, health or social action”²⁴.

From the different definitions, one can easily deduced that human resource management is basically about the people and their relationship to work environment. This was much espoused by some of the scholars stated above.

Also, Human resource management (HRM) is defined as the practice of recruiting, hiring, deploying and managing an organization's employees. It is often referred to simply as Human Resources (HR). They opined further that a company or organization's HR department is usually responsible for creating, putting into effect and overseeing policies governing workers and the relationship of the organization with its employees²⁵.

Human resource management is a process utilized by companies to improve the efficiency and effectiveness of their employees. It helps them gain a competitive advantage by developing and implementing strategies and procedures designed to enhance their performance.

Human resource management is a process that involves the management of employees. It

involves overseeing various aspects of an organization's operations, such as hiring, training, and development. The HR department is also responsible for overseeing the design and implementation of employee-benefits programs and systems. Human resources (HR) is also concerned with the various aspects of industrial relations and organizational change. These include the development and implementation of policies and procedures that are geared toward addressing the needs of employees. The goal of HR is to ensure that an organization can achieve its goals by attracting and retaining the best possible talent. This process can be carried out through the recruitment and training of employees, as well as the establishment of policies and procedures designed to improve the organization's operations²⁶.

The HR department is responsible for overseeing the development and implementation of policies and practices that help organizations achieve their goals. It also ensures that the company's policies and procedures are in compliance with the laws in different jurisdictions. Since different laws apply to different geographic areas, HR managers must be familiar with the laws in their local jurisdictions. In the US, there are various federal laws and regulations that regulate the hiring and firing of workers. One of these is the Fair Labor Standards Act of 1937, which provides workers with the right to earn overtime. The 1964 Civil Rights Act of the US prohibits employers from discriminating against employees based on their race, sex, and age²⁷.

The Remuneration Act's compliance is one of the most crucial aspects that HR professionals take into account when putting policies and procedures into place. When putting rules and processes into place within an organisation, HR professionals must take compliance with the Remuneration Act into account. The Remuneration Act generally sets forth the legal rules and regulations that employers must follow with regard to wages, salaries, and benefits. It

also regulates how employees are compensated²⁸. By doing this, the company may make sure it complies with the law and safeguard itself against any legal repercussions. When employees are authorised to form a labour union, an HR representative usually serves as the company's liason²⁹.

Through its representatives, the HR department regularly engages in lobbying efforts on behalf of the company. These efforts are usually focused on improving the policies and practices of government agencies.

The HR department is responsible for various functions, such as hiring and training new employees. One of the most important factors that the department considers when it comes to implementing policies and procedures is the availability of qualified candidates. This ensures that the company is able to attract and retain the best talent. Before starting a recruitment process, HR managers must create a detailed recruitment strategy that includes a plan of action and a list of potential candidates. They can then use the company's hiring resources to find the ideal candidates. Since every company has its own requirements when it comes to hiring, the process is very competitive³⁰.

Mass media and social media are some of the tactics that HR professionals use to attract and retain potential employees. The next step is to develop and implement effective training and development programs. This process involves continuously improving the skills and abilities of employees. Aside from regular benefits, such as performance appraisals, motivation is also important to keep employees motivated³¹.

Rewarding, appraisals, and employee benefits are some of the factors that HR professionals consider when it comes to attracting and retaining the best talent.

As a company grows, it becomes more important that its HR department is able to accommodate its employees' diverse backgrounds. This department is also responsible for developing and implementing policies and procedures that will help employees communicate with their international colleagues. In start-up companies, the HR department is typically led by a dedicated group that focuses on the various tasks and responsibilities of the position. In larger organizations, the entire department is dedicated to the discipline, with the members working on strategic decisions and implementing policies and procedures. To further develop the skills of the HR professionals, various organizations have established programs that are dedicated to the subject³².

Organizations that are involved in the field of HR may produce publications that are focused on specific areas. This discipline is commonly used in studies related to industrial and management psychology. Several research articles related to this field have appeared in academic journals. One of the most common challenges that HR professionals face is the concept of unitarism, which refers to a company's unity. This concept involves working together with both the employees and the employers to achieve a common good³³.

Around half a million HR professionals are in the US, and millions more around the world. The chief HR officer or director is regarded as the most prominent HR executive in an organization. He or she is usually responsible for overseeing the day-to-day operations of the department and working with the board of directors. The HR department is generally categorized into two main categories: generalists and specialists. Generalists are usually responsible for providing administrative support to employees, while specialists are usually focused on the development and implementation of policies and procedures³⁴.

Human resources generalists are expected to perform various duties depending on the needs of their employer. On the other hand, specialists are usually responsible for the day-to-day operations of the department and working with the board of directors. Some practitioners will spend their entire career as a generalist while others will choose a path that is more related to the discipline. The HR department has been regarded as one of the best jobs in the US for several years. According to various organizations, such as CNN Money, the position is highly desirable due to its pay, benefits, and personal satisfaction³⁵.

In addition to being responsible for the day-to-day operations of the department, HR professionals can also perform various tasks and activities related to the outsourcing of tasks. In 2007, there were over a thousand HR consultancies globally. The top five companies that generated the most revenue in the industry were: Deloitte, Ernst & Young, PwC, Watson Wyatt, and Aon. In 2010, CNN Money ranked the HR department as one of the best jobs in America. Some individuals with PhDs in the HR field are professors who are known to teach various HR principles at universities and colleges. These individuals are usually found in the departments of management or HR. Aside from teaching, these professors also conduct research on topics related to the HR domain³⁶.

Development and training professionals are responsible for ensuring that employees are equipped with the necessary skills and knowledge to perform at their best. This can be done through various programs and initiatives, such as performance evaluations and training. Employee relations are also concerned with issues related to discrimination and harassment. The development and implementation of employee benefits programs is a process that involves the management of multiple aspects of an organization's operations.

This can be done through the recruitment and training of employees, as well as the establishment of policies and procedures designed to improve the organization's operations³⁷.

The concept of HR was first introduced during the early 20th century as researchers started documenting the various ways in which businesses can improve their performance through the management of their workforce. Initially, human resources was mainly focused on transactional work, such as the development and implementation of employee benefits programs. Due to the various technological advancements and globalization, HR has shifted its focus to more strategic initiatives. These include the establishment of talent management, diversity and inclusion, and industrial relations. Due to the increasing number of companies globally, they are now focusing on the recruitment and training of employees to ensure that they are equipped with the necessary skills and knowledge to perform at their best. New hiring can also be very expensive, as it can increase the risk that a new employee will not be able to adequately replace the previous one³⁸.

The goal of the HR department is to provide employees with the best possible benefits, which can help them maintain their psychological ownership and commitment. Chai, Stutter and Barney further provided four broad categories for human resource management objectives as follows³⁹:

1. **Societal Objectives:** Measures put into place that responds to the ethical and social needs or challenges of the company and its employees. This includes legal issues such as equal opportunity and equal pay for equal work.

2. **Organizational Objectives:** Actions taken that help to ensure the efficiency of the organization. This includes providing training, hiring the right number of employees for a given task or maintaining high employee retention rates.
3. **Functional Objectives:** Guidelines used to keep HR functioning properly within the organization as a whole. This includes making sure that all of HR's resources are being allocated to their full potential.
4. **Personal Objectives:** Resources used to support the personal goals of each employee. This includes offering the opportunity for education or career development as well as maintaining employee satisfaction.
5. **Evolution of Human Resource Management**

An online resource material, What is Human Resources.com observed that Human resource management evolved from the Personnel management which was erstwhile management system which used to manage employees. According to the site, to know evolution of personnel management one needs to see the history of centuries of research by great psychologists on human behaviour and their response at particular situations.

Accordingly, the source mentioned Elton Mayo who was a psychologists from the Australia, who did many experiments on human behaviour at different situations in 1924. He strongly believed in work life balance for improving productivity of workers and did emphasis on human relations influence the productivity of workers and finally he has been regarded as father of Human resources management⁴⁰.

-Human Resource Management Practices

The Human Resource Practices that influence retention of employees in organization are many and varied. Such include remuneration, recruitment and selection, training and development, work-life balance, supervisor support, recognition, feedback and support, communication, leadership, job design, career advancement, organizational climate, nature of work among others. However, this study will only focus on the role of remuneration, recruitment and selection, training and development and work-life balance practices⁴¹.

-Human Resource Management System

A human resource management system is a type of software that combines various processes and systems to provide a more efficient and effective management of employees. It can be used by both small and large businesses. A human resource software is a type of software that is used by businesses to manage various HR functions. These include recruiting and hiring, training and development, and employee performance management. A human resource management system can be used to make sure that the various processes and procedures related to the management of employees are easy to access⁴². This type of software is commonly categorized into two categories: software for data processing and software for enterprise resource planning. The origin of an ERP system can be traced back to software that connects various applications into a single database. This allows for the linkage of human resource and financial modules. This distinction separates an HRMS from a generic solution⁴³.

-Human Resource Information Systems

In addition to being responsible for the day-to-day operations of the department, HR professionals also handle various tasks and activities related to the outsourcing of tasks. Usually, they handle large amounts of paperwork, such as department transfer requests and

confidential employee tax forms. With the use of technology, HR professionals can now store and retrieve documents in an electronic format, which eliminates the need for physical files and allows them to work more efficiently. The use of technology has also allowed HR professionals to access and store documents in a more streamlined manner. This eliminates the need for them to manually enter information and helps them keep track of all of their candidates. Having all of the necessary information in one place allows them to analyze it quickly and easily⁴⁴.

The use of technology has greatly impacted the HR practices of organizations. It has allowed them to improve their efficiency and reduce their costs. In addition to being able to provide more effective and personalized services, technology has also allowed companies to operate more efficiently. The use of technology has also greatly impacted the recruiting process. Before, HR professionals relied on traditional methods such as word of mouth and printing in publications to fill positions. However, due to the lack of access to millions of people, the lead time for new hires was often long and tedious⁴⁵. One of the most important advantages of using e-recruiting tools is that they allow HR professionals to post and track all of the details of their job openings in one place. This eliminates the need for them to manually enter information and helps them keep track of all of their candidates.

- Career Advancement

Career advancement opportunities refer to the degree an employee perceives his or her chances to grow and be promoted within the organisation. Employees expect to work in jobs that provide them with opportunities to be promoted to new and challenging positions. Career growth opportunities are key ingredients that shape employee motivation, development, and

commitment to organisations. Lack of career progress can exert pressure on employees' perception of the value of their career prospects within an organisation.

Career advancement opportunity provides employees' psychological safety that makes them more motivated towards their work. Also, a lack of personal growth in organisations results in career plateau, which in turn leads to increased employees' intentions to quit⁴⁶. Employees who find themselves in jobs that offer fewer career advancement opportunities, tend to develop job-hopping intention⁴⁷. Career plateau is thus seen as a major contributing factor to employees' intention to quit organisations. Employees who perceived career stagnation are likely to have a higher turnover intention.

It was opined that where there is an open policy of promotion within an organisation, workers would see less need to seek career development or remuneration improvements elsewhere, provided the policy is seen to operate in an openly and fairly manner⁴⁸. Internal career development opportunity positively relates to employees' engagement and negatively relates to employees' intention to leave⁴⁹. Employees that are enthusiastic and actively looking for the opportunity for career advancement tend to change jobs more often, as they search for every alternative and available opportunity to improve their job⁵⁰.

Similarly, Promotion for academic staff is dependent on teaching, research and publications. Promotional procedures in African Universities were long, stressful and cumbersome, while the requirements were unreasonable⁵¹. There is evidence that promotion opportunity determines academics' intention to either stay or leave⁵². They tend to be dissatisfied with the University; whose promotion criterion is considered tedious. Hence, some academics will leave their current University to pursue a career at another institution. Building on this

evidence, this study intends to further establish a relationship between remuneration and job-hopping intention.)

- Work Environment Management

Work environment is one of the factors that affect employees' decision to stay with the organization. Work environment includes a friendly, well designed, safe physical space, good equipment and effective communication which will improve productivity⁵³. Well designed and organized offices and work areas make significant differences to how people feel about their work. People enjoy to work in those organizations that provide positive work environment where they feel they are making a contribution to the achievement of the organization's objectives and moving the organization forward⁵⁴.

Working conditions refers to a work environment that promotes the efficient performance of job tasks by employees and touches on aspects such as space, tools and equipment, hours of work, internal customer support from the administration departments, nature and tenure of contract, safety in the workplace and requisite support from supervisors⁵⁵. All these make job performance easier. In industrial perspective, work environment focuses on physical aspects such as, heavy lifts, noise and exposure to toxic substances⁵⁶. However, characteristics of work environment vary in services sector as compared to production sector because it has to interact with the clients/consumers. The interaction between employees and clients or customers move from physical to psychological dimension⁵⁷. They assert that the physiological environment consists of workload, decision, support, stressors, and attitude among others.

Working environment that is comfortable, relatively low in physical and psychological stress and facilitates attainment of work goals will tend to produce high levels of satisfaction among employees. In contrast, stressful working environment result to low levels of satisfaction. Heavy workloads, including assignments to teach large classes may generate hostility towards the organization and diminish levels of faculty commitment to the institutions and mostly affects employees 'retention negatively⁵⁸.

-Realistic Job Preview

A real-life job preview is a tool that an organization uses to communicate the positive and negative characteristics of a job. It can also help employees identify areas of their potential work that they can improve. This type of description should also provide a well-rounded picture of the individual's obligations. A description is a type of document that describes an organization's operations and policies. It also includes various details such as the work environment and company rules. The most common type of job preview is the psychological contract between an employer and an employee. This document provides an overview of the various aspects of the organization's operations and policies and helps employees determine what they should expect from the company.

A realistic job preview is a type of contract that an employee and an employer can negotiate. It allows potential employees to know the details of the job that they're applying for, such as the hours and pay, as well as the company's culture and work environment. The goal of a job preview is to make sure that the candidate is aware of the job's requirements. The positive effects of a realistic job preview can be seen in the lower turnover rate. It can also help build a strong relationship between the candidate and the organization. However, it can be very unsettling for new employees when they are suddenly surprised by the details of their job.

If a new employee accepts a job without a psychological contract, it undermines their trust and the agreement⁵⁹

Also, if they're not informed about the job's requirements, they might end up applying for a position that isn't right for them. Having a good understanding of the job's requirements can help an individual make an informed decision when it comes to choosing a company. A realistic job preview can help an organization reduce its turnover rate by about \$300,000 over a five-year period. It can also help build a strong relationship between the candidate and the organization. Having a detailed job preview is very important for new employees as it can help them make an informed decision when it comes to applying for a job. The importance of a realistic job preview can also be seen in the attitudes and behaviors of new employees when they start working for a new company⁶⁰.

A good job preview can help an organization build a strong relationship with its potential employees. However, if the promises and expectations of the company aren't met, it can lead to dissatisfaction and create a negative impact on the organization's operations. For instance, if an organization continuously overemphasizes the benefits of its products and services, it will not be able to meet the expectations that it had previously set.

- Domestic Inquiry

Human resource management is a process that involves conducting a domestic inquiry against an employee for alleged misconduct. This type of investigation is usually carried out after the management has issued a show cause letter to the employee. The purpose of this process is to find out what happened to the employee and how it affected the company's operations. After the show cause letter has been sent, the domestic inquiry can then start⁶¹.

The concept of objectivity is also demonstrated in the way that an employee is allowed to present his or her case. This is because the investigation process is conducted according to the rules set by the law. Some countries have laws that cover domestic inquiries. For instance, Section 75 of the Indian Industrial Relations Bill provides that domestic inquiries can only be conducted for 90 days.

The domestic inquiry is a fact-finding exercise that is only conducted to determine the reasons behind an employee's actions. It does not determine whether or not the employee should be disciplined. Moreover, it can be questioned on all the available facts and arguments. The management can also use the findings to defend its decision.

- Employment Agencies

An employment agency is a type of organization that matches employees with employers. In developed countries, various private businesses also operate as employment agencies. In 1650, Henry Robinson proposed the creation of an employment agency that would link employers with workers. However, the British Parliament rejected his proposal. He then opened a different business. This type of agency lasted only a short time⁶².

The concept of establishing public employment agencies was first used in developed countries during the twentieth century to fight the unemployment rate. The first organized labor exchange in the UK was established in 1871 by Alsager Hay Hill in London. This was followed by the establishment of the Labour Bureau Act 1902. This movement was prompted by the Liberal government's 1909 Labour Exchanges Act. Today, the country's public service provider for job searching is Job Centre Plus. In the US, a federal program for job services was launched during the New Deal. The Wagner-Peyser Act of 1933 was the initial

legislation for this type of program⁶³. Today, job services are provided through a variety of one-stop centers.

2.1.4 Remuneration

Remuneration is an attribute that cannot be ignored when referring to employees' intention to leave or stay. It involves all financial rewards such as salary received at the end of performing a job, bonuses on workload, promotion allowances as well as fringe benefits^{64, 65}. Prior scholars have investigated the influence of remuneration on turnover intention. They have agreed on the fact that financial incentive systems serve as a motivating factor for employees' purpose and basis upon which employees assess the way they are valued by their employers⁶⁶.

To job-hopping intention, a higher salary is often cited as the main reason for employees changing jobs frequently. Employees make their way to higher levels in their career ladder, as each job change brings with it a hike in pay and position⁶⁷. Payment inequality or unfairness between employees who have the same qualifications and experiences, increase turnover intention and actual turnover⁶⁸. Employees whose salaries fall short of the prevailing salaries in the labour market may feel undervalued by their current employers and may end up looking for an employer with better remuneration.

This observation further reveals a negative relationship between high rewards and turnover intention⁶⁹. Internal rewards equity has also been identified as a push factor in employee turnover intentions⁷⁰. As puts it "When two or more employees perform similar work and have similar responsibilities, differences in pay rate can drive lower paid employees to quit". This is supported by the Expectancy Theory as discussed in the theoretical framework of the

study. Employee engagement is characterised by how the employees think or view the remuneration they receive⁷¹. When equity is lacking in terms of remuneration satisfaction, turnover intention among lecturers will increase⁷². Thus, the need to further examine remuneration as a predictor of job-hopping intention among academic staff in Nigerian Universities.

Remuneration is the total compensation received by an employee. It includes not only basic salary but any bonuses, commission payments, overtime pay, or other financial benefits that an employee receives from an employer. She explained further that Remuneration may include direct payment of money or taxable fringe benefits such as personal use of a company car. She however said, perks of offices, such as holiday trip abroad cannot be categorised under Remuneration because they are not money that ended up in an employee's pocket.

Defined differently, remuneration is any type of compensation or payment that an individual or employee receives as payment for their services or the work that they do for an organization or company⁷³. They expanded the definition further by saying that it includes whatever base salary an employee receives, along with other forms of payment that accrue during the course of their work, which includes expense account funds, bonuses, and stock options. Still on the meaning of remuneration, it refers to overall monetary and non-monetary compensation that employees or independent contractors receive for providing services to an organization or company. The employment contract breaks it down into the base salary, bonuses, incentives, overtime payments, commissions, vacations⁷⁴.

Remuneration is clearly central to employment relationships. How much employees are paid and in what form is an issue that matters hugely to them⁷⁵. For commercial organizations, it is a major determinant of both profitability and competitive advantage. The aim is to design competitive reward packages which serve to attract, retain and motivate staff, while at the same time keeping a lid on the costs so as to ensure the organization's commercial and financial viability.

Four categories of rewards were identified, each of which has equal potential significance as a source of reward from the employees' perspective⁷⁶. The categories are, Individual rewards such as base pay, contingent pay, bonuses, incentives, shares and profit sharing often referred to as compensation. Transactional rewards include pensions, holidays, healthcare, other perks and flexibility. Relational rewards include career development while communal rewards comprise leadership, organizational values, voice, and recognition, and achievement among other, both monetary and non-monetary rewards and incentives can enhance employees 'motivation and attachment to the organization⁷⁷.

Another factor discussed is that the effect that remuneration can vary depending on how an individual is typically paid, meaning, whether they are a salaried worker, if they get paid based on commission, and if they regularly receive tips as a part of the work they do⁷⁸. Remuneration is also used as a bait. This the team explained by saying that by some instances, lot of companies may try to attract or hire desirable employees off of another company by offering them better remuneration, meaning, higher pay, more benefits, and better perks. This business tactic is known as a "golden hello." When such situation occurs, it sometimes leads to discontentment among the other employees, as the situation often leads to unequal treatment of equals. This invariably mean that employers sometimes do treat

employees on the same salary scale, same educational qualification and same experience differently by placing them on a different salary scale. On the factors that determine remuneration in an organization, the remuneration policy for a worker depends on the value they add to the organization. In short, employee productivity is an essential consideration before finalizing the recompense⁷⁹.

2.1.5 Recruitment and Selection

The process of hiring and training individuals for various positions within an organization is known as recruitment. It involves identifying and sourcing candidates, conducting interviews, screening and selecting them. Human resource generalists, managers, and recruitment specialists are some of the individuals who are responsible for carrying out the recruitment process. However, in some cases, commercial recruitment agencies, as well as specialist search consultancies, are also involved⁸⁰. Artificial intelligence (AI) has become a prevalent tool for recruiting in the past few years. It can be used to support various aspects of the recruitment process.

Keys Areas You Need to Know About Recruitment and Selection:-

1. Job analysis - A job analysis is a process that involves analyzing the content of a job to determine the requirements and attributes that a candidate should have in order to be successful in the position. This type of analysis helps organizations identify the ideal individuals for their job. The process of a job analysis begins with gathering information about the position, such as the nature of the work, the duties, and the basic qualifications. After collecting these details, the analyst then creates a job psychograph, which shows the candidate's mental requirements. A good job analysis should include a list of the various tasks and responsibilities that a position has. This list should also include the training

recommendations and the functional requirements. After collecting all of this information, the relevant individuals and supervisors should then validate the job analysis.

The process of job analysis is very important for both the development of individuals and the organizations that hire and train them. It can help them design effective performance interventions and improve processes. The techniques used in this process make an implicit assumption that the information about a job will be used to develop programs that will help employees get the job they want and improve their skills. Industrial-organizational psychologists, also known as I-O psychologists, are responsible for analyzing the requirements of a job. They are usually hired and trained by human resource officers or managers. In 1922, Morris Viteles introduced the concept of job analysis to a trolley car company. His methods can be used to identify the ideal individuals for any job. The concept of job analysis was conceptualized by two of the I-O psychologists, Frederick Taylor and Lillian Gilbreth, during the early 20th century. Over the years, different methods have been presented to improve the job analysis process. However, it has been shown that the main purpose of the process remains the same.

2. Sourcing - One of the most common strategies used by organizations to attract and identify candidates for their job vacancies is through a variety of strategies. These include online recruitment, social media, and traditional media. In addition to these, other methods such as recruitment advertising can also be used. In addition to analyzing the requirements of a job, a recruitment firm or agency can also find candidates who are not actively looking for a new position. This process, also known as name generation, involves gathering information about potential candidates.

3 Screening and Selection - Various types of psychological tests are also available to be used by recruitment firms and agencies to evaluate the skills and abilities of candidates. They can also use software tools that are designed to help them filter the applications. In most countries, employers are required to ensure that the screening and selection process meets ethical and equal standards.

Most companies recognize the importance of candidates with soft skills, such as team leadership and interpersonal abilities. However, they are still reluctant to hire workers with these skills due to their degree requirements. Many companies, especially those that recruit from a wide range of nationalities, are also concerned about the candidate's compatibility with the company culture and organization. Due to the increasing popularity of video screening, many recruitment firms and agencies are now using this method to evaluate the skills of candidates.

4. Candidates with disabilities - The word disability has a negative connotation for most employers. According to studies, exposure to the discrimination and prejudice experienced by disabled workers can help improve the biases of both the employer and the employee when it comes to hiring and training new employees. Job stability and money are some of the factors that contribute to the productivity of disabled employees. One of the most important factors that employers consider when it comes to hiring disabled workers is their ability to adapt to their environment. This ensures that they can perform at their best.

5. Diversity - Despite the importance of diversity, many companies still struggle to hire and retain a diverse workforce. This is because they tend to hire people who are in the image of

their existing employees. To avoid this, they need to develop effective strategies and programs that promote inclusion.

6. Safer Recruitment - The National Society for the Prevention of Cruelty to Children (NSPCC) defines a safe recruitment program as a process that involves the supervision and oversight of workers who are involved in the care of children and vulnerable adults. To ensure that their staff and volunteers are able to perform their duties safely, many organizations have adopted various practices. These include training their staff members and volunteers on how to interact with children. In England and Wales, the Department for Education has issued statutory guidance that explains how safe recruitment can be carried out within an educational setting.

7. Dismissal - A dismissal is a decision made by an employer to end an employee's employment, typically against the employee's will. Although it can be made due to various factors, such as poor performance or an economic downturn, firing has a negative connotation in some cultures. Rather than being laid off or quitting, being dismissed is often regarded as the employee's fault. It can be hard to find a new job after being let go, especially if the reason for the firing was due to a serious infraction or if the employee had not kept the position for a long time. Job seekers will typically avoid mentioning the details of their past employment on their resumes, and unexplained gaps in their employment can also be a red flag.

2.1.6 Training and Development

Internationally diverse organizations provide their staff training and development programs to enhance their skills and capacities. Sears Credit launched a major restructuring at the

beginning of the 1990s and responded with career-development initiatives. This program was designed to help employees align their talents with new roles and make sure the program was contributing to the expansion of their company. Businesses also believe that they were not providing career possibilities to staff members who have the contacts and skills necessary to take advantage of them. An effective employee training program's foundation is built on the orientation, management, and operational abilities of the workforce. These theories serve as the foundation for all staff development initiatives⁸¹. Employee development programs need to include fundamental skills and a suitable framework that helps companies grow their corporate businesses⁸². Delivering the organization's mission and assisting staff in becoming familiar with the culture of the company are the two main objectives of many employees' development programs⁸³. By promoting learning opportunities and supporting corporate culture, these objectives aid in achieving the strategic goals of company⁸⁴.

The technical training program requirements improved employees' job happiness and aided in their understanding of the organization's culture, both of which contributed to the success of the business. We have to be mindful of these aspects, such as providing employees with up-to-date job information. Workers will be more productive if employers train them according to the demands of the position. The majority of businesses nowadays have established various programs for the education and training of its staff members. Typically, employers provide their staff with a tuition reimbursement plan so they can further their education and knowledge. The Corporate University discovered that over 10% of workers qualify for this benefit⁸⁵. Moreover, tuition reimbursement is primarily available to top-level employees and senior management⁸⁶. As a result, many businesses provide their staff with more cost-effective and beneficial internal training programs. While the corporate

department is proactive and takes a more strategic approach, the organization's training section aims to focus on specific job proficiency. A training and development program is an organized educational component that is a great way to share the organizational culture. It progresses from job skills to workplace knowledge, fostering the growth of leadership, creative thinking, and problem-solving abilities⁸⁷. Employee development programs offer a range of instructional methods, flexible scheduling, and supportive learning environments to guarantee that employees advance their abilities and subsequently utilize them in the workplace⁸⁸.

