

**RETENTION STRATEGIES AND PRODUCTIVITY OF ACADEMIC STAFF IN
UNIVERSITIES IN THE SOUTH-WEST, NIGERIA**

BY

OLUREMI ADEKUNBI, ADELEKAN

**B.A.Ed Geography (A.B.U., Zaria), M.Ed Educational Management (Ibadan)
Matric. No.: 118539**

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CHAPTER ONE

INTRODUCTION

Background to the Study

The concern for improvement in the productivity of academic staff has grown in recent time because of the recognition of the important role academics play in fulfilling the charter of any University and ultimately the quality of tertiary education. Productivity is a significant element that determines the success of any organisation, hence, most organisations depend on the productivity of their employees to achieve set goals and objectives. Qualities of institutions are determined mainly by the outstanding productivity of academics especially for universities that can attract and retain them (Ng'ethe, Iravo and Namusonge, 2012). Though academic staff are the pillars of tertiary institutions all over the world, efforts must be made to recruit qualified and productive ones because the quality and sustainability of institutions depend on them. The success of any university is premised on the intellect, innovation and output of its academic staff. It is therefore imperative for university management to strategically identify and implement staff motivation packages that can attract and retain scholars for maximum productivity.

Universities are institutions that enjoy competitive quality status at National and International levels. This is a condition that makes the productivity of workers especially academic staff, to be a critical factor for the quality status of the institutions. The productivity of a university is mainly determined by the functions of its academic staff. These functions are teaching, research, and community services. Through these functions carried out by academic staff, universities realise their goals and objectives. The quality of the products of these institutions also depends on how well these functions are carried out.

Academic staff disseminate information to students and this increases knowledge acquisition both for themselves and the students they teach. This continuous cycle of

knowledge transfer to students and subsequent accentuation of previous knowledge of the academic staff leads to the production of quality graduates for manpower development. Likewise, the quest for new discoveries, innovations and inventions (in form of research) which distinguishes universities of high standard has also made it necessary to consider the productivity. The function which academic staff performs has made it compulsory to enhance their productivity. Similarly, the search for new knowledge and the need to maintain quality especially for universities and its staff has mandated the need for research on improved productivity. It has been stated clearly in Nigeria's policy on Education how the development of skilled and advanced manpower that impacts eventually on national development is dependent upon knowledge dissemination (teaching) and knowledge production (research) functions of higher education (FRN, 2013).

Although there has been a long history of dispute about the functions of knowledge dissemination and knowledge production in universities, many in the academic world believe they are inseparable. Both functions of academic staff are said to be complementary and overlapping activities. The knowledge and skills that academic staff gain through teaching improve their research abilities while, researches carried out assist them to acquire more knowledge which will enhance teaching. Ayeni, Jaiyeoba and Atanda (2008) buttressed this point when they reiterated that research is central to all activities being carried out in universities. They argued that effective teaching and participation in community services are based on research outputs.

Also, Okebukola (2010) and Adeyemi and Adu (2012) posited that the quality of teaching reflects the quality of education provided in any institution which showcases the importance of the academic staff in determining the quality of university graduates. Hence, there is a positive correlation between productivity and quality of education. Many stakeholders contribute to the quality of teaching and amongst them are university Academic Staff. Teaching improves the academic performance, skill acquisition and the moral latitude of students. To develop and maintain the quality of teaching, newly employed lecturers should be followed up with regular academic updates through continuous, constant career development practices. Without quality teaching, the academic standards of students cannot be guaranteed. The quality of teaching is the

process of maintaining standard or excellence in teaching-related services which are rendered by academic staff (Iniobong, 2013). Malcolm (2014), Adeyemi and Adu (2012) and Arnold (2008) opined that the major measure used for assessing quality of teaching by academic staff is student evaluation while other minor measures are self or peer evaluation. The academic experiences and perceptions of students are vital to the assessment of quality teaching.

The quality of teaching provided by an academic staff can be measured by the level of effort used in lesson preparation, the scope and depth of tutelage, numerical strength of the students and the degrees awarded. Likewise, teaching quality may be influenced by motivation received, the organizational climate (conducive work environment), work stress (in terms of student/teacher ratio), number of courses taught, teaching experience, types of instructions provided, and compliance with set curriculum (Ogunleye, 2013). Obiekezie, Ejemot-Nwadiaro, Timothy and Essien (2016), Adegbesan (2011) and Okebukola (2010) all agreed that there is a common perception that academic staff are of utmost importance in determining academic quality. The importance of acquired teaching skills and the amount of qualified academic staff in the class room is also viewed as vital for achieving quality teaching. For instance, in 2006, there were only about 60% of the 50,000 required academic staff (Federal Ministry of Education, 2009). This in-balance in the ratio of teacher to students in universities caused by the yearly increases in student admission may explain why academic staff are overloaded with work which affects their research activities. This may be the reason why the university system cannot perform optimally. Likewise, this in-balance also affects the quality of graduates produced by such universities.

In most universities, academic staff are rated for promotion based on the amount and quality of their research output, which include publications in learned journals, conference papers, text books, as well as patents. Mainly, research has its positive effects especially in the promotion of academic staff and invention of new ideas and products, while, performance evaluation in the form of promotion provides incentives for research productivity (Adomi and Mordi, 2013). Research which takes place in all aspects of human endeavour including, social, economic,

political, education, science and technology serves as a determinant of the growth and development of all societies. Most importantly, research is pivotal to innovation which is essential to drive economic growth and poverty alleviation. Policy makers need to make use of the benefits of innovations through policies that encourage growth in Science and Technology and, other fields.

Universities are bestowed with the responsibility of carrying out quality research for National development. This implies that research emanating from universities is the fundamental resource for measuring the worth of such institutions. Research is very important since universities can obtain information through research which may be useful for the university, the immediate community and the world at large. Aside its core mandate as a citadel of learning and innovation, the University disseminates relevant current information to the community, provide medical outreaches and enlightenment services for farmers. New diagnosis in the medical profession because of research may be utilized to cure diseases and resolve health problems. Discoveries in the fields of Agriculture and rural extension can be utilized for improved crop and animal production. In Faculties of Education student-teachers are distributed to community schools where they assist to teach students during teaching practice exercise.

Research in education focuses on many aspects ranging from issues bothering on educational administration, policy implementations in education, monitoring and supervision, quality control, planning, teacher and special education. Many academic staff who find themselves in these areas are involved in the implementation of many educational policies. Academic staff also perform administrative functions as many of them hold administrative positions such as Heads of Department, Deans of Schools / Faculties and higher levels of university administration like the Vice Chancellors, Deputy Vice Chancellors and in some cases political positions as Ministers, Commissioners and even Governors of States.

The productivity may also be determined by the informed opinion of students, colleagues, and by the performance of the students. Lecturers, as part of their educational role, are also expected to contribute to public debates in their areas of interest. As researchers, lecturers are expected to be creative and inquisitive, carry out good and quality research. Discoveries from research facilitate improvement in agricultural products and

development in every facet of the economy. The quality and quantity of staff in universities will also determine the quality of graduates produced for manpower development (Okiki, 2013 and Obembe, 2012).

Academic staff are termed to be productive when they demonstrate proficiency in any combination of the three major functions which include research, teaching and administrative/community services. However, only the research aspect of the three is utilised in assessing academic productivity in Nigerian universities. This was enunciated by Owuamanam and Owuamanam (2008) who asserted that research appears to have the greatest weighting for academic promotion compared to teaching and community development. The high value placed on research is evident in the well acclaimed ranking of “World class Universities” which is only based on the research output of universities. Due to the impact that the quality and quantity of research outputs from universities has on development, it is imperative that Nigerian universities gear up and pay serious attention to research which is essential for scientific, technological and economic development (Bassey, Akuegwu, Udida and Udey, 2007). Despite the importance attached to research, there has been a major decline and shortfall in research outputs in Nigerian Universities for the past 40 years unlike in the period up to the early 1980s when they were referred to as some of the best universities in sub Saharan Africa as a result of the quantity and quality of its research output (Karani, 1997), that was show cased internationally (Nduka and Falayojo, 1985).

Details of ranking gathered by the Nigeria Universities Commission (NUC) which is the country’s higher education funding and regulatory body, in January, 2006, which defined research output in universities “as the number of scholarly research articles published in prestigious international academic journals and the number of citations in scholarly indexes”, found that only twenty out of eighty-three Universities were ranked between 10th and 200th in their research output (World Education News and Review, 2006). Furthermore, in the National Universities Commission (NUC) ranking of 2006, only four Nigerian Universities were ranked 53rd, 72nd, 87th and 100th among the first one hundred (100) African Universities. These Universities were UI, OAU, UNIBEN and UNILAG respectively. Also, in 2012, no Nigerian University was placed in the first one thousand (1, 000) in terms of research productivity ranking among universities worldwide.

University of Benin, occupied the 1,639th position, followed by Federal University of Agriculture, Abeokuta and University of Ibadan which ranked 2266th and 2515th positions respectively (Internet lab, 2012).

In 2016, the National Universities Commission report showed that only four (4) Nigerian universities were ranked amongst the first 50 in Africa; the University of Ibadan ranked 13th, University of Lagos in 21st position, Obafemi Awolowo University came 29th while, University of Nigeria, Nsukka was ranked 44th. The performance was not encouraging worldwide either, with University of Ibadan, University of Nigeria, Nsukka, University of Lagos, and Obafemi Awolowo University that were ranked 801st, 1433rd, 2266th and 2473rd positions respectively. Further more, the 2017 webometric ranking indicated that University of Ibadan came first in Nigeria but made 1032nd position in the world, while, University of Nigeria, Nsukka and Obafemi Awolowo University were ranked 2217 and 2235 respectively. Considering the above statistics, it can be deduced that research productivity in Nigeria Universities is still low.

The low productivity currently experienced might also be associated with inadequate human resource factors. In cases where training and development and other motivational incentives are lacking academic staff may not be motivated to conduct research. The disbursement of research funds to each institution is inadequate and irregular (Tafida Kasim and Chima, 2015). The implication is that opportunities for career development programmes may be limited because of paucity of funds. Efforts therefore need to be made to ensure that academic staff are well catered for. Well nurtured academic staff are key factors to the accomplishment of institutional goals which include training of students, production of quality graduates for manpower development and conduct of quality research for sustainable development. Academic staff also must be equipped with necessary resources and motivated towards achieving these goals (Babalola and Nwalo, 2013).

For staff to be more productive, human resource practices should now be tailored towards retaining staff for optimum productivity (Samuel, 2008; Aluko and Aluko, 2012 and Nwokocha and Iheriohanma, 2012) and the reduction of Academic staff excess work load experiences which may reduce their productivity. With the spring-up of new universities

and potential rivalry within the context of a globalised Nigerian economy, there is need to encourage quality teaching and research productivity, through the implementation of retention strategies in Nigerian Universities. These strategies which serve as the independent variables used in this study include: motivation, career development, mentoring and participatory decision making are considered as factors that can help retain and improve academic staff productivity (research and teaching output)

Organizations, regardless of size, technology and market must deal with problems of ensuring that staff remain productive. To overcome this challenge, priority must be placed on human resource strategies, especially an in-depth study on strategies which will enhance productivity. Balogun Oladipo and Odekunle (2010) elaborated on the fact that maximum productivity is dependent on motivated and effective workforce. Many studies (Abba Anumaka and Gaito, 2016; Bingilar and Etale, 2014; Okiki and Mabawonku, 2013; Babalola 2014; Ayeni, Jaiyeoba and Atanda, 2008) have considered factors which can affect the productivity to include personal characteristics, social interactions/communications, leadership styles, infrastructural facilities, demographic and environmental factors. However, not much research has been carried out in Nigerian universities on retention strategies and its effect on academic staff productivity. A research into the phenomenon (retention strategies to include motivation, mentoring, career development and participatory decision making) and how they influence productivity is important since these retention variables are meant to improve the productivity of academic staff in terms of their research and teaching functions.

According to the oxford dictionary, Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to act, or to accomplish goals. In the work place, the psychological factors stimulating people's behaviour can be - desire for money or success. Motivate, in turn, means "to provide with a motive," and motivation is defined as "the act or process of motivating". Consequently, motivation is derived from the word "motivate", which means to move, push or influence to proceed for fulfilling a want (Manzoor, 2017)

Motivation of workers is important in achieving overall efficiency and effectiveness on the job. When employees are not motivated they show no enthusiasm or interest in their job, often performing below expectation and willing to withdraw their services if allowed. Whereas motivated staff are committed, innovative and passionate about the progress of their workplace and willing to do their best to improve the success of their organization (Caria, 2008). Motivation could influence the productivity of an academic staff. A well-motivated academic staff may be more committed to work, dedicated and will not hesitate in fostering the development of his/her institution. A motivated academic staff may be willing to increase his/her research output and add more value to teaching and learning in the institution which he / she finds him / herself.