Components of Training and Development Program

Although specific important procedures that would be measured exist, there is no one way to develop staff training. The ideal employee training and development program should combine goal-setting, career development, and knowledge. By using these strategies, the program will be more beneficial to the workers and the company. Information technology systems are being used by enterprises widely these days for their learning initiatives. Information and knowledge systems are developing quickly, and businesses who do not give their staff members access to current IT information will not be able to thrive. Employees must receive training for a new duty in order for them to handle it with ease. Ensuring that personnel with the necessary knowledge, skills, and abilities to perform their jobs to the acceptable standard should be the organization's responsibility. Additionally, it is imperative that employees receive the necessary skills and information at the appropriate time without any delays. Businesses must ensure that employees have access to learning resources whenever needed⁸⁹. Organizations needed the internet and computer-based learning segment to accomplish this goal.

The primary goal of career planning as part of an employee training program is not only to encourage staff members to believe that their employers are investing in their professional development, but also to remember that career planning also helps staff members manage different aspects of their lives and have a clear path to promotion. Employers are unable to guarantee workers a job, but they can offer them chances to advance their education and experience in order to stay competitive in the labor market⁹⁰. Employees' professional growth should be set up on a clear career path that they can readily identify and value⁹¹. Employees must categorize their tasks, priorities, and existing skill set in order to accomplish this goal. Employees can therefore begin to identify the occupations that will demand a certain set of talents in the future to manage those jobs⁹². The primary issue facing companies is this behavior, which may force some workers to hunt for employment openings outside of the company and quit the organization⁹³. Furthermore, sometimes employees feel the risk of right sized of employee in the organization. Setting goals is a crucial component of career planning and employee development. As a result, rather than only improving workers' job competencies, learning programs have been said to assist staff members in improving their performance⁹⁴.

Individual should improve their knowledge so that organizations get them hand to hand and pay them good salary. Employers have a primary duty to offer their staff possibilities, but individuals also have a personal responsibility to seize those opportunities in order to advance their careers⁹⁵. Programs for employee training and development should be designed to not only achieve their objectives but also to positively impact both the corporation and its workforce. Employers who use employee development programs see improvements in their employees as a result of these initiatives.

Individual Benefits from Training and Development Program

Career Competencies - The employee training and development program offers numerous advantages to the workforce. They pick up the technical and soft skills needed for their careers. The unemployment rate has decreased over the past 30 years, but less prospects for growth mean that it may not be a good time for workers to start a new job⁹⁶. Most recently graduated college students are looking to work for companies that provide their staff intense training programs, however it is risky for companies to lose newly trained staff members after only a few years⁹⁷. Professionals working in the information technology sector understand that expertise is power and that they must continue to develop their skills in order to meet the demands of the market. The majority of workers want to see a pay raise and understand the value of training programs⁹⁸. It is also anticipated of the recent graduate who is ill-prepared for the dynamic commercial world⁹⁹. Young professionals with an eye toward entrepreneurship are aware of their lack of expertise and financial resources, therefore they try to work for organizations that offer training programs to get their staff members ready for the future¹⁰⁰. Employee development programs aid in employees' future survival and assist them hone their technological adaptability. Many organizations have prepared a modification for demanding learning software and programmed systems, as the requirements for blue-collar professions have been stable for many years¹⁰¹. This requirement is compelling workers to appraise their profession capabilities to sustain their employment. Owing to this circumstance, a great deal of workers has changed their mindset in order to advance within their companies and work toward leaving¹⁰². As a result, employees used to create 10-year plans for the future and then regularly revise them every two years to account for changes in information and technology¹⁰³.

Employee Satisfaction

Workers who believe their employers don't care about them are emotionally detached from their workplaces¹⁰⁴. Businesses that are prepared to invest in their staff members are valuable to work with, even if those investments ultimately pay off for the company¹⁰⁵. Businesses that offer their staff members training and development opportunities report high employee satisfaction and low staff turnover¹⁰⁶. Employees who understand that their company is investing in their future careers thanks to training boost an organization's dependability¹⁰⁷.

Although it cannot be measured, employee loyalty to the company is important since it is an inherent incentive. When employees believe their work and abilities are contributing to the success of their company, they feel at ease and want to stay¹⁰⁸. Workers that are happy in their positions feel that their labor matters to the company and serves a purpose¹⁰⁹. The top workers typically stay in their positions without leaving for financial gain. While pay and benefits play a significant role in hiring and retaining staff, workers are constantly on the lookout for opportunities to learn new skills, experience a variety of responsibilities, and advance both personally and professionally¹¹⁰.

Employee Performance

Employee behavior and working abilities were improved as a result of training, and this led to more positive changes and improved employee performance¹¹¹. In contrast to no-training or pre-training situations, training had a generally beneficial effect on job-related performance, according to an analysis conducted by¹¹²using 1152 sample sizes from 165 resources. With the aid of behavior-model training, two studies with roughly 300 participants and were still able to greatly improve computer abilities¹¹³. Psychological practice enabled trainees to develop acquired knowledge, skills, and task performance. Positive effects of

training are seen in employee performance. Qualitative investigation on mechanics in India. first suggests that greater novelty and implicit abilities are the result of on-the-job training¹¹⁴. For employees to carry out their jobs effectively, technical and professional skills are crucial. Offering employees, the chance to receive training can improve their performance.

Relationship Between Organizational Strategy and Training Activities

A number of important organizational factors, such as top management support, the degree of integration between the company's units or businesses, global presence, business conditions, HRM practices (i.e., management activities related to investments, staffing performance management, training, and compensation and benefits), staffing strategy (i.e., decisions regarding recruitment and selection strategies and the mix of employee skills and statuses), HR planning (i.e., identification, analysis, forecasting, and planning of changes needed in the HR area to help the company meet changing business conditions), degree of unionization, and staff involvement in training and development¹¹⁵. Every company has, or ought to have, a strategy that unifies its objectives, policies, and activities. The decisions taken about strategy will impact the business's assessment and utilization of its human, financial, technological, and physical capital. strategy affects the following in terms of staff training and development activities' implementation, content, and support¹¹⁶:

The amount of training allocated to future or current job skills; the degree to which training is developed based on the needs of a team, unit, or division; whether training is available to all employees or restricted to particular groups; whether training is developed systematically and planned; whether it is given only in response to problems or developed ad hoc in response to competitors' actions; and the relative importance of training in relation to other HRM practices like selection and compensation. A strategic training and development process that

started with defining the company's overall business strategy using a variety of tools, such as "SWOT analysis" (an examination of the company's Opportunities, Weaknesses, and Threats)¹¹⁷. The process then moved on to choosing strategic initiatives for training and development, which are the learned-related actions that the company must take to achieve its business strategy; choosing and implementing particular initiatives for training and development; and creating and monitoring metrics to identify trainees' contentment with the training course, whether or not program participation resulted in changes to the trainees' knowledge, skill, ability, or attitudes, and whether the program produced outcomes for the company's business. Metrics related to "learning" have emerged as a crucial component of the "balanced scorecard" methodology, which is used to measure the performance of both entire organizations and specific divisions. Noe says it's critical that businesses take into account the following queries when formulating their strategic plans for training and development: What are the company's goals and objectives, and what are the strategic forces behind its business plan?

- i. What skill set does the organization require to carry out its business plan and face and conquer obstacles in its industry?
- ii. What kinds of initiatives and activities related to training and development will work best to draw in, nurture, and develop the talent that the business needs to succeed?
- iii. Which competencies are essential to the company's and its business plan's success?
- iv. Does the organization have a strategy in place to ensure that executives, managers, staff members, and clients understand and embrace the connection between training and development and the business strategy?

v. Will the senior management group openly endorse and support the efforts for development and training?

A list of possible strategic training and development projects was also supplied by Noe, along with a synopsis of how each would affect the business, its leaders, managers, workers, and clients. Expand the Learning Portfolio: Provide more individualized learning opportunities; encourage informal learning; and use relatively new technologies, such the Internet, for training.

vi. Increase the Trainee Pool: Increase the number of non-managerial staff members' learning opportunities and train clients and suppliers.

vii. Quicken the Employee Learning Pace: Determine needs quickly, deliver a high-caliber learning solution, shorten the time needed to create training curricula, and enable "as-needed" access to learning materials.

Provide Development Opportunities and Communicate to Employees: Ensure that employees have access to and understanding of opportunities for personal and professional growth, as well as training and development programs that meet their needs both now and in the future.

Enhance Customer Service: Ensure that employees possess the knowledge of products and services, the interpersonal skills necessary to interact with customers, and an awareness of their roles and decision-making authority in the customer relationship.

Implications of Business Strategy for Training Activities

Noe noted that a company's overall business strategy influences its training demands and activities, and that they should be in line with one another. He used the identification and

description of four widely used business strategies, together with the predicted implications for each strategy's training efforts, to demonstrate this finding.

i. Increased market share, lower operational costs, and the development and/or preservation of a market niche are the major goals of a concentration strategy. The objectives are accomplished by developing specialized goods or services, using cutting-edge technical procedures, and/or increasing production and/or product quality. The company's two main concerns are the development of the current workforce and the currency of skills. To address these, training initiatives that emphasize team building, cross-training, specialized programs, interpersonal skill training, and "on-the-job" training should be implemented.

ii. The focus of an external expansion (acquisition) strategy is on concentric diversification and/or horizontal and/or vertical integration. The objectives are accomplished by purchasing companies that are at the same level of the product market chain as the acquiring company in order to get access to new markets, by purchasing companies that can supply or purchase products, or by purchasing companies that are unrelated to the acquiring company. The company's main concerns are integration, redundancy, and restructuring; these should be addressed through team-building exercises, the creation of a common culture, integration of training practices with other practices and procedures of the combined firms, and training activities that concentrate on assessing the capabilities of employees in acquired firms.

iii. Joint ventures, innovation, and market and/or product development are the main focuses of an internal growth strategy. The objectives are met by marketing current products through the addition of new distribution channels, the development of international markets, the modification of current products, the creation of new or distinct products, and/or the

expansion through joint ownership. The development of an organizational culture that values creative thinking and analysis, the creation of new jobs and tasks, and innovation are key issues for the company that should be addressed through training activities that emphasize high-quality communication of product value, cultural training, technical competency in jobs, manager training in feedback and communication, and conflict negotiation skills

iv. The focus of a divestment plan is on turnaround, liquidation, divestiture, and retrenchment. The objectives are accomplished by lowering expenses and/or assets, producing income, redefining the objectives, or liquidating all of the company's assets. Efficiency is the company's main concern in this scenario, and it should be addressed through leadership development, interpersonal communication skill development, goal-setting, time management, stress management, and cross-training; additionally, outplacement assistance and job-search skills training should be provided.

Staffing Strategies

An organization's decisions on where to locate workers, how to choose them, and the combination¹¹⁸. Staffing strategy will have an impact on initiatives and activities related to training and development: "assignment flow" refers to the criteria that the organization prefers to use when making decisions about promotions and assignments, and "supply flow" refers to the process by which the organization looks for talent to fill open positions of worker talents and statuses (temporary, full-time, etc.) create its staffing strategy¹¹⁹. Businesses can be divided into two categories: those that focus on supply flow differ based on how much a company relies on its own labor markets, while those that focus on assignment flow differentiate themselves based on how much they base promotions and assignments on the performance of their business units or groups rather than on the

performance of individuals¹²⁰. He created a model of four different organizational kinds using these two dimensions—supply and assignment flow—each of which placed a distinct focus on training initiatives as a function of its staffing strategy:

Club: Employed by businesses that rely on their own labor markets and respect the contributions of groups, this method of development involves unique tasks that lead to career routes and employment rotation. The monopoly and highly regulated nature of the business tactics employed by corporations utilizing this staffing model make it ideal for sectors like the public sector, utilities, and nursing homes.

Fortress: Employed by businesses that depend on outside labor markets and value contributions from groups, this sort of development focuses on preventing obsolescence and typically lacks a formal development process. Businesses that use this hiring strategy typically focus on resource competition and survival; enterprises in the natural resources sector are the greatest candidates for this approach.

Academy: Employed by businesses that rely on internal labor markets and respect individual contributions, this style of development involves sponsorship, assessment, and the application of upward, lateral, and downward moves both inside and between functions. Dominance in a market is a crucial component of the business strategy employed by organizations that use this staffing method, and it works well for sectors like medicines and consumer goods.

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Baseball Team: Employed by organizations that depend on outside labor markets and respect individual contributions, this sort of development activity focuses on using work experiences; succession planning is typically not addressed. Businesses that use this hiring strategy typically emphasize innovation and creativity in their business plans. This approach works best in sectors like biomedical research, consulting, and advertising.

Training and Development as an Internal Recruiting Tool

For startups to become and stay competitive, they must be able to hire and retain management and staff who have the necessary skills. Unfortunately, because of the growing global demand for talent and the shortage of Generation X workers to replace retiring baby boomers, corporations are finding it more and more difficult to access pools of suitable individuals from outside. As a result, businesses are looking within and trying to find workers who have the potential to become leaders and who can be groomed for positions of greater responsibility. Companies are investing more in management and staff development initiatives as well as what are essentially human capital investment projects in order for this strategy to be effective. Like with any other kind of investment, businesses need to set clear goals and objectives. This includes projecting the company's future HR needs, setting priorities for the allocation of available funds to particular development initiatives, and developing instruments to assess the efficacy of decisions made regarding the investments in development initiatives. Companies that want to give their managers and staff members opportunity for professional and career development have a lot of options at their disposal.

For instance, a lot of businesses provide their staff with courses on a variety of subjects, and the growing accessibility of online learning has made it simpler for businesses to take advantage of specialized courses offered by universities and for-profit education firms. Universities are also gearing up to offer a tailored curriculum that would be accessible through online and in-person courses, including made-to-order degree programs for a particular corporation. But even businesses with significant financial resources are beginning to doubt the effectiveness of trying to develop and provide learning opportunities for all employees, and there's a growing realization that these programs' scope and objectives need to be closely matched with the organization's long-term objectives. Companies are specifically urged to focus their efforts on the jobs that the organization has determined are most crucial to the success of the business five to ten years from now rather than increasing the amount of money dedicated to training for rank-and-file personnel. But for this strategy to be effective, the business needs to know exactly where it wants to go and what new goods, markets, and technology will be essential to its operations in the future. Additionally, HR specialists should be able to help managers identify individuals who have the greatest potential to become leaders in the future, and the organization should be ready to support those who are chosen for development.

Framework for a Training and Development Program

When planning training and development initiatives, strategic thinking calls for taking the needs of the business into account on three separate levels. First, an assessment needs to be done at the organizational level to see if training is necessary and, if so, what kind of training is needed. Second, the business needs to decide what the training curriculum's acceptable content is at the operational level.

- i. It is important to determine the precise knowledge and skill requirements for the job or assignment, as well as the sequence in which they must be completed. Tasks requiring analytical skills as opposed to motor skills may call for different kinds of training.
- ii. The particular jobs or tasks involved should be taken into consideration when defining the learning objectives and performance standards. Tools for testing and assessing participant performance and the training program's efficacy ought to be created.
- iii. It is important to create instructional methodologies and the educational resources that will best convey the required knowledge and information.
- iv. To ascertain whether the content is appropriate and effective, tests involving smaller groups should be conducted prior to the program's official launch. Program modifications that are required can be implemented without incurring significant costs in light of the diagnostic results.

The major duty of the business as the employer is to train staff members to perform their daily job duties. Management and each employee share responsibility for employee development, which focuses on meeting each person's long-term growth and development needs. The company's primary duty is to offer the necessary resources and a supportive work environment. The HR Council for the Nonprofit Sector in Canada, which shares research and best practices on labor force challenges, advises businesses to take the following actions to ensure the success of their staff training and development programs.

A well-written job description should be given to every employee, as it can and should serve as the basis for training and development activities;

- i. Employees should receive the training necessary to meet the basic competencies for the duties of their current position on a daily basis;
- ii. Supervisors should be made aware of their obligation to see that all subordinates successfully complete this level of training; Gain a thorough understanding of the competencies that the organization will require in the future to meet its long-term objectives, ascertain how those objectives will affect employee development, and disseminate this knowledge to the workforce;
- iii. Seek out opportunities to learn from everyday events and activities (such as customer service issues that ought to be shared with all staff members as a teaching moment or the publication of a government report that will affect business operations); and
- iv. Describe the objectives and procedures of the employee development process, and encourage staff members to create personal development plans and recommend learning activities that will further their professional development and add value to the organization.

Ideally, the business will take the initiative to foresee and meet training needs before it becomes imperative to handle pressing concerns or problems. To prevent obsolescence, HR should, for instance, routinely assess each employee's individual educational and training background in order to pinpoint any areas in which updating their knowledge and abilities may be required. Businesses should think about including personal growth and training into their performance review process. Following this, management and staff assess the worker's performance-based strengths and determine potential career pathways as well as the training and development required for the worker to take on more duties and responsibilities. One of the main responsibilities of managers in high-performance work environments is to promote

ongoing learning. Managers should take an active role in assisting the team in identifying training needs, helping them become proficient in "on-the-job" training, and fostering a learning environment¹²¹

Managers and supervisors shouldn't be the only ones who make training and development investments. In fact, it has long been understood that, in order to prevent being overwhelmed by the usual quick rate of change, all workers in technology-based businesses must get ongoing training in order to achieve and maintain a minimal level of competence with respect to the relevant technology. This is especially relevant given that high technology companies typically have relatively short product life cycles and that new talents are typically needed every two to three years. Under certain circumstances, it may even be desirable to allocate resources towards the training of employees of the company's principal business partners, specifically those suppliers who will either supply the company with necessary parts and components or handle the full production process for the company's products. Provisions pertaining to training and teaching should specify this kind of assistance.

Subjects of Employee Training Programs

There is an almost infinite list of possible topics for staff training programs; choosing the curriculum to give will be one of the issues facing businesses.

When developing and executing their training programs, firms should take into consideration the following topics:

Communication: Although it is obvious that being able to communicate effectively is a vital life and professional skill, the topic has grown even more significant and difficult as the

workforce has grown to include an increasing number of people from many backgrounds and languages¹²².

i. Computer skills: To perform administrative and office tasks, nearly all employees must possess the most basic computer skills. Training in this area has expanded to cover word processing, spreadsheets, and effective Internet navigation to find information pertinent to the employee's job duties.

ii. Customer service: Regardless of their positions within the organization, all staff members must comprehend and satisfy the needs of customers in light of the fiercer competition in today's global marketplace. In order for everyone to know how to redirect customers whose queries they are unable to answer, training should not only include customer engagement techniques but also the company's overall customer service approach.

iii. Diversity: As the workforce and customer base grow increasingly diverse, businesses must educate employees with diversity training to help them understand how and why people hold various opinions and to equip them with useful skills to value diversity.

iv. Ethics: Over the course of the last ten years or so, a number of corporate scandals, a rise in the interest in corporate social responsibility, and an ongoing increase in governmental regulation have all made ethics a hot topic. As a result, businesses have been investing more time and money in providing their staff with ethical job training and compliance-related training. Because it becomes vital to take into account different beliefs and morals, the complexity of the challenges involved in this training field increases as the workforce grows more diverse and organizations expand into foreign markets.

v. Human relations: As individuals get busier and the workplace gets more stressful, there is a greater likelihood of misunderstandings and disputes. As a result, businesses have started to train managers, supervisors, and employees on how to get along with one another. Training should cover how grievance procedures are supposed to operate as well as how all parties can constructively confront and resolve issues that develop at work, among other things.

vi. Quality initiatives: Most companies have embraced “quality” as a key element of their strategy; however, in order for all this to be effective it is necessary for all employees to receive basic training about quality concepts, guidelines and standards for quality in order for them to undertake more sophisticated initiatives such as Total Quality Management, Quality Circles and benchmarking.

vii. Safety: Safety training is essential, and often mandated by law, for businesses engaged in activities that involve working with heavy equipment and hazardous materials. In addition, companies often provide instructions to employees engaged in repetitive activities to reduce the likelihood of injuries. Finally, safety training should also extend to providing practical advice to employees on avoiding workplace violence including assaults.

viii. Sexual harassment: Sexual harassment training is frequently required as a matter of law and should include careful description of the organization's policies about sexual harassment, especially about what are inappropriate behaviors, and information on how to report incidents that violate those policies.

Training programs that focus on supervisory skills (i.e., delegation, coaching and counseling, employee discipline and documentation, interview skills, and conducting performance reviews) and leadership development (i.e., managing change, conflict resolution and

management, positive communication skills, time management and delegation skills, conducting effective meetings, and tools for enhancing employee motivation) may be attended by staff members involved in leadership and supervisory activities as well as "up and coming" employees identified as targets for managerial development. Other subjects that cut across different topics include corporate wellness training, employee orientation training and employee wellness training. A needs and knowledge assessment should be conducted to identify the subjects that should be given immediate attention given the resources available for training and the requirements for execution of the company's business strategy.

Individual Development Planning Process

As mentioned elsewhere in this chapter, employee development is best carried out as a joint undertaking by employer and employee. In order for this partnership to be effective and productive for both parties, it is necessary to start with an individual development plan prepared by the employee with input from his or her supervisor and other members of the organization including representatives of the HR department. Employee development, which goes beyond training in the practical skills necessary for the employee to perform his or her current job proficiently, should be focused on the long term needs and aspirations of the employee and on the roles that he or she might play in the company's pursuit of its own organizational goals and objectives. While companies Training and Development 13 are obviously keenly interested in developing employees in ways that are likely to be most valuable during their careers with the company, they must also understand that the process must also include learning that will enhance the individual's long-term employability in the broader marketplace and perhaps lead to the employee taking a position with another employer.

The HR Council for the Nonprofit Sector in Canada noted that an effective personal development plan should be engaging, doable, useful, and realistic. The council also recommended that plans be developed and carried out by adhering to five fundamental steps¹²³

Conduct a Self-Assessment: The first step is for the employee to identify his or her individual skills, abilities, values, strengths and weaknesses. Employees should use self-assessment tools available on the Internet; compare their knowledge, skills and abilities against those identified in their current job description and in job descriptions for other positions they might be interested in pursuing; review past performance assessments; and ask for feedback from their supervisors and others with actual experience seeing them perform “on the job”.

i. **Conduct a Position Assessment:** The next step, building on the comparison of skills and abilities against the current job description, is for the employee to assess the job requirements and performance expectations of his or her position at the present time and how those requirements and expectations and/or the organization may change in the future. At this point the employee should be focusing on identifying the knowledge, skills and abilities that will enhance his or her ability to perform in the employee’s current position; however, consideration must also be given to how that position, and the requirements associated with that position, may be impacted by likely changes taking place in the work environment (e.g., changes in clients, programs, services and technology).

ii. **Identify New Career Goals:** The employee should use the information gathered in the individual self-assessment and position assessment steps, particularly the information on likely changes, to set priorities for his or her career development and identify two or three

personal goals that will be mutually beneficial to the employee and the organization. The employee should set a time frame for accomplishing each of these goals and identify the specific knowledge, skills and abilities that will need to be developed or learned in order to achieve each of the goals

iii. Identify Development Activities: Once the employee has identified and fleshed his or her most important career goals and the timetable for achieving those goals, attention should turn to identifying the best ways to achieve those goals. The employee should catalogue the resources that will be needed (i.e., time, funds and assistance from others in the organization) and the most efficient learning methods and other activities and create an initial draft of his or her individual development plan that includes developmental goals for the coming year; the relationship of the employee's individual goals to the organization's goals; the knowledge, skills and abilities to be developed; the developmental activities and resources required; and dates for completion of each of the goals.

Implementation: Once the employee has created an initial draft of his or her individual development plan he or she should share it with his or her supervisor and other involved parties within the organization to obtain input and approval. Once the plan has been approved, the employee should begin implementation, evaluate progress on a regular basis, and make necessary adjustments along the way. It is important to elicit the participation of the employee's supervisor and other involved parties in the implementation process to provide support and encouragement.

While there is no hard and fast rule, individual development plans generally cover a one-year period; however, plans may sometimes include goals that will require longer than one year,

such as completing the course requirements to earn a degree or other certification in a field related to the employee's development goals. When goals extend beyond one year the plan should include specific details on the incremental steps that will be taken, and hopefully completed, in the next twelve months. As noted above, progress on plans should be measured regularly during the course of the year (i.e., monthly or quarterly). As the end of the one-year period approaches the employee should begin working on an updated plan for the following year using the steps outlined above and factoring in the progress that has already been made up until that time. When updating the plan, it is important to pay close attention to organizational changes that may have occurred during the year, as well to new developments in the external environment related to the employee's skills and career interests. It goes without saying that the skills and competences required for the business to succeed as well as the instructional and training techniques best suitable for the organization determine the efficiency of employee training and development programs. Trainers can choose from among a wide range of instructional and training methods, including lectures, demonstrations, discussions, case studies, role playing, presentations, and exercises. Instructional aides include audio and video presentations, "pre-packaged" training programs, and online courses. Outside consultants, as well as instructors from local colleges and universities, can be brought into lead training programs, or the company can set up in-house training programs with permanent trainers on the payroll. Some elements on the instructional and training program can also be carried while employees are actually performing their jobs. For example, on-the-job training techniques can include orientations, job instruction training, apprenticeships, internships, job rotation programs and informal coaching and mentoring by others working closely with the employee.

Companies may also encourage and support “off-the-job” learning including attending courses offered by colleges, universities and professional associations. Reading groups, or learning circles, involve meetings of staff members to discuss articles or books relating to the workplace that they have all chosen to read. Employees can also take advantage of self-paced independent reading and e-learning courses available online. Key decision points for these activities include how much financial support the company will provide for the learning method (e.g., will the company pay for college courses and/or memberships in professional associations) and whether time spent by the employee will be included as part of their regular work time. The company and employee should also determine how completion of a learning activity will be recorded and whether or not a formal assessment of what was learned will be required.

The following are elements of a fruitful employee learning experience, per Canada's HR Council for the Nonprofit Sector:

The goals of the employee training or development program are clear:

- i. The employees are involved in determining the knowledge, skills and abilities to be learned;
- ii. The employees are participating in activities during the learning process;
- iii. The work experiences and knowledge that employees bring to each learning situation are used as a resource;
- iv. A practical and problem-centered approach based on real examples is used;
- v. New material is connected to the employee's past learning and work experience;
- vi. The employees are given an opportunity to reinforce what they learn by practicing;
- vii. The learning environment is informal, safe and supportive;
- viii. The individual employee is shown respect; and

ix. The learning opportunity promotes positive self-esteem.

Before selecting the precise approaches and strategies to be employed for a certain learning project, businesses should think about a few fundamental issues:

i. What are the company training goals for the program or event? Possibilities include educating participants about new skills, new techniques for old skills, better workplace behavior and/or creating and maintaining a safer workplace or ensuring that employees understand rules and expectations with regard to preventing discrimination and harassment in the workplace¹²⁴.

ii. Who is being trained? Different techniques and content may be used depending on whether the audience consists of new employees, seasoned employees or executives and other members of the upper management group. Demographics and language are also factors that should be considered.

iii. What is the company's training budget and how much time has the company allocated for training activities? The amount of financial resources that is available for training is certainly an important consideration; however, companies can take advantage of cost-effective training methods such as e-learning and "on the job" coaching and mentoring. Time allocation issues include how much of the regular.

workday will be set aside for training activities and internal/external deadlines for completing the training project (e.g., new laws and regulations may require that training on a certain topic be completed on or before a specified date).

i. What training resources and materials does the company have at its disposal? Each of the training methods has its own resources and materials and their ready availability is a factor in

the selection process at least during the early stages of the program. As time goes by and requirements change it may be necessary to allocate a portion of the training budget to new resources in order to expand the available training methods. Companies need to consider availability and size of classrooms and ease of access to computers for computer-based training and e-learning.

The following are examples of fundamental training approaches and strategies that leaders in the training and development department should be familiar with:

Classroom or Instructor-Led Training: In spite of the technological breakthroughs that have impact training and development initiatives, most companies continue to rely, at least in part, on traditional classroom or instructor-led training. The tools and resources for this type of training are familiar and include blackboards and whiteboards, overhead projectors, videos, PowerPoint® presentations and storytelling to illustrate the right and wrong ways to perform certain skills or behave in the workplace¹²⁵. Instructor-led classroom training remains an efficient method for presenting a large body of material in a consistent fashion to large or small groups of employees and talented speakers can engage and entertain trainees through the stories. However, unless the speakers are properly trained, this method often lacks interactivity and the success and value of a particular program depends heavily on the presenter. Scheduling can also be an issue when a large number of employees need to be present.

ii. **Interactive Methods:** Interactive methods are recommended to break up training sessions and keep trainees engaged with the content. Examples include quizzes, which are often used for lengthy training sessions to ensure that trainees are keeping up with the information that has been presented up to the point where the quiz is given; small group discussions; case

studies; active summaries, which involves splitting up the trainees into small groups that choose a leader and create summaries of the main points of the program and then having the leaders present their summaries to the entire training class; question and answer sessions; role-playing; “participant control”, which allows participants to choose the subjects they want to know more about from a menu of all the subjects to be covered in the program; demonstrations; and debates over issues arising from the subject matters of the course. Interactive methods increase participating engagement and generally make programs more enjoyable. Many of the methods are a good way for veteran employees to share their experiences and also make it easier for the trainers to gather in-class feedback on how well attendees are learning. Disadvantages are that some of the methods are unstructured and this means that trainers must be sure that all of the necessary information is covered. In addition, breaking up into groups and taking quizzes disrupts the flow of the sessions and makes the training go longer.

iii. Hands-On Training: Hands-on training, sometimes referred to as “experimental” training, can be extremely valuable for teaching and reinforcing certain skills and techniques. Examples include cross-training, which allows employees to gain experience doing other jobs; demonstrations; coaching, which is helpful because it focuses on the individual needs of trainees and allows coaches to suggest more effective strategies, correct errors and give support and encouragement; apprenticeships and drills (e.g. evacuation drills to test how well employees have absorbed information in safety training programs). Hands-on training offers immediate applicability to the trainee’s jobs and provide quick feedback on the effectiveness of the learning experience; however, it may be difficult to provide hands-on training to all

members of big groups and several of the methods, such as coaching, are time-consuming and may disrupt the productivity of the persons in the training role.

iv. Computer-Based Training: Use of computer-based training has increased as technology has developed and programs have become easier and cheaper to use; however, it is likely that computer-based training will not replace all the other methods but rather will be used as enhancements and supplements to existing programs. Examples include self-paced computer programs in text-only format that incorporate text in the same way as print materials and interactive features; programs on CD-ROM that provide generic coverage of many workplace subjects; multimedia products that include graphics, audio, animation, and/or video; and virtual reality training programs that use simulation as a means for training and applying knowledge (e.g., flight simulators for pilots). Advantages of computer-based training include ease of use, customized design yet uniform in content to ensure everyone receives the same information, utility for refresher training, flexibility in allowing trainees to work at their own pace and on their preferred schedule, potential for interactivity and capable of providing ways to measure the training experience. Disadvantages include the need for trainees to be computer literate and have access to computers, lack of access to live trainers in the event that trainees have questions about the material, ineffectiveness at training “soft skills” such as customer service or sales and for training new skills that require demonstrations and other hands-on learning techniques.

v. Online or E-Learning: As Web access has increased and more and more vendors have jumped into the online learning market, e-learning has become more and more popular as an element of the training and development toolkit. Popular e-learning techniques include web-based training, which places computer-based training modules onto the Web for easy access;

tele- or videoconferencing, which allows a trainer in one location to simultaneously provide training to trainees distributed over several locations; audio conferencing; web meetings or webinars, which contain both audio and visual components; online colleges or universities, sometimes referred to as “distance learning;”, which can be used to allow trainees to complete the coursework required for certificates and degrees that will be value in their long-term career development; collaborative document preparation, which involves using Web-based tools for group members to meet virtually and collaborate on preparation of business plans, sales presentations, product specifications and the like; and e-mail, a simple and popular tool that can also be used to distribute information on subjects that are related to workplace behavior, such as new governmental guidelines. Many of the same advantages and disadvantages of computer-based training apply to e-learning and several of the e-learning techniques offer companies opportunities for significant savings on travel expenses. Companies relying on e-learning can also gain access to expert industry professionals and consultants outside of the company who have produced a large volume of e-learning materials; however, companies needs to be sure that the information is timely and preview the materials before they are used to check the quality of the presentations. E-learning also places new demands on the company’s Web access and the most interactive and interesting e-learning materials may require bandwidth that the company does not have.

vi. Blended Learning Approach: As the descriptive name implies, a blended learning approach incorporate more than one of the training methods described above to teach a particular subject. Evidence indicates that a blended learning approach can significantly reduce the time and cost of training, improve training outcomes, provide trainees with an

experience that is closer to how they actually learn on the job and keep trainers and trainees more engaged in the learning process.

“On-the-Job” Training and Development Activities

Companies and employees should take advantage of the numerous "on the job" chances for training and development in addition to formal training. Among the concepts that ought to be taken into account are the following:

- i. Committees: Committees are usually a part of day-to-day activities for most companies. While committees are often criticized as a waste of time, effectively operated committees can be valuable learning experiences for members and allow members to interact with and learn from colleagues in other parts of the company. A portion of the worktime of the committee should be set aside to exchange practical tips on job performance and discuss anticipated future changes in the company's business environment¹²⁶.
- ii. Conferences and Forums: Employees can attend conferences and forums on issues that are relevant to their current position, the long-term career development and the goals and objectives of the company. Once the meeting is over employees can give presentations to their colleagues on the subject matter of the meeting to reinforce their own learning experience and share the information with the company.
- iii. Critical Incident Notes: Critical incident notes, which are written records of notable day-to-day events, can be valuable learning tools for the persons involved and for others in the organization. For example, notes may be compiled on a customer complaint and how it was resolved. These notes can be analyzed to determine why the problem arose in the first place and whether or not attempts to resolve the matter were successful or badly handled. Good

experiences can be shared throughout the organization while bad experiences can become the foundation for coaching employees on areas that they can improve upon.

iv. Field Trips: If the company operates from multiple sites a field trip that allows employees to visit other sites can be a good way to give those employees a better understanding of the full range of the company activities and see how colleagues doing similar jobs in other locations carry out their day-to-day duties. Employees should be given a list of questions to answer and things to look for before going on the trip and should be required to meet after the trip to compare notes and brainstorm about ways that they can apply knowledge gained from the trip in their own activities.

v. Job Aids: Job aids are tools that can be created and distributed to employees to help them improve the performance of their jobs. Examples include manuals, checklists, phone lists, procedural guidelines and decision guidelines. Job aids are particularly useful for new employees, veteran employees taking on new responsibilities and decisions and situations that do not come up frequently.

vi. Job Expanding: Adding new responsibilities to an employee's position after he or she has mastered the current requirements is a good way to create interesting challenges and facilitate the development of new skills. The new duties should be mutually determined by the employee and his or her supervisor and the change in assignment should be supported by appropriate training and mentoring.

vii. Job Rotation: Job rotation, which allows employees to work in different areas of the organization on a temporary basis while retaining his or her current position, is another way to expose employees to new challenges and built new skills and competencies. Job rotation

can also build ties with colleagues within the organization that may be valuable in future collaborative activities.

viii. Job Shadowing: When an employee “job shadows” he or she follows another employee for a specified period of time and observes how the shadowed employee does his or her job and how he or she contributes to the company. An employee who is job shadowing generally does not assist with the work being done; however, it is expected that questions can and will be asked. Job shadowing provides employees with ideas about skills they may wish to develop and builds connections within the organization.

ix. Learning Alerts: Managers may create “learning alerts” from newspaper articles, government announcements and reports that can be circulated to employees and discussed at staff meetings. The materials should be accompanied by one or two questions to focus the attention of employees on the lessons to be learned and/or the issues that are raised from the materials.

x. Peer-Assisted Learning: A small group of employees, generally just two, collaborate on a project and help each other learn the different tasks associated with the project by sharing the knowledge and skills they already have. This not only helps complete the project more quickly it also allows the employees to learn more about an area of expertise that may benefit them once the specific project is done.

xi. “Stretch” Assignments: Employees may be given assignments that provide them with the opportunity to “stretch” past their current abilities and do something completely new that might eventually become part of the future job responsibilities. For example, employees

looking to move into managerial roles may be given a chance to lead a staff meeting. It is important to give employees support before and after the

Training

Through the use of technology, Human resource professionals can now train new employees in a more efficient manner. This eliminates the need for them to meet with their new colleagues in person. Having the ability to access training programs from anywhere is also beneficial for new employees. Through virtual classrooms, HR professionals can now train a large number of employees in a shorter amount of time. They can also use computerized testing programs to assess the progress of their new hires. Some companies even incorporate an instructor for virtual training in order to ensure that new hires receive the necessary training. With the use of technology, employees can now control their own learning and development. This eliminates the need for them to manually enter information and helps them keep track of all of their candidates. Having the ability to monitor their training through the internet can also help reduce the costs associated with training assignment including the resources necessary to prepare and post-assignment feedback on what went well and what can be done to improve performance.

Special Projects: A special project outside of the employee's current job duties but in an area where he or she has shown interest is a good way to build new skills and keep the employee motivated and engaged. It is important for the employee to prepare in advance, such as by doing background research on the project area, and to lay out a plan for the employee to interact with colleagues who will also be working on the project.

Training and development can also come in the form of relationships and feedback. For example, companies often establish “coaching” arrangements between an experienced manager and an employee that serves as a foundation for the manager to demonstrate new skills to the employee and provide him or her with guidance, feedback and support as he or she attempts to put the skills into practice. Providing employees with “mentors” is similar to coaching; however, the focus of the relationship is not so much of specific skills but on overall career guidance and advise. The best mentorship relationship involves a manager and employee with shared interests and values. Some employees can tap into informal professional networks to discuss current issues and share information and resources with colleagues that have a similar background and who must deal with the same problems and issues on a day-to-day basis. Finally, a portion of the time spent on providing employees with feedback during their performance appraisal should be devoted to discussing how the employee’s individual development plan can incorporate ideas for addressing weaknesses in certain skill areas and building on the employee’s strengths.

Organizational Models for the Training Department

Noe identified and described several different organizational models that companies might select for the training department including the functional model, the customer model, the matrix model, the corporate university model and the business-embedded model. Noe observed that while some organizations used decentralized training because of a wide geographic dispersion in the location of operations the growing trend is toward “centralized training”, which means that programs, resources and professional associated with training and development are primarily housed in a single location and department and this department has primary responsibility for decisions about investment in training, design and

content of training programs and delivery methods. Benefits of the centralized approach include stronger alignment with business strategy and better integrated programs for developing leaders and managing talent with training and learning during times of change. Centralized training also contributes to elimination of course and program variation and costly duplication in the training system and gives companies a cost advantage in procuring training products and services from outside vendors due to the number of potential trainees

The Functional Model

A training department organized using the functional model includes everyone involved in some aspect of training or development. The department is led by a director of training and he or she oversees a staff of experts with specialized knowledge in a particular topic or skill area in which they train such as safety training, quality training, technology and computer systems training, leadership development and sales training. Each of the experts is responsible for developing, administering and updating training programs in their area which are used across the entire organization. Advantages of the functional model include cultivation of concentrated expertise, which also makes it easier for the department to set its plans and efficiently produce a wide array of programs in particular subject matter areas; clear career paths for training personnel; and minimal internal coordination requirements. The functional model is compatible with a relatively stable business environment; however, it does have several disadvantages. For example, the department may create expertise that falls out of alignment with organizational needs. Another issue in larger organizations is slow response time and bottlenecks due to sequential task performance. The functional model may decrease innovation due to narrow perspectives. The director of training may also be challenged by conflicts over priorities and strong demands for coordination. In order to

mitigate these potential disadvantages it is important for the director of training and other staff members to regularly survey training customers to determine whether the curriculum is meeting their needs and expert trainers must be willing and able to continuously update their course materials to ensure that they remain meaningful to trainees and address the then-current business needs of the company.

-The customer model- The customer model is decentralized and relies on groups created to assume responsibility for the training needs of one division or other business unit of the company. A director of training would oversee the group, which will typically be staffed by both subject matter experts and HR generalists who not only train but also perform other traditional HR functions (i.e., performance management, recruiting, benefits etc.), and teams of functional experts who would offer courses in their own areas such as finance, sales and marketing, production and operations and information systems. While there is value in having functional experts share their knowledge, care must be taken to make sure that they have the requisite knowledge, skills and attitude to be effective trainers. For example, functional experts should be counseled on basic training techniques such as eliciting feedback from participants and integrating practice opportunities into their courses. This approach increases the likelihood that training programs will be more in line with the particular needs of a business group; however, in order to be successful the trainers must be aware of those needs and be able to update courses and content to reflect them. Other potential advantages of the customer model include compatibility with rapid change and higher likelihood that the training materials will be meaningful to trainees.

The customer model also facilitates full-time concentration on tasks, clearly defines responsibilities and accountability and permits parallel processing of multiple tasks. On the

other hand, the customer model requires a significant amount of time to implement and potential problems include variation in effectiveness from group-to-group, poor design (e.g., problem solving may be limited to task needs), conflicts in the allocation of resources and between tasks and priorities and difficulties in coordinating activities. When using the customer model, the director of training may struggle to implement and enforce a common instructional design process and ensure that the company's overall quality philosophy is consistently emphasized in each program.

The Matrix Model

Similar to the way that the matrix model of organizational design works in other situations, this model in the training context relies on trainers who simultaneously act as training and functional experts (e.g., a marketer would be involved in marketing projects and conduct training on marketing-related skills) and report to both the director of training and to his or her functional manager (e.g., marketing manager). This approach ensures that training is linked to the needs of the business and the day-to-day skills required in order for trainees to be successful in the specific function; however, trainers will have more time demands and conflicts because they will be required to report to two different managers (i.e., their functional manager and a manager in the training department).

Trainers in the matrix model must have good interpersonal skills to balance the conflicts inherent in their dual roles and there is a higher likelihood of tension and bottlenecks due to power struggles and the need to spend more time on discussions of what the trainer should be focusing on at any given moment.

The Corporate University Model

The corporate university model is typically found among larger organizations and involves establishing a comprehensive corporate training institution that is organized and functions much like a university. In fact, companies often refer to these units as universities and notable examples over the years in the US have included Disney University and McDonald's Hamburger University. While each initiative is different, they share a common goal of striving to ensure that their own particular culture of learning permeates the entire organization. These universities are responsible for all of the learning and development activities within the organization and making sure that their programs and the experiences of managers and employees in their programs are linked to the company's overall strategic goals and objectives. Historical problems with this model have included excessive costs, inconsistent use of common training practices and sharing of training best practices and lack of integration or coordination. Advantages of the model include dissemination of best practices, alignment of training with business objectives, integration of training initiatives and effective use of new training methods and technology. Corporate universities often achieve substantial scale and this allows them to leverage exciting technology tools such as e-learning platforms. Corporate universities also forge alliances with public and private educational institutions to gain access to their faculty members and courses and may also offer opportunities for employees to pursue external qualifications and certifications that will be valuable to them in their individual careers.

The Business-embedded Model

Praised the business-embedded model, pointing out that it gives organizations the chance to better manage their training expenditures and make sure that training is in line with strategy—all the while keeping the flexibility to promptly respond to customer needs and the

ability to deliver high-quality services¹²⁷. This model is recommended for its advantages over traditional training methods in key competencies such as strategic direction, product design and delivery, structural versatility, accountability for results and customer focus. A standard training department with a business-embedded training organization, highlighting the following¹²⁸

Strategic Direction: Difficulties with the traditional training department approach with respect to strategic direction include unstated or vague objectives, assuming that class participants are the only customers, limiting offerings to pre-determined courses and continuing to supply products that are no longer useful, organization of offering by courses and reliance on mandated training to attract internal customers. In contrast, the business-embedded training organization broadly disseminates a clearly articulated mission, recognizes that its customer base is segmented, provides customized solutions to its clients' needs, understands product life cycles, organizes its offerings by competencies and competes for internal customers. follow-up on the job to ensure that learning is taking place, considers the manager the key player in support learning, evaluates the strategic effects of training and its "bottom line" results and guarantees that training will improve performance.

in order to reap the advantages of centralizing training and development activities while maintaining the flexibility to offer programs, content, and delivery methods that are tailored to the unique requirements of each of the company's businesses, businesses typically combine the business-embedded model with centralized training. For instance, the coordination of training, content management, resource and budget management, and the establishment and upkeep of connections to other personnel management tasks like hiring, performance evaluation, and remuneration would fall under the purview of the centralized

training department¹²⁹. These activities, taken together, making the training and development process more efficient and reduce redundancies and inconsistencies. At the same time, emphasis is placed on appropriate functional design and delivery of learning services, which means that specific content is created for key functional areas and delivered to those areas using the most appropriate learning methods.

i. Product Design: The traditional training department uses rigid and cumbersome design methodologies and views suppliers as warehouses of materials; however, the business-embedded training organization uses benchmarking and other innovative design strategies to develop products quickly and involves suppliers strategically during the product design process. •Structural Versatility: The traditional training department employs trainers who serve primarily as facilitators and classroom instructors, operates with a fixed number of staff and relies solely on training staff to determine the department's course offerings. In contrast, the business-embedded training organization employs professionals who serve as product managers and internal consultants, leverages resources from many areas and involves managers in determining direction and content.

ii. Product Delivery: While the traditional training department distributes a list of courses and offers courses on a fixed schedule at fixed locations, the business embedded training organization offers a menu of learning options and delivers training at the worksite.

iii. Accountability for Results: The traditional training department believes that the company manages employee development, ends its involvement with the participants when courses end, considers the instructor the key player in supporting learning, relies on course critiques as its primary source of feedback and vaguely describes training outcome.

Outsourcing training and development activities

As with many other organizational functions and activities, outsourcing is an option for employee training and development and companies must often decide whether it makes sense to engage with one or more outside organizations that will assume responsibility and control over some of the company's training and development activities or take over all or most of the training including administration, design, delivery and development¹³⁰.

It is advised that firms take the following factors into account when deciding whether to outsource training and development activities:

i. What are the capabilities of the organization's in-house training function? Does inhouse staff know enough that projected training skills can be grown and implemented internally, or will it be necessary to hire training skills from outside?

Can the organization's in-house training function take on additional training responsibilities?

ii. Is training key to the execution of the organization's business strategy and/or proprietary?

iii. How much value does the organization place on its in-house training organization and capabilities?

iv. Has top management embraced building skills and talent as a core responsibility and mission of the organization?

v. Does the content of the training change rapidly?

vi. What is the likely perception of outsourced trainers by organizational members (i.e., will they be viewed as experts or with cynicism)?

vii. Has the organization conducted a formal assessment of the strengths and weaknesses of the current training programs?

vii. Does the organization want to outsource the entire training function or is the best solution a combination of internal and external training?

Development is a specified state of advancement or growth. It is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. Some universities offer programs in human resources and related fields, such as industrial and labor relations. Employees can enroll in such institutions of learning to develop themselves. For instance, Cornell University was the first school in the world to provide a college-level program in human resources. It currently offers various programs at the professional, graduate, and undergraduate levels.

Various universities and business schools have departments and institutes dedicated to the field of human resources management. Most of these facilities are located in the departments of management. Besides being able to provide a variety of courses, these schools also offer research programs related to the field.

Universities all over the world have been taking on the responsibility of providing managers with the necessary skills to improve their interpersonal relationships. Due to the technological advancements that have occurred in the HR field, it is now more important than ever that colleges and universities provide courses that are geared towards the future. Although, it is an employee's individual responsibility to work towards professional development, the following strategies can help you create a robust program for developing your employees:

1. Train for success from the start - Training is an essential activity for onboarding new employees and developing existing ones. Training enhances the hard and soft skills, improves the knowledge and increases the confidence required to complete tasks. When an employee's confidence is raised, they are likely to perform better at work. Moreover, when you dedicate time and resources to developing staff, employees feel valued and appreciated and this motivates them to put more effort into their work.

2. Set a good example and encourage self-development - Leaders who develop themselves professionally are likely to encourage employees to develop themselves too. When a manager takes steps to learn and grow, other employees realize that personal development is an integral part of company culture.

3. Create individual development plans - Work with everyone on your team to help them identify their professional goals. Each personal development plan should highlight ways of achieving these goals, challenges facing the employee, interventions to resolve the challenges and the time frames for attaining the identified goals. This motivates employees and helps you determine whether your business goals are aligned with the employee goals.

4. Set performance metrics - Develop employees by setting measurable performance metrics. Establish specific performance objectives so your team has tangible goals to meet. As they hit each target, the sense of accomplishment motivates them to achieve even higher levels of performance. If done correctly, performance appraisals can identify areas where further training is necessary.

5. Simulate situations - Simulating real-life situations in the workplace is an effective way of developing employees. Simulation entails recreating workplace scenarios, resolving the

situations and applying the solutions to real-world practices. This prepares employees to handle challenging workplace situations, such as resolving a customer complaint.

6. Give regular feedback - Develop employees by giving constructive feedback about their conduct, performance and attitude throughout the year. Congratulate employees for the work well done and encourage them to improve on specific areas for better results in the future.

7. Delegate responsibilities - Develop employees by enabling them to perform higher-level duties from time to time. When employees get used to taking up higher responsibilities, they learn new skills and prepare for future leadership responsibilities. Delegating duties helps delegators free up time that could be used for more important tasks. It also encourages trust and communication between managers and employees because it gives them confidence knowing that you trust them and that you believe in their capabilities.

8. Engage in cross-training – Cross-training prepares employees for roles they may qualify for in the future. Temporarily shifting them to a new department gives them a chance to explore a different and possibly challenging area of your business. Finally, cross-training fosters a spirit of teamwork by eliminating working silos, allowing employees to learn to appreciate the value of different roles and aspects of the business.

9. Coaching – Coaching is one of the most effective ways of developing employees, especially new hires. It involves a senior staff member working closely with young or inexperienced employees, which helps create a continuous stream of future organizational leaders. Coaching helps employees see things from a different perspective and develop ways of solving problems on their own.

10. Take career progression seriously - Every organization has a method to gauge whether an employee has qualified for a promotion. Career progression guidelines allow employees to attain the necessary qualifications such as certifications and licenses. Employees need to be assured that their efforts are likely to enable them to achieve higher levels of responsibility. Feeling stuck in one position for a long time saps the motivation of employees, who then might see self-development as a futile effort and begin to look elsewhere for opportunities.

11. Dedicate resources - To realize true returns, your organization must invest resources in employee development. While some ways of developing employees may not require a substantial investment, other strategies require budgetary support to implement. To ensure employee development goes as planned, set aside sufficient resources to implement programs such as training workshops, learning tours and team-building activities, not to mention incentives, raises and promotions where appropriate.

12. Retention - If your organization has a high turnover rate, you might be losing your investment, including the costs of onboarding, training and other employee development programs. To save valuable resources, establish mechanisms to retain the best employees in your organization. You might find that the cost of replacing an employee is higher than the cost of developing one. Retaining also ensures you preserve institutional knowledge as the company grows.

13. Nurture professional networks - Develop employees by expanding their professional horizons, giving them the opportunity to network with others in the industry. Introduce employees to mentors, business leaders and professional associations. Networking broadens their minds and gives them new angles of perception, both key attributes in solving evolving

challenges in the workplace. Networking provides your team ways of obtaining extra support, advice and information to grow their careers. You also create ambassadors for your organization both in your industry and the community.

14. Eliminate barriers - Some organizations have compartmentalized teams. Develop employees by eliminating rigidity in organizational structure and processes. Allow for cross-functional collaboration, which is essential for learning, sharing and flourishing. Employees do not want to feel that their careers are stalled. They want to dedicate themselves and make an effort for an employer that recognizes their skills and acknowledges their successes. That is why training and development is very important. On the other hand, organisations can enjoy some benefits from developing their employees. Such benefits includes:

- Unlocking employee creativity
- Improving performance
- Fostering a goal-oriented mindset
- Enabling closer collaboration

2.1.7 Work-life Balance

Work-life balance refers to maintaining a harmonious relationship between your work and personal life. It involves consciously managing your time and energy to meet both professional and personal commitments while prioritizing self-care and well-being. When work demands more of your time or attention, you'll have less time to handle your other responsibilities or passions. Many people want to achieve a greater balance between their work life and their personal life so that work does not take up the vast majority of their time. However, the term itself can be misleading because our careers and personal lives don't always

exist in separate spheres¹³¹. There is no one right definition, explanation or understanding of the concept that is work-life balance, it has multiple overlapping definitions that differ across organisations and research studies. The authors suggest that “the term was initially understood by researchers as satisfying low levels of conflict between work and non-work demands¹³². Many research studies have shown that the idea of a work-life balance started in the Nineteen Seventies and it represents the balance an individual has between their worklife and the demands of their personal life¹³³.

Work-life integration or the synergistic blending of our personal and professional responsibilities has become an increasingly popular concept. From this perspective, work is simply one aspect of our lives, which needs to be considered alongside other important concerns, such as our home and family lives, our community, and our personal well-being. Rather than resembling a scale with two competing sides, work-life integration more resembles a Venn diagram of overlapping interests. Whatever term you prefer to use, the reality is that both describe attempts to manage our various responsibilities and goals. While work-life integration might give you a more holistic framework, work-life balance might emphasize a much-needed sense of division for those who find work creeping into their personal lives.

What Work-life Balance Looks Like

The unique nature of each of our lives and our fluctuating responsibilities means that work-life balance and work-life integration look different for everyone. It's a constant negotiation about how—and where—you spend your time. In striving for greater work-life balance, you get to determine your priorities, whether they're related to your work or personal life¹³⁴. Just like in our diets, to stay healthy and energized for the long haul, people need variety. When it comes to work-life balance, people need to engage in a variety of activities and rest. We

tend to fall into the trap of believing that we can be productive all the time, or that an eight-hour day at work equates to eight hours of output. However, that is hard, if not impossible, for many individuals to achieve. Plus, overworking has negative consequences for both employees and employers. Workaholics and those who struggle to practice self-care find themselves at higher risk for burnout, fatigue, and stress-related health issues. Poor work-life balance can also leave employees working more hours but being less productive.

An unhealthy work-life balance occurs when work becomes overwhelming and takes precedence over personal life, leading to negative consequences for an individual's well-being. Some signs of an unhealthy work-life balance may include:

- i. **Constant Overwork:** Regularly working long hours, including weekends and holidays, without sufficient time for rest, relaxation, or personal activities.
- ii. **Neglected Personal Life:** Sacrificing personal relationships, hobbies, and leisure activities due to excessive work demands.
- iii. **Burnout:** Experiencing physical, mental, and emotional exhaustion due to chronic stress and work-related pressure.
- iv. **Lack of Self-care:** Failing to prioritize self-care activities, such as exercise, adequate sleep, and leisure time resulting in deteriorating physical and mental health.
- v. **Strained Relationships:** Experiencing difficulties in maintaining healthy relationships with family, friends, and loved ones due to work-related commitments.