Therefore, a combination of the ability and motivation factors will improve a person's performance. It further suggests that motivation is as important as ability. From literature reviewed, there are many factors that motivate academic staff. Some are extrinsic while others are intrinsic.

Academic staff that are motivated become renowned, attracting national and international mileage for themselves and their institutions. Academic staff with a standard profile also increases the potential of universities to attract patronage from colleagues, students, research grants and consultancy opportunities. Academic staff should be motivated to do research. It is expected that if research grants are made available by universities and these grants are adequately sourced by staff, it will improve their productivity. The presence of a robust curriculum and physical structure, without well empowered academic staff and adequate material resources, may make tertiary institutions especially universities fail to produce the desired results.

Motivation can be made manifest in two ways. Firstly, the work itself which has to do with intrinsic factors must be enriched with responsibilities, should be interesting and challenging, and made attractive. Secondly, the extrinsic factors that include attractive pay, fringe benefits and physical working environment, could lead to improved productivity of the worker. That means, the job should be made attractive to the worker. It could be in form of increase in salary. The employee is satisfied when his / her salary is

comparable to those of his counterpart in other institutions. A worker who is productive is likely to be more committed, loyal, dedicated to his job and thus motivated for superior performance (Babalola, 2014; Audu, 2015).

Career development (which can be in form of formal training, in-house trainings, seminars, workshops, conferences) is an instrument which can boost productivity. Training is a crucial aspect of human management which organisations and institutions must use constantly if they want to remain relevant in their areas of discipline and specialization. It is an exercise meant to enhance the performance capabilities of an employee by improving their intellectual skills and capabilities. In essence, training is an investment in employees to enhance efficient and effective performance (Halidu, 2015).

Career development is advantageous both to the academic staff and the institution in which such Academics find themselves. Staff development is expected to increase knowledge acquisition of staff who undergo such trainings, while institutions involved with the career development of such staff may experience efficient service delivery in terms of teaching, supervision of student project, teaching practice programmes and expertise displayed through research writing (Smith, 2010). It is important that lecturers critically appraise and understand global trends particularly the effect of knowledge development updates as it relates to their career progression and continuous relevance.

It is pertinent to emphasize that all the above advantages of career development may not be accomplished because most academic staff cannot access loans meant for their development. Inaccessibility of funds leads to ineffectiveness in gaining access to new knowledge that can boost productivity. Academics are expected to be more productive when investments are made on their training. However, in most cases, none or little investments are made into the training of academics (Osibanjo, Oyewunmi and Ojo, 2014; Bingilar and Etale, 2014).

Participatory Decision Making is also an important strategy which can influence the productivity of academic staff. This encourages stakeholder involvement in critical analysis, strategy development, implementation and evaluation at all levels of an organization. Active staff participation in decision making may increase the

responsibility of employees and enrich their job. Despite the importance attached to participatory decision making, delays and non-implementation of decisions which are to be ratified by management may discourage academic staff from participating in decision making (Amini, 2007 and Arayesh and Noori, 2012).

Mentoring is a deliberate symbiotic relationship between a mentor (usually more experienced) and mentee to promote personal and professional growth. Mentoring is also an important strategy which influences productivity. Mentoring might improve the research activities if mentors perform their two main functions which are career development and psychological functions. Professional experiences from the mentor may assist in developing the writing and research skills of junior protégé. The most emphasized is the career development which may help facilitate advancement of the junior academic on the job. Mentoring allows the transfer of skills which can help junior academics improve on their productivity and thus facilitate career and job satisfaction. Institutional effectiveness may also be achieved with the proper mentoring of junior academic (Agunloye, 2013; Atanda, 2017).

Though the influence of mentoring on productivity is great, most mentors may not have time to mentor because of work load and population of students (in terms of teacher/student ratio). The large population of students in Nigerian universities may serve as an impediment to the training of junior staff by senior academics. Likewise, junior academics may not be able to access research grants for their research work and promotion. The resultant effect of this may be discontentment, low morale and frustration. Formal policies on mentoring by university administrators may be utilized to combat these problems and the resultant effect will lead to effective performance on the job and thus increase productivity (Aladejana, Aladejana and Ehindero, 2006; Arugu and Nweake, 2014).

Rufa'I (2010) identified problems associated with productivity. Some of the problems she identified include lack of mentors for mentoring junior researchers due to shortages of senior lecturers with Doctor of Philosophy (PhD) qualification who seek greener pastures to avoid excessive workload (teaching and administrative) schedule that prevents them

from having adequate time for research. Korantwi-Barimah (2017) considered the factors which influence the retention of staff to include leadership and institutional culture, growth opportunities, institutional mission and vision, meaningful work and collegiality. The study showed that academic staff are intrinsically motivated. Consequently, the institutional leaders and human resource practitioners were encouraged to develop retention strategies that will not only foster the commitment of academic staff but also assist the institutions in retaining them as well.

The problem identified above has made it imperative for educational managers to begin to make use of strategies which will assist in the improvement of productivity. As a result, the study has identified retention strategies to include: motivation, mentoring, career development and participatory decision making which are expected to help improve productivity. These strategies, if utilized might help improve the academic quality of staff. Several studies have been conducted focusing only on one of the retention strategy variables that influence productivity unlike this study that considered four (4) retention strategy variables (motivation, mentoring, career development and participatory decision making) that influence the productivity of academic staff in universities in South-west, Nigeria.

1.1 **Statement of the Problem**

Information gathered from the web metric ranking of universities in the world signifies that Nigerian Universities are still lagging in terms of their research output. This problem of low rating of Nigerian Universities in Africa and worldwide is worrisome as many of our universities are found wanting in the area of research. Some factors which have contributed to the low rating of Nigerian Universities are: excess work load in terms of high number of students taught and busy administrative schedules which leave little time for research, inadequate funding and inaccessibility of research grant. Consequently, the advanced countries do not reckon with our research activities. This may also be a reason why Nigerian graduates are not easily employed by foreign companies. Also, research grants are not easily accessed from foreign bodies, while academic staff find it difficult to be absorbed by foreign universities especially in the developed countries.

Academic staff are vital stakeholders who enhance manpower development in the citadel of learning, hence, the concern for improvement in their research and teaching activities. Many researchers have examined personal characteristics, infrastructural facilities, social interactions/communications, leadership styles, demographic factors and organizational ethics as variables predicting the productivity but have not considered retention strategies as predictors of academic productivity with emphasis on research and teaching outputs. The study sought to address this gap by examining the influence of retention strategies (Motivation, Mentoring, Career Development and Participatory Decision making) on the productivity of academic staff in universities in the South-West, Nigeria.

1.3 Purpose of the Study

The main purpose of this study is to investigate the influence of retention strategies on productivity of academic staff in universities in the South-West, Nigeria. Specifically, the study sought to investigate:

- i. Extent to which motivational factors influence the productivity.
- ii. The form of mentoring programmes available for academic staff in the universities in South-West, Nigeria.
- iii. Types of career development programmes available in the universities in South-West, Nigeria for academic staff.
- iv. The involvement of academic staff in decision making that will affect them as well as the university system.
- v. The quality of productivity of academic staff in terms of their teaching as perceived by the students.
- vi. The type of relationship that exists between each of the independent and dependent variables. That is, retention strategies (motivation, mentoring, career development and participatory decision making) and productivity.
- vii. The relative influence of each of the retention strategies on productivity.
- viii. The composite influence of all the retention strategies on productivity.

1.4 Research Questions

The following questions were raised and answered in the study:

- i. To what extent are the academic staff members in the universities motivated towards being productive?
- ii. To what extent are there formal or informal methods of mentoring for academic staff in the universities?
- iii. What are the types of career development programmes available in the universities in the South-West, Nigeria for academic staff?

- iv. What is the extent of involvement of academic staff in decision making that affect them and their universities?
- v. What is the quality of academic staff productivity in terms of teaching as perceived by the students?
- vi. What is the quality of academic staff productivity in terms of research output?
- vii. What is the composite influence of all the retention strategies (motivation, mentoring, career development and participatory decision making) on academic staff productivity?
- viii. What is the relative influence of each of the retention strategies on productivity of academic staff?

1.5 Hypotheses

The following hypotheses were formulated and tested in the study:

H₀1: There is no significant relationship between motivation and the productivity of university academic staff.

H₀2: There is no significant relationship between mentoring and the productivity of university academic staff.

H₀3: There is no significant relationship between career development programme and the productivity of university academic staff.

H₀4: There is no significant relationship between participation in decision making and the productivity of university academic staff.

1.6 Significance of the Study

The findings from this study would be beneficial to academic staff, students, University administrators / management, Education policy makers (National Universities Commission), the Federal Government and the nation at large.

Academic staff are fundamental to the survival of any institution and this study is expected to educate them on strategies which would make them more productive and happier. Under normal circumstance, a motivated employee would be productive,

therefore, it is important to ensure that academic staff know what would improve their productivity and pursue it. Likewise, productive academics would be able to justify the essence of their employability and continuous retention on the job. This study would also inform academics on how to improve on the quality of their teaching. With improved productivity on the part of academics, teaching would be intensively carried out and improved upon, while improvement in research would bring about increased knowledge and improved manpower development when outcomes from research publications are utilized in the community. It would also increase the quality, the University and improve national development.

University Administrators, through this study would be provided with adequate relevant information on the existing retention strategies and how they can influence academic staff productivity. Likewise, this study will reveal the most influential retention strategy that would improve productivity. Similarly, University authorities would be able to utilize findings from this study to repackage retention strategies in line with changing demands for scholarly work in academic research and teaching using electronic technology. The study is also of great importance to University administrators as it provides information on appropriate strategies that would facilitate retention of capable workforce for improved performance and maximization of research output.

More importantly, with improvement in the productivity when retention strategies are available, students would be better assisted to achieve higher academic goals. This would increase the quality of graduates, the learning outcome and performance of students that are taught.

Information gathered from this research would be very useful to Education Policy makers when planning to enhance productivity in universities. They would be informed on how to use retention strategies to improve productivity. The empirical fact generated by this study would be made known to the public through presentations at conferences and publications in academic journals.

The study would also assist the National Universities Commission which is saddled with the responsibility of formulating guidelines for accreditation purposes, to formulate policies which can aid the productivity of academic staff.

The study would assist the Federal government to see the need to increase funds allocated to universities since these funds can be utilized for research which would be beneficial to the nation through improved products. Availability of fund for career advancement would also assist staff to travel wide for academic exercises which would increase their research base and in turn improve innovation and discoveries for national and economic development.

Similarly, the study has provided new frontiers on literature which can be utilized by researchers.

1.7 Scope of the Study

The study examined retention strategies as the independent variable and their influence on productivity of academic staff. The geographical scope of the study was public universities (comprising both Federal and State) in the South-West, Nigeria.

The south-west region was selected for this study because more of the universities doing well (with reference to the web metric ranking) are in this zone. Likewise, there are more universities in this zone than other areas and most of these universities are old enough to provide information that guided the study. The issue of financial constraints and the present security situation especially in the Northern part of the country are also reasons for the choice of the South-West, Nigeria.

The academic content of the study was retention strategies and measures that were considered include motivation, mentoring, participatory decision making, and career development as they influence the productivity of academic staff in universities in south-west, Nigeria.

1.8 Operational Definition of Terms

This section defined the dependent and independent variables that were used to describe the influence of retention strategies on productivity of academic staff in universities in the South-West, Nigeria.

Retention strategies: The means, plans, measures or set of decision-making behaviour put in place by an institution to retain its workforce for performance or optimal productivity. In this study, these strategies were motivation factors measured by (reward for excellence, grants for research, recognition at work, regular promotion, interest in the Job, excess workload, availability of facilities), participatory decision making, mentoring and career development.

Motivation: These are incentives (such as attractive salaries, welfare packages etc.) used to encourage teaching and research among academic staff in Universities.

Mentoring: This is a process where a person offers help, guidance, advice (counsel) and support to facilitate the learning and professional development of another person. Usually the guidance is from a senior academic staff to a protégé (Junior Colleague).

Participatory Decision making: This describes how frequent an academic is allowed to participate in decision making processes that concern him especially in the Department, Faculty and general administration of the University.

1.8.2 Career Development: The ability of academic staff to add relevant skills and knowledge which will increase their productivity in teaching and research.

1.8.3 Career Development Programmes: These are types of training activities or plans put in place to enhance the values, skills and knowledge of academic staff.

1.8.4 Academic Staff: These are the teaching staff of higher institutions of learning (only universities are considered in this study) .