Remember, achieving a healthy work-life balance may vary from person to person, depending on individual circumstances and preferences. It's important to find a balance that works for you and promotes your overall well-being¹³⁵.

2.1.8 Academic Retention

The shortage of academic staff and the failure of universities to retain quality academic staff continue to be crucial to the changing prospects and potentials of knowledge formation and learning. Academic employment can be defined as jobs in higher education institutions (Universities and Colleges of Higher Education) whose main function was academic teaching or academic research, irrespective of the contractual terms of the job holder. Thus, lecturing and research staff are included. There have been issues around the retention of academic staff in higher institutions of learning. There are lots of factors which lead to individuals entering and leaving academic employment. There are many factors that are responsible for the mobility of academic staff. Employee retention posits one of the greatest challenges in many organisations, let alone, academic institutions world-wide, in contemporary times.

There is a growing global interest in matters of recruitment and staff retention in higher education institutions in Nigeria. Emphasis on the elements that impact institutional efficacy and the quality of education on a global scale is on the increase. Retaining and hiring competent personnel is essential to upholding standards and improving learning outcomes. This pattern is not specific to Nigeria; it can be observed in many nations that are working to enhance their higher education infrastructures. Higher education establishments in Nigeria deal with unique recruitment and retention issues. Talent competition, a lack of money, infrastructure constraints, and occasionally societal or political unrest that affects workers'

stability are some of these difficulties. These elements add to the pressing need to address staffing and retention-related challenges. Nigeria's economy is expanding, which is driving up demand for qualified workers in a number of industries, including higher education. Because the rivalry for skilled workers brought about by this need, organisations must have effective recruitment and retention strategies in place in order to draw in and keep competent personnel. Nigeria's higher education system has many schools vying for recognition and accreditation abroad. Achieving and upholding these standards depends heavily on the caliber and consistency of the staff. As a result, organisations are spending more money on techniques to improve hiring procedures and raise employee retention rates.

Invariably all tertiary institutions in Africa are confronted with the tremendous challenge of identifying, recruiting and retaining high caliber staff, particularly lecturers. These trends have engendered a more strategic approach to human resource management across the higher education sector¹³⁶. The academic retention factor automatically affects the research capacity development orientation in view of the fact that no system can rise above the quality of its teachers. There has been a mass movement of some of the best brains of African origin from the continent to various parts of the developed world in search for better conditions of services, but there are certain strategies that can be used to improve employee's happiness, motivation and more in order to retain them¹³⁷.

In Africa, for long, teaching at university has not only been regarded noble, but a dream comes true for many individuals. But this does not seem to be true anymore. If any, the nostalgia for acquiring and settling down in university employment may now only be strong amongst those who are unsuitable for the jobs. Otherwise, if teaching in university was still such a revered job, then what would explain the acute shortage of academic staff experienced

nowadays by many African universities amidst the rising numbers of qualified Africans? In Africa in particular, public universities have been failing to attract and retain highly qualified individuals for their teaching jobs. This has resulted into acute shortage of academic staff that appears to be already hurting the quality of university education in the continent. In this study, the researchers examined the critical factors that determine academic retention, research capacity and sustainable development in African Universities¹³⁸.

Many academics believe that the profession has a heavy workload, making it difficult to meet promotion requirements and poor mentoring and capacity development, which would benefit from academic support, unambiguous promotion guidelines and clear, homogenous salary packages. These are some of the factors that determine retention of academic staff.

Motivation

The motivation behind a behavior is the process that drives individuals and animals to perform a certain behavior at a given time. This is referred to as a motivational state, and it is believed that the strongest state can determine a person's behavior. One of the most important factors that people can consider when it comes to choosing a career path is their motivation. This is because it can help them achieve their goals without actually doing it. The concept of motivation is derived from the word "motive." It refers to a person's desire to do something or achieve something. The goal-oriented behavior of people is motivated by the process of motivating them to take action in order to achieve their goals. The psychological elements that influence people's actions include their desire for money. Various theories have been presented that claim to describe the characteristics of a motivational state. These theories, such as the ERG theory and Abraham Maslow's hierarchy of needs, claim that people have certain needs that can motivate them.

Some of the basic needs that people have are food and water, which are more common than other needs. According to behavioral theories, the higher needs can only motivate people once the lower ones are satisfied. These theories do not explain the behavior of people in terms of conscious states. The goal-oriented behavior of people is motivated by the process of motivating them to take action in order to achieve their goals. There are two types of motivation: intrinsic and extrinsic. According to some studies, intrinsic motivation is more beneficial than extrinsic motivation. The characteristics of a motivational state can be categorized depending on the level of conscious awareness that the agent has of the reason he or she does certain actions. This field is related to practical rationality. According to this theory, people should be motivated to perform certain actions if they believe that they should¹³⁹.

2.1.9 Intention to Stay

Employees are asset to organization. However, in today's organizations, most organizations are faced with employees' turnover which incurs certain cost to organizations. Most organizations are aware of the importance of human capital in achieving the success of their businesses. From the perspective of human capital management, employees are equipped with skills, abilities, and experiences that have economic value for organizations¹⁴⁰. Thus, organizations would face difficulties in meeting its desired goals without human capital capabilities.

Voluntary employee turnover is one of the critical issues in the Malaysian manufacturing organizations and able to destroy the company competitiveness in the marketplace. Several factors have been identified to be influencing turnover rate in many manufacturing

companies in Malaysia¹⁴¹. Also, several factors have been identified to determine the retention of academic staff in universities¹⁴².

The survey conducted by Malaysian Context carried out an investigation on the relationship among organisations and their employees' intention to stay¹⁴³. There is a significant partial mediation role of JS on the relationship between BG and ER. The study established a theoretical and practical base for the future studies, as well as implementations of retention in the Malaysian manufacturing industry¹⁴⁴. The nature is related to the responsibilities in executive position in dealing with both operations and management function. In the study of fast growth companies' 47 percent out of 434 chief executive officers (CEOs) declared that lack of valuable employees can limit their companies' development¹⁴⁵. Employees will exit their current employment if they are not satisfied with factors such as related to their organization and job according to¹⁴⁶. Termination of employment cannot be taken as the absolute reason due to the tendency of the employees to fabricate information for various motives¹⁴⁷.

Intention to stay refers to employees' willingness to remain in the organization, and they are aware of their decision after a careful consideration¹⁴⁸. In a similar manner, intention to stay mirrors employee's level of tenure of employment relationship with present employer¹⁴⁹. Employees staying within their current organizations also demonstrate their interests and needs to be fulfilled by the employers. The high tenure of one employee continuing his or her employment relationship reflects the success of the organization in building strong intention to stay among employees. Studies conducted by different researchers revealed a negative relationship between salary and employees' intention to quit¹⁵⁰. With the growing number of higher education institutes, dissatisfied lecturers are willing to leave one university for

another that offers a higher compensation package¹⁵¹. Lecturers tend to feel dissatisfied when they perceive they are not being compensated fairly. In support of the literature, remuneration remains a significant predictor of employees' intention to stay or leave¹⁵².

2.1.10 Loyalty

Employee loyalty deals with the extent to which employees are committed and involved with their organization. Employees who are loyal are less likely to quit, look for another job, or speak negatively about their employer and organization. They usually work harder and are more enthusiastic about their roles in the organization. The human resource management department is responsible for maintaining the employees' loyalty and commitment to the company. This happens to be the last function of this department and it involves implementing strategies that will help keep them focused and motivated because the lifelong career that used to be the norm has suddenly disappeared. The usual psychological contract, promising a lifetime paid employment and benefits for loyalty and dedication, had been replaced by concern for employees' career progression¹⁵³. Upon examining this paradigm shift of employees' psychological contract, employees now move from one organization to another in pursuit of better pay and career development and one of the challenges facing many organizations is the retention of critical employees¹⁵⁴. Society has now become knowledge based where human capital is considered a key resource and indispensable to the survival of businesses. This situation is no different in most higher institutions of learning across the globe.

2.1.11 Commitment

In the extract literature, several authors use terms such as commitment, loyalty, productivity and ownership to describe retention¹⁵⁵. These studies suggested that commitment is the extent to which employees commit to someone or something in their organisation, how hard they work, and how long they stay as a result of that commitment.¹⁵⁶ stated that engagement is a “passion, commitment, extra effort, the elusive force that motivates employees to higher (or lower) levels of performance”.

It has been termed as coveted energy similar to a commitment to the organisation, job ownership and pride, more discretionary effort (time and energy), passion and excitement, commitment to execution and the bottom line. It is the degree to which an individual identifies with an organisation and is committed to its goals. Hence it can be concluded that organisational commitment is an important facet of the state of engagement when it is conceptualized as a positive attachment to the larger organisational entity and measured as a willingness to exert energy in support of the organisation, to feel pride as an organisational member, and to have personal identification with the organisation. In no case does engagement overlap with commitment¹⁵⁷.

The influence of perceived organisational support and employees’ commitment upon the degree of employees’ turnover intention within telecoms employees in Pakistan. The study argued that the intention to leave among employees in the telecoms sector largely depends on perceived organisational support¹⁵⁸. There is a strong association between academics’ perceptions about management support and their intention to quit from public Universities in Khyber Pakhtunkhwa, Pakistan¹⁵⁹. The study further reported that academics’ turnover was due to poor management support, such as research and conference grants,

University/Industry Linkages, University supported journals and research incentive scheme¹⁶⁰.

2.1.12 Academic Engagement

Employee engagement is a human resources (HR) concept that describes the level of enthusiasm and dedication a worker feels toward their job. Engaged employees care about their work and about the performance of the company, and feel that their efforts make a difference. An engaged employee is in it for more than a paycheck and may consider their well-being linked to their performance and thus instrumental to their company's success¹⁶¹.

Employee engagement is one of the most common areas of HR consulting that involves analyzing and improving the performance of employees is employee engagement. This discipline is usually focused on measuring and improving the levels of employee satisfaction. Although this field is generally broad, most companies have specialized practices that focus on different aspects of HR management.

Engagement of academic staff should be a strategic priority for the management of universities since it is difficult to replace the knowledge, skills and experience of academic staff¹⁶². Given the above studies, it is logical to anticipate that job-hopping intention is an indication of poor management support, which may likely reduce engagement of academic staff. However, most of these studies were not empirically tested. Hence, the need to do empirical research on the relationship between human resource management practices and academic retention among academic staff.

Understanding Employee Engagement

Employee engagement can be critical to a company's success, given its clear links to job satisfaction and employee morale. Communication is a critical part of creating and maintaining employee engagement. Engaged employees are more likely to be productive and higher performing. They also often display a greater commitment to a company's values and goals. Employers can encourage employee engagement in many ways, including communicating expectations clearly, offering rewards and promotions for excellent work, keeping employees informed about the company's performance, and providing regular feedback. Other strategies include making efforts to make employees feel valued and respected, and feeling that their ideas are being heard and understood. Engaged employees believe that their work is meaningful, believe that they are appreciated and backed by their supervisors and that they have been entrusted with the success of their company.

Employee engagement has been a considered part of management theory since the 1990s and became widely adopted in the 2000s. While it has its detractors, mostly based on how difficult it can be to measure, employee engagement has been found to have direct links to a company's profitability and financial health.

2.2 Theoretical Review

Regarding the factors associated with human resource management practices and employees' retention, four theories were adopted for this study. They are: Equity Theory, Expectancy Theory, Maslow Theory and Social Exchange Theory. All of which are relevant to this study. There is no perfect or right theory for a dissertation, though certain theories are popular and the adoption of a theory reflects the understanding of the researcher as regards the study. In making an appropriate selection of a theoretical context, the researcher considered the

guiding principles of the study and situate the problem in relation to it. The researcher therefore, examined the four relevant theories to the research study.

2.2.1 Equity Theory

Adam's equity theory is a representation of how individuals see the efforts they put into a job and the benefits they get out of it. Adam argued that employee normally intend to maintain equity between inputs (effort) in the job (in form of time, education, experience and commitment) and the outcomes in turn from the job (promotion, recognition, and pay rise) compared to perceived inputs and outcomes from other employees in the same organisation or in other organisations. The theory further suggests that, if employees perceive to be under-rewarded, he or she will be demotivated and develop intention to leave the organization. Also, if dissatisfied employees remain in the organization, they may perform by withholding their efforts in order to lower the quality or standard of that organisation, thereby affecting their commitment and loyalty¹⁶³.

In relation to this study, Equity Theory guides in understanding what may influence academic staff to leave their jobs. The theory, therefore, provides an understanding of the factors that make the academic staff leave their university by keeping in comparison to what academic staff in other institutions are benefiting to realize the ratio of input-output equilibrium. However, the major weakness in this theory is subjectivity of the comparison process¹⁶⁴. The study observed that there is a tendency in human nature to distort their inputs, especially in regard to effort, hence it becomes hard when comparing their levels of commitment to the job. This theory has been largely applied to motivation in the organisations outside the academic environment. On the basis of this gap, the current study seeks to enquire how the Equity theory can be used to promote academic staff retention or

further strengthen existing staff retention strategies in Nigerian higher institution of learning¹⁶⁵.

2.2.2 Expectancy Theory

Victor Vroom developed the motivating theory of expectancy in 1964. It analyses the way individuals make decisions according to what they anticipate will happen. Because it offers guidance on how to inspire workers and improve their productivity and retention, the idea is especially pertinent to HRM practices. It also suggests that people are more likely to behave a certain manner when they anticipate achieving specific goals. A key component of Expectancy Theory is Expectancy. This is the conviction that one's efforts will result in the intended degree of achievement. It is the belief that a particular course of action will result in a particular consequence. Goal difficulty and self-efficacy—the belief in one's capacity to do tasks—have an impact on this.

Another important key component is Instrumentality (Performance → Outcome). This is the conviction that reaching the targeted performance level will result in a specific event or benefit. It expresses the belief that a certain degree of performance will bring about particular benefits. This can be influenced by three things: transparency (openness in how rewards are dispersed), clarity of expectations (clear grasp of the performance-reward link), and trust in leaders (belief that management will fulfil promised rewards). Another important element is valence, or the value that a person assigns to the benefits or results. It is the expected level of happiness or discontent that a person experiences with a result. Valence is influenced by: Personal goals and needs (alignment of rewards with personal aspirations), Preferences (individual differences in the desirability of outcomes) and Reward types (monetary rewards, recognition, career advancement, etc).

According to the expectation theory, people might be motivated if they have particular expectations and have diverse sets of goals. This theory discusses choice and describes the steps a person takes to arrive at a decision. According to Vroom, motivation is essentially about deciding how much effort to put in during a given task. This decision is predicated on a two-phase sequence of expectations (performance leads to a particular outcome/reward, and effort leads to performance)¹⁶⁶. Meanwhile, it is always important to apply Expectancy Theory in Human Resource Management practices because it involves Performance Management which has to do with the setting clear, achievable performance goals to ensure employees understand what is expected of them (enhancing expectancy) and also feedback because it is good to provide regular feedback to help employees understand their progress and make necessary adjustments. Also, the Reward System which is the different reward types which includes monetary rewards, recognition, career advancement etc. has to do with linking performance to rewards so employees believe that high performance will lead to desirable outcomes (enhancing instrumentality) and also maintaining transparency in reward processes to build trust and ensure employees believe in the fairness of the reward system

Expectancy theory, also involves Development which has to do with Training and Development and when properly followed, can help managers understand how individuals are motivated to choose among various behavioral alternatives. There is need to offer training and development opportunities in order to boost employees' confidence in their abilities (enhancing expectancy). To enhance the connection between performance and outcomes, managers should use systems that tie rewards very closely to performance. They can also use training to help employees improve their abilities and believe that added effort will, in fact, lead to better performance¹⁶⁷. Also, there is need for Career Advancement which provides

clear career paths and opportunities for advancement to increase the perceived value of staying with the organization (enhancing valence). It is critical to recognise that if managers apply expectation theory in an overly straightforward manner, it may backfire. Vroom's theory goes beyond the simple presumption that individuals will exert greater effort if they believe their efforts will be rewarded. The reward must have significance and take valence into consideration. There is a big societal and individual component to valence.

Compensation and Benefits is also an important part in applying Expectancy Theory in HRM practices because it involves Diverse Rewards which is offering a variety of rewards that cater to different employee needs and preferences (enhancing valence). Also, Recognition Programs is important because implementing recognition programs highlights individual and team achievements, making rewards more meaningful. Work Environment is also a Supportive Culture because it fosters trust and collaboration.

Expectancy Theory also involves Autonomy. Providing employees with autonomy make helps them make decisions and control their work, which can increase their belief in their ability to perform tasks (enhancing expectancy).

Expectancy Theory offers valuable insights into employee motivation by emphasizing the importance of clear expectations, trust in the reward process and the alignment of rewards with individual values and goals. HR professionals can leverage this theory to design effective motivation and reward systems that enhance employees' performance, satisfaction and retention. Academic institutions can use this theory by clearly linking faculty efforts to rewards. This might include clear criteria for tenure and promotions, performance-based bonuses, and recognition programs that highlight the link between effort, performance, and rewards

2.2.3 Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs is a psychological theory proposed by Abraham Maslow in 1943. It is often depicted as a pyramid, with five levels of needs which are physiological, safety, social, esteem, and self-actualization. These needs are arranged in a hierarchy from the most basic physiological needs at the bottom to the highest need for self-actualization at the top. The theory suggests that individuals are motivated to fulfill basic needs before moving on to higher-level needs. It further discusses the hierarchy and its implications for understanding human behavior and motivation¹⁶⁸ HR professionals use this theory to design compensation, benefits, and work environment policies that address employees' needs at different levels. For example, ensuring fair wages for physiological needs, job security for safety needs, and recognition programs for esteem needs.

Maslow's original work outlines the basic structure and assumptions of his hierarchy¹⁶⁹. The Theory explains that Physiological Needs are the most basic human needs necessary for survival, including air, water, food, shelter, sleep, and clothing. Without these fundamental needs being met, the human body cannot function properly. Once physiological needs are satisfied, Safety Needs is the next because individuals seek safety and security. These needs include personal security, financial security, health and well-being and safety against accidents and illness. After ensuring safety, Social Needs becomes important because these are also known as love and belongingness needs. These involve emotional relationships such as friendships, romantic attachments, family, and social groups. Humans have a need to belong and be accepted by others. Esteem Needs are related to the desire for respect, self-esteem, and self-confidence. This level is divided into two categories which are esteem for oneself (dignity, achievement, mastery, independence) and the desire for respect or

reputation from others (status, prestige). Lastly, we have Self-Actualization Needs. This is the highest level in Maslow's hierarchy. It refers to the realization of an individual's potential, self-fulfillment, seeking personal growth and peak experiences. It involves the desire to become the most that one can be.

Academic institutions can address these needs by providing competitive salaries (physiological), job security (safety), a supportive community (social), recognition and opportunities for professional growth (esteem) and also opportunities for personal and academic development (self-actualization). Meeting these needs can enhance job satisfaction and retention among faculty and staff. Maslow's Hierarchy of Needs remains a useful framework for understanding human motivation, though it is essential to consider it as part of a broader and more dynamic view of human needs and behaviour.

2.2.4 Social Exchange Theory

Social exchange theory was introduced in 1964 by Blau. The theory suggests that a relationship is determined by benefits and costs to an individual. According to, exchange processes evolve because people aim to weigh inputs and outputs, and achieve a positive balance in their transactions. The basic tenet of social exchange theory is that relationships evolve into trust, loyalty, and mutual commitments as long as the parties abide by certain 'rules' of exchange¹⁷⁰. Such rules tend to involve reciprocity or repayment rules, so that the actions of one-party lead to a response or actions by the other party. Reciprocity is a basic principle of social exchange theory.

Reciprocity defines the relationship between the two parties. In this regard, when one party receives something of value from the other party, the receiving party feels obligated to return

something of value in response¹⁷¹. Thus, a positive view of human resource management practices is likely to be reciprocated by favorable job-related behaviors such as lower intentions to leave and high levels of work commitment¹⁷². Thus, this theory is relevant in that it sees employees' retention (intention to stay, loyalty and commitment) as a result of an exchange of positive human resource management practices (remuneration, career advancement and conducive work environment). By application, employee retention is dependent on the level of perceived benefits from the human resource management practices. In other words, trust within a team of employees is developed and engendered through a fair workplace environment. Therefore, the theory tends to give a theoretical explanation to the perceived relationship between human resource management practices and academics' retention.

2.3 Review of Empirical Studies

Employee retention in Private Universities in Ghana is critical challenge that affect Institutions' success and sustainability. The study sought to examine the effect of Human Resource Management Practices on employee retention in Private Universities in Ghana. The study used quantitative approach and adopted descriptive survey design. Questionnaire was used to gather primary data to address the objectives of the study. The sample size of 237 were selected through simple random sampling. The frequency and percentage, multiple regression analyse were for data analyses. The study found that career development, training and development, rewards and compensation and performance appraisal have statistically significant positive effect on employee retention. The study recommended that Private Universities in Ghana should give competitive and attractive rewards and compensation, training and development programme that will motivate employee remain in the Private

Universities. The study highlighted the effect of human resource management practices on employee retention in Private institutions in Ghana¹⁷³.

The purpose of this research was to examine the reasons behind employees' intentions to remain in private higher education institutions (PHEIs) in Malaysia. Specifically, the relationship between the perceived HRM practices and the intention to remain at Malaysia's PHEIs was examined. focusing on the social exchange theory (SET), this article proposed that the perceived HRM practices at those institutions are uniquely positioned to support employee intention to stay, especially with the intervention of organisational citizenship behaviour (OCB). Data from 323 lecturers working at PHEIs in Malaysia were used to validate this model. The analysis conducted revealed that recruitment and selection; training and development; and rewards and recognition all had a significant relationship with the intention of employees to stay at Malaysia's PHEIs. In contrast, notably, performance appraisal did not have any significant relationship with the intention to stay¹⁷⁴.

This study aims to investigate how faculty retention intentions are impacted by human resource practices, including work environment, salary, training and development, and organisational support. In Delhi, India, 150 faculty members who work in higher education management colleges were given questionnaires as part of a convenience sampling survey. There were 102 responses to the completed surveys that could be analysed. Descriptive statistics, part and partial correlation, and categorical regression were used in the data analysis process. Pay was shown to have the biggest impact on faculty members' intentions to remain at the school. Workplace conditions as well as training and development showed a favourable relationship with the intention to stay. The study emphasises how important it is for educational institutions to prioritise offering competitive pay, a healthy work environment

and faculty members' skill development, resulting in improved research and instruction, which would support institutions' growth and advancement in management education¹⁷⁵.

The purpose of the study was to determine the connections between employee motivation, employee loyalty, and human resource procedures. A quantitative study approach was used, and 595 employees in the hospitality industry in Ho Chi Minh City, Vietnam, received questionnaires directly. Various statistical techniques were employed, such as reliability analysis, multiple regression analysis, mediation analysis, and exploratory factor analysis. The empirical findings demonstrated that factors such as work environment, management relationship, team spirit, career growth, pay, and relationship with manager had a direct impact on employee motivation. As a result, through employee motivation's mediation, these factors also had an indirect impact on loyalty. Furthermore, professional growth, the workplace, and employee motivation all have a direct impact on employee loyalty. The hospitality industry is advised to create regulations for competitive pay and benefits policies, a welcoming work environment, and cohesive cooperation, as well as a clear plan for career training and development to increase employee loyalty¹⁷⁶.

The extent to which human resource systems support organisational effectiveness has drawn increasing attention. Yet, their impact on employees' behaviours has received little scientific scrutiny. In this study, we looked at the mediating impacts of organisational commitment and human resource management practices (HRMP) on employees' exit, voice, loyalty, and neglect (EVLN) behaviours. The results showed that comprehensive training was significantly related to exit; developmental performance appraisal was significantly related to neglect and loyalty; fair rewards was significantly related to voice and neglect; and selective

staffing was not significantly related to any of the employees' EVLN behaviours. A portion of the association between HRMP and employee behaviours was mediated by organisational commitment¹⁷⁷.

Defence Corps (NSCDC), Kwara State Command Headquarters, Ilorin. The study's population consisted of NSCDC employees from all six departments. For the study, self-administered questionnaires were employed. The tested hypotheses' outcomes demonstrated that employee commitment is significantly impacted by training and development ($\beta = .713$, $t=15.544$; $p<.05$) and that performance appraisal has significant effect on employee commitment ($\beta = .136$, $t=2.949$; $p<.05$). It was also shown that compensation management has a significant effect on employee commitment ($\beta = -.134$, $t=3.063$; $p<.05$). This suggests that improvements in HRM procedures lead to an increase in employee commitment and vice versa. Thus, it can be said that performance reviews, training and career development, and pay management all have a big impact on how committed NSCDC Ilorin employees are to their jobs¹⁷⁸.

One of the most crucial subjects in the field of human resource management these days is employee engagement. Examining and better understanding the factors that affect employee engagement in a printing company is the goal of this article. The following were chosen as independent variables: employee recognition, awards, and development. The study's sample consisted of 151 manufacturing employees. A questionnaire was used to help collect data, and version 23 of the Statistic Package for Social Science (SPSS) was used to analyse the results. The results of the statistical analysis indicate that the dependent variable and the two independent variables have a substantial association. In summary, it has been noted that HRM procedures affect workers' job satisfaction. This demonstrates that in order to achieve

high levels of employee work engagement, businesses must create appropriate and well-structured HRM policies¹⁷⁹.

The main objective of every organization is not only to select the right person for the right job, but also to fascinate and retain them within the organization. Employee retention has considerable importance these days. This research has conducted to investigate how human resource management practices (employee compensation, employee training, appraisal system and employee empowerment) affect retention of banks employees. The data of the research was quantitative survey, where questionnaires were distributed among 180 bank employees of different banks in Quetta city, out of which 150 were returned back. Data was analyzed using SPSS version 18.0. The results of the current examined that there is significant positive relationship exists between human recourse management practices (empowerment, compensation, training and appraisal system) with employee retention. The study also discusses the limitations and recommendation for future research¹⁸⁰.

This paper aims to analyze the impact of strategic human resource management (SHRM) practices on employee retention. This study employed a quantitative research approach. Senior-level people including CEOs, DCEOs, general managers, operation in-charges, HR managers, and branch managers of six commercial banks and six insurance companies were requested to respond to a series of questionnaires to collect data. 240 questionnaires were distributed; 167 questionnaires (69.58%) were returned and used for analysis. The results suggest that the banks and insurance companies in Nepal might retain their workforces in part by implementing SHRM practices. Out of five indicators of SHRM practices only three indicators such as recruitment and selection, compensation and benefits, and career management practices have a significant and positive impact on employee retention, whereas

two indicators such as training and performance appraisal practices have a negative impact on employee retention. In fact, employee retention is the main problem that Nepalese commercial banks and insurance are facing. This is due to high employee turnover. Therefore, they need to focus on employee retention through the effective application of SHRM practices. They also need to create a cohesive set of employment policies to attract and retain skilled employees¹⁸¹.

This study is aimed at recognizing the relationship between human resources management practices and retention of core employees in the oil and gas industry in Nigeria. To achieve the objective of this paper, primary and secondary sources of data was used. The primary data was obtained from a well-structured questionnaire tested for validity and reliability using cronbach alpha of 0.74 and the data was tested using multiple regression analysis. The results reveal that selection, training and development, organizational leadership, organizational culture and structure and organizational commitment are significantly related to the retention of core employees in the oil and gas industry. Hence, the paper concludes that human resource management practices affect the retention of core employees. The paper recommends amongst others that human resource professionals should increase their strategic value and therefore the value of human resources management practices by improving their competences in organizational design, managing change and organizational performance¹⁸².

The purpose of the present paper was to investigate the moderating role of job engagement in the impact of SHRM practices on the employee retention of Guilan Technical & Vocational Training Organization, and therefore, to provide an empirical and practical contribution in order to enhance employee retention through job engagement. The statistical population consisted of 372 managers and employees, and the optimal sample was determined by

Cochran's formula to be 189. The results revealed that SHRM practices and dimensions have a significant impact on employee retention, and job engagement has a moderating role in the impact of SHRM and all its dimensions except performance appraisal on employee retention. The findings also indicate the moderating effect of job engagement in the relationship between SHRM practices and employee retention for three types of job engagement, namely vigor, dedication, and absorption. The association between the demographic variables and the factors also investigated. This study provides an empirical and practical contribution to improving employee retention through job engagement. The theoretical implications, future directions, and limitations are also discussed¹⁸³.

The purpose of this study is to examine the effects of human resource management (HRM) practices on employee retention mediated by reward and compensation. Also, this study has examined the moderating role of performance appraisal, and training and development on the relationship between HRM practices and employee retention. METHODOLOGY: A sample of 250 respondents among the employees working in the retail sector in Capital City of Maldives was selected using the random probability sampling technique. A structured questionnaire was distributed, and data was collected. Structural equation modeling analysis was carried out to examine the causal effect of HRM practices on employee retention. FINDINGS: The results showed that reward and compensation (R&C) practices had significant and positive effects on employee retention. However, the study found no significant effect of career development, training and development, and performance appraisal on employee retention.

In terms of mediating effects, R&C had significantly positive mediating effects on the relationship between training and development (T&D) and employee retention as well as on

the relationship between performance appraisal and employee retention. However, there were no moderating effects between performance appraisal as well as T&D and employee retention. Therefore, it was concluded that increasing the positive perception towards HRM practices, particularly R&C practices in the retail sector of Maldives, causes an increase in employee retention (ER). Also, it was concluded that HRM practices such as R&C mediate the relationship between Training and Development (T&D) and Employee Retention along with the relationship between Performance Appraisal (PA) and ER. This means, indirectly PA and T&D can increase ER in the retail sector of Maldives. Similarly, we conclude that there is no moderating effect of PA and T&D in the relationship between HRM practices and ER. The overall conclusion is that R&C has a partial mediating effect on the relationship between HRM practices and ER¹⁸⁴.

Currently, research examines how human resource management affects the effectiveness of governmental institutions. The government institutions continuously work to improve their performance by reducing costs, updating products and procedures, and raising quality in order to compete and survive in the rapidly changing economic environment that is characterized by trends like globalization, rising investor and customer demands, along with increasing product competition. The analysis of the present study was conducted using quantitative research methods. A sample size of 240 participants was used for this investigation. All of the hypotheses were shown to be false, with the exception of the fifth, which claimed that "Decentralization is positively associated with organizational performance." It was discovered that Decentralization has a good relationship with organizational performance¹⁸⁵.

Similar research looked at how HRM practices affected worker performance in relation to small-scale industries. A 30-item questionnaire using a random sampling technique was given to 328 employees from the manufacturing and service sectors of small-scale enterprises that were chosen at random. Understanding the relationship between HRM practices and employee performance required the use of Pearson correlation and regression analysis. According to the findings, HRM methods like as hiring and selection, training, compensation, performance evaluation, and employee involvement have a favourable effect on employees' performance¹⁸⁶. This particular study aimed at investigating how human resources management practices affect employee performance. The study is completed by speculating on how employee performance is affected by human resource management practices.

Additionally, it is hypothesized that job satisfaction will moderate this impact. Due to the potential moderating effect, it may have on the predicted model, employee engagement is also taken into consideration. Structured equation modeling (SEM), path analysis, and confirmatory factor analysis (CFA) were used to examine data from 480 questionnaires given to Jordanian employees of commercial banks. To complete our investigation, the investigation of Moment Structures (AMOS) program version 24 was used. The findings shows that human resources management practices has a favorable effect on worker performance and job satisfaction¹⁸⁷.

In order to determine the impact of employee engagement on employee performance, the study looked at the relationship between employee engagement and performance in technical institutions in Kenya. The research uses a regression model to examine how employee involvement affects productivity. Employee engagement and performance are positively and significantly correlated, according to the study's findings ($r=.338$; $t=6.366$; $p.05$)¹⁸⁸.

Different elements that affected the employee engagement of customer service staff who work in a variety of customer service sectors were examined. A sample of 262 participants from the customer service industries were subjected to a Likert scale survey along with statistical analysis. The main issue facing businesses is that disengaged workers contribute to poor performance and goal-setting in the workplace. With a $P > .05$, statistical findings were not significant.

Convenience sampling techniques were used in this study to collect data from 72% of 150 employees, which was then evaluated using SPSS software, which is a statistical package for the social sciences. The results from Multiple Regression Analysis show that all the variables, which are leadership, compensation, and organizational culture, have a positive significant relationship with each other¹⁸⁹.

In Kenya, how employee engagement affected the training and research output of state corporations was examined. The study's goal was to ascertain how characteristics, psychological states and behavioral engagements affected how well firms in Kenya performed in terms of research and training. Using aggregate mean scores and standard deviation, descriptive statistics were utilized to summarize the characteristics of the variables for a total of 5728 employees. Age, tenure, and educational attainment were found to moderate the impact of employee engagement on performance, and organizational commitment was found to partially mediate the link. According to the study's findings, managers should consider personality qualities when choosing staff and delegating tasks to them¹⁹⁰.

A number of 250 academic staff from four private universities—Kampala International University, Tumain University of Tanzania, St. Joseph University of Tanzania and St. John University in Tanzania were analyzed regarding employee motivation and retention. It was discovered that working conditions, recognition, opportunities for growth and promotion, work-life balance and training and development were the most frequently cited motivating factors¹⁹¹.

Examined were the moderating effects of work satisfaction and the mediating effects of organizational commitment on the links between perceived organizational support, perceived alternative career prospects, and intention to leave. A self-administered survey was done on a pool of Jordanian small and medium-sized enterprises (SMEs) using the convenience sample technique. Modern variance-based structural equation modeling (PLS-SEM) software SmartPLS v3 was used to analyze the acquired data (n=270). Results showed that the relationship between perceived organizational support and intention to leave is mediated by organizational commitment¹⁹².

The main force behind every business is its workforce. The employment and turnover rates of workers have significantly increased recently for a variety of reasons. It indicates that organizations are still quite concerned about this issue. The varied causes of work-saving and turnover behaviors at various worker levels in Bangladesh are the main subject of this study. This study focuses on a number of variables. The main techniques for identifying the independent variables, such as job satisfaction, job quality, and employee facilities, as well as employee dependent variables, such as employment and turnover rates, are investigated through this hypothesis. There is a correlation between the independent and dependent variables. With the hypothesis-based questioner, a survey of 150 respondents who work at

various levels in Bangladeshi organizations was conducted. The information gleaned from the survey and statistical¹⁹³.

Research and training, which are essential economic development drivers, account for the differences in economic development levels within and between countries. Therefore, it is believed that the growth of the African continent has lagged behind due to insufficient funding for research and education. According to Kenya's economic strategy, Vision 2030, innovation, science, and technology are essential to moving the country toward middle-income status. The Kenyan government implements its research and training program through a range of state companies with both research and training tasks. However, due to inconsistent and subpar performance, the public sector as a whole and state corporations in particular have come under fire over the years. State enterprises engaged in research and training have come under fire for their slow rate of commercialization of their services, insufficient connections with stakeholders to support demand-driven research and training, and failure to establish a framework to connect research programs with national priorities. Furthermore, despite the fact that there is evidence to suggest that employee involvement has a substantial impact on organizational performance, past empirical research on the performance of state businesses in Kenya have paid little attention to this factor. Therefore, the purpose of this study was to ascertain how employee involvement affected the performance of Kenyan government-run research and training businesses. The study specifically aimed to: ascertain the moderating effect of demographic characteristics and the mediating effect of organizational commitment; ascertain the effect of traits, psychological state, and behavioral engagements on performance of research and training state corporations in Kenya. Research and training, which are essential economic development drivers, account

for the differences in economic development levels within and between countries. The African continent is consequently seen to have lagged behind in terms of development due to poor financing for research and education. According to Kenya's economic strategy, Vision 2030, innovation, science, and technology are essential to moving the country toward middle-income status. The Kenyan government implements its research and training agenda through a number of state firms that are charged with both tasks. However, the public service in general and state corporations in particular have come under fire throughout the years due to inconsistent and inadequate performance. Kenyan state corporations engaged in research and training should improve their performance on employee engagement¹⁹⁴.

The ability of an organization to keep its employees is known as employee retention. Retaining employees is becoming a significant concern for most organizations. Because a high turnover rate raises the cost of hiring and training new employees and has an impact on the organization's profitability, businesses adopt a variety of strategies to keep their productive staff. In order to determine the elements that affect employees' retention in private businesses, this research will examine the findings of research papers by various authors and also collect thoughts directly from the key employees of the firm through interviews.

This study's goal is to determine the most effective employee retention tactics that may be applied in enterprises across industries. In this study, the exploratory research approach was used. We used both primary and secondary data. Key employees of well-known Oman-based companies like Shell Oman, Zubair LLC, Al-Riyami Group, Saud Bahwan, and Suhail Bahwan were interviewed on the phone and in person on multiple occasions. Induction, working conditions, training and development, competitive compensation, defined benefit plans, and 360-degree appraisals, to name a few, are some of the retention strategies

identified and examined in this study. These strategies can be used by the organization based on their usefulness and suitability to retain employees with organizations.

There is no particular set of precise procedures that will affect how long employees stay on the job, but different organizations place varied emphasis on these procedures according to how well they affect retention. We have derived recommendations that provide a comprehensive picture of the many approaches that firms should implement to maintain a high level of employee retention based on our comprehension of the papers studied by the researcher and data directly acquired from employees of private organizations in Omani¹⁹⁵.

Similar to other corporate organizations, academic institutions work to establish, preserve, and perpetuate their competitive advantages. In this study, we evaluated the impact of "strategic human resources management (HRM) practices" on achieving "competitive advantages" that will be long-lasting, as well as the contribution of "human capital" development and employee commitment in an academic setting. Six hundred questionnaires were delivered at random to the staff members of a few universities in Erbil, Iraq.

Smart Partial Least Square PLS was used in the investigation along with structural equation modeling (SEM) methods. The results of our study showed a linear and favorable relationship between strategic HRM practices and sustainable competitive advantage (SCA). Strategic HRM was also found to positively influence human capital development and employee commitment to the institutions. Finally, management implications and theoretical implications were proposed¹⁹⁶.

Exploring the dynamics of strategic human resource management (SHRM) techniques in the public sector is the aim of this study. More precisely, this article seeks to highlight some key

elements of SHRM that have a significant impact on employees' decisions to stay. The empirical study presented here aims to provide deeper understanding of the relationship between SHRM and retention at the National Bank of Egypt (NBE) and its support. Design, method, and strategy and cause and effect method is used in this co-relational study.

The study's methodology is both descriptive in its theoretical application and quantitative in its practical application. Although an empirical study was conducted to look into correlations in actual practice, this work theoretically employed the analytical approach to describe the key ideas. Findings - This article comes to the conclusion that using top HRM practices is an excellent tactical weapon for keeping core public personnel. Additionally, the analysis's findings show that SHRM helps NBE retain its employees.

Practical Implications - Particularly in Egyptian governmental companies, the research's conclusions and suggestions can help management design efficient strategies to boost staff retention through proper SHRM initiatives. Originality/value - This study offers various contributions to the literature in the subject of study, as well as the practical contribution, which has significant consequences for both theory and practice¹⁹⁷.

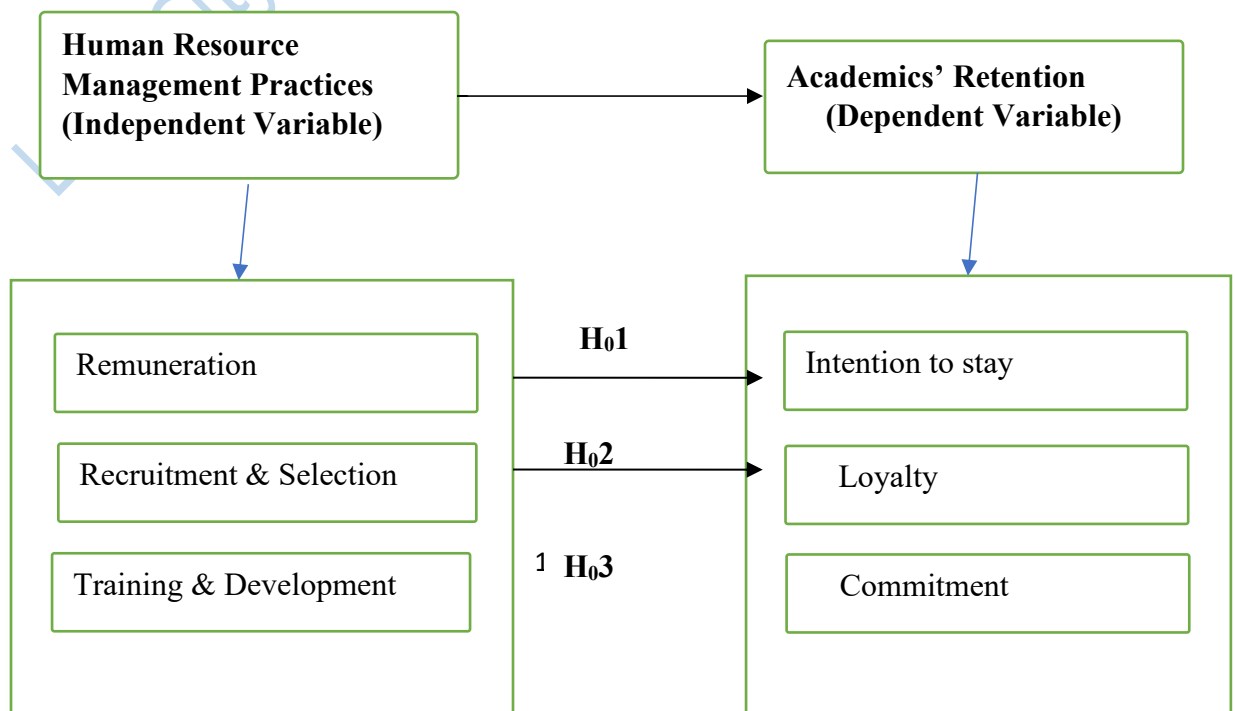
A study done in Ethiopia used the Ministry of Trade and Industry as a case study to look at how human resource practices affect employee performance. In order to accomplish the study's goals, the researcher created, distributed, and then gathered and used the SPSS tool to analyze the data using both descriptive analysis and inferential statistics. Simple random approaches were used to choose 275 employee samples from the population of 887; 270 questionnaires were returned, with a response rate of 98.8%.

The results of the descriptive statistics indicate that employees had low perceptions of the following: reward management, performance appraisal, training and development, and recruitment and selection. The correlation results showed a significant and positive correlation between the employee and recruiting and selection, reward management, performance appraisal, and training and development¹⁹⁸.

2.4 Conceptual Model

The conceptual framework for this study is informed by retention models and studies by¹⁹⁹.

The study will be based on the following conceptual framework.



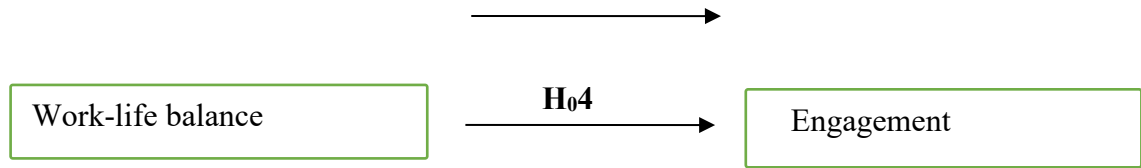


Figure 2.1: Researcher’s Conceptual Model, 2023

The independent variables of the study are remuneration, recruitment and selection, training and development and work-life balance, while the dependent variable of the study is retention which is the intention to stay with an organization, level of loyalty, commitment and engagement to teaching and research output. When employees are provided with equitable and consistent remuneration, right recruitment and selection, necessary training and development and adequate work-life balance, they tend to develop desire to stay, loyalty, commitment and right engagement to that organization.

2.5 Summary of Gaps in Literature Reviewed

The summary identifies research gap and an issue for which there is insufficient existing research or which is outdated and needs to be updated. From the literature reviewed, there appeared to be dearth of works on Human resource management practices as related to academics’ retention. Existing research in the field was scrutinized to find and suggest missing gaps or insufficient information for further studies. Such studies include organisational climate among academics on job security among university teachers²⁰⁰. Factors’ affecting scholarly research output was examined and also work environments and retention outcomes among academics¹¹⁰. A study was also conducted on bolstering human capital management and engagement in the health sectors²⁰¹. Recent studies have shown that many organisations are faced with the problem of employee retention. The usual

psychological contract, promising a lifetime paid employment and benefits for loyalty and dedication, had been replaced by concern for employees' career progression. Universities around the world, both public and private have lost significant numbers of their key faculty, not only in terms of their physical removal but in their work engagement and loyalty.

Although related studies also focused on employee labour turnover, but this study focused on human resource management practices and how such practices affect academics' retention. Also, most related studies on human resource management were conducted outside academic domain and not many studies of this nature have been done in the Nigerian context.

Theories that are relevant for explaining the interaction between the independent and dependent variables for this study were adequately reviewed. The theories reviewed are equity theory and social exchange theory. The review of the theories reveals how each of the theories relates to the interaction between the independent and dependent variables of this study. Existing empirical studies on the combined independent and dependent variables in this study were reviewed also. The review was carried out objective by objective. One of the reasons for this review was to examine the findings of previous studies and build up on previous findings which would be relevant for discussing of the findings of this study later.

However, the gap statement shows that universities must develop strategies to retain their employees. Organizations will probably learn how to evaluate their competitive edge and track the effects of their retention strategy. This emphasized the importance of effective HRM practices in influencing employees' decision to remain with the organization and the implications for employee retention strategies. Despite the initial progress made by researchers, development in this area of study has been limited. Research needs to expand by providing a deeper understanding of the human resource management practices. These

findings indicates that more research needs to be done if universities are to improve in their academics' retention. Hence, the need to empirically examine this gap.

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Chapter Three

Methodology

3.1 Research Design

This study adopted descriptive (survey) research design. The descriptive approach was used because it enabled the researcher to examine the perceptions of respondents on measuring variables such as the demographic and Likert-type format as contained in this study. The study adopted a 5 Likert scale to minimise biases that could result from forcing respondents into expressing agreement or disagreement. Descriptive research defined the research aspects viz., who, what, where, when, why and how of the research problem¹.

3.2 Population of the Study

The population of study comprises of one thousand, four hundred and twenty (1,420) academic staff in selected private universities in Southwest Nigeria out of which four hundred and fifty-eight (458) was selected as sample size. The study selected the first four established private universities in Southwest, Nigeria and it focused on only academic staff in the selected universities.

3.3 Sample and Sampling Techniques

The study used stratified random sampling technique for data collection. The method was considered appropriate because it helped to obtain a satisfactory representation of various subgroups within the population under study. Stratified random sampling technique was used for a fair representation of academic staff from the existing seven strata: Professors (Prof), Associate Professors (AP), Senior Lecturers (S.L.), Lecturer I (L1), Lecturer II (L11), Assistant Lecturers (AL), and Graduate Assistant (G.A.). This was to ensure that every academic staff in the selected universities had an equal chance of being selected. Because of the likely difficulty in accessing the respondents at one time due to their busy schedule, the administration of the questionnaire was done on the basis of respondents' availability and willingness to participate. Hence, a convenience sampling technique was also employed. The combination of these methods helped to generate robust data for the analysis.

3.3.1 Sample Size Determination

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of characteristics in the entire group. There are several approaches to determining sample size which includes using a census for

small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate sample size².

Table 3.1 Academic Staff Population of Selected Universities

S/N	Selected Institution	Staff Strength
1	Babcock University	487
2	Bowen University	331
3	Covenant University	532
4	Pan-Atlantic University	70
Total Academics' Strength		1,420

Source: Researcher's Field Compilation, 2023

For the purpose of this study, the tabular approach of 0.05 margin error and confidence level of 95% percent were used to determine the sample size, as shown in Table 3.2.

Table 3.2 Sample Size Determination Table

	Variance of the Population (P=50%)		
	Confidence Level =95% Margin of Error		
Population Size	5	3	1
50	46	49	50
75	67	72	75
100	87	95	99
150	122	139	149
200	154	180	198
250	181	220	246

300	206	258	295
400	249	328	391
500	285	393	485
600	314	452	597
700	340	507	672
800	362	557	763
1000	398	647	943
1500	459	825	1375
2000	497	957	1784
3000	541	1138	2539
5000	583	1342	3838
10000	620	1550	6228
25000	643	1709	9944
50000	652	1770	12413
100000	656/	1802	14172
250000	659	1821	15989
500000	660	1828	15984
1000000	660	1831	16244

Source: Hamed Taherdoost Ph.D, University Canada West, 2017

From the determinant table, the sample size comprised four hundred and fifty-nine (459), this was because the total number of academics' strength of the selected universities falls within 1500 in the table above. However, to determine the proportion of the questionnaire to be administered to each University, the study adopted Bowler (1996) Proportionate allocation formula as follow:

$$N_h = \frac{n \times n_h}{N}$$

Where; N_h = Number of units to be distributed to each group.

n_h = Total population of respondents in each group.

n = Determined Sample Size.

N = Total Population Size.

N_h = Determined sample size multiply by Total population of respondents in each group

Total population size

Babcock University (BU)	=	$\frac{487 \times 459}{1,420}$	=	157
Bowen University	=	$\frac{331 \times 459}{1,420}$	=	107
Covenant University (C U)	=	$\frac{532 \times 459}{1,420}$	=	172
Pan-Atlantic University	=	$\frac{70 \times 459}{1,420}$	=	22
TOTAL			=	458

Table 3.3 Sample Size Determination Table

S/N	Names of Selected Institutions	Population of Academic staff	Selected sample Size
1	Babcock University (BU)	487	157
2	Bowen University	331	107
1	Covenant University (CU)	532	172
4	Pan-Atlantic University	70	22
	Total	1,420	458

Source: Researcher's Compilation, 2023

3.4 Description of Research Instruments

This study adopted quantitative methods of data collection that involved the use of questionnaire research instrument for the collection of the relevant data from the academic staff in selected universities in Southwest, Nigeria.

3.5 Validity of Research Instrument

Face and content validity was used to determine the validity of the research instruments (questionnaire). The questionnaire was presented to the supervisory team and experts in Human Resources Management (HRM). Items found to be ambiguous was expunged. The content validity was done to ensure that the questionnaire covered concepts that were relevant to the study.

3.6 Reliability of Research Instrument

Test-re-test technique was used to ascertain the reliability of the research instruments. This was done by administering the validated questionnaire to a group of thirty lecturers from public university in Ogun State at two different times at an interval of 10-15 days. The scores accrued to the different scales that made up the questionnaire were calculated and correlated together to get a reliability coefficient.

Table 3.4: Reliability Coefficients of Different Scales in the Questionnaire

Scales	Reliability coefficient	Number of items
Human Resource Management Practices (Remuneration)	0.79	5
Human Resource Management Practices (Recruitment and Selection)	0.75	5
Human Resource Management Practices (Training and Development)	0.72	5
Human Resource Management Practices	0.76	5

(Work-Life Balance Programmes)		
Academic Retention (Intention to stay)	0.70	5
Academic Retention (related to loyalty)	0.81	5
Academic Retention (related to commitment)	0.73	5
Academic Retention (related to Engagement)	0.77	5

Source: Researcher's Compilation, 2023

3.7 Administration of Research Instrument and Method of Data Collection

This study adopted primary sources of data collection, which is quantitative form and made use of a structured questionnaire.

The collection of quantitative data from selected universities was done through the use of a structured questionnaire. The questionnaire was developed based on a review of extant literature emerging from the topic of the research, research problem, objectives of the study and research questions. The questionnaire was used to collect relevant information pertaining to the demographic characteristics of the respondents, human resource management practices and academics' retention. The questionnaire consisted of three major parts on a modified five (5) point Likert response rating scale, ranging from (1) "strongly agree" (2) "agree" (3) "undecided" (4) "disagree" to (5) "strongly disagree". The purpose of five Likert scale evidently was to minimize biases resulting from forcing respondents into expressing agreement or disagreement when they may lack such a clear opinion³. The tendency of respondents to agree with a statement when in doubt could result to systematic errors that may affect the validity of research and misguided inference⁴.

Part A contained background information of the respondents such as age, sex, marital status, academic status and years of teaching experience. Part B contained questions on human

resource management practices as the independent variable (ID) with eight items adapted from the work of Yuen, (2016) and modified to suit the research context⁵. Part C contained items regarding academics' retention as a dependent variable. Similarly, this study adopted a five (5) items scale. The respondents were asked to state whether they agreed or disagreed with the statements.

3.8 Method of Data Analysis

In analysing the quantitative data, descriptive and inferential methods of analysis was employed. Descriptive statistics, for instance, concerned with organising and summarising the data at hand, to render it more comprehensible. Whereas inferential statistics deals with the kinds of inferences that can be made when generalising from data. The data was collated and analysed with the use of SPSS software version .25 with Linear Regression and Multiple Regression as well.

Descriptive Statistics

This was used to describe the frequency of the respondents' demographic characteristics as well as the mean and standard deviation values, to provide indications in relation to the respondents' attitudes, and any agreement on the human resource management practices and academics' retention, in order to provide the reader with a much clearer and manageable picture of the data.

Inferential Statistics

The second major category of statistical analysis is inferential statistics. It involves using data collected from samples to make inferences about the larger population or populations⁶. For

this particular study, the researcher employed Linear Regression to measure the formulated hypotheses on the perceived relationship between human resource management practices and academics' retention in the selected tertiary institution.

Table 3.5 Method of Data Analysis

S/N	Generated Hypotheses	Method of Analysis
1	There is no significant relationship between remuneration packages and academics' intention to stay	Linear Regression
2	There is no significant relationship between career advancements and academics' loyalty.	Linear Regression
3	There is no significant relationship between conducive work environment and academics' commitment.	Linear Regression
4	There is no significant relationship between work-life balance and academics' engagement.	Linear Regression

Source: Researcher's Compilation, 2023

3.9 Ethical Approval

The instrument for data collection was considered valid and was used to measure the variable intended to measure⁷. Therefore, validity can be regarded as the degree to which the instrument measures what it supposed to measure. Four types of validity for measuring instruments that are designed to collect data quantitatively were identified. These are: (i) construct validity, (ii) content validity, (iii) criterion validity, and (iv) face validity⁸. The study therefore adopted both content and constructs validity⁹.

The validity of the instruments was conducted using confirmatory factor analysis. An estimation of confirmatory factor analysis (CFA) encompasses the assessment of composite reliability for assessing internal accuracy, reliability of individual measures and average variance extracted (AVE) for determining convergent validity. As a rule of thumb, all the outer loadings should be equal or greater than 0.7, however if the research purpose is

exploratory, 0.4 or greater is also appropriate. To achieve a threshold value and improve the composite reliability, all factor loadings between 0.4 and 0.7 should be excluded from the scale of measurement models¹⁰.