1.8.5 Productivity of Academic staff (PAS): The ability of an academic staff to efficiently and effectively perform his/her functions of teaching and research for the achievement of set goals of universities. This is measured by the number of research publications, Journal Articles, Conference Proceedings, Postgraduate supervision and assessment of teaching by students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed related literature to the study. The reviews were tailored under the following headings:

- 2.1.1 Concept of Productivity of Academic Staff of Universities.
 - 2.1.1.1 Research Productivity of Academic Staff
 - 2.1.1.2 Teaching Productivity of Academic Staff
 - 2.1.1.3 Administrative/ Community Service Productivity of Academic Staff
- 2.2 General Concept of Retention Strategies
- 2.3 Retention Strategies in Nigerian Universities
- 2.4 Retention Strategies and Productivity of Academic Staff
 - 2.4.1 Motivation and Productivity of Academic Staff
 - 2.4.2 Career Development and Productivity of Academic Staff
 - 2.4.3 Mentorship and Productivity of Academic Staff
 - 2.4.4 Participatory Decision Making and Productivity of Academic Staff
- 2.5 Assessing the quality of Teaching in Nigerian Universities
- 2.6 Empirical Review on Retention Strategies
- 2.7 Appraisal of Literature
- 2.8 Theoretical Framework of the study
- 2.9 Conceptual Model on Retention Strategies and Productivity of Academic Staff

2.1 Concept of Productivity of Academic Staff in Universities

Academic Productivity is the ability of academic staff to efficiently combine teaching and research for the achievement or accomplishment of set goals of institutions within which they find themselves. When considered within the tenets of university education, academic productivity can also be considered as the expected output required from an academic staff. Research, teaching and administrative / community functions are important measures Productivity. From literature, it is evident that Productivity records have been well preserved and monitored by high-income countries (such as United States, Europe, some Asian and Latin American Countries). Unfortunately, Nigeria is yet to have

a data repository on productivity issues especially those relating to academics (Chiemeka, Longe, Longe and Shaib, 2009).

Furthermore, University education is now a very complex venture. This complexity requires academic staff with high level of skills and intellectual attribute in research, teaching and administration. The role of academic staff in meeting the goals and objectives of any University which is repository of the most specialized and skilled academics cannot be overemphasized. The success of highly ranked Universities belongs to both the individual academic and their universities because their research publication is an important criterion for promotion (Fapohunda, 2015).

According to Academic Analytics, some of the indexes for measuring academic productivity are

- i. textbooks written.
- ii. Number of Journal Articles
- iii. Grants won for research work
- iv. Number of times publications have been cited.
- v. Number of Awards won

Okafor (2007) sighted in Madu and Dike (2012) posited that despite the standard set by the National Universities Commission on criteria for researches published in Nigeria, research productivity in Nigerian Universities was still very low compared to those in Europe. He attributed the low level of productivity to factors which include limited access to and use of resources such as books, journals and Information and Communication Technology facilities. They also pointed out that environmental factor such as power outages due to unavailability of electricity and fuel was a major challenge.

2.1.1 Research productivity of Academic Staff

Research is one of the key models on which University instruction rests and it is a noteworthy and biggest marker of scholastic staff profitability. Research comprises of studies and examinations to find, certainties, bits of knowledge vital to the issue being explored. Research is crucial to the point that it decides the nature of any higher establishment. It establishes a key model for the advancement of scholarly staff and it includes abnormal state cooperation and quality work by scholastics. (Akuegwu, Udida

and Bassey, 2007 and Archibong, Effiom, Omoike and Edet, 2010). Research profitability of scholastic staff opens them to new significant data in their field and empowers sharing of social thoughts. They inspected the scholastic

Okiki (2013) inspected the examination profitability of Teaching Faculty individuals in Federal Universities in Nigerian. He set that profitability is estimated fundamentally through distributed works, remotely supported stipends number of references the distributed papers got. Distributed work was alluded to as Journal articles, books, Chapter in books, monographs, gathering papers and research recommendations.

The examination embraced the spellbinding study plan of connection type to set up the connection between socio-statistic factors and research profitability of scholarly staff. The populace contained scholarly staff in Federal Universities in Nigeria. Multi-organize testing procedure was utilized to choose respondents and an examining edge of 10% was chosen which represented one thousand and fifty-seven respondents.

A survey was utilized to gather information from respondents while examinations were completed utilizing illustrative and inferential statistics. On the dimension of research profitability of the showing employees, he found that 68% of the respondents had articles distributed in educated diaries, 60.8% had meeting papers, 27% had reading material, 36.7% had sections in books, 35.7% had working papers, 29.7% were co-wrote course books and 26.2% had specialized reports. Be that as it may, just 7.3% had licenses work. From these measurements, he found that confirmed innovations, licenses, monographs, reading material or co-composed course books yields were low (poor) among scholarly staff in Nigeria while the exploration profitability of scholastic staff was excellent in the distributing of diary articles and Conference papers, Book parts and Scientific companion reviewed bulletins. His discoveries on the socio-statistic attributes of scholarly staff individuals demonstrated that over the Federal Universities, the instructive capability shifted, with a more prominent extent of Ph.D. holders contrasted with others with lower instructive capabilities. Discoveries on the working background of scholarly staff indicated that 32.9% of them had labored for 1-5 years, (28.1%) for 6 to 10 years, and 39% for more than 10years.

At last, Okiki (2013) distinguished moderate web network and budgetary issues as the two noteworthy difficulties experienced by scholarly staff when setting out on research

exercises. Research productions involve diligent work, bridging previous research holes and creating opportunities for future examinations (Olorunfoba and Ajayi, 2006). Distributions of articles in diaries and gathering procedures of notoriety is a pointer of value investigate. Bassey, Akuegwu, Udida and Udey (2007) in their review on "Scholarly Staff Research Productivity: an investigation of Universities in South-South Zone of Nigeria" noticed the low yield of research in Nigeria is because of the low respect for innovative work by chairmen, leaders and the Government. They found that sex and conjugal status of scholastic staff will extraordinarily impact scholarly profitability. The investigation further asserted that the territory of specialization of a scholarly fundamentally decides the exploration yield of scholastic staff. In light of their discoveries it was inferred that scholastic staff in Universities ought to be urged to complete research work regardless of their sexual orientation, conjugal status and regions of specialization.

Babalola, Jaiyeoba, Ayeni and Ojelabi (2006) found that Nigerian government just spends about 2% of yearly college intermittent designations on college look into. In like manner, Hartnett (2000) noticed that Nigeria's government college framework spends just 1.3% of its financial limit on research. Nigeria spends an expected 2.4% of its GNP on instruction contrasted with Sub-Saharan Africa that burns through 5.1% (Hinchliffe, 2002; UNESCO, 2000).

A few variables decide the nature of research including the quantity of distributions, sort of production (book or research article), kind of diary article (refereed or non-alluded) and the institutional connection of the writers. Obembe (2012) discovered that efficiency does not differ with sexual orientation while cooperation in worldwide gatherings or field of research applied a huge impact on profitability with specialists in the field of Biochemistry, Pharmacy and Plant sciences observed to be more gainful than those from Physics, Mathematics and Electronics.

Okorie Agabi and Uche (2007) expressed that Academic research is a determinant of profitability among college scholastics. They considered five systems that looks to address contrasts in research yields between s among male and female scholastics. These methodologies incorporate data/research organize for female research efficiency, singular

dimension, proficient dimension, social /national dimension and mainland level. The examination suggested that it was significant for female scholastics to be given consolation, openings and different motivations to take an interest in research exercises. Consolation by Government, establishment, male partner, and senior female scholastics was upheld. Open doors for vocation portability through in-administration projects and post graduate work for ladies scholastics were likewise proposed.

Oyewole (2006) emphasized that even though funds were low for research, the University placed high priority on research as its core mandate. Consequently, the University within a decade had contributed over 2000 research articles to both local and international Journals. Likewise, the research products and inventions from the University are currently being used by local industries. The study looked at how other African Universities could emulate the vision, management and fund-raising model utilised by the center to conduct research as funds for research in the continent is scanty.

The center adopted several strategies to promote research and productivity such as; generation of extra funding through internal generated revenue and research grants, organization of annual research fairs and research extension festivals, participation in national research fairs and agricultural research networks, establishing linkages and collaboration with local industries and research networks , hosting of national research conferences or meetings and special lecture series for foreign visiting lecturers, organization of coordinated teaching and development programmes.

Many African Universities today have lost the capacity for conducting sustainable research. Traore (2012) identified some challenges facing the development of research in Africa to include; poor funding for research and staff salaries, lack of vision and relevant infrastructure among others. He emphasized that these constraints must be overcome for a University to be committed to research in Africa. Oyewole (2006) emphasized that poor funding in African universities has led to frustration on the part of researchers and is also a contributing factor to the problems of 'brain-drain' in many of these institutions and most times leads to poor research with little or no depth.

Maritz (2010), in his study on networking, entrepreneurship and productivity claimed that the increasing pressure on universities to extend their services have made them focus on

improving performance. He emphasized that the most crucial indicator of research articles is the most fundamental social processes of communicating and exchanging research findings. He further mentioned that publication brings promotion for both academics and their institutions. In this study an index of research productivity (IP) was defined as the sum of the number of single or multi-author books, the number of papers published in refereed journals, the number of edited books and the number of chapters in refereed books. This index of productivity he explained could help measure productivity of academics. His study finally pointed out that the role of networking in fostering innovation and developing new ideas and research is very important.

Archibong and Effiom (2011) studied the Participation of Junior academic staff in relation to the Research Mandate of the University. They considered their source of research funding, challenges they encounter in carrying out research and the help they get from senior colleagues especially in research related issues. They explained that even though research contributes to development, it is equally beneficial to the university and the researcher. The researcher gains recognition and professional upliftment, while the university gains reputation and status since this is linked to the quality of research. Therefore, international ranking of universities is based on research published in reputable journals and books. They maintained that universities can only attain a reputation for research excellence when there are highly qualified, experienced and performing academics. However, attaining the status of experienced and performing academics do not just happen particularly for junior academic staff. This is because these categories of staff require mentoring and an enabling environment to carry out research, to improve their research capacity and most importantly research productivity.

Osagie (2012) while considering Funding of Research in Universities in Nigeria and University of Benin as a case study, revealed that allocations for research grant were not constant. It was also gathered that the total grant allocated for teaching and research equipment between 1992 and 1997 academic sessions was only N71, 592, 839m. This figure suggests that the funds released for research and teaching equipment were too small. Lastly, it was found that the University of Ibadan did not comply with the NUC guidelines for allocation of research grants to the Science and Arts programme. From the

results gathered, it was inferred that the Federal Government has not funded research robustly in Universities in Nigeria compared to the developed World. Therefore, inadequate funding reduces the zeal to conduct research by academic staff. It also indicated that low research output can be tied to the low priority accorded to research by the Government.

2.1.2 Teaching Productivity of Academic Staff

Teaching is the process of impacting knowledge through direct contacts with students. However, many schools of thought have argued that teaching is not independent but will interrelated with other functions being performed by academics to include research and community development, to bring about man power development. The effective participation in community services exposes the teacher to the practical and contemporary realities of the field of study. Teaching can be regarded as the base factor because it is the primary assignment of any academic staff in the university. However, a good teacher may not be a good researcher, and some research work may not have ready applications in the immediate community or industry.

Akinyokun and Uzoka (2007) pointed out that even though teaching cannot be measured, the following index may be used to rate the performance of academic in terms of teaching: quality of publication, quality of undergraduate project or postgraduate supervision, academic experience, relevancy of taught courses at undergraduate and post-graduate levels, performance of students in examination or industrial training and performance of graduates in places of employment or in higher degree programmes

Manjunath, Tyagarajan, and Ansari (2008), investigated the extent of teaching productivity of scientists and ascertain the relationship between the teaching productivity of scientists and their profile characteristics. They found that there were positive and significant relationship between job satisfaction, organizational commitment, and organizational climate and achievement motivation of teachers and their teaching productivity.

Albeit a few specialists contend against the indivisibility of instructing and research, it was brought up that superb research is performed in research foundations where there is

no undergraduate educating, and top notch educating occurs in tertiary establishments where staff seek after little research (Specht, Thompson and Bennett , 2019). Another case is that the two exercises require distinctive readiness and various undertakings, include diverse character attributes, and are financed independently by government. Thus, the relationship is, or ought to be zero. However, both research and educating can possibly occur when nature is favorable for it and University executives satisfying essential needs and giving such helpful situations. Inspirational components could help increment productivity in tertiary foundations (both instructing and research).

Malcolm (2014) reasoned that instructing and research are commonly supporting if not indistinguishable. They further expressed that showing adequacy and research productivity are integral. They contend that exploration frames the premise of the substance of educating and those educators who are dynamic scientists are bound to propel more in their control and know about worldwide points of view in their field. It is anyway regularly fought that the commonly fortifying, advantageous connection among instructing and research is the thing that recognizes colleges from other research and instructive establishments. As much as research impact instructing, educating additionally can add to inquire about. The way toward instructing the topic of an order powers academics to explain the master plan into which their particular research specialization fits. Imparting aftereffects of one's exploration to understudies in an instructing setting enables scientists to explain their examination. Recommendations, remarks and inquiries by understudies can strike new research headings.