To ensure convergent validity, two measurement tests was conducted: (a) composite reliability and Cronbach's Alpha for the items; and (b) the average variance extracted. Thus, a restrictive value of 0.70 was used as the threshold value to minimize errors in measurement scales, and improve the consistency and validity of the instrument developed. Overall, the possible functional importance of leading indicators below 0.70 was carefully examined prior to removal. The composite reliability values of 0.70 to 0.9 are sufficient for a quantitative approach¹¹. It is significant to mention that values above 0.95 are not suitable while, the composite reliability values below 0.6 reflect a lack of reliability for internal consistency.

Endnotes

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Chapter Four

Results and Discussion of Findings

The chapter provides empirical information concerning the result of the data analysis with respect to data description, interpretation of the result of the hypotheses tested and the discussion of the study's implications within extant literature. The purpose of this research is to examine the role of human resource management practices on academics' retention using some selected universities Nigeria. This research was carried out via questionnaire in order to acquire the necessary information for this purpose. The study adopted the SPSS version 16 for the descriptive and inferential statistics to analyze the data.

4.1 Demographic Data Analysis

A total of four hundred and fifty-eight (458) copies of questionnaire were administered, and four hundred (400) copies were returned. After sorting the questionnaires only three hundred and fifty (350) copies were certified as duly filled and considered usable. The useable questionnaire represented 76.4% response rate. The high response rate was recorded as the researcher administered the instruments with the help of research assistants who put concerted efforts to regularly visit the respondents to request them to fill the instrument. The response results are presented in Table 4.1.

Table 4.1: Response Rate

Responses	Frequency	Percent
Completed usable copies of questionnaire	350	76.4%
Unusable, unreturned and disqualified questionnaires	108	23.6%
Total	458	100%

Source: Researcher's Field Survey Results (2023)

This presents the demographic information of the respondents of this study

Table 4.2 Demographic Characteristic of Respondents

Statement Institutions	Frequency	Percentage
Babcock University (BU)	147	42.0%
Bowen University (BU)	54	15.4%
Covenant University (CU)	129	36.9%
Pan-Atlantic University (PAU)	20	5.7%
Total	350	100
Faculty/College		
Sciences	217	62.0%
Social/Management	79	22.6%
Engineering	37	11.1%
Art	15	4.3%

Total	348	100
Age		
20-39	222	66.9%
40-54	68	20.5%
55 and above	42	12.6%
Total	332	100
Marital Status		
Single	46	13.2%
Married	284	81.1%
Separated	20	5.7%
Total	350	100
Years of Teaching Experience		
≤ 4	49	14.0%
5-9	115	32.9%
10-15	157	44.8%
16 and above	29	8.3%
Total	350	100
Length of Service at Present University		
≤ 3	36	10.3%
4-6	76	21.7%
7-9	121	34.6%
10 and above	117	33.4%
Total	350	100
Present Academics' Status/ Cadre		
Professor	70	20.0%
Associate professor	50	14.3%
Senior Lecturer	59	16.9%
Lecturer 1	37	10.6%
Lecturer 2	71	20.3%
Assistant lecturer	53	15.1%
Graduate Assistant	10	2.9%
Total	350	100

Source: Researcher's Field Survey Results (2023)

This section consists of background and respondents' information that describes basic characteristics such as Institution, Faculty/College, Age, Marital Status, Years of Teaching

Experience, Length of Service at current university, Present Academic Status/Cadre. 4.2. Accordingly, the profile of institution indicated that 147 respondents representing, 42.0% were from Babcock University (BU), 54 respondents representing 15.4% were from Bowen University (BU), 129 respondents representing 36.9% were from covenant university (CU), while, 20 respondents representing 5.7% were from Pan-Atlantic University (PAU), indicating that most of the respondents were from Babcock University (BU).

Also, 217 respondents representing 62.0% were from faculty/college of sciences, 79 respondents representing 22.6% were from social/management, 37 respondents representing 11.1% were from Engineering, while 15 respondents representing 4.3% were from other faculty/college, indicating that most of the respondents were from the faculty/college of sciences.

Furthermore, 222 respondents representing 66.9% were between 20-39 years, 68 respondents representing 20.5% were between 40-54 years, and 42 respondents representing 12.6% were between 55 and above years, indicating that most of the respondents were between 20-39 years. Also, 46 respondents representing 13.1 % were single, 284 respondents representing 81.1% were married, while 20 respondents representing 5.7% were separated, indicating that most of the respondents were married.

On the number of years of teaching experience 49 respondents representing 14.0% were $\leq$ 4 years, 115 respondents representing 32.9% were between 5-9 years, 157 respondents representing 44.9% were between 10-15 years, while 29 respondents representing 8.3% were between 16 and above years, indicating that most of the respondents had between 10-15 years of teaching experience. Also, on the length of service at present university, 36 respondents representing 10.3% has spent $\leq$ 3 years, 76 respondents representing 21.7% were between 4-

6years, 121 respondents representing 34.6% were between 7- 9years while 117 respondents representing 33.4 were between 10 and above years, indicating that most of the respondents had between 7-9 years length of service at present university.

Likewise, on the bases of present academic status/ cadre, 70 of the respondent representing 20.0% were Professor, 50 of the respondent representing 14.3% were Associate professor, 59 of the respondents representing 16.9% were Senior lecturer, 37 of the respondents representing 10.6% were Lecturer I, 71 of the respondents representing 20.3% were Lecturer II, 53 of the respondents representing 15.1% were assistant lecturer, while, 10 respondents representing 2.9% were Graduate Assistant, indicating that majority of the respondents were Lecture II.

In Table 4.3, Human Resource Management Practices (Remuneration) using descriptive statistics and computed for each statement to reveal the frequencies, percentages and mean on a Five-point Likert-type scale (Strongly Agree (SA) =1, Agree (A) = 2, Neutral (N) = 3, Disagree (D) = 4, strongly Agree (SD) =5

4.2 Presentation of Data

Table 4.3: Descriptive Analysis of Responses on Human Resource Management Practices (Remuneration)

Statement	SA	A	N	D	SD	Mean
I am satisfied with the University remuneration package	62 17.7%	243 69.4%	18 5.1%	18 5.1%	9 2.6%	2.05
I feel this University pays well	104 29.7%	202 57.7%	18 5.1%	20 5.7%	6 1.7%	1.92

This University offers a good benefit package compared to other Universities	194 55.4%	120 34.3%	24 6.9%	11 3.1%	1 0.3%	1.59
Dissatisfaction with salaries is one of the key factors undermining my engagement outcomes	7 2.0%	14 4.0%	221 63.1%	75 21.4%	33 9.4%	3.32
The management of this University regards welfare of academic staff as first priority	80 22.9%	234 66.9%	26 7.4%	9 2.6%	1 0.3%	1.91
Grand Mean						2.16

Source: Researcher's Field Survey Results (2023)

According to results in Table 4.3.17.7% of the respondents strongly agree that they were satisfied with the university remuneration package, 69.4% agree, 5.1% neutral, 5.1% disagree, and 2.6% strongly disagree. On average, the respondents' feedback indicated that the University remuneration package is moderately high with a mean of 2.05. Results also indicated that 29.7% of the respondents strongly agree that they feel the University pays well, 57.7% agree, 5.1% neutral, 5.7% disagree, and 1.7% strongly disagree. On average, the respondents indicated that University pays well and is moderately high with a mean of 1.92.

Results also reveal that 55.4% of the respondents strongly agree that University offers a good benefit package compared to other Universities, 34.3% agree, 6.9% neutral, 3.1% disagree, and 0.3% strongly disagree. On average, the respondents indicated that University offers a good benefit package compared to other Universities and is moderately high with a mean of 1.59. Results also shows that 2.0% of the respondents strongly agree that dissatisfaction with salaries is one of the key factors undermining their engagement outcomes, 4.0% agree, 63.1% neutral, 21.4% disagree, and 9.4% strongly disagree. On average, the respondents

indicated that dissatisfaction with salaries is one of the key factors undermining their engagement outcomes and is moderately high with a mean of 3.32.

Results also reveal that 22.9% of the respondents strongly agree that the management of this University regards welfare of academic staff as first priority, 66.9% agree, 7.4% Neutral, 2.6% disagree, and 0.3% strongly disagree. On average, the respondents indicated that the management of this University regards welfare of academic staff as first priority and is moderately high with a mean of 1.91.

In Table 4.4, Human Resource Management Practices (Recruitment and Selection) using descriptive statistics and computed for each statement to reveal the frequencies, percentages, and mean on a Five-point Likert-type scale (Strongly Agree (SA) =1, Agree (A) = 2, Neutral (N) = 3, Disagree (D) = 4, strongly Agree (SD) = 5

Table: 4.4. Descriptive Analysis of Responses on Resource Management Practices (Recruitment and Selection)

Statement	SA	A	N	D	SD	Mean
I am satisfied with the recruitment process of my University	103 29.4%	211 60.3%	63 6.6%	11 3.1%	2 0.6%	1.85
The recruitment process in my University is transparent	119 37.0%	193 55.1%	28 8.0%	9 2.6%	1 0.3%	1.80

The recruitment process in my University is based on merit	95 27.1%	217 62.0%	30 8.6%	6 1.7%	2 0.6%	1.87
The recruitment and selection process of my University is beneficial to employees	69 19.7%	243 69.4%	29 8.3%	9 2.6	0 0.0%	1.94
The selection process in my University is encouraging	104 29.7%	208 59.4%	30 8.6%	8 2.3%	0 0.0%	1.83
Grand Mean						1.86

Source: Researcher's Field Survey Results (2023)

According to results in Table 4.4, 29.4% of the respondents strongly agree that they were satisfied with the recruitment process of their University, 60.3% agree, 6.6% neutral, 3.1% disagree, and 0.6% strongly disagree. On average, the respondents' feedback indicated that they were satisfied with the recruitment process of my University and is moderately high with a mean of 1.85. Results also indicated that 37.0% of the respondents strongly agree that the recruitment process in my University is transparent, 55.1% agree, 8.0% Neutral, 2.6% disagree, and 0.3% strongly disagree. On average, the respondents indicated that the recruitment process in their University is based on merit and is moderately high with a mean of 1.87.

Furthermore, results also revealed that 19.7% of the respondents strongly agree that the recruitment and selection process of their University is beneficial to employees, 69.4% agree, 8.3% Neutral, and 2.6% disagree. On average, the respondents indicated that the recruitment and selection process of their University is beneficial to employees and is moderately high

with a mean of 1.94. Results also indicated that 29.7% of the respondents strongly agree that the selection process in their University is encouraging, 59.4% agree, 8.6% Neutral, and 2.3% disagree. On average, the respondents indicated that the recruitment and the selection process in their university is encouraging and is moderately high with a mean of 1.83.

In Table 4.5, Human Resource Management Practices (Training and Development) using descriptive statistics and computed for each statement to reveal the frequencies, percentages, and mean on a Five-point Likert-type scale (Strongly Agree (SA) =1, Agree (A) = 2, Neutral (N) = 3, Disagree (D) = 4, strongly Agree (SD) = 5

**Table: 4.5. Descriptive Analysis of Responses on Resource Management Practices
(Training and Development)**

Statement	SA	A	N	D	SD	Mean
I benefited from the training programme in my University	176 50.3%	164 46.9%	4 1.1%	2 0.6%	4 1.1%	1.55
My University provides necessary training programmes for lecturers	105 30.0%	232 66.3%	8 2.3%	5 1.4%	0 0.0%	1.75
I have participated in training in my University	135 38.6%	204 58.3%	6 1.7%	4 1.1%	1 0.3%	1.66
The training opportunity is opened to all lecturers in my University	140 40.0%	197 56.3%	7 2.0%	6 1.7%	0 0.0%	1.65
Training acquired has helped increase my performance	135 38.6%	204 58.3	7 2.0	2 0.6	2 0.6	1.66
Grand Mean						1.65

Source: Researcher's Field Survey Results (2023)

According to results in Table 4.5, 50.3% of the respondents strongly agree that they benefited from the training programme in their university, 46.9% agree, 1.1% neutral, 0.6% disagree, and 1.1% strongly disagrees. On average, the respondents' feedback indicated that they benefited from the training programme in their university and is moderately high with a mean of 1.55. Results also indicated that 30.0% of the respondents strongly agree that their University provides necessary training programmes for lecturers, 66.3% agree, 2.3% neutral, and 1.4% disagree. On average, the respondents indicated that their University provides necessary training programmes for lecturers and is moderately high with a mean of 1.75.

Results also revealed that 38.6% of the respondents strongly agree that they have participated in training in their university, 58.3% agree, 1.7% neutral, 1.1% disagree and 0.3% strongly

disagree. On average, the respondents indicated that they have participated in training in their University and is moderately high with a mean of 1.66. Results also indicated that 40.0% of the respondents strongly agree the training opportunity is opened to all lecturers in their University, 66.3% agree, 2.0% neutral, and 1.7% disagree. On average, the respondents indicated the training opportunity is opened to all lecturers in their University and is moderately high with a mean of 1.65.

Results also shows that 38.6% of the respondents strongly agree the training acquired have helped increase my performance, 58.3% agree, 2.0% Neutral, 0.6% disagree and 0.6% strongly disagree. On average, the respondents indicated the training acquired have helped increase their performance and is moderately high with a mean of 1.66.

In Table 4.5, Human Resource Management Practices (Work-Life Balance Programmes) using descriptive statistics and computed for each statement to reveal the frequencies, percentages, and mean on a Five-point Likert-type scale (Strongly Agree (SA) =1, Agree (A) = 2, Neutral (N) = 3, Disagree (D) = 4, strongly Agree (SD) = 5

**Table: 4.6. Descriptive Analysis of Responses on Resource Management Practices
(Work-Life Balance Programmes)**

Statement	SA	A	N	D	SD	Mean
My University operates flexi work hours	74 21.1%	248 70.3%	17 4.9%	11 3.1%	2 0.6%	1.92
My University allows lecturers to commerce and end work daily as desire (flexi-hours)	74 21.1%	224 64.0%	28 8.0%	18 5.1%	6 1.7%	2.02
My University allows employee discretion to schedule work as convenient	99 28.3%	186 53.1%	24 6.9%	31 8.9%	10 2.9%	2.05
I am satisfied with the current work schedule of my University	86 24.6%	234 67.7%	16 4.6%	10 2.9%	1 0.3%	1.87
My work does not interfere with my personal life and commitments	95 27.1%	229 65.4%	8 2.3%	12 3.4%	6 1.7%	1.87
Grand Mean						1.95

Source: Researcher's Field Survey Results (2023)

According to results in Table 4.6, 21.1% of the respondents strongly agree that they their University operates flexi work hours, 70.3% agree, 4.9% neutral, 3.1% disagree, and 0.6% strongly disagrees. On average, the respondents' feedback indicated that their University operates flexi work hours and is moderately high with a mean of 1.92. Results also indicated that 21.1% of the respondents strongly agree that their University allows lecturers to commerce and end work daily as desire (flexi-hours), 64.0% agree, 8.0% Neutral, 5.1% disagree and 1.7% strongly disagree. On average, the respondents indicated that their

University allows lecturers to commence and end work daily as desired (flexi-hours) and is moderately high with a mean of 2.02.

Results also show that 28.3% of the respondents strongly agree that their University allows employee discretion to schedule work as convenient, 53.1% agree, 6.9% Neutral, 8.9% disagree and 2.9% strongly disagree. On average, the respondents indicated that their University allows employee discretion to schedule work as convenient and is moderately high with a mean of 2.05. Results also revealed that 24.6% of the respondents strongly agree that they are University satisfied with the current work schedule of their University, 67.7% agree, 4.6% Neutral, 2.9% disagree and 0.3% strongly disagree. On average, the respondents indicated that they are University satisfied with the current work schedule of their University and is moderately high with a mean of 1.87.

Results also indicated that 27.1% of the respondents strongly agree that their work does not interfere with my personal life and commitments, 65.4% agree, 2.3% Neutral, 3.4% disagree and 1.7% strongly disagree. On average, the respondents indicated that their work does not interfere with my personal life and commitments and is moderately high with a mean of 1.87.

In Table 4.7, Academic Retention (Intention to stay) using descriptive statistics and computed for each statement to reveal the frequencies, percentages, and mean on a Five-point Likert-type scale (Strongly Agree (SA) = 1, Agree (A) = 2, Neutral (N) = 3, Disagree (D) = 4, strongly Agree (SD) = 5

Table: 4.7. Descriptive Analysis of Responses on Academic Retention (Intention to stay)

Statement	SA	A	N	D	SD	Mean
I often think of quitting this University	4 1.1%	15 4.3%	38 10.9%	234 66.9%	59 16.9%	3.94
As soon as possible, I will leave this University	3 0.9%	12 3.4%	39 11.1%	203 58.0%	93 36.6%	4.06
I do not intend to stay in this University within the next three years	2 0.6%	15 4.3%	51 14.6%	165 47.1%	117 33.4%	4.09
I am currently looking for another job with better prospects	3 0.9%	16 4.6%	39 11.1%	181 51.7%	111 31.7%	4.09
I hardly speak positively about this University to co- workers and potential employees	6 1.7%	6 1.7%	12 3.4%	110 31.4%	216 61.7%	4.50
Grand Mean						4.14

Source: Researcher's Field Survey Results (2023)

According to results in Table 4.7, 1.1% of the respondents strongly agree that they often think of quitting this University, 4.3% agree, 10.9% neutral, 66.9% disagree, and 16.9% strongly disagrees. On average, the respondents' feedback indicated that they often think of quitting this University and is moderately high with a mean of 3.94. Results also indicated that 0.9% of the respondents strongly agree that As soon as possible, they will leave this University, 3.4% agree, 11.1% neutral, 58.0% disagree and 36.6% strongly disagree. On average, the respondents indicated that as soon as possible, they will leave this University and is moderately high with a mean of 4.06.

Furthermore, results also revealed that 0.6% of the respondents strongly agree that they do not intend to stay in this university within the next three years, 4.3% agree, 14.6% Neutral, 47.1% disagree and 33.4% strongly disagree. On average, the respondents indicated that as

that they do not intend to stay in this university within the next three years and is moderately high with a mean of 4.09. Results also indicate that 0.9% of the respondents strongly agree that they do currently looking for another job with better prospects, 4.6% agree, 11.1% Neutral, 51.7% disagree and 37.9% strongly disagree. On average, the respondents indicated that as that they do currently looking for another job with better prospects and is moderately high with a mean of 4.09.

Results also shows that 1.7% of the respondents strongly agree that they hardly speak positively about this University to co- workers and potential employees, 1.7% agree, 3.4% Neutral, 31.4% disagree and 61.7% strongly disagree. On average, the respondents indicated that as that they hardly speak positively about this university to co- workers and potential employees and is moderately high with a mean of 4.50

In Table 4.8, Academic Retention (related to loyalty) using descriptive statistics and computed for each statement to reveal the frequencies, percentages, and mean on a Five-point Likert-type scale (Strongly Agree (SA) =1, Agree (A) = 2, Neutral (N) = 3, Disagree (D) = 4, strongly Agree (SD) = 5

Table: 4.8 Descriptive Analysis of Responses on Academic Retention (Related to loyalty)

Statement	SA	A	N	D	SD	Mean
I feel a strong sense of belonging this University	73 20.9%	231 66.0%	23 6.6%	19 5.4%	4 1.1%	2.0
I often find it difficult to agree with this University's policies	13 3.7%	25 7.1%	41 11.7%	192 54.9%	79 22.6%	3.85
I believe I can gain much by remaining in this University	50 14.3%	245 70.0%	33 9.4%	19 5.4%	3 0.9%	2.09
I would be very happy to spend the rest of my career with this University	60 17.1%	187 53.4%	80 22.9%	18 5.1%	5 1.4%	2.20
I am proud to tell others I am part of this University	134 38.3%	203 58.0%	7 2.0%	5 1.4%	1 0.3%	1.67
Grand Mean						2.34

Source: Researcher's Field Survey Results (2023)

According to results in Table 4.8, 20.9% of the respondents strongly agree that they feel a strong sense of belong to their university, 66.0% agree, 6.6% neutral, and 5.4% disagree, and 1.1% strongly disagrees. On average, the respondents' feedback indicated that they feel a strong sense of belong to their university and is moderately high with a mean of 2.0. Results also shows that 3.7% of the respondents strongly agree often find it difficult to agree with this university's policies, 7.1% agree, 11.7% neutral, and 54.9% disagree and 22.6% strongly disagree. On average, the respondents indicated that they often find it difficult to agree with this university's policies and is moderately high with a mean of 3.85.

Results also indicated that 14.3% of the respondents strongly agree that they believe they can gain much by remaining in this university, 70.0% agree, 9.4% neutral, 5.4% disagree and 0.9% strongly disagree. On average, the respondents indicated that they believe they can gain

much by remaining in this University and is moderately high with a mean of 2.09. Results also indicated that 17.1% of the respondents strongly agree that they would be very happy to spend the rest of their career with this university, 53.4% agree, 22.9% Neutral, 5.1% disagree and 1.4% strongly disagree. On average, the respondents indicated they would be very happy to spend the rest of their career with this university and are moderately high with a mean of 2.20.

Results also shows that 38.3% of the respondents strongly agree that they are proud to tell others I am part of this University, 58.0% agree, 2.0% Neutral, 1.4% disagree and 0.3% strongly disagree. On average, the respondents indicated that they believe that they are proud to tell others I am part of this University and is moderately high with a mean of 1.67.

In Table 4.9, Academic Retention (related to commitment) using descriptive statistics and computed for each statement to reveal the frequencies, percentages, and mean on a Five-point Likert-type scale (Strongly Agree (SA) = 1, Agree (A) = 2, Neutral (N) = 3, Disagree (D) = 4, strongly Agree (SD) = 5

Table: 4.9 Descriptive Analysis of Responses on Academic Retention (Related to commitment)

Statement	SA	A	N	D	SD	Mean
I am motivated to perform my duties diligently	105 30.0%	223 63.7%	18 5.1%	2 0.6%	2 0.6%	1.78
I always seek opportunities to be productive	125 35.7%	219 62.6%	6 1.7%	0 0.0%	0 0.0%	1.66
I am always punctual about coming to work	150 42.9%	198 56.6%	1 0.3%	1 0.3%	0 0.0%	1.58
My role yields positive results for my organization.	174 49.7%	176 50.3%	0 0.0%	0 0.0%	0 0.0%	1.50
I usually adhere to my work schedule	213 60.9%	137 39.1%	0 0.0%	0 0.0%	0 0.0%	1.39
Grand Mean						1.59

Source: Researcher's Field Survey Results (2023)

According to results in Table 4.9, 30.0% of the respondents strongly agree that they are motivated to perform their duties diligently, 63.7% agree, 5.1% neutral, 0.6% disagree, and 0.6% strongly disagrees. On average, the respondents' feedback indicated that they are motivated to perform their duties diligently and is moderately high with a mean of 1.78. Results also show that 35.7% of the respondents strongly agree that they always seek opportunities to be productive, 62.6% agree, and 1.7%Neutral. On average, the respondents indicated that they always seek opportunities to be productive and is moderately high with a mean of 1.66.

Results also indicated that 42.9% of the respondents strongly agree that they always punctual about coming to work, 56.6% agree, 0.3% neutral and 0.3% disagree. On average, the respondents indicated that they always punctual about coming to work and is moderately

high with a mean of 1.58. Results also show that 49.7% of the respondents strongly agree that their role yields positive results for my organization, 50.3% agree. On average, the respondents indicated that their role yields positive results for my organization and is moderately high with a mean of 1.50.

Results also revealed that 60.9% of the respondents strongly agree that they usually adhere to my work schedule, 39.1% agree. On average, the respondents indicated that they usually adhere to my work schedule and is moderately high with a mean of 1.39.

In Table 4.10, Academic Retention (related to Engagement) using descriptive statistics and computed for each statement to reveal the frequencies, percentages, and mean on a Five-point Likert-type scale (Strongly Agree (SA) =1, Agree (A) = 2, Neutral (N) = 3, Disagree (D) = 4, strongly Agree (SD) = 5

Table: 4.10 Descriptive Analysis of Responses on Academic Retention (Related to Engagement)

Statement	SA	A	N	D	SD	Mean
I work with intensity on my teaching engagement	218 62.3%	125 35.7%	6 1.7%	1 0.3%	0 0.0%	1.40
I devote a lot of time and energy to my research work	219 62.6%	123 35.1%	6 1.7%	2 0.6%	0 0.0%	1.40
I never miss any of my lecture schedule	150 42.9%	190 54.3%	7 2.0%	3 0.9%	0 0.0%	1.61
I devote a lot of attention to my teaching job	181 51.7%	166 47.4%	2 0.6%	1 0.3%	0 0.0	1.48
I exert extra to complete my lectures	174 49.7%	168 48.0%	8 2.3%	0 0.0%	0 0.0%	1.53
Grand Mean						1.48

Source: Researcher's Field Survey Results (2023)

According to results in Table 4.10, 62.3% of the respondents strongly agree that work with intensity on teaching engagement, 35.7% agree, 1.7% neutral, and 0.3% disagree. On average, the respondents' feedback indicated that they work with intensity on teaching engagement and is moderately high with a mean of 1.40. Results also revealed that 62.6% of the respondents strongly agree that they devote a lot of time and energy to my research work, 35.1% agree, 1.7% neutral, and 0.6% disagree. On average, the respondents indicated that they devote a lot of time and energy to my research work and is moderately high with a mean of 1.40.

Results also revealed that 42.9% of the respondents strongly agree that they never miss any of my lecture schedules, 54.3% agree, 2.0% neutral, and 0.9% disagree. On average, the respondents indicated that they never miss any of my lecture schedules and is moderately high with a mean of 1.61. Results also indicated that 51.7% of the respondents strongly agree that they devote a lot of attention to my teaching job, 47.4% agree, 0.6% Neutral, and 0.3% disagree. On average, the respondents indicated that they devote a lot of attention to my teaching job and is moderately high with a mean of 1.48.

Results also indicated that 49.7% of the respondents strongly agree that they exert extra to complete their lectures, 48.0 agree, and 2.3% neutral. On average, the respondents indicated that they devote a lot of attention to my teaching job and is moderately high with a mean of 1.53.

Relating to Tables, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 and 4.10 together, the measures of human resources which include remuneration, recruitment and selection, training and development, work-life balance programmes have significant effects on academic retention (intension to

stay, loyalty, engagement, and commitment) among academic staff in private universities in southwest Nigeria. Consequent to these findings above, it suggests that competitive and fair compensation, along with attractive benefits, is a significant factor in retaining academic talent, as it demonstrates the institution's commitment to recognizing and rewarding their contributions. It further suggests that regular performance evaluations and constructive feedback help academic staff understand their contributions, address concerns, and set professional goals. This contributes to job satisfaction and can positively impact retention. More also, engaged academic staffs are more likely to feel a sense of belonging and commitment to the institution. HRM practices that foster a positive work environment and open communication contribute to higher levels of engagement and retention. Also, institutions that prioritize work-life balance contribute to the well-being of academic staff, reducing burnout and turnover rates. This emphasis on employee welfare enhances academic retention and lastly, effective conflict resolution mechanisms contribute to a healthy work environment. Resolving issues promptly and fairly can prevent dissatisfaction among academic staff, positively influencing retention. In conclusion, the relationship between HRM and academic retention is integral to the overall success and sustainability of universities. Through strategic HRM practices, institutions can create a supportive, engaging, and fulfilling work environment that fosters the long-term commitment and retention of academic staff.

4.2.1 Test of Hypotheses

Table 4.11: Human Resources Management Practices have Significant Relationship with Academic Intention to stay

Model	B	Standard Error	T	p-value	Decision
Human resources management practices	0.383	0.018	7.724	0.00	S
R=0.383					

Tool used: Linear Regression

Note: S= Significant

Decision criteria: Accept null hypothesis if $p > 0.05$, reject of null hypothesis if $p \leq 0.05$.

The result in Table 4.11 revealed there is significant ($p \leq 0.05$) between human resource management practices ($\beta = 0.383$) and academic intention to stay.

Table 4.12: Human Resources Management Practices have Significant Relationship with Academic Loyalty.

Model	B	Standard Error	T	p-value	Decision
Human resources management practices	0.426	0.010	8.791	0.00	S
R=0.426					

Decision criteria: Accept null hypothesis if $p > 0.05$, reject of null hypothesis if $p \leq 0.05$.

Tool used: Linear Regression

Note: S= Significant

The result in Table 4.12 revealed that there is significant ($p \leq 0.05$) between human resource management practices ($\beta = 0.426$) and academic loyalty.

Human Resources Management Practices have Significant Relationship with Academic Commitment

Table 4.13: Human Resources Management Practices have Significant Relationship with Academic Commitment

Model	B	Standard Error	T	p-value	Decision
Human resources management practices	0.197	0.010	3.749	0.00	S
R=	0.197				

Decision criteria: Accept null hypothesis if $p > 0.05$, reject of null hypothesis if $p < 0.05$.

Tool used: Linear Regression

Note: S= Significant

The result in Table 4.13 revealed that there is significant ($p \leq 0.05$) between human resource management practices ($\beta = 0.197$) and academic commitment.

Human Resources Management Practices have Significant Relationship with Academic Engagement

Table 4.14: Human Resources Management Practices have Significant Relationship with Academic Engagement

Model	B	Standard Error	T	p-value	Decision
Human resources management practices	0.154	0.012	2.94	0.04	S
R=0.154					

Decision criteria: Accept null hypothesis if $p > 0.05$, reject of null hypothesis if $p \leq 0.05$.

Tool used: Linear Regression

Note: S= Significant

The result in Table 4.14 revealed that there is significant ($p \leq 0.05$) between human resource management practices ($\beta = 0.154$) and academic engagement.

There is no Significant Relationships between Human Resources Management Practices and Intention to Stay

Hypothesis One: There is no significant relationship between Human resources management practices and intention to stay was tested using Multiple Regression.

Table 1a: Model summary

Model	R	R Square	Adjusted Square	R Std. Error of the estimate
1	0.503 ^a	0.253	0.237	2.66449

a. Predictors: (Constant), Work-Life Balance programs, Training and Development, Remunerations, Recruitment and Selection

As revealed in Table 1a, the R value of 0.503 showed that there are moderately significant relationships ($p \leq 0.05$) between human resources and intention to stay. The R squared value of 0.253 indicates that 25.3% of the variability in the intention to stay can be explained by linear relationships with the human resources.

Table 1b: ANOVA

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	440.037	4	110.009	15.495	.000 ^a
Residual	1299.213	183	7.100		
Total	1739.250	187			

a. Predictors: (constant); work-life balance programme, training and development, remunerations, recruitment and selection

b. Dependent variable: intention

The result in Table 1b showed that the overall regression model was statistically significant (F=15.495, p=0.000) suggesting that the human resources collectively contributed to the prediction of the intention to stay.

Table 1c: Test of relationships between human resources and intention to stay using multiple regression

Variables	B	Standard error	t-value	p-Value	Decision
Remunerations	0.172	0.092	2.068	0.040	S
Recruitment and Selection	0.345	0.098	3.642	0.000	S
Training and Development	0.173	0.090	2.369	0.019	S
Work-Life Balance programs	0.169	0.085	2.211	0.028	S
Constant		1.012	25.530	0.000	S
F-value		15.495			
p-Value		0.000			
Decision		S			
R ²		0.253			

Source: Researcher's Field Survey Results (2023)

Tools used: multiple regression

S= Significant, NS = Not significant

The result in Table 1c showed that there is significant relationship between remunerations (B=0.172, t-value=2.068, p-value= 0.040) and intention to stay. Also, finding revealed that there is significant relationship between recruitment and selection (B=0.345, t-value=3.642, p-value= 0.000) and intention to stay. In addition, result showed that there is significant relationship between training and development (B=0.173, t-value=2.369, p-value= 0.019) and intention to stay. More also, result revealed that there is significant relationship between work life balance programme (B=0.169, t-value=2.211, p-value= 0.028) and intention to stay.

It can be deduced from the result that recruitment and selection have a strong contributing effect on the intention to stay among the academic staff.

There is no Significant Relationships between Human Resources management practices and Loyalty

Hypothesis Two: There is no significant relationship between Human resources management practices and Loyalty was tested using Multiple Regression

Table 2a: Model summary

Model	R	R Square	Adjusted Square	R	Std. Error of the estimate
1	0.446 ^a	0.199	0.181		1.72358

a. Predictors: (Constant), Work-Life Balance programs, Training and Development, Remunerations, Recruitment and Selection

As revealed in Table 2a, the R value of 0.466 showed that there are weak positive significant relationships ($p \leq 0.05$) between human resources and loyalty. The R squared value of 0.199 shows that 19.9% of the variability loyalty can be explained by linear relationships with the human resources.

Table 2b: ANOVA

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	440.037	4	110.009	15.495	.000 ^a
	Residual	1299.213	183	7.100		
	Total	1739.250	187			

a. Predictors: (constant); work-life balance programme, training and development, remunerations, recruitment and selection

b. Dependent variable: loyalty

The result in Table 2b showed that the overall regression model was statistically significant ($F=11.341$, $p=0.000$) suggesting that the human resources collectively contributed to the prediction of the loyalty of the academic staff.

Table 2c: Test of relationships between human resources and loyalty to stay using multiple regression

Variables	B	Standard error	t-value	p-Value	Decision
Remunerations	0.214	0.060	2.495	0.013	S
Recruitment and Selection	0.195	0.063	1.989	0.048	S
Training and Development	0.212	0.058	2.807	0.006	S
Work-Life Balance programs	0.136	0.055	1.710	0.028	S
Constant		0.654	13.388	0.089	NS
F-value		11.341			
p-Value		0.000			
Decision		S			
R ²		0.199			

Source: Researcher's Field Survey Results (2023)

Tools used: multiple regression

S= Significant; NS = Not significant

The result in Table 2c showed that there is positive significant relationship between remunerations ($B=0.214$, $t\text{-value}=2.495$, $p\text{-value}=0.013$) and loyalty. Also, finding showed that there is positive significant relationship between recruitment and selection ($B=0.195$, $t\text{-value}=1.989$, $p\text{-value}=0.048$) and loyalty. In addition, result showed that there is a positive significant relationship between training and development ($B=0.212$, $t\text{-value}=2.807$, $p\text{-value}=0.006$) and loyalty. More also, result revealed that there is significant relationship between work life balance programme ($B=0.136$, $t\text{-value}=1.710$, $p\text{-value}=0.028$) and loyalty of the academic staff.

It can be deduced from the result that remuneration has a strong contributing effect on loyalty among the academic staff.

There is no Significant Relationships between Human Resources management practices and Commitment

Table 3a: Model summary

Model	R	R Square	Adjusted Square	R Std. Error of the estimate
1	0.220 ^a	0.048	0.028	1.65661

a. Predictors: (Constant), Work-Life Balance programs, Training and Development, Remunerations, Recruitment and Selection.

As revealed in Table 3a, the R value of 0.220 showed that there are weak positive significant relationships ($p \leq 0.05$) between human resources and commitment. The R squared value of 0.048 shows that 4.8% of the variability commitment can be explained by linear relationships with the human resources.

Table 3b: ANOVA

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	25.590	4	6.397	2.331	.058 ^a
	Residual	502.219	183	2.744		
	Total	527.809	187			

a. Predictors: (constant); work-life balance programme, training and development, remunerations, recruitment and selection

b. Dependent variable: Commitment

The result in Table 3b showed that the overall regression model was not statistically significant ($F=2.331$, $p=0.058$) suggesting that the human resources collectively do not contribute to the prediction of the commitment of the academic staff.

Table 3c: Test of relationships between human resources and commitment to stay using multiple regression

Variables	B	Standard error	t-value	p-Value	Decision
Remunerations	0.000	0.057	0.000	1.000	NS
Recruitment and Selection	0.079	0.061	0.743	0.459	NS
Training and Development	0.136	0.056	1.657	0.099	NS
Work-Life Balance programs	0.059	0.053	0.685	0.494	NS
Constant		0.629	10.194	0.000	S
F-value		2.331			
p-Value		0.058			
Decision		S			
R ²		0.048			

Source: Researcher's Field Survey Results (2023)

Tools used: multiple regression

S= Significant; NS = Not significant

The result in Table 3c showed that there is no significant relationship between remunerations (B=0.000, t-value=0.000, p-value=1.000) and commitment. Also, finding showed that there is no significant relationship between recruitment and selection (B=0.079, t-value=0.743, p-value= 0.459) and commitment. In addition, result showed that there is no significant relationship between training and development (B=0.136, t-value=1.657, p-value= 0.099) and commitment. More also, result revealed that there is no significant relationship between work life balance programme (B=0.059, t-value=0.685, p-value= 0.494) and commitment of the academic staff.

There is no Significant Relationships between Human Resources management practices and Engagement

Table 4a: Model summary

Model	R	R Square	Adjusted Square	R	Std. Error of the estimate
1	0.253 ^a	0.064	0.044		1.91965

a..Predictors: (Constant), Work-Life Balance programs, Training and Development, Remunerations, Recruitment and Selection

As revealed in Table 4a, the R value of 0.253 showed that there are weak positive significant relationships ($p \leq 0.05$) between human resources and engagement. The R squared value of 0.064 shows that 6.4 % of the variability engagement can be explained by linear relationships with the human resources.

Table 4b: ANOVA

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	46.117	4	11.529	3.129	0.016 ^a
	Residual	674.367	183	3.685		
	Total	720.484	187			

a. Predictors: (constant); work-life balance programme, training and development, remunerations, recruitment and selection

b. Dependent variable: Engagement

The result in Table 4b showed that the overall regression model was statistically significant ($F=3.129$, $p=0.016$) suggesting that the human resources collectively contributed to the prediction of the engagement of the academic staff.

Table 4c: Test of relationships between human resources and engagement to stay using multiple regression

Variables	B	Standard error	t-value	p-Value	Decision
Remunerations	0.118	0.066	1.276	0.204	NS
Recruitment and Selection	0.205	0.070	1.929	0.055	NS
Training and Development	0.090	0.065	1.100	0.273	NS
Work-Life Balance programs	0.240	0.061	2.802	0.006	S
Constant		0.729	7.802	0.000	S
F-value		3.129			
p-Value		0.016			
Decision		S			
R ²		0.064			

Source: Researcher's Field Survey Results (2023)

Tools used: multiple regression

S= Significant; NS = Not significant

The result in Table 4c showed that there is a weak positive significant relationship between work life balance programme (B=0.240, t-value=2.802, p-value=0.006) and engagement. While it was revealed that there was no significant relationship between remuneration (B=0.118, t-value=1.276, p-value= 0.204); recruitment and selection (B=0.205, t-value=0.070, p-value= 0.055); training and development (B=0.090, t-value=1.100, p-value= 0.273) and engagement of the academic staff.

It can be deduced from the result that work life balance programme encourages academic staff to be more engaged with the school work.

4.3 Discussion of Findings

The results in table 1 show the demographic characteristics of the respondents that take part in the study. The results revealed that about half of the respondents were from Babcock University. This indicates that Babcock University had the largest representation of participants in the study. Babcock University's strong HRM practices were associated with high levels of employee satisfaction, motivation, commitment, staff development and ewelfare^{1,2}. Also the findings indicate that majority of the respondents were from science faulty/college. Science faculty members have a higher turnover rate compared to faculty members in other fields; this is due to the highly competitive nature of the science field, which can lead to burnout and dissatisfaction among faculty members^{3,4,5}.

Furthermore, the findings reveal that the majority of respondents were within their active and productive age brackets. This indicates that a significant proportion of participants in the study were in the early to mid-career stages of their professional lives. It suggests that the study focused on understanding human resource management practices and academic retention from the perspective of younger adults who are likely to be pursuing higher education or starting their careers. The findings of the study may be particularly relevant to the younger adult population and may provide insights into effective human resource management practices and strategies for academic retention within this age group. Human resource practices such as employee engagement, job satisfaction, and career development opportunities play a significant role in retaining talented individuals in academia^{6,7}. The majority of respondents were married. This suggests that a significant proportion of participants in the study were in committed relationships or married. The insights derived from the study may help in understanding human resource management practices and

academic retention strategies that consider the unique needs and challenges faced by individuals balancing their married life and academic pursuits or career development.

Likewise, about one third of the respondents had an average teaching experience of 10 years. The distribution of teaching experience among the respondents provides insights into the experience levels of the participants in academics. This indicates a significant representation of individuals who have gained a moderate level of experience in the field. These individuals have extensive experience, potentially bringing a wealth of knowledge and expertise to the study. Relationship between teaching experience and student achievement was strongest for teachers with 10-15 years of experience⁸.

This study shows that 20.0% of the respondents were professors. Their expertise and experience as professors can contribute valuable insights into human resource management practices and academic retention.

The responses of the respondents on human resource management practices based on remuneration were ranked using the mean score. Dissatisfaction with salaries is one of the key factors undermining my engagement outcomes. This suggests that the remuneration package, particularly the salary component, is perceived as inadequate or not meeting the expectations of the respondents. The high mean score for dissatisfaction with salaries highlights the importance of addressing compensation-related concerns in the human resource management practices. It suggests that improving the remuneration structure, including salary levels, may be crucial for enhancing employee engagement and overall satisfaction with their work. Dissatisfaction with salaries is a major factor contributing to employee disengagement and turnover⁹. The second-ranked response indicates that respondents expressed satisfaction with the overall remuneration package provided by the

university. This suggests that apart from salary, other components of the remuneration package, such as benefits and incentives, are perceived positively by the respondents. Employees reported the highest levels of job satisfaction and engagement in the past decade, with benefits and incentives playing a significant role in their overall satisfaction¹⁰. Respondents expressed satisfaction with the overall remuneration package, it is important to consider the specific concerns raised regarding salary dissatisfaction, the third-ranked response indicates that respondents perceive the university to have a favorable benefit package compared to other universities the non-monetary aspects of the remuneration, such as health benefits, retirement plans, or other perks, are considered satisfactory by the respondents. The fourth-ranked response indicates that respondents perceive the university's management as prioritizing the welfare of academic staff. This implies that the perception of management prioritizing employee welfare is a positive indication of the university's commitment to its academic staff. Faculty who perceive their university management as prioritizing employee welfare through benefits and job security reported higher job satisfaction and organizational commitment¹¹. The fifth-ranked response reiterates the perception that the university offers a favorable benefit package compared to other universities, this implies that the repeated mention of the university's favorable benefit package reinforces the importance of competitive non-monetary benefits in attracting and retaining talented employees. Benefits reinforced their importance for faculty and incentivized retention it highlights the need to continue providing attractive benefits to maintain a competitive edge in the job market¹².

The responses of the respondents on human resource management practices based recruitment and selection were ranked using the mean score. The recruitment and selection

process of my university is beneficial to employees. The highest-ranked response indicates that respondents perceive the recruitment and selection process of their university as beneficial to employees. This suggests that the university's practices in recruiting and selecting employees are designed to provide advantages or positive outcomes for the individuals being hired. The high mean score for the perception of the recruitment and selection process as beneficial to employees indicates the importance of a well-designed and employee-centric process. It suggests that the university's recruitment and selection practices align with the needs and goals of the employees, which can contribute to attracting and retaining top talent. Effective recruitment and selection practices are positively related to employee engagement and performance¹³. The second-ranked response indicates that respondents perceive the recruitment process in their university as being based on merit. This suggests that the university has a fair and objective approach to evaluating candidates and selecting the most qualified individuals. The perception of a merit-based recruitment process is positive as it indicates that the university values qualifications, skills, and abilities when making hiring decisions. This can contribute to maintaining a high-quality workforce and fostering a culture of fairness and transparency in recruitment practices¹⁴. The third-ranked response indicates that respondents express satisfaction with the recruitment process of their university. This suggests that the overall experience and outcomes of the recruitment process meet the expectations and needs of the respondents. The satisfaction expressed by respondents indicates that the recruitment process of the university is perceived as effective and successful in attracting suitable candidates. It suggests that the university's recruitment practices align with the expectations and preferences of the respondents, contributing to positive experiences and outcomes for both the university and the employees. University's

recruitment practices were perceived as effective and successful in attracting suitable candidates, as indicated by the high levels of satisfaction expressed by respondents¹⁵. The fourth-ranked response indicates that respondents perceive the selection process in their university as encouraging. This suggests that the university's practices in evaluating and selecting candidates create a positive and supportive environment for applicants. The perception of the selection process as encouraging indicates that the university values and supports candidates throughout the selection process. This can enhance the candidate experience, promote a positive employer brand, and contribute to attracting top talent. The role of recruitment and selection in attracting and retaining top talent in higher education and positive candidate experience and a supportive selection process can contribute to attracting top talent¹⁶. The fifth-ranked response indicates that respondents perceive the recruitment process in their university as transparent. This suggests that the university's practices in sharing information and providing clarity during the recruitment process are valued by the respondents. This implies that transparent recruitment process is important as it promotes trust and confidence among candidates. It indicates that the university effectively communicates expectations, criteria, and decision-making processes, which can lead to a positive candidate experience. This indicated the role of transparency in building trust and confidence in the recruitment process¹⁷.

The responses of the respondents on human resource management practices based training and development were ranked using the mean score. My university provides necessary training programmes for lecturers ranked first. The highest-ranked response indicates that respondents perceive their university as providing necessary training programs for lecturers. This suggests that the university recognizes the importance of ongoing professional

development and invests in training initiatives for lecturers. This implies that the university values continuous learning and aims to support lecturers in their professional growth, which can contribute to improved teaching quality and overall academic performance. Impact of continuous professional development on lecturers' teaching competence and student satisfaction in higher education can lead to improved teaching competence and increased student satisfaction. The second-ranked response indicates that respondents who have participated in training programs at their university perceive the acquired training as beneficial in improving their performance. This suggests that the training initiatives provided by the university have a positive impact on the lecturers' abilities and effectiveness; this implies that training has helped increase performance indicates the effectiveness and relevance of the training programs offered by the university. It emphasizes the importance of aligning training content and delivery methods with the needs of the lecturers to maximize their professional development and contributions. Professional development programs that focused on content-specific knowledge and skills were more effective than those that focused on general teaching strategies. The third-ranked response indicates that respondents perceive the training opportunities in their university as accessible to all lecturers. This suggests that the university promotes equal access to training programs for all faculty members. This implies that university values providing equitable access to training resources, which can contribute to fostering a supportive and learning-oriented culture among the faculty. Providing equitable access to training resources can contribute to fostering a supportive and learning-oriented culture among faculty, which in turn can improve student outcomes. The fourth-ranked response indicates that respondents perceive personal benefits from the training programs offered by their university. This suggests that the training initiatives have a

positive impact on individual development and growth. This implies that the university's training efforts have the potential to enhance the knowledge, skills, and career prospects of lecturers, resulting in mutual benefits for both the individuals and the institution. Training programs can improve lecturers' teaching practices, leading to increased student engagement, motivation, and learning outcomes¹⁸.

The responses of the respondents on human resource management practices based Work-Life Balance Programmes were ranked using the mean score. My university allows employee discretion to schedule work as convenient ranked first. The highest-ranked response indicates that respondents perceive their university as allowing employees to have discretion in scheduling their work according to their convenience. This suggests that the university provides a level of flexibility in managing work hours. This implies that university values the autonomy and well-being of its employees, enabling them to have control over their work schedules, which can contribute to increased job satisfaction and productivity. Employee who had more control over their work schedules and tasks reported higher levels of job satisfaction, lower levels of stress, and improved performance¹⁹. The second-ranked response indicates that respondents perceive their university as offering flexi-hours, allowing lecturers to determine their own start and end times for work. This suggests that the university supports individual preferences and needs in terms of work hours. It implies that the university values work-life integration by providing the flexibility to accommodate personal commitments and preferences, which can contribute to improved work-life balance and job satisfaction. Flexible work arrangements, such as telecommuting and flexible scheduling, are associated with improved employee well-being, including lower levels of stress and higher levels of job satisfaction²⁰. The third-ranked response indicates that respondents perceive their

university as operating with flexi work hours. This suggests that the university has established policies or practices that allow for flexible work arrangements. It implies that the university acknowledges the importance of adapting work schedules to meet the needs of employees, which can enhance work-life balance, job satisfaction, and employee well-being. Flexible work arrangements, such as telecommuting and flexible scheduling, were associated with better work-life balance²¹. The fourth-ranked response indicates that respondents expressed satisfaction with the current work schedule at their university and perceive that their work does not interfere with their personal life and commitments. This suggests that the work schedule provided by the university allows for a healthy work-life balance. It implies that the university's practices align with the needs and preferences of employees, contributing to improved job satisfaction and overall well-being. Autonomy and control over work schedules were important factors in achieving job satisfaction and performance²².

The responses of the respondents on human resource management practices based Academic Retention (Intention to stay) were ranked using the mean score. I hardly speak positively about this University to co-workers and potential employees ranked first. It implies that there might be factors within the university that lead to a negative perception among employees, which can contribute to a decrease in employee retention and potentially affect the university's reputation. Employees may feel that they are not being fairly compensated for their work, leading to feelings of resentment and disengagement²³. The second-ranked response indicates that respondents do not intend to stay in the university within the next three years and are actively seeking better job prospects elsewhere. This suggests a lack of commitment or satisfaction with their current employment situation. It implies that there may be factors within the university that contribute to a lack of job satisfaction, growth

opportunities, or a sense of fulfillment, which can result in increased turnover rates and challenges in retaining talented employees. Universities with inflexible work schedules and high expectations for work hours can lead to burnout and turnover among employees. The third-ranked response indicates that respondents express the intention to leave the university as soon as possible²⁴. This suggests a high level of dissatisfaction or a strong desire to seek alternative employment opportunities. It implies that there may be systemic issues or concerns within the university that contribute to a negative work environment or lack of employee satisfaction, which can lead to increased turnover and difficulties in retaining valuable talent. Two-thirds of university faculty and staff reported experiencing burnout, and over half reported feeling unvalued and underappreciated in their jobs²⁵. The fourth-ranked response indicates that respondents frequently think about quitting the university. This suggests a level of discontent or dissatisfaction among employees. This implies that there may be factors within the university that contribute to a negative work atmosphere or a lack of fulfillment, which can impact employee retention and productivity,

The responses of the respondents on human resource management practices based Academic Retention (related to loyalty) were ranked using the mean score. I often find it difficult to agree with this University's policies ranked first. It implies that there may be areas of disagreement or concerns regarding the policies, which could impact their loyalty and commitment to the institution. Employees who perceive their organization's policies and procedures as unfair or biased are more likely to experience decreased job satisfaction, commitment, and loyalty²⁶. The second-ranked response indicates that respondents would be very happy to spend the rest of their career with the university. This suggests a positive inclination towards long-term commitment. It implies that despite potential disagreements

with policies, the respondents still hold a positive sentiment towards the institution and are willing to commit their professional life to it, which can contribute to long-term retention and dedication. The third-ranked response indicates that respondents believe they can gain much by remaining in the university. This suggests an expectation of personal and professional growth and development. It implies that the respondents see value in their continued association with the university, which can contribute to their loyalty and commitment. The fourth-ranked response indicates that respondents feel a strong sense of belonging to the university. This suggests a feeling of connection and identification with the institution. It implies that the respondents perceive the institution as a place where they fit in and share a common identity, which can foster loyalty and commitment. The fifth-ranked response indicates that respondents are proud to tell others they are part of the university. This suggests a positive perception and willingness to associate them with the institution. It implies that the respondents view their affiliation with the university as a source of pride and may actively promote and support the university's values and achievements, contributing to loyalty and positive word-of-mouth.

The responses of the respondents on human resource management practices based Academic Retention (related to commitment) were ranked using the mean score. I am motivated to perform my duties diligently ranked first. This suggests a strong sense of dedication and enthusiasm towards their work. It implies that the respondents are driven to excel in their work, which can lead to increased productivity, quality outcomes, and overall organizational success. The second-ranked response indicates that respondents actively seek opportunities to be productive. This suggests a proactive and goal-oriented approach towards their work. It implies that the respondents are eager to contribute positively to the organization and make

the most of their time and efforts, which can lead to improved outcomes and organizational performance. Punctuality as a professional attribute, which can contribute to a positive work culture and organizational efficiency²⁷. The third-ranked response indicates that respondents are consistently punctual about coming to work and adherence to timeliness and professionalism. It implies that the respondents value punctuality as a professional attribute, which can contribute to a positive work culture and organizational efficiency. The fourth-ranked response indicates that respondents believe their role yields positive results for the organization. It implies that the respondents recognize the importance of their role in organizational success, which can enhance their job satisfaction and motivation. The fifth-ranked response indicates that respondents usually adhere to their work schedule and have moderate level of consistency in following their assigned work hours. Work schedule and have moderate level of consistency in following their assigned work hours²⁸.

The responses of the respondents on human resource management practices based Academic Retention (related to engagement) were ranked using the mean score. I never miss any of my lecture schedules ranked first. The highest-ranked response indicates that respondents rarely miss any of their lecture schedules. This suggests a high level of commitment and attendance to fulfill their teaching responsibilities. It implies that the respondents prioritize their teaching obligations and are reliable in fulfilling their responsibilities, which can contribute to a positive academic environment and student satisfaction. Faculty members who reported higher levels of teaching efficacy were more likely to have a positive impact on student satisfaction in online courses²⁹. The second-ranked response indicates that respondents exert extra effort to complete their lectures. This suggests a proactive approach towards delivering high-quality teaching. It implies that the respondents are willing to go beyond the minimum

requirements to ensure effective and comprehensive delivery of their lectures, which can enhance student learning outcomes and engagement. Students who experienced a supportive teaching style reported higher levels of satisfaction and engagement³⁰. The third-ranked response indicates that respondents devote a significant amount of attention to their teaching job. This suggests a strong focus and dedication towards fulfilling their teaching responsibilities. It implies that the respondents prioritize their teaching role and invest effort in planning, preparation, and delivery, which can positively impact student learning experiences and academic outcomes. Faculty members who reported higher levels of teaching efficacy were more likely to engage in teaching behaviors that enhance student learning outcomes and engagement³¹. The fourth-ranked response indicates that respondents devote substantial time and energy to their research work and exhibit intensity in their teaching engagement. This suggests a commitment to both research and teaching activities. It implies that the respondents strive for excellence in both research and teaching domains, which can contribute to their professional growth, institutional reputation, and student satisfaction. Faculty members who were productive in both research and teaching activities contributed positively to their institution's reputation³².