Manjunath Tyagarajan and Ansari (2008) contemplated the showing productivity of the educators and scientists in the University of Agriculture, Dharwad. They found that instructing productivity relies upon individual factors, for example, instructive foundation, length of administration, higher training, socio-mental factors, for example, Job self-rule, task character, achievement inspiration, job fulfillment, job involvement and individual significance delighted in by the worker; Organizational factors, for example, hierarchical atmosphere, authoritative pressure and authoritative commitment. They stressed that all these have immediate and circuitous effect on employment point of

view of the individual researcher which at last impacts his/her showing productivity through association with one another.

2.1.3 Administrative /Community Service Productivity of Academic Staff

Administrative functions of academics involve regulatory and developmental issues in Universities. These functions include advice to the Vice-Chancellor on the development of institutional policy, strategy and tactics; policy execution; preparation of papers and reports to committees; development, monitoring and coordination of systems and procedures; management of non-academic staff and the physical and service resources of the university responsibility for the university's estate (Kogan and Teichler 2007). They emphasized that some of the task listed above are regulatory while some are developmental. Though, Senate is the highest decision-making body in the University, academics at the faculty and departmental levels are responsible for the implementation of the decisions taken.

Academic staff also perform community tasks such as education of farmers on the use of improved crop species, improvement in teaching skills of trained teachers especially through teaching practice programmes conducted mainly by universities with Faculties of Education, development of new and efficient drugs for use by the public, researches in medical sciences has also reduced mortality rate. The development of new computer soft wares has made research and teaching activities easier. The day to day activities of the common man has also been made easy especially in terms of communication through mobile devices. For instance, the use of improved electronic devices such as mini laptops, iPads, mobile telephones devices have made life more comfortable for the masses.

2.2 General Concept of Retention Strategies

Universities in Nigeria and the world over are meant to be the engine rooms for knowledge development to nurture the manpower requirements of the nation and to ensure training of specialized and skilled intellectuals. However, these goals seem to be difficult to achieve because of the challenges of attracting and retaining skilled and knowledgeable academic staff. "Problems of brain drain, gender gap, unattractive salary package and inadequate training and development" were identified by (Onah and

Anikwe, 2016) as factors affecting retention in Nigeria Universities. They argued that with the high level of competition been experienced globally, successful institutions and organizations must enhance their capabilities to attract and retain highly qualified faculty to produce quality graduates

Having identified problems of retention (Onah and Anikwe, 2016) considered strategies for enhancing employee retention in Nigerian Universities to include provision of good learning and working climates, Job flexibility, recognition, rewards and compensation and Training and Development. To address increasingly staff turnover rate, the abovementioned strategies should be implemented to encourage retention of academic staff.

Nwokocha and Iheriohanma (2012), while examining the traditional and emerging retention strategies in Nigerian organizations, the factors facilitating high rate of turnover and its subsequent effects on organizations suggested that changing trends of globalization and information and communications technology has accelerated turnover rate within the university system. They also affirmed that the increased turnover rate makes it extremely difficult to maintain employee commitment, retention and productivity.

Utilising an explorative discourse of library research, informal discussions and observation, Nwokocha and Iheriohanma (2012) identified job satisfaction, training, reward strategy and supervisory support as outdated retention strategies. Also, five emerging strategies identified were:

- 1) Establishment of strategic retention plan
- 2) Employee participation in decision-making
- 3) Personalized compensation plans
- 4) Career planning, training and development
- 5) Creation of work flexibility and outsourcing strategy

It found that turnover rates increased with the initial old measures being utilized. The study concluded that there was the need to sustain emerging retention strategies to attract skilled academic staff who would maintain the standard of the universities and provide

quality education to students especially with the current demands of global economic needs which requires the use of talented workforce.

Tettey (2010) explained that academic staff recruitment and retention remain a challenge across the globe, but the situation is alarming in African countries. Leaders of African universities acknowledge the devastating impact of staff shortages on the goals of institutions of higher education and that if something is not done very soon, the African academy will not only lose its ability to produce quality graduates to support the countries' human resource needs but also to uphold and protect the quality of intellectual life in the African Region. Some public universities having identified this problem had negotiations with their governments and have reviewed their salary and introduced new and better incentives for staff. The following are some of the incentive introduced for retaining staff at the Kwame Nkrumah University of Science and Technology (KNUST) in Ghana which may be applicable also to the Nigerian University System.

- (1) Training Young members of staff: - (Staff Development). A staff development programme under which young members of staff in need of further training are given scholarships locally for training to PhD level has been established.
- (2) Coordinating Research: -. Research carried out on departmental bases (interdepartmental) is encouraged.
- (3) Balancing Teaching and Research: - Teaching and research are weighted equally in management and performance evaluation with young academics encouraged to undergo training in teaching methods and given administrative responsibilities. Tutors or Administrators.

Mihyo (2008) in his research on highlighted the following strategies for enhancing staff retention:

- (a) Enabling Income: - Staff should be well remunerated to enable them access loans from commercial institutions, enroll in secure medical insurance scheme and pay school fees for their children etc.
- (b) Loan Guarantee Scheme: - Loan guarantee schemes can help resolve housing problems and anxiety about life after employment and can also help in the acquisition of luxuries.

- (c) Pension Schemes: - To guarantee basic care and comprehensive medical care
- (d) Recognition and rewards systems: - Decentralised and faculty organized reward systems makes it objective and meaningful to motivate staff.
- (e) Staff Development: - Despite resource constraints, staff development is the key to retention of staff.
- (f) Research Support: - Provision of necessary funds, equipment, materials and time to prevent teaching evaluation, staff assessment and promotion procedures from becoming arbitrary.
- (g) Support for Teaching: Books, journals, functional Internet systems and other necessities, enhance enjoyable and conducive working conditions that leads to job satisfaction.
- (h) Inter-University Collaboration: - Regional and Sub-regional cooperation in resource sharing through staff exchange, joint teaching programmes and collective research and consultancy.
- (i) Mentoring is a vital mechanism for retention.

It is important however that tertiary education institutions and organizations, governments and development partners come together to address the problem of staff shortages because, in spite of the huge expansion in student enrolments over the last decade, a significant number of qualified applicants are unable to avail themselves of tertiary education in a continent where human resource capacity is sorely lacking. In Nigeria alone, 88% of those who applied to universities, amounting to more than four million qualified students, failed to gain admission in 2008 (Punch, 2008). While lack of staff is not the only factor in this, the shortage of qualified staff at African universities is a critical issue that requires immediate attention in shaping the future development of the entire region.

Tetty (2010) pointed out that lower-ranked academic staff (i.e. Assistant Lecturers and Lecturer II) are more likely to leave than their more senior counterparts. He emphasized that moving from one institution may not be an option since specialization among institutions means that there may not be many programmes in staff areas of specialization at other universities. While the emergence of private universities is providing new

opportunities, many academics from the public institutions prefer the security and reputation of the established universities, even as they undertake part-time work at the private ones. He also emphasized that universities are finding it difficult to attract younger academics and that those academics are the most likely to leave their posts. Due to the scarcity of research on academic staff retention in Africa, he recommended institutional based studies and surveys to develop efficacious strategies for academic staff retention.

Yazinski (2012) mentioned that for organizations to retain their workforce for performance there is the need to put in place proper staff retention plan such as training, mentoring, positive culture, use of communication and building of credibility, appreciation via compensation and benefit, provision of growth opportunities, making employee feel valued, lower stress from overworking and creation of work / life balance, and foster trust and confidence in senior leaders of the organization. Furthermore, Inyang (2011) observed that proper management of people as organizational assets and the adoption of appropriate human resource policies and strategies retain competent workforce, which in turn promote organizational productivity and enhanced performance.

Studies have also shown that one of the major concerns of any organization is employee retention (Peterson, 2005). The need for improvement in human resource practices is of utmost importance because the goals and objectives of any organization may not be achievable except there is effective implementation of adequate employee retention strategy. To accomplish institutional goals, just like organizations, institutions must put in place measures to retain their workforce for enhanced productivity (Gberevbie, 2010).

Ng'ethe et al. (2012) identified intrinsic factors namely: Leadership, Distributive justice, salary and work environment as determinants retention while promotional opportunities, training and development, autonomy and recognition were identified as extrinsic factors. These factors they concluded can influence an academic staff intention to leave or stay in an institution of higher learning.

2.3 Retention Strategies in Nigerian Universities

The literatures in this section tried to consider the strategies that existed in both private and public universities in Nigeria. Oginni, Ogunlusi and Faseyiku (2017) probed into identifying retention strategies that existed in private universities in Nigeria and the extent to which these strategies affect organizational survival. Primary and secondary data were used as sources of collecting information. In their analysis, it was recognized that the economic recession had affected the ability of various organizations to meet their obligations of financial empowerment and opportunities for career growth towards employee's, resulting in poor productivity and high turnover rate (Oginni, Ogunlusi and Faseyiku, 2017).

Their study identified the following retention strategies commonly used by all universities: dignity and respect, recognition and reward, job security, training support and competitive pay. They discovered an inverse relationship between labour turnover and retention strategies, which results in low productivity. The low effect of retention strategies will enhance labour turnover and employees will leave, while the survival of the institution will be at stake. Likewise, when it is high, it will increase the overall personnel and overhead costs will also affect the survival of the institutions. It was therefore recommended that retention strategies which deployed by institution should be unique and should consider the need of staff and ensure an equilibrium which will ensure productivity is reached and maintained. Also, the importance of designing and implementing appropriate retention strategies that is not be too low or high was reiterated.

Samuel and Chipunza (2013) studied the strategies, complexities and realities of senior academic staff attrition and retention at tertiary institutions in South Africa. Challenges of high turnover of the highly skilled and hitherto adequate staff was due to better service remuneration at other public or private sectors and from neighbouring countries. For universities to realize their goals of manpower development, the role are crucial. The number, quality and effectiveness of academics is what makes a difference in various universities where they work. However, the retention of talents has become notable in institutions in South Africa. It is against this observation that the study highlighted retention strategies to include job security, skill development and specialization,

decentralization of decision-making, opportunities for teamwork and participation, extra reward for excellent work and recognition of performance.

The study used convenient sampling to select research respondents who were academic staff with PhD qualification to collect relevant data using questionnaires. This group of academics was selected due to the high attrition rate noticed in them compared to academics with lower qualification. The relationship between the selected variables and attrition of academic staff was established using Chi-square statistics.

The results from the study concluded that there was significant positive correlation between inter-personal relationship, job security/tenure, availability of research/teaching resources, stimulating academic environment/challenging work and attrition of academic staff. It also found that there is an inverse relationship between work flexibility, basic pay/related benefits, work autonomy/workload and attrition. Samuel and Chipunza (2013) therefore concluded in their study that university authorities should develop retention strategies which will facilitate the retention of senior academics in universities.

Aibieye and Oghoator (2015) considered the relationships between employee retention and performance management and the relationships of compensation, rewards, and employee empowerment with employee retention in Nigerian Universities. They posited that although there are essential elements and processes in running an organization, but it is the quality of the human element of the organization that makes decision and determines its productivity. Unlike previously when the academic qualification of lecturers were not considered in securing positions in the university, the increasing competitiveness, shortages of highly skilled and talented staff and the challenges of brain drain has made universities develop and implement strategies to attract and retain lecturers with PhD qualifications. However, despite all these strategies there is a continuous migration of lecturers to other sectors of the economy or even outside the country for greener pastures.

The study employed primary data and secondary data sources for data collection, while analysis was done using Test of equality, Pearson correlation and ordinary least square regression techniques. The result indicated that performance management had a significant positive influence on organizational culture while employee empowerment had a significant but negative influence on organizational culture. However,

compensation and reward have a positive influence but an insignificant impact on organizational culture. The study therefore recommended that universities should adopt a proactive performance management system to have a more transparent and dynamic institutional culture to enable the attraction and retention of skilful and talented employees.

2.4 Retention Strategies and Productivity of Academic Staff

The relationship between each of the retention strategies and academic staff productivity will be discussed further.

2.4.1 Motivation and Productivity of Academic Staff

The motivation of academic staff is important because it serves as an inspiration upon which individuals act or perform their duties. Mawoli and Babandako (2011) posited that for academic staff to be satisfied with their job there was a need to empirically find out the relationship between academic performance and research publications. The study revealed that staff are motivated by five factors which are work itself, achievement, responsibility, recognition and advancement. The research activities of the academic staff showed high job performance for publication in conference proceedings, participation in international conferences, and publications in academic journal. Generally, they found that University academics devote more time to teaching than research which is the reason why research activities are moderate as indicated by the respondents. The issue of funding and time spent on preparing research output was identified as the reason why academics have not been publishing.

In a related study, Abdulsalam and Mawoli (2012) considered the relationship between motivation and job performance of State Universities in Nigeria. The finding of the study revealed that there is a moderate positive relationship between motivation and teaching performance, but there is no significant relationship between motivation and research performance.

In a study carried out by Osakwe (2014) three research questions and three hypotheses were used to find out what factors influence the motivation and job satisfaction in Nigerian Universities. Findings from the study justified the importance of motivational factors in the job satisfaction. She noted that the type of feeling and attitude of staff towards their job can determine their performance, productivity and general behaviour. Some of the motivational factors identified are work environment, promotion opportunities, autonomy, professional development, safety and security, empowerment and authority.

Samuel and Chipunza (2009) identified that to retain highly qualified staff, there must be a combination of intrinsic and extrinsic motivational factors which influence employee retention. These factors include: training and development, challenging / interesting work, freedom for innovative thinking, and job security. Muogbo (2013) studied the influence of extrinsic and intrinsic motivation on Employees' performance. He posited that the use of intrinsic and extrinsic motivators will influence performance of staff. The purposive cluster sampling was used to study only manufacturing firms in Nnewi area of Anambra state with a self-designed questionnaire. It concluded that extrinsic motivators will significantly influence workers performance compared to intrinsic motivators.

Likewise, Naris and Ukpere (2010) in their study on developing a retention strategy for qualified staff a recommended that academic staff should be offered non-financial rewards such as recognition of efforts through teaching awards, personal growth and extra time for research purposes and they should be acknowledged for a job well done.

Osamwonyi, Igbinomwanhia and Iyayi (2012) showed that the reward system in Nigerian Universities only considers teaching and research, which is the primary goal for establishing a university. Therefore, academic staff would rather dedicate their time to research publication, which earns them promotion and job advancement rather than teaching. This explains why there is little motivation for teaching and why most academics think appropriate reward criteria should be one that weighs teaching equally as research publication.

Ologunde, Asaolu and Elumilade (2007) studied motivation and labour turnover among university teachers in south-west, Nigeria. They found that turnover rate in recent years have reduced compared to the early 1990s up till 1999 when there was an increase in salary by the Former President Obasanjo's led government. This supports the assertion that economic rewards like increased salary will motivate employee to stay on their jobs for higher productivity. They concluded that the degree of productivity of staff will depend on the motivational policy set up by the University Management.

Studies on the influence of motivation on workers' behaviour and productivity dated back to 1911, when Fredrick Taylor; the Father of Scientific Management theory presented his idea on "Pierce-rate system. Another motivation theory is Abraham Maslow's theory which anchored on the hierarchy of needs. These two theories explained that "motivation is stemmed from a present or anticipated state of discontent and a perception of direct connection between individual's production and a state of satisfaction". Other theories that contributed in this direction include Skinner's (1953) Reinforcement theory, Herzberg's Two-factor theory which tried to relate motivation and need satisfaction to employee performance and productivity. It concluded that positive job attitudes are favourable to increased productivity. Aydin (2012), focused on the perception of academics on the effect salary, job security, policy administration, supervision, interpersonal relations, working conditions, recognition may have on research performance. He found out that academics perceived the effects of these motivators as positive however with no positive effect of status on research performance.

Shaikh (2012) revealed that most of the workers were ill motivated and not satisfied with their jobs especially with issues on mode of promotion, job security, training and improved salary and promotion. The study concluded that the inability of management to motivate its staff to achieve productivity, efficiency and effectiveness has affected its work force negatively. Stoner (2002) stated that the importance of paying adequate care and attention to human resources since they are the most important element in attaining high productivity in an enterprise. He affirmed that every organization needs to have a mechanism for evaluating its employees' performance continually for quality improvement. Audu, 2015 reviewed the various motivational tools being utilized in enhancing productivity, the challenges and prospects of rewards and motivation to

employee's productivity. They found that reward for excellence and motivation of staff was identified as the salient tools in increasing the performance of staff.

Upev, Chorun, Idachaba and Asibi (2015) studied the effect of motivation on Staff Productivity / Performance at the Idachaba Library, University of Agriculture, Markudi and discovered that productivity can be influenced to a large extent by motivational factors such as job security, challenging work assignment, participation in decision making, provision of incentives, monetary reward and training. Participation in decision making and recognition were discovered to be the most influential on productivity of staff. The study also revealed the support for performance appraisal as a means of enhancing productivity.

Olorunsola and Bamijoko (2005) found that extrinsic motivators such as good pay, retirement benefits, over time allowances, and good working conditions are often significant factors to attract and retain best people and cannot be ignored. They further stressed that extrinsic rewards encourage risk taking and make people do extraordinary things. They argued that intrinsic and extrinsic types of motivation are important for the performance of employees in an institution or organization. Therefore, rewarding excellent work is essential to reinforcing and maintain employee motivation and hence productivity.

Zewdie (2010) studied Academic Staff Reward System in Jimma University, Ethiopia. Using a cross sectional survey design he was able to assess the effectiveness of reward system across faculties. He affirmed that academic staff play a major role in achieving the objectives of the institution and that the performance of academic staff, both as teachers, researchers and managers determines the quality of the student, student learning and the contributions of institutions to the society at large.

Rowley (2009) also found that for higher institutions to fulfil their mission to offer high-quality learning experience to all students, they must motivate academic staff manage who interface majorly with students and determine the quality of students and learning outcomes. Similarly, Ajalie (2017) states that, if employees are not motivated, such organizations face the risk of not attracting or retaining its skilled and valuable employee due to attrition. With the emergence of new federal and private universities in Nigeria, there is the need for high-calibre academics who will combine teaching with quality

research. It is therefore important that reward should serve the purpose of attracting, retaining and motivating valuable academics (Bratton and Gold, 2007). Therefore, motivation is an important ingredient for productivity in all institutions of learning and even other organizations.

2.4.2 Career Development and Productivity of Academic Staff

Smit and Cronje (2011) showed that staff training, and development are a critical element of retention strategies used by employers in retaining their best employee. He argued that staff training, and development was the largest determinant of turnover in organizations. However, some authors, for instance, Elozieuwa (2012) contended that constant training and development of workers can be counter-productive by facilitating early turnover and increased mobility rather than reinforcement of staff retention because of the improved market value that accrues to staff following constant and relevant training and development opportunities. Naris and Ukpere (2010) pointed out employees who have potential for improved skills should be identified and supported for career development as this would improve the productivity of the university due to improved staff skills, knowledge and attitudes. From that study, institutions were advised to offer flexible work hours to enhance work-lifestyle balance and staff retention, create a supportive work environment and a tradition where teamwork is fostered, and open communication is promoted with fair promotional opportunities for all staff.

Olaniyan and Ojo (2008), submitted that reasons for training vary in organizations and could include the following:

1. Administrative approach: Training based on establishment of Budget and policies or the availability of funds.
2. Welfare approach: To improve welfare of staff.
3. Political Approach: Utilisation of opportunities managers have because of their positions to secure training opportunities.
4. Organisational development approach: Training needs of the department are considered in the selection of staff for training.

5. Systematic or need-based training: Selection for training is based on identification of training needs.

They also highlighted the different methods of training which includes:

1. Formal training on the job / coaching.
2. Induction / Orientation.
3. Apprenticeship training were an unskilled person studies a skilled person.

They posited that training solves a lot of manpower problems and has a lot of advantages such as:

- i. Enhances productivity
- ii. Improves the quality of work and raise morale
- iii. Develops new skills, knowledge, understanding and behaviour.
- iv. Enhances the use of new tools, machines, processes and methods
- v. Reduces waste, accidents, turnover, lateness, absenteeism, and other unnecessary costs.
- vi. Applies of new rules and policies and bring incumbents to that level of performance
- vii. Provides means for replacements, advancement, improve manpower deployment and ensure continuity of leadership.
- viii. Maintains continuous survival and growth of the organization.

Consequently, they concluded that staff development and training is crucial to determination of an organization's effectiveness and productivity especially in organizations and institutions with a large workforce.

Adeniji (2011) and Asante and Alemna (2015) posited that, relevant regular training and development was essential for library personnel to be in tandem with the current trends of teaching, learning and research. This trend based on the penchant for globalization is information technology driven. Therefore, libraries should be upgraded with the latest technologically biased up-to-date information and staff adequately trained with the

acumen, skills and knowledge to drive this demand and fit into the realities of the global world.

He concluded from his findings that training and development is a vital tool for improved productivity. If librarians are going to provide the necessary materials and support needed for academics to teach, for learning and research especially in the face of globalization and technological advancement and Information Technology, it is important for staff in academic Libraries to be well trained.

In a related study, Peretomode and Chukwuma (2012) stated that in any education sector, it is very important to keep employees current, vibrant and versatile so that they can continuously perform their roles effectively in this present age of rapid scientific and technological changes. They further emphasized the need to keep abreast of the time and the trends of knowledge development in their various disciplines so as not to become obsolete. Likewise, they found that manpower development will enhance lecturers' productivity.

Likewise, Aroge (2012) emphasized that the ever-increasing technological sophistication especially in this age of computer technology has necessitated organizations to meet changing situations which has brought about training and development. He further mentioned that capacity building training is central to sustain economic growth. He found that training and development help to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities, and adapt to changing conditions.

For an organization / institution to achieve its goals there must be manpower training to maintain effectiveness in such organizations. It is also important that orientation, on-the-job training and re-training opportunities be provided for new employees, so they can adapt to changing technology and in their work schedule and perform the job they have been employed for.

Babaita (2010) also while considering productivity as a driving force for investment in Training and Management Development, mentioned that training is one of the most

important strategies which organizations use to help employees gain proper knowledge and skills needed to meet environmental challenges. He claimed that most organizations don't succeed because they fail to include training in the overall organizational goals and strategies which they may want to achieve. Training should not be regarded as a luxury to be undertaken when time and budgets permits but rather should always be undertaken to enhance the productivity of staff who go through such trainings.

Babaita (2010) further emphasized that training and development helps the employee to learn how to utilise resources to perform effectively and achieve the desired output of the organization or institution where they work. He concluded that training and development help employees to learn how to use resources in a bid to achieve the desired output of the organization where they work. Likewise, Batool and Batool (2012) found that training opportunities motivates worker's contribution and promotes capabilities. The study explained that training promotes competitive advantage in the context of job satisfaction and performance, while, Ezeani and Oladele (2013) found that there are no career and pre-service training for staff in his study on implications of training and development programmes on accountants productivity.

Ekundayo (2015) stressed the importance of training and development by submitting that it is only development activities that can prepare individuals for new skills and learning while on the job. This upgrades their existing knowledge in other to perform better on the job. Organizations / institutions may have well qualified staff with the ability and determination, appropriate equipment and managerial support could also be available, but they may still experience low productivity. Hence, for any organization to succeed in achieving the objective of its trainings, the design and implementation must be planned and systematically tailored towards enhancing performance and productivity. Therefore, training must be designed in such a way that the trainees will be able to transfer learning back to the job.

Adeniji (2011) cited in Ekundayo (2015) identified two types of training. That is, curative and preventive training. Curative training is used to address problems that workers

demonstrate at the present and is more prominent in Nigeria while preventive training is a programme aimed at solving future problems. Other methods identified are:

In-Service Training: This is basically an in-house programme in form of seminars, workshops for staff in organizations.

Apprenticeship: This form of training can be described as a system of learning a skill in the field of a craft or trade from experts in the field by working with them for a set period. This method is usually employed when extensive practice or technical knowledge is required.

On-the- Job Training: The training accords a cross-training which moves the trainee from one department or unit to another.

Vestibule Training: This type of training allows the employee to be trained in an environment closely resembling the actual workplace, using identical equipment's. With, this type of training, costly mistakes are avoided, and transfer of training is enhanced as the trainee practices with identical equipment and tools.

University Training: In this case, tertiary institutions play a vital role in the provision of facilities for skill acquisition and development. Many programmes are held within the academic institutions to include, part-time and full-time courses of study. This involves specific training in professional practices or degree programmes of several years, either in an academic discipline or a professional field.

Conferences, Seminars and Workshops: These basically are for management staff. These are usually meetings organized on specialized subject area and often held in a day or more to discuss a topic of interest relevant to the organization. It is a planned method of training usually organized to discuss new techniques and concepts that are about to be introduced into an institution.

Ekundayo (2015) also identified the following variables which can influence employee's productivity and encourage sincere work ethos: Training, skills, motivation, welfare, dedication, fringe benefits, management policies, salary packages, promotion, communication, equipping employee with right tools and leadership styles. In conclusion, he discovered that there is a positive significant relationship between training / development and workers productivity. Increase in an employees' productivity will also bring about institutions' productivity.

Halidu (2015) stressed the importance of training as it helps an employee acquire, maintain necessary skills which will assist individual to contribute more adequately to the attainment of organizational objectives. Two (2) types of training were identified in this study to include:

Training/Induction

1. On the Job & Off the Job Training

The study concluded that the impact of training and development on workers' productivity is very significant.

2.4.3 Mentoring and Productivity of Academic Staff

Mentoring is seen as a major component of the duties of tertiary institution and especially those of academic staff. It has also been recognized as a catalyst for career success, facilitates career advancement and productivity especially for academic staff. Mentoring takes different forms. The tradition in the academic world requires a mentor with achievement in his /her discipline usually nurture younger colleagues or students. Such senior mentor will encourage them to undertake research, write articles or contribute to a book. Protégé are also encouraged to become research assistants or associates on a large project. During this gestation period, protégé learn skills on how to write research, get the opportunity to attend conferences and meetings with their mentors. Okurame (2008) in his study on mentoring in the Nigerian Academia described mentoring as a method which can be utilized to preserve academic standards and performance. The study utilised purposive sampling method to academics with at least 4 years of experience because this time frame was considered adequate for fostering developmental relationships like mentoring. He defined mentoring as a training and development relationship that enhances

an individual's professional growth. Mentors provide two basic functions which are career development and psychosocial functions. For career development, mentors facilitate protégé advancement in an organisation, while they address the interpersonal and emotional aspects of the relationship through the psychosocial function.

Some career development functions identified by Okurame (2008) include challenging work assignments, visibility to management and sponsorship, exposure and protection. Psychosocial functions comprise role modelling, friendship, counselling and acceptance. These functions enhance a protégé's identity, work role effectiveness, career advancement, self-confidence and address other interpersonal concerns of the relationship. The study revealed that existing mentoring relationships are informal. The lack of formal mentoring relationships reported in this study showed that mentoring in the Nigerian context is not an officially assigned relationship or organised one.

An area of challenge to mentoring activities in Nigerian Universities was identified by Agunloye (2013), while considering the impact of mentoring programme on faculty performance in institutions of higher education in Nigeria. A mixed-method approach was used to understand the pre-post performance measures of the mentees on each of the three areas of teaching, research and community service activities expected of every academic staff. He observed that most tertiary institutions have large population of students and the Departments/Faculties have inadequate resources to provide individual professional training development in the three essential activities which are: teaching, research and community/administrative services. Inability to mentor junior academic staff could lead to consequences such as: feelings of discontentment, low morale, frustration and attrition. The study concluded that the mentoring programme has benefitted the participating academic staff in areas considered important to performance and career growth in the university. Experience gained in delivery of instructional materials assisted junior academics in effectively teaching of students. Likewise, improvement in attention paid to students' needs may also result in improvements in teaching.

Some studies (Okurame, 2008; Agunloye, 2013; Atanda, 2017) have found that mentoring in the academic sector will assist the mentee (junior colleague) to be more

productive in terms of their academic work. They also agreed that improvement in research of academics will also lead to effectiveness in such Universities. They also posited that relationships between the mentor and mentee or protégé may not be the advantage of attending conferences, seminars and meetings. They also acquire information about resources and become more experienced on how to source for research funds. Furthermore, if the mentor's relationship with colleagues in the academia is not cordial it could hinder productivity and performance of protégés supervised. They posited that mentoring is an intervention for the development of staff in the faculty and university at large. In addition, mentoring also affords the transfer of skills which protégés can apply in diverse professional circumstances, promotes productive use of knowledge, career growth, salary increases and promotions (Okurame and Balogun, 2005).

Ekechukwu and Horsfall (2015) studied Academic Mentoring in Higher Education as a strategy for Quality Assurance, they viewed mentoring as a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development. Contrary to the study of Agunloye (2013) who discussed the effect of mentoring on the three domains of teaching, research and community services, Ekechukwu and Horsfall (2015) found that academic mentoring is of benefits to the mentee, the mentor and Institution. They concluded that academic mentoring is very useful for higher education to empower and improve the quality of teacher education in Nigeria.

Afolabi, Faleye and Adeola (2015) and Olorunleke (2015) they explained that because of the recent concern to raise academic standards desired in Nigerian Universities academic mentoring has become a prominent issue of discourse. University management are now creating opportunities for professional guidance and development of their academic staff to prevent a slide in academic performance.

Their study sought to find answers to the following question:

1. To what extent does mentoring exist among academic staff in Obafemi Awolowo University.
2. What is the respondents' perception of mentoring as a development tool?
3. What are the challenges experienced by academics in course of mentoring other staff members?

To answer these questions an instrument tagged Academic Staff Mentoring Questionnaire (ASMQ) was used to collect information from academic staff. The study concluded:

- i. that mentoring relationships exist in Obafemi Awolowo University
- ii. Academic Staff were found to have a favorable perception towards mentoring as a developmental tool.
- iii. Respondents identified self-withdrawal of junior members, laziness and unresponsive attitude of mentees, lack of trust, inadequate attention from mentors are some of the major problem affecting the relationship between mentors and mentees.

Finally, the study revealed that academic staff who had mentoring relationship regarded the relationship as helpful with respect to their years of service, sex and job status. It also posited that mentoring relationship exists among academic staff of universities in Nigeria.

Atanda (2017) considered mentoring and career growth of Junior Faculty in the University of Ibadan. The research investigated the extent to which mentoring impact the career growth of Junior Faculty in Nigerian Universities. The study stressed that lack of mentoring of Junior academics may be the reason for several misconducts amongst academics in terms of research productivity. He explained that guidance in form of mentoring to junior academics will improve their productivity because senior academics are more experienced.

The study found that senior Faculty were willing to mentor the Junior Faculty to a large extent. It was also indicated that to a large extent mentoring has an impact on the career development of Junior faculty. It was also confirmed that mentoring has a significant impact on research productivity of Junior Faculty. The research, however established that

hierarchy of authority and administrative workload of both junior and Senior Faculty are impediments that affect mentoring. The study also found that there was no difference between male and female Junior Faculty mentoring experience.

2.4.4 Participatory Decision Making and Productivity of Academic Staff

Participatory Decision making (PMD) is a central theme of research, policy, and practices in Organizations and institutions around the world (Chen and Tjosvold 2006). Authors such as Sukirno and Sununta (2011) have called for greater participation in decision-making as a progressive way of making schools more democratic and more efficient.

Likewise, Mokoena (2011) recognized that decision making at institutions is now characterized by greater participation of all stakeholders to include Parents, teachers, non-teaching staff and even students who are represented in the student union governments.

Amini (2007) noted that participatory management system has been explained as an independent system or as part of a comprehensive quality management system. He emphasized that correct and effective use of participatory management has been making great progress in institutions of learning and organizations. Nabavi (2011), in his study explained that many experts of management science, believe that participatory management can be used to tackle the problems faced in institutions and organization due to problems such as low labour productivity and low motivation of manpower. In a bid to increase productivity, development and the use of optimal resources are an essential element in the administration of organizations. It was also noted by Zandi (2010), that one of the strategies for increasing productivity and organizational development is participatory management.

According to Arayesh and Noori (2012), studies have shown that when there is participation in organizations, the employees see themselves as part of the system, respected, valued, efficient and effective personnel. They emphasized that one of the important and valuable aspects of participation is that it makes employee develop more interest and be more committed to their jobs. Participatory decision making where employees are involved helps to increase productivity, improve quality and reduce

negative resistance, such as absenteeism, conflict, stress, delay, less work and leads to overall increase in productivity (Tosi, 2007). Branch (2011) contested that as participation became more common, and participative management started to be a system of governance rather than a collection of activities or programmes, attention became focused on the importance and challenges of designing the right combination of participative management strategies for an organization.

Wadesango (2011) pointed that participation is a positive intervention that will improve schools. He affirmed that teachers who are encouraged to participate democratically in decision making process are reported to be more positive and committed to the school as an organization. Wadesango (2011) in his study on the influence of Teacher Participation in decision-making on their Occupational Morale mentioned that participation is a positive intervention that will improve schools. The study adopted the qualitative interpretive methodology which allowed the researcher to collect data directly for the respondents and hearing their views. Participatory decision making also improves the quality of management's decisions since there is greater diversity of views and expertise as inputs to decision making. Employees become good decision makers as participation in decision making is a proactive approach to information sharing (Prozesky and Mouton, 2005).

Scholars for instance, Abdulai and Shafiwu (2014) considered decision making and employee productivity in banks in Upper East region of Ghana. They agreed that employees contribution to management decisions was a major means of achieving organizational goals and improving productivity. Their research pointed to the fact that participation in decision making does influence organizational commitment, job satisfaction and effectiveness. In their research, they testified to the fact that participatory decision promotes harmony, improves staff moral and support. Participatory work environment according to them enhances innovations compared to the bureaucratic structure of administration because it promotes knowledge sharing between management and its workers.

Pritchard (2007) stated that staffs who are members of Committees should be given the opportunity to participate in the decision-making process in matters of concern. It is

emphasized that if an individual participates in the formulation of a programme or policy, that person will not be opposed to its implementation. The staff will feel worthy, belonging, committed, and thereby increase his performance. It was emphasized that the reverse is the case when employees are not given the opportunity to participate in the process of decision-making. Obondoh (2008) noted that participatory management in educational institutions contributes to improved student achievement, increased efficiency in use of both human and material resources as well as enhanced community engagement. He said the university should avoid complexity in the decision-making processes, over-centralization, lack of active and widespread participation by the academic staff, students, support team and inadequate channels of communication. It was emphasized that a combination of the above factors could increase productivity.

Bamidele and Ella (2013) sought to find out the extent to which workers participate in decision making and establish the extent to which workers participation in decision making affects the level of job satisfaction of workers of Nasarawa State University, Keffi. They made use of all the academic staff in the Faculty of Social Sciences, Nasarawa State University, Keffi and a structured questionnaire was utilized to collect information from respondents.

Bamidele and Ella (2013) considered workers participation in Decision making and job satisfaction among university academic staff. They viewed participation as the emotional and mental involvement of people in groups that encourage them to contribute to group goals and share responsibility for them. Three important concepts were identified: meaningful involvement, motivation to contribute and responsibility for their group actions. They believed that participatory decision brings higher output and a better quality of output. Productivity because of participatory decision takes place when worker feel more accepted and involved in the situations that concerns them in the work place.

Their findings revealed that decision making is participatory for all staff, although some aspects were not accorded adequate attention at the faculty. These include: keeping employees updated with what is happening in the faculty or university, giving them credit praise when they do good work or put in extra efforts, those in authority making

decisions that affect the department all by themselves, support for extra training, regular meetings to discuss personal staff development and giving incentives to work hard and efficiently. It was concluded that most employees are have increased satisfaction with their jobs as their level of participation in decision making increases, this also bring about high productivity.

Akinwumi and Jaiyeoba (2015) also considered decision making in schools and the advantages and disadvantages of committee in effective decisions making. They defined decision making as the selection of a course of action from among alternatives. The different levels of decision making were also identified in educational administration to include: Top, middle and lower levels of decision-making processes. They encouraged the need to make decisions in schools and the advantages and disadvantages of committee in decision making.

Some of the advantages of committee in decision making as highlighted by Akinwumi and Jaiyeoba (2015) are:

- i. It encourages group deliberations and makes the school manageable.
- ii. A committee's decision is superior to that which could have been obtained from any other member working alone.
- iii. Committees can increase teachers' motivational level
- iv. It enables teachers and other subordinates who are members to accept implementation and recommendations made from decisions in which they participated.

Some disadvantages where also highlighted which may affect decision making in a committee system. They concluded that administrators should ensure that necessary steps are taken such that members of staff appointed to committees will represent others well.

2.5 Quality of Teaching in Nigerian Universities

The objective of every university is to try to attain academic excellence by ensuring that quality teaching, research and public services take place (Anyebe, 2012). World class universities however strive to ensure advancement in its programmes, research and innovation geared towards academic excellence. Anyebe (2014) in his paper on Nigerian University and its mandate in a changing world burtressed the fact that most universities

in Nigeria have not been able to achieve the above mandate because increase in the number of universities and student enrolment without necessary funds from necessary quarters has brought about dearth of resources and facilities. Most infrastructures have been run-down, inadequate laboratories, ill equipped libraries have all contributed to the decline in the university system.

Explosion in student enrolment in universities not accompanied by an improvement in facilities, quality and quantity of teachers, teaching materials will affect the quality of graduates if universities are not equipped to cope with the changes (Anyebe, 2012). Another problem stated by Anyebe (2012) which affects the quality of universities in Nigeria is the issue of strike actions. For instance, the nation's university system has lost close to three years to strike in 14 years. This makes a total of about 33 months and 15 days (Emewu, 2013). This situation also affects the quality of teaching and is a contrast to what is described as a world class university.

Anyebe (2012) concluded that the Nigerian university stakeholders must take seriously the issue of systematic planning and development of the sector. Some of the key issues which were identified to be reviewed are as follows:

- i. Internal management processes and structures that eliminate waste but promotes and rewards innovations.
- ii. Curriculum reforms that promotes the inculcation of the generic skills (communication, inter-personal skills, adaptability, IT-fluency, creativity and learning skills in relations to today's growing knowledge economy).
- iii. Aligning teaching, research and service functions with the needs of the immediate society.

Bakare (2011) in his study on the use of teaching methods and styles in the Nigerian University system identified the importance of curriculum and methods of teaching as important tool in improving the quality of teaching and graduates in the university system. He explained that curriculum subsumes the syllabus and teaching method. The curriculum sets the general guide lines of what is to be taught and the overall programme of the school, the syllabus and methods specifying how teaching should be done. Though

a curriculum is important for identifying the content and coverage of subject matter and for uniformity, but basically successful implementation of a curriculum depends largely on methodology used to bring it to fruition.

In Nigeria, the Nigerian Universities Commission (NUC) ensures curriculum implementation through its monitoring system during accreditation processes. Also, the National Policy on Education (NPE), revised in 2013, recognises that a nation cannot raise above the quality of its teachers, hence, the reason for investment in teacher education. Likewise, the NUC has stipulated that all University Lecturers must possess a PhD as a minimum qualification. The reason for this is to ensure that lecturers are adequately equipped for their assignment in translating theory and curriculum into teaching and learning. Usually, universities are left to design their course content themselves, but the method of teaching is usually left to the discretion of the lecturer since they are expected to be well trained. As posited by Bakare (2011), having a PhD forms part of the quality assurance process as laid down by the NUC Academic Standards Department (ASD) which oversees issues relating to curriculum in the University. The Department coordinates the setting of Benchmarks Minimum Academic Standards (BMAS) in all Nigerian Universities and ensures period review of such standards every five (5) years.

Another issue highlighted by Bakare (2011), is the method used in teaching which is solely dependent on the Lecturer. Even though, the National Policy on Education states that all teachers in tertiary institutions are required to undergo training in the methods and techniques of teaching, it does not stipulate how this should be achieved. Method is defined as the teaching technique, and the atmosphere like the physical setting, arrangement, ambience, tone, approach as well as strategies in teaching and learning. In the University three methods of teaching identified by Okenimkpe (2013) are lecture, individualized and group methods. At the University level, it is expected that a mixture of the three methods be utilized.

Poor translation of curriculum, inadequate funding, students' population explosion, quantity and quality of teaching staff are all factors that have been identified by

Akpochafo and Walter (2006) which can affect the quality of graduate, teaching and learning. Bakare (2011) concluded in his study that at the university level, the lecture method remains the most popularly utilized method that most lecturers still use the traditional teacher-centred styles in universities in Nigeria. Though the emphasis is on Ph.D. degree there is a need for lecturers to be trained professionally in teacher education to improve their teaching abilities.

In another dimension from the above authors, Adeyanju (2006) stated that the quality of a nation's education revolves around the quality of education which teachers have acquired. He emphasised that teachers are expected to nation builders through the dissemination of knowledge to their students hence; teachers' training must not be taken with levity. Teachers receive trainings in psychology of human learning, child study, philosophy, management, history of education. They also acquire skills in the use of methods and media and have practical experiences through teaching practices. They are also trained to write lesson notes and cultivate positive attitudes towards the teaching profession.

With the explosion in the population of students and inadequate funding in Nigerian Universities the quality of education has grossly been affected especially in terms of quality delivery of teaching (Adeyanju, 2006). With the increase in students' population it is important to provide teachers with appropriate skills and infrastructures required to teach a large class. In most case modern technological applications are required for this purpose. The Federal and state government are urged to provide such application for efficient and effective delivery of teaching in tertiary institutions.

2.6 Empirical Review on Retention Strategies

Ngethe, Iravo and Namusonge (2012) revealed two factors that can assist in minimizing retention and boosting productivity of academic staff. These factors include Intrinsic factors (leadership, Distributive justice-salary, work environment) and extrinsic factors (promotional opportunities, Training and Development, Autonomy and recognition).

Although the study was carried out on academic staff in Kenya, it can also be applied for use in universities in Nigeria because Kenya is also a developing country in Africa. Some

of the variables mentioned as factors that will aid performance and reduce turnover intentions have been identified in this study. The need for academic staff to be well remunerated with opportunities for research grants and adequate training and development programmes which will improve their knowledge and skills for increased productivity is of great importance.

Kosi, Opaku-Danso and Ofori (2015) considered an empirical study of HRM (Human Resource Management) practices and Retention of Senior Staff of University of Cape Coast. They established that there was a relationship between HRM practices and staff retention. The study only considered how HRM practice could assist in retaining staff on their job. This study seeks to consider the effect some of the practices will have on productivity of staff.

Furthermore, Yadav and Saxena (2015) concluded that there is a positive relationship between all the retention strategies mentioned above. To improve performance at the work place managers were urged to ensure they apply employee retention strategies to retain employees for better performance. Likewise, training and development of staff was identified as an important strategy for motivating staff. The findings of this study seem to be applicable to academic staff. As emphasised in the reviewed literature, staff must be encouraged to develop themselves more often. University administrators should ensure they release funds for training to facilitate the development of new skills which can be utilized for teaching and research writing.

Bassey, Akuegwu, Udida and Udey (2007) found that male and female academic staff differ in their research productivity. It also revealed that married and single academics differ significantly in their research productivity. It found that area of specialisation will significantly influence Academic Staff Research Productivity.

In addition, Selesho and Nailer (2014) agreed that universities need adequate academic staff suitably qualified and motivated to perform the functions of teaching, research and community engagement. An understanding of the nature of problems related to retention of staff allows the institution to decide whether to adopt factors to manage the flow of

staff to prevent high turnover rates Many the academic staff agreed that academic growth and professional development is the drive that can keep them in the university's employment. For this reason, the study concluded that it is essential for universities to support the professional growth of academics by providing the necessary resources.

The respondents (academic staff) in the study carried out by Selesho and Nailer (2014) also highlighted that though they are encouraged to pursue research, teaching and community engagement, but when it comes to promotion, research excellence is used in rating in the academic career. It found that many of the staff indicated that for the aforementioned reason academic staff concentrate more on research than teaching. The findings of this study are in line with the researcher's thought. The emphasis that teaching should be rated as research in our tertiary institutions is important. It may be important to begin to assess teaching for the purpose of promotion just as research is been utilized.

Onah and Anikwe (2016) studied the task of attraction and retention university staff in Nigeria. The study identified the following strategies for enhancing retention and improving performance in Nigerian Universities: provision of good learning and working climate, job flexibility, recognition, rewards and compensation and training and development. They concluded that managers of organisations and institution of higher learning have recognised that maintaining high quality staff for enhanced productivity is of paramount importance. Employees who have the required qualification and adequate experiences on the job can contribute a lot in helping the institution to achieve its desired goals.

Okiki (2013) revealed that socio-demographic variables contributed significantly to research productivity. It also showed that research productivity of teaching staff was high in Journal articles, technical reports, conference papers, while productivity was low in textbooks, monographs, patents and certified inventions. Agba and Ocheni (2017) also established that nature of work environment will influence productivity of academic staff. Likewise, enough and functional infrastructural facilities will motivate academic for commitment, dedication and devotion.

Jaiyeoba and Atanda (2009) found that research plays a major role in the professional growth of academic staff. It also revealed that the productivity is high. The findings also highlighted some impediment to quality research to include: electricity, internet facility, teaching work load, administrative workload, lack of research grant and poor institutional support. Peretomode and Chukwuma (2012) showed that Manpower development enhances the productivity of lecturers. Abba, Anumaka and Gaito (2016) revealed that transformational leadership was a significant predictor of academic staff productivity. Ologunde, Akindele and Akande (2013) studied Moonlighting among university lecturers and their performance in the South-Western, Nigeria. The study found that there is a significant difference between the performances of the university teachers who moonlighting and those who do not in south-west, Nigeria.

Omale, Oguiche, Duru and Daniel (2017) noted that mentoring improves staff retention while, transfer of knowledge enhances staff mentoring in universities in Nigeria. The study agrees with the thoughts of the researcher because mentoring has being utilized as a variable which can enhance the productivity in Nigerian Universities. Relationships established between senior and junior academics may go a long way to assist the junior academics in their professional career for optimum productivity. Quality research however may not be achieved or can be slow when mentoring is inefficiently carried out in our tertiary institutions.

2.7 Appraisal of Literature

Literatures reveal that the productivity of academic staff emphasizes the three functions of academics which are research, teaching and administrative\community functions. It is

notable to emphasise that out of these three functions research is rated the most important because the career advancement of academic is dependent on the quality and quantity of research produced. Academics must publish regularly both in international and local journals to keep them abreast with current issues in their fields (Madu and Dike, 2012). Under research productivity, Oloruntoba and Ajayi (2006); Babalola, Jaiyeoba, Ayeni and Ojelabi (2006); Oyewole (2006); Akuegwu, Udida and Bassey (2007) and Archibong and Effiom (2011) and others, all found that research is a critical and crucial determinant of academic staff promotion and the quality of any higher institution. The need for improvement of research as a measure of improving academic productivity was found to be important.

Akinyokun and Uzoka (2007) and Manjunath, Tyagarajan and Ansari (2008) and others posited that teaching as one of the factors of academic productivity was seen as complementary to research and the more a lecturer teaches, the more he/she would be versed in research and be exposed to new areas of knowledge. Some schools of thoughts found that teaching and research have a symbiotic relationship. For instance, research is the foundation and building block for the content of teaching; therefore, active researchers are current and are equipped with current development and innovations which would aid teaching.

Likewise, teaching can elucidate and explain research. For instance, students' suggestions, comments and critics or even seminars can help academics to be more productive in their teaching functions. Even though research has been found to be the basis for the performance, academics can be productive in other areas and still be unproductive in terms of research output. This study is expected to fill the gap.

Kogan and Teichler (2007) found that innovations got from the conduct of researches could lead to community and national development. Likewise, those contributions of academics especially in administrative decision-making matters both at the policy and implementation levels could contribute to their overall productivity. Therefore, in terms of service delivery when academics are involved with Administrative / Community functions, there is unity of thoughts that they are productive. It is however essential to find out if innovations got from these administrative functions could influence the productivity of academics. The study seeks to fill this gap.

Literature on Staff retention in universities exposed the fact that retention is a challenging phenomenon which is peculiar to all universities in Africa and the world in general. Some of these literatures, Mihyo (2008), Gberevbie (2010), Tettey (2010), Inyang (2011), Yazinski (2012), and others highlighted some retention factors which could help increase productivity to include motivation, staff development and training, job satisfaction, job security, participatory decision making, research support recognition and reward system as being instrumental in increasing the productivity of academics. Even though literatures reviewed identified these retention strategies, it has not been clearly justified that when all these strategies are in place, they will influence the productivity. The study is also expected to confirm which is the most influential retention strategy on the productivity. The research is also expected to give clear views on this aspect.

Many scholars including Tella, Ayeni and Popoola (2007), Samuel and Chipunza (2009), Mawoli and Babandako (2011) and others, who researched into motivation and productivity, identified motivation as the innermost drive which pushes individual to perform at their work places. It can be inferred here that though motivation will positively influence the service delivery of academic staff, there is no substantial evidence in the literature that motivation will influence the research and teaching functions of individual academic staff. This study is expected to fill such gaps.

Training and development have been found to be instrumental to effective productivity especially among academics. Olaniyan and Ojo (2008), Babaita (2010), Naris and Ukpere (2010), Aroge (2012) and Peretomode and Chukwuma (2012) supported that training and development is essential to improve an academic since he needs to be abreast with recent innovations and technological development in his/her field. Training and development were also found to improve the quality of work and raise morale of employees who are involved. From literatures, even though training and development is a morale booster for academics, these literatures did not examine the influence of career development on productivity of academic staff.

Bratton and Gold (2007), Batool and Batool (2012) and others gathered that participatory decision making is a progressive way of making the management of institutions more democratic to govern. It was confirmed from literatures that participatory decision

making enables staff to feel valued and respected. It also makes staff develop more efforts towards the job, reduces stress and delays. It was revealed that staff participation in decision making that concerns them and students make them more committed to their institutions and that staff who are involved in decision making feel worthy and enjoy a sense of belonging and this increases their performance on the job. These literatures reviewed did not ascertain the influence which participatory decision making would have on research output of academic staff. This study therefore seeks to find out the influence participatory decision making will have on productivity of staff.

2.8 Theoretical Framework

This theoretical framework of this study is based on Herzberg motivational theory that explains the relationship between retention strategies and productivity of university academic staff.

Herzberg Two Factor Theory of Motivation was proposed in 1959, when Frederick Herzberg, a behavioural scientist proposed a two-factor theory or the motivator- hygiene theory. The hygiene factors are the physiological needs which the individuals' want and are expected to be fulfilled. For instance, pay /salaries, company policies, Fringe benefits, physical working conditions and interpersonal relations. According to Herzberg, motivating factors are not hygiene factors, but are inherent to work and encourage employees to perform better. They are intrinsically rewarding to employees and are involved in performing a job. These motivational factors include: work, recognition, sense of achievement, growth and promotional opportunities, responsibility and meaningful job.

He proposed that employees are motivated by values internal to the work rather than external values to the work. In other words, motivation is propelled by variables that are intrinsic (motivators) to the work while extrinsic (hygiene) factors largely from non-job-related variables induce dissatisfying experiences to employees. Academic staff productivity would not reach its optimum level if there is dissatisfaction due to mishandling of the hygiene factors. Herzberg opines that once the hygiene factors are

addressed, the motivators (intrinsic factors) will promote job satisfaction and encourage productivity. This theory explains the issue of productivity in this study. Herzberg argued that there were certain factors that a business or human resource unit can introduce that will directly make employees to work harder (motivators). However, there were also factors that would de-motivate an employee if not present but would not in themselves motivate employees to work harder (hygiene factors).

This study also stressed motivators (intrinsic factors) such as promotion, training and development identified by Herzberg, which are some of the important factors that can aid productivity once academics are satisfied with regulations and policies guiding them. It is likely that academics will be more productive when there are opportunities for promotion as at when due and development through trainings, workshops and seminars. Herzberg also, noted that there is a strong relationship between reward and worker performance. Staff should not work without any reward, while reward should be commensurate with the nature of the job. If reward is not commensurate with input, there may be dissatisfaction, and this could lead to low productivity. University Administrators need to find out what reward systems can be put in place to improve the productivity of academic staff. This theory emphasized that job enrichment can help to motivate employees it also focuses on motivators which can assist to improve work quality (research publications and quality teaching).

Empirical studies have shown that extrinsic factors such as competitive salary, friendly working environment, job security and good interpersonal relationships are key motivational factors that influence employee productivity. This implies that intrinsic factors only should not be relied upon by management to influence employee productivity. Rather both intrinsic and extrinsic factors should be considered as a way of improving and ensuring employee productivity (Herzberg, Mansner, Snyderman, 1959).

Studies such as Nzoka (2015) anchored his study on the Herzberg two-way theory where he sought to explain the Institutional factors influencing Lecturers productivity in the

Methodist University in Kenya. Ssesanga and Garrett, (2005) adapted the Herzberg theory to develop a model to establish factors influencing job satisfaction of academics in Uganda. Michael (2008) and Samuel and Chipunza (2009) used the theory to establish motivational variables influencing staff retention in Private and Public organizations in South Africa. Likewise, Radivoev (2005) used the theory to study factors influencing retention of Sales Consultant in South Africa. This theory has guided the researcher in establishing the influence of retention strategy on Academic staff productivity.

RETENTION STRATEGIES

MOTIVATION

- Reward for excellent performance
- Good Health Services
- Regular promotion
- Loan Facilities
- Incentives

Academic Productivity

Research Productivity

- Number of Journal Articles published
- Papers published in conference proceedings

Productivity

RE

Figure 2.1: A Model showing the interaction between Retention Strategies and Academic staff productivity

Source: Researcher's Conceptualization

2.9 Conceptual Model on Retention Strategies and Productivity of Academic Staff

The conceptual model for the study shows the relationship between the independent variables and dependent variables. The independent variable is Retention Strategies while Academic staff productivity serves as the dependent variable. The study posits that the extent to which retention strategies (Motivation, Career Development, Mentoring and Participatory decision making) are readily available in universities will positively influence the academic staff productivity.

The model in Figure 2.1 shows the relationship that can be obtainable when motivation, mentoring, participatory decision making, and Career development are functional in an institution to bring about productivity.

The arrows in the model show a natural flow of the independent variables; motivation, mentoring, participatory decision making and career development to research and teaching productivity. This implies that the extent to which these variables are deployed in universities can either increase or decrease the academic staff productivity. It means the flow can be distorted depending on the extent to which these variables are supplied. Furthermore, the model, inferred that apart from improvement in research publications, effective teaching could also be a product of appropriate retention strategies. In addition, it indicates that effective utilization of these strategies by university administration will bring about productivity.

For instance, when staff frequently attend trainings, workshops, conferences, seminars and other intellectual professional developmental activities and functions, they are more likely to be productive at their work places. When staff are assigned responsibilities, which place more emphasis on internal values including training and development, they are likely to be committed and productive (Herzberg theory). Academic staff will be happy and productive if they are appropriately motivated by the university management. Likewise, when management shows recognition/appreciation for services rendered, this may encourage staff to perform better in the discharge of their job. Similarly, Staff who are regularly promoted, who have access to incentives and other loan facilities especially for research work are more likely to be productive because they will be satisfied with their job. In universities where the Management ensures that junior staff are mentored, it is likely that the professional development of such staff will be high.

It is also possible that Institutions where mentoring is encouraged may enjoy effective performance from staff.

The model also points out that the independent variables (retention strategies) are expected to exert a significant influence on academic staff productivity which is the dependent variable to bring about increase in productivity (mainly research output and improvement in the quality of teaching of academics).

CHAPTER THREE

METHODOLOGY

This chapter explains the methods used in carrying out this research giving a detailed outline of how the investigation was carried out. It described the research design, variables in the study, population of the study, sample and sampling techniques, research instruments, how data were collected, and the method used in analysing the data.

3.1 Research Design

The descriptive research design in form of a survey and correlational study was utilized for the study. The design is considered to be suitable for the study because it provided a strategy for explaining the relationship between the independent and dependant variables. In essence, the research design helped to describe the interaction between variables and the degree to which this interaction occurred. It helped to explain the degree of relationship between each of the Independent variable (motivation, Career development, mentoring and participatory decision making) and Productivity of Academic Staff.

3.2 Variables in the Study

The independent variable in this study is retention strategies focusing on: (1) Motivation (2) Mentoring (3) Career Development and (4) Participatory Decision Making. The dependent variable is productivity of academic staff which is measured based on the following indices – research and teaching.

3.3 Population of the Study

The population of this study comprised all academic staff in the 15 public (Federal and State) universities in south-west, Nigeria. In 2016/2017 academic session, the population of the academic staff as revealed by the National Universities Commission was 5727 for Federal and 7,479 for the state-owned universities making a total of 13, 206 academic staff. The breakdown of the population of the study by university is as shown in table 3.3.1:

Table 3.3.1: Population of the Study

S/N	Public Universities in the South-West	Number of Faculties in each University	Number of Academic Staff in each university
1	University of Ibadan	13	1330
2	Obafemi Awolowo University, Ile-Ife	13	1543
3	University of Lagos	9	1304
4	Federal University of Technology, Akure	7	510
5	Olabisi Onabanjo University, Ago Iwoye	11	1150
6	Ekiti State University, Ado Ekiti	10	936
7	Lagos State University, Ojo	7	1200
8	Federal University of Agriculture, Abeokuta	8	600
9	Ladoke Akintola University of Technology, Ogbomosho	7	800
10	Adekunle Ajasin University, Akungba	6	934
11	Tai Solarin University of Education	5	832
12	Osun State University	6	750
13	Ondo State University of Technology	6	499
14	Federal University of Oye Ekiti, Ekiti	4	440
15	Ondo State University of Medical Science	6	378
	Total	118	13, 206

Source: National Universities Commission (NUC, 2017)

3.4 Sample and Sampling Technique

The study adopted multistage sampling procedure to select respondents. In the first stage, simple random technique using balloting was used to select three (3) states from the six states in the south-west. In the second stage, all the Universities in each state were stratified into Federal and State Universities from which two (2) Universities (1 Federal and 1 State) were selected from the three (3) states initially sampled. At the third stage, all the academic faculties in the six universities sampled were used to ensure that all faculties were well represented. The fourth stage involved using proportionate to size sampling method to select 35% academic staff from all

the faculties. This method ensured that the larger the population the larger the respondents in such faculties and universities. The simple random sampling technique was used to select two (2) students lectured by each academic staff sampled in the study while, one Deputy Registrar (DR) Human Resources Unit were purposively selected from each of the six universities.

The sampled size of academic staff and students are as shown on Table 3.4.1.

Table 3.4.1: Sample size of academic staff and students used for the study.

States	Universities Sampled	No. of Faculties samples	No. of Academic staff	No of Academic Staff Sampled (35%)	No of students Sampled (2 per Academic staff)
Oyo	University of Ibadan	13	1330	466	932
	Ladoke Akintola University, Ogbomosho (LAUTECH)	7	800	280	560
Ondo	Adekunle Ajasin University, Akungba (AAU)	6	934	327	654
	Federal University of Technology, Akure (FUTA)	6	510	179	358
Ogun	Federal University of Agriculture, Abeokuta (FUNAAB)	10	556	195	390
	Olabisi Onabanjo University, Ago Iwoye	11	1150	403	806
	Total	52	5324	1850	3700

Source: Data were sourced from the Establishment / Human Resource Units of the various Universities utilized for the study.

A total of one thousand, eight hundred and fifty (1850) academic staff were sampled from fifty-two faculties in six universities. Likewise, two students lectured by each academic staff were sampled. The total number of students sampled was three thousand, seven hundred (3,700) while the six (6) Deputy Registrars (Human Resources Unit) were sampled from the Universities.

3.5 Research Instruments

Three instruments were used for data collection in this study. They include Retention Strategies and Academic Productivity Questionnaire (RSAPQ), Students' Assessment of Teaching Questionnaire (SATQ) and Interview Guide (IG).

3.5.1 Retention Strategy and Academic Productivity Questionnaire (RSAPQ)

This instrument was adapted from Babalola (2014) with a reliability index of 0.97 at the time. The instrument consisted of four sections; section A was designed to collect demographic data of respondents, section B contained questions on Academic Staff Publication Output by respondents filling in the gaps, section C measures research and teaching activities carried out by academic staff and the items were designed on 5-point Likert scale, rated as follows: very very true, very true, true of me, less true of me and not true of me. Items in section D were used to measure motivation, mentoring, career development programmes and participatory decision making. This section was designed on a 4-point Likert scale. Information on motivation had 15 items, 16 items on mentoring, 16 items on participatory decision making and 9 items on career development.

3.5.2 Students' Assessment of Teaching Questionnaire (SATQ)

The questionnaire was developed based on extensive literature reviewed by the researcher on assessment and quality of teaching. The instrument was used to assess how effective teaching were been carried out by academic staff. The 4-point Likert scale which was utilized in this session was 23 items rated as 1, 2, 3 and 4 for excellent, very good, good and fair with statement respectively for positive items and the reverse is the case for negative items.

3.5.3 The Interview Guide

The interview guide which is the third instrument was used to gather information from Deputy Registrars, Human Resources Unit on issues relating to academic staff career development opportunities and their involvement in decision making processes.

3.6 Validity of the Instruments

The face and content validity of the instruments were ensured through series of meetings with the researcher's supervisor to ensure that the items are a true representation of what the variables intended to measure. Other experts in the Departments of Educational Management, Arts and Science Education as well as Institute of Education also assisted in reviewing the questionnaires. The instruments were scrutinized by the researcher's supervisor. Also, assistance of other research experts in the field of Educational Management, Arts and Science Education and Institute of Education were sought in perfecting the instruments.

3.7 Reliability of Instruments

The reliability of an instrument deals with the consistence of information which the questionnaire gathers. It helps to establish the extent to which similar information is obtained when a set of items are first tested using a few of the population under study. To establish the reliability of the instruments, thirty (30) copies of each of the questionnaires were administered on academic staff and students of Osun State University, Osogbo Campus, Osun State. The respondents were outside the target population for the study but have similar characteristics with those selected as sample for the study. Using the Cronbach alpha reliability analysis technique, the reliability co-efficient of the instruments, that is, Retention Strategy and Academic Productivity Questionnaire (RSAPQ) for Motivational factors ($\alpha = .78$), Mentoring ($\alpha = .84$), Career Development ($\alpha = .83$), Participatory Decision Making ($\alpha = .88$) and Students' Assessment on Teaching Questionnaire (SATQ) ($\alpha = .83$) respectively. The result showed that the alpha values were high enough to establish the consistency of the instruments if used several times.

3.8 Administration of the Instruments

At first, the researcher collected a letter of introduction from the Head, Department of Educational Management, University of Ibadan. Copies of the letters were submitted at the Office of the Registrar of each of the Universities where questionnaire copies were administered to seek the consent of the Management.

Secondly, the