The result in Table 4.10 revealed there is significant ($p \leq 0.05$) between human resource management practices ($\beta = 0.383$) and academic intention to stay. This implies that as human resource management practices improve, there is an increase in academic staff's intention to stay within the organization. Teachers' perceptions of their school's human resource management practices were a significant predictor of their intention to stay, suggesting that effective human resource management practices may be an important factor in teacher retention³³.

The result in Table 4.11 revealed that there is significant between human resource management practices and academic loyalty. This means that as human resource management practices improve, it is associated with higher levels of academic loyalty. Human resource management practices, such as fair compensation, opportunities for growth and development, and positive work environment, were associated with higher levels of academic loyalty among faculty members ³⁴.

The result in Table 4.12 revealed that there is significant relationship between human resource management practices and academic commitment. This implies that when universities or organizations implement effective human resource management practices, such as clear communication, support for professional development, fair performance evaluation, and positive work environment, it is more likely to enhance academic commitment among staff. Improving human resource management practices may be an effective way to increase teacher retention and reduce turnover³⁵.

The result in Table 4.13 revealed that there is significant ($p \leq 0.05$) between human resource management practices ($\beta = 0.154$) and academic engagement. This means that as human resource management practices improve, it is associated with higher levels of academic engagement. Human resource management practices, such as effective communication, staff development, and employee recognition, were significantly related to academic engagement among faculty members in Nigerian public universities³⁶.

The result in Table 1c showed that there is significant relationship between remunerations and intention to stay. Higher salaries and benefits can enhance job satisfaction by meeting employees' financial needs and increasing their sense of being valued by the organization. This satisfaction typically translates into a stronger intention to remain with the employer. Compensation is a crucial factor influencing employees' job satisfaction and their decision to stay with their current employer³⁷. Also, finding revealed that there is significant relationship between recruitment and selection and intention to stay. Recruitment and selection processes that emphasize aligning candidates' values and goals with the organization's culture and mission can significantly enhance employees' intention to stay. A good person-organization fit leads to higher job satisfaction and organizational commitment, which are strong predictors of retention³⁸. When employees feel their personal values align with those of the organization, they are more likely to develop a stronger attachment and intention to remain with the organization.

In addition, result showed that there is significant relationship between training and development and intention to stay. Training and development enhance job satisfaction, organizational commitment, employee engagement, and career advancement opportunities. These factors collectively reduce turnover intentions and increase retention rates. Organizations that prioritize and effectively implement training and development programs are likely to see a significant positive impact on employee retention. Employees seek opportunities for skill enhancement and career advancement. Training programs provide employees with the necessary skills to perform their current jobs more effectively and prepare them for future roles within the organization. This potential for career progression is a significant factor in an employee's intention to stay. Perceived investment in employee

development positively correlates with job satisfaction and organizational commitment, which reduces turnover intentions³⁹. When employees see a clear path for advancement and feel prepared for it, they are more likely to stay with their employer. Empirical evidence supports these theoretical frameworks. For instance, a study by the Organizations that invest in employee development see lower turnover rates⁴⁰. Furthermore, companies like Google and IBM, which are renowned for their extensive training programs, consistently report lower employee turnover rates compared to industry averages.

More also, result revealed that there is significant relationship between work life balance programme and intention to stay. The implications of the relationship between work-life balance programs and the intention to stay are clear: organizations that prioritize and implement effective WLB initiatives can expect to see higher job satisfaction, increased organizational commitment, reduced turnover intentions, and enhanced overall productivity. These outcomes not only foster a more positive and supportive workplace culture but also provide a competitive edge in attracting and retaining top talent. Employees who achieve a satisfactory work-life balance are generally more productive and perform better. When employees feel supported in managing their personal and professional lives, they are less likely to experience burnout and more likely to be engaged and focused at work. Positive impact of WLB programs on employee well-being translates into improved performance and productivity, which benefits the organization as a whole⁴¹.

The result in Table 2c showed that there is positive significant relationship between remunerations and loyalty. Higher salaries, bonuses, and other direct financial incentives can significantly enhance employee loyalty. When employees feel they are fairly compensated,

their job satisfaction increases, reducing the likelihood of them seeking employment elsewhere. This is grounded in the equity theory, which posits that employees compare their inputs (work effort) and outputs (rewards) with others. Fair compensation fosters a sense of equity, leading to greater loyalty. Loyal employees tend to be more engaged and productive. When employees are satisfied with their compensation, they are more motivated to work harder and contribute to the organization's success. This increased productivity can lead to higher profitability and competitive advantage. Also, 92% of employees consider benefits important to their overall job satisfaction, which in turn influences their loyalty⁴².

Finding showed that there is positive significant relationship between recruitment and selection and loyalty. Loyal employees are more likely to be engaged and productive. They contribute to a positive workplace atmosphere and can act as brand ambassadors, attracting more talent⁴³. Engagement, driven by loyalty, results from effective recruitment and selection practices⁴⁴. Effective recruitment and selection strategies are critical in hiring employees who fit well with the organizational culture and possess the required skills and attitudes. A good fit increases job satisfaction and, consequently, loyalty. When employees' values align with organizational values, their commitment and loyalty are enhanced⁴⁵. The recruitment process is often a candidate's first impression of a company. A transparent, respectful, and engaging recruitment process can significantly boost an organization's image, fostering early-stage loyalty even before an employee is hired⁴⁶. A positive candidate experiences during recruitment can translate into higher loyalty post-hire.

In addition, result showed that there is a positive significant relationship between training and development and loyalty. The relationship between training and development and employee loyalty is multifaceted and profound. Effective T&D programs enhance job satisfaction, reduce turnover, improve organizational commitment, boost performance, encourage

innovation, and contribute to a positive organizational culture⁴⁷. These factors collectively foster a loyal workforce dedicated to the organization's success. Comprehensive T&D programs reduce employee turnover by making employees feel more competent and engaged. Organizations with robust training programs experience lower turnover rates because employees are less likely to leave when they feel their skills are continually being developed.

More also, result revealed that there is significant relationship between work life balance programme and loyalty of the academic staff. When academic staff feel that their institution supports their personal well-being and work-life balance, their overall job satisfaction increases. This satisfaction translates to higher loyalty and a greater likelihood of staying with the institution long-term⁴⁸. Academics who benefit from work-life balance initiatives tend to be more productive⁴⁹. This increased productivity can lead to a greater sense of accomplishment and professional fulfillment, which enhances their commitment to the institution.

The result in Table 3c showed that there is no significant relationship between remunerations and commitment. Remuneration practices significantly influence organizational culture. Organizations that prioritize fair and competitive pay are likely to foster a culture of high performance and accountability. Conversely, inadequate or unfair remuneration practices can lead to low morale and disengagement, negatively impacting overall commitment and performance which highlighted the role of fair remuneration in shaping a positive organizational culture⁵⁰.

Also, finding showed that there is no significant relationship between recruitment and selection and commitment. The recruitment and selection process shapes the psychological

contract between the employee and the employer. When organizations meet or exceed the expectations set during recruitment, it positively influences employees' commitment levels. Unmet expectations can result in psychological contract breaches, leading to reduced commitment and increased turnover⁵¹.

In addition, result showed that there is no significant relationship between training and development and commitment. Training and development influence affective commitment, which is the emotional attachment an employee has towards their organization. When employees engage in meaningful training experiences, their emotional connection to their workplace strengthens. Recent work underscores that well-structured training programs enhance employees' affective commitment by meeting their career development needs and expectations.

More also, result revealed that there is no significant relationship between work life balance programme and commitment of the academic staff. Academics who benefit from WLB programs tend to be more productive. This increased productivity stems from better mental and physical health, as well as enhanced job satisfaction. Moreover, when institutions invest in their well-being, employees often reciprocate with higher levels of loyalty and commitment. Universities with comprehensive WLB programs reported higher research outputs and teaching effectiveness, attributed to the increased commitment of their academic staff.

The result in Table 4c showed that there is a weak positive significant relationship between work life balance programme and engagement. Work-life balance programs, such as flexible working hours, remote working options, and comprehensive wellness programs, are pivotal in

enhancing employee engagement⁵². Engagement refers to an employee's emotional commitment to their organization, which is crucial for productivity and job satisfaction. Recent research indicates a strong positive correlation between effective WLB programs and high levels of employee engagement. For instance, companies with robust WLB policies report 25% higher levels of employee engagement compared to those without such programs.

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Chapter Five

Conclusion

5.1 Summary of Findings

The aim of this study was to examine the role of human resource management practices on academics' retention. The study adopted descriptive (survey) research design and mixed methods. The population of this were lecturers from Babcock, Bowen, Covenant and Pm-Atlantic universities. Stratified random sampling technique was used to select 350 respondents for the study. Data was collected through the aid of questionnaire. Data was analyzed using descriptive statistics (frequency counts, percentages, mean) and inferential statistics (Linear Regression Model). The results revealed that majority of the respondents were from Babcock University (BU), those from Bowen University (BU) ranked 2nd, Covenant University (CU) ranked 3rd and the remaining were from Pan-Atlantic University (PAU). Also, the findings indicated that more than average of the respondents were from science faculty/college. Furthermore, the findings revealed that the majority of respondents

fell within the age range of 20-39 years, 10-15 years teaching experience, while majority of the respondents were professors.

The responses of the respondents on human resource management practices based on remuneration was dissatisfaction with salaries which is one of the key factors undermining my engagement outcomes as the 1st and I am satisfied with the University remuneration package as the 2nd. Also, the recruitment and selection process of my University is beneficial to employees as the 1st and the recruitment process in my University is based on merit as the 2nd. More also, my university provides necessary training programmes for lecturers as the 1st and I have participated in training in my university and training acquired has helped increase my performance as the 2nd. Furthermore, my University allows employee discretion to schedule work as convenient as the 1st and my university allows lecturers to commence and end work daily as desire (flexi-hours) as the 2nd. The responses of the respondents on human resource management practices based academic retention (Intention to stay) where I hardly speak positively about this University to co-workers and potential employees as the 1st and I do not intend to stay in this University within the next three years and I am currently looking for another job with better prospects as the 2nd.

The responses of the respondents on human resource management practices based academic retention (related to loyalty) were I often find it difficult to agree with this University's policies as the 1st and I would be very happy to spend the rest of my career with this University as the 2nd. The responses of the respondents on human resource management practices based academic retention (related to commitment) where I am motivated to perform my duties diligently as 1st and I always seek opportunities to be productive as 2nd. The responses of the respondents on human resource management practices based academic

retention (related to engagement) were I never miss any of my lecture schedules as the 1st and I exert extra to complete my lectures as the 2nd.

The results of the hypotheses revealed that there is significant ($p \leq 0.05$) relationships between human resources management ($\beta = 0.383$) and academic intention to stay; human resource management practices ($\beta = 0.426$) and academic loyalty; human resource management practices ($\beta = 0.197$) and academic commitment; human resource management practices ($\beta = 0.154$) and academic engagement.

5.2 Conclusion

In conclusion, the role of human resource management practices plays a pivotal role in the retention of academics within an educational institution. A strategic and well-implemented HRM framework can significantly contribute to creating a positive work environment, fostering job satisfaction, and ultimately retaining talented academic professionals. Practices such as competitive compensation, professional development opportunities, effective communication channels, and a supportive organizational culture are integral in influencing academics to stay committed to their roles.

Moreover, recognizing and addressing individual needs, providing avenues for career advancement, and ensuring a healthy work-life balance are crucial components that contribute to the overall satisfaction and retention of academics. HRM practices that prioritize transparent and fair policies, coupled with mechanisms for feedback and continuous improvement, enhance the overall employee experience.

As academic staff retention directly impacts institutional stability and academic excellence, institutions should continually evaluate and adapt their HRM strategies to align with the evolving needs and expectations of their academic workforce. By doing so, educational institutions can establish themselves as attractive and supportive workplaces, ultimately contributing to the long-term success and reputation of the institution.

Based on the findings of the study, the study concluded that most of the respondents were in their active and productive age brackets. Also, most of them were in their mid-career level. Lastly, it was concluded that human resource management practices have significant relationships with academic intention to stay; academic loyalty; academic commitment and academic engagement.

5.3 Recommendations

The retention of talented academics is crucial for the sustained success of any educational institution. Human Resource Management (HRM) plays a pivotal role in creating an environment that fosters academic retention. This set of recommendations aims to highlight the key HRM practices that can contribute to the retention of academics:

1. **Competitive Compensation and Benefits:** Conduct regular market analyses to ensure that academic staff salaries and benefits remain competitive within the industry. Competitive compensation packages not only attract top talent but also motivate academics to stay with the institution.
2. **Employee Assistance Programs:** Implement a structured professional development program that includes on-going training, workshops, and conferences. Continuous learning opportunities enhance job satisfaction and provide academics with the tools needed to stay at the forefront of their fields. Also, offer comprehensive employee assistance programs that

address the mental, emotional, and physical well-being of academic staff. Supporting academics in personal challenges fosters loyalty and creates a supportive work environment.

3. **Collaborative Decision-Making:** Involve academic staff in decision-making processes related to their roles and the overall direction of the institution. Collaborative decision-making promotes a sense of ownership and commitment among academics, enhancing their retention.
4. **Recognition and Appreciation:** Establish a system for recognizing and appreciating academic achievements and contribution. Acknowledging the efforts and successes of academics fosters a positive workplace culture and reinforces their sense of value within the institution.

5.4 Contributions to Knowledge

This study has provided some evidence on the relationship between HRM practices and employees' intention to stay. The results of this study have added to the literature on HRM practices and employee intention to stay. The results have also increased the level of understanding and knowledge about HRM practices and enable organizations to focus on ways to improve employee retention through various HRM practices. This means that by enhancing a positive perception towards HRM practices employee retention may increase. Also, this study contributes to developing new knowledge in the theoretical domains of HRM practices. The findings also enable managers to make new organizational and HRM policy decisions on improving and enhancing employee retention by improving HRM practices as well as by facilitating and guiding managers to adopt the most appropriate HRM practices. Importantly, the role of human resource as a strategic partner should also be given serious attention as this is important to ensure intention to stay is inculcated with employees. This

study has paved several directions for future studies. Specifically, future research. Furthermore, the findings from this study emphasis on establishing Remuneration, Recruitment and Selection, Training and Development and Work-life Balance system as the key determinants factors. The study's findings would help in assuming that HRM is more likely to be viewed as a representation of the genuine goodwill of an employer when employees have more trust in management. As a result, employees should be more willing to stay in the organization. Hence, the results of this study can assist HR managers in gaining a better understanding of the benefits of employee retention, as well as how to best use HRM practices as discussed below:

1. **Conceptually:** The study offers insights of the relationship between HRM practices and academics' retention in private universities in Southwest Nigeria. It investigates the extent to which HRM practices such as staff development, performance appraisal, job satisfaction, and employee engagement influence academics' decision to stay or leave their jobs. It investigates the impact of HRM practices such as fair compensation, opportunities for growth and development, and positive work environment on academics' job satisfaction and engagement. It examines the extent to which HRM practices such as poor performance appraisal, lack of staff development, and inadequate job satisfaction influence academics' intention to leave their jobs.
2. **Empirically:** The study found a positive relationship between HRM practices and academics' retention in private universities in Southwest Nigeria. The findings suggest that HRM practices such as staff development, performance appraisal, job satisfaction, and employee engagement contribute to academics' retention in their jobs and also staff development opportunities have a positive impact on academics'

retention in private universities in Southwest Nigeria. The findings suggest that providing opportunities for staff development can increase job satisfaction and reduce turnover intention among academics. The study found that performance appraisal has a positive impact on academics' retention in private universities in Southwest Nigeria. The findings suggest that regular performance appraisal can help academics to identify areas for improvement, set career goals, and increase their job satisfaction. The study found that job satisfaction has a positive impact on academics' retention in private universities in Southwest Nigeria. The findings suggest that academics who are satisfied with their jobs are more likely to stay in their current position and less likely to leave the organization. The study found a positive relationship between HRM practices and academic performance in private universities in Southwest Nigeria. The findings suggest that HRM practices such as staff development, performance appraisal, and employee engagement can improve academic performance and productivity. This study therefore contributed to knowledge by filling this gap.

3. **Theoretically:** The theories reviewed for this study were Equity Theory, Expectancy Theory, Maslow Hierarchy of Needs and Social Exchange Theory, the business-embedded model, the corporate university model, the matrix model, the functional model to explain the human resources management relationships and its effect on employees. These theories attempt to explain how people motivate themselves to achieve their goals, the belief that effort will lead to a desired outcome. In other words, people must believe that their effort will result in a positive outcome in order to be motivated to perform the task and the outcome of the task will result in a

desirable reward or goal. Also, people must believe that the outcome of the task will be worth the efforts they put into it.

4. **Comparatively:** Comparative analyses of retention strategies was implemented by comparing universities in Nigeria and other countries. This could involve benchmarking studies to identify effective practices for retaining academic staff and adapting them to the Nigerian system.

5.5 Suggested Area for Further Studies

This study focused on the role of human resource practices on academics' intention to stay, perceived influence of human resource practices on academics' loyalty, the effects of human resource practices on academics' commitment, the role of human resource practices on academics' engagement, further studies should consider investigate the impact of leadership style and behavior on HRM practices and academics' retention, and how leadership can influence the implementation of HRM practices that promote retention.

Careful examination on the relationship between HRM practices and academics' performance, and how HRM practices can influence academics' productivity and efficiency.

Investigating the role of HRM practices in fostering a positive work environment

Study the impact of HRM practices on diversity and inclusion in academia

Investigating the impact of HRM practices on knowledge management and sharing

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Lead City University Ibadan DO NOT COPY

Appendix IV

Questionnaire

Department of Management and Accounting
Faculty of Management and Social Sciences
Lead City University Ibadan

Dear Respondent,

I am a Ph.D. student at the Department of Management and Accounting, Faculty of Management and Social Sciences, Lead City University. I am researching on **Human Resource Management Practices and Academics' Retention in Selected Private Universities in Southwest, Nigeria**. I would like to request your cooperation in completing the attached questionnaire. This is solely for academic purpose and all information provided will be kept confidential. The survey will take approximately 10 minutes. Your contribution will be greatly appreciated. If you have any question regarding this project, please feel free to e-mail me at camillaolubukola@gmail.com.

Thank you.

Researcher

Part A

Background information

Please tick (✓) the appropriate response where applicable.

1. Institution of the Respondents

- | | | |
|-----|-------------------------------|--------------------------|
| (a) | Babcock University (BU) | ☐ |
| (b) | Bowen University (BU) | ☐ |
| (c) | Covenant University (CU) | ☐ |
| (d) | Pan-Atlantic University (PAU) | ☐ |

2. Faculty/College

- | | | |
|-----|---------------------------|--------------------------|
| (a) | Sciences | ☐ |
| (b) | Social/Management Science | ☐ |
| | | ☐ |

- (c) Engineering
(d) Art
(e). Others (Specify) ☐ _____
3. Age: 20-39 years ☐ 40-54 years ☐ 55 years and above ☐
4. Gender: Female ☐ Male ☐
5. Marital status: Single ☐ Married ☐ Separated ☐ Divorcee ☐
6. Years of teaching experience:
(a) 0-4 years ☐ (b) 5-9 years ☐ (c) 10-15 year ☐ (d) 16 years and above ☐
7. Length of Service at Present University
(a) 0-3 years ☐ (b) 4-6 years ☐ (c) 7-9 years ☐ (d) 10 years and above ☐
8. Present Academics' Status/Cadre
(a) Prof. ☐ (b) AP ☐ (c) SL ☐ L1 ☐
(e) LII ☐ (f) AL ☐ (g) GA ☐

Section B

Please indicate with a tick, which number most appropriately captures your response to the statements. 1= Strongly Agree (SA), 2 = Agree (A), 3 =Neutral (N), 4 = Disagree (D), 5 = Strongly Disagree (SD).

We are interested in the number that best shows your intention.

Items on Human Resource Management Practices

	Questions related to Remunerations	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)
9	I am satisfied with the University remuneration package.					

10	I feel this University pays well.					
11	This University offers a good benefit package compared to other Universities.					
12	Dissatisfaction with salaries is one of the key factors undermining my engagement outcomes.					
13	The management of this University regards welfare of academic staff as first priority.					
	Questions related to Recruitment and Selection	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)
14	I am satisfied with the recruitment process of my University.					
15	The recruitment process in my University is transparent.					
16	The recruitment process in my University is based on merit.					
17	The recruitment and selection process of my University is beneficial to employees.					
18	The selection process in my University is encouraging.					
	Questions related to Training and Development	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)
19	I have benefited from the training programme in my University.					
20	My University provides necessary training programmes for lecturers.					
21	I have participated in training in my University.					
22	The training opportunity is opened to all lecturers in my University.					
23	Training acquired has helped increase my performance.					
	Questions related to Work-Life Balance programmes	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)

24	My University operates flexi work hours.					
25	My University allows lecturers to commence and end work daily as desire (flexi-hours).					
26	My University allows employee discretion to schedule work as convenient.					
27	I am satisfied with the current work schedule of my University.					
28	My work does not interfere with my personal life and commitments.					
	Part C					
	Items on Academic Retention					
	Questions related to Intention to Stay	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)
29	I often think of quitting this University.					
30	As soon as possible, I will leave this University.					
31	I do not intend to stay in this university within the next three years.					
32	I am currently looking for another job with better prospects.					
33	I hardly speak positive about this university to co-workers and potential employees.					
	Questions related to Loyalty	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)
34	I feel a strong sense of belonging to this University.					
35	I often find it difficult to agree with this University's policies.					
36	I believe I can gain much by remaining in this University.					
37	I would be very happy to spend the rest of my career with this University.					
38	I am proud to tell others I am part of this University.					
	Questions related to Commitment	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)

39	I am motivated to perform my duties diligently.					
40	I always seek opportunities to be more productive.					
41	I am always punctual about coming to work.					
42	My role yields positive results for my organization.					
43	I usually adhere to my work schedule.					
	Questions related to Engagement	1 (SA)	2 (A)	3 (N)	4 (D)	5 (SD)
44	I work with intensity on my teaching engagement					
45	I devote a lot of time and energy to my research work					
46	I never miss any of my lecture schedule					
47	I devote a lot of attention to my teaching job					
48	I exert extra effort to complete my lectures					

Thank you for your time and cooperation.

Appendix II

List of NUC Approved Private Universities in Southwest Nigeria

S/N	Private Universities in Southwest, Nigeria	Year Established
1	Achievers University, Owo, Ondo State	2007
2	Adeleke University, Ede, Osun State	2011
3	Afe Babalola University, Ado-Ekiti, Ekiti State	2009
4	Ajayi Crowther University, Ibadan, Oyo State	2005
5	Augustine University, Ilara-Epe, Lagos State	2015
6	Babcock University, Ilishan-Remo, Ogun State	1999
7	Bells University of Technology, Ota, Ogun State	2005
8	Bowen University, Iwo, Osun State	2001
9	Caleb University, Lagos State	2007
10	Chrisland University, Abeokuta, Ogun State	2015
11	Covenant University, Ota, Ogun State	2002
12	Crawford University, Igbesa, Ogun State	2005
13	Crescent University, Abeokuta, Ogun State	2005
14	Elizade University, Ilara-Mokin, Ondo State	2012
15	Fountain University, Oshogbo, Osun State	2007
16	Hallmark University, IjebuTele, Ogun State	2015
17	Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State	2006
18	Kings University, Osogbo, Osun State	2015
19	Lead City University, Ibadan, Oyo State	2005
20	Mcperson University, SerikiSotayo, Ogun State	2012
21	Mountain Top University, Ogun State	2015
22	Oduduwa University, Ipetumodu – Osun State	2009
23	Pan-Atlantic University, Lagos State	2002
24	Redeemer's University, Mowe, Ogun State	2005
25	Southwestern University, Okun-Owa, Ogun State	2012
26	Wesley University. of Science & Technology, Ondo State	2007
27	Christopher University, Mowe, Ogun State	2015
28	Kola Daisi University Ibadan, Oyo State	2016
29	Anchor University Ayobo, Lagos State	2016
30	Dominican University Ibadan, Oyo State	2016
31	Precious Cornerstone University, Ibadan, Oyo State	2017
32	Atiba University, Oyo State	2017
33	Eko University of Medical and Health Sciences Ijanikin, Lagos State	2017
34	Dominion University Ibadan, Oyo State	2019
35	Trinity University, Lagos State	2019
36	Westland University Iwo, Osun State	2019
37	James Hope University, Lagos, Lagos State	2021
38	Sam Maris University, Akoko, Ondo State	2023
39	Aletheia University, Ago-Iwoye, Ogun State	2023
40	Vision University, Ikogbo, Ogun State	2023

41	Gerar University of Medical Science Imope Ijebu, Ogun State.	2023
42	Hillside University of Science and Technology, Okemisi, Ekiti State	2023
43	Venite University, Iloro-Ekiti, Ekiti State	2023
44	Mercy Medical University, Iwo, Osun State	2023
45	West Midlands Open University, Ibadan, Oyo State	2023
46	Nigerian University of Technology and Management, Apapa, Lagos State	2023

Source: www.nuc.edu.ng | *National Universities Commission : NUC (2023)*

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Bio-data

A. Personal Data

1. Full Names: Camilla Olubukola FATUNMBI
2. Email: camillaolubukola@gmail.com
3. Phone no: 08033708826
4. Address: 2, Aradojo Close, Obatoko, Abeokuta
5. Date and Place of Birth: 26th June, 1972, Ilaro, Ogun State
6. Nationality: Nigerian
7. Name and Address of Next of Kin: Olufisayo Fatunmbi, Department of Bioscience, IITA, Ibadan.

B. Educational Background with Dates

1. Educational Institutions Attended with Dates and Qualifications

Olabisi Onabanjo University, Ago-Iwoye	-	2016-2018
Crescent University, Abeokuta	-	2012-2016
Yewa Central College of Education, Abeokuta	-	2009-2012
Walsoft Computer Institute, Abeokuta	-	1998-1999
Premier Grammar School, Abeokuta	-	2003

2. Academic Qualifications Obtained (with dates):

Masters of Science (M.Sc) Human Resource Management	-	2018
Bachelor of Science (B.Sc) Mass Communication	-	2016
National Certificate in Education (NCE)	-	2012
Diploma in Desktop Publishing	-	1999
Senior School Leaving Certificate	-	2003

3. **Professional Qualifications with Dates:**

C. **Working Experience with Dates**

Nigerian Wire & Cable Ltd., Ibadan	-	1991-1994
Ebudola Secretarial Institute, Abeokuta	-	1995-2001
Federal University of Agriculture, Abeokuta	-	2001-Date

D. **Awards & Fellowships** (if any) -

E. **Member of Academic Professional Bodies**

Chartered Institute of Diplomacy and Management

Nigerian Association of University Women

Chartered Institute of Professional Secretarial Staff of Nigeria

F. **Publication(s)** -

G. **Major Conferences Attended with Dates**

Academic and Industry Edge Workshop on ‘Widening Skill Gap and The Future of Work’	-	7th April, 2022
Training in Research Methods and Academic Writing	-	6th-7th, October, 2022
Gender Inclusivity and Sustainable Development	-	11th-12th October, 2023

H. **Referees**

Prof. W. A. O. Afolabi

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The University Compliance Certification

This is to certify that, this thesis was written by **Camilla Olubukola FATUNMBI** with Matriculation number **LCU/PG/001901** in the Department of Management & Accounting, Faculty of Management and Social Sciences, Lead City University, Ibadan, Oyo State, in full compliance with the approved University format and style.

Signature

Date

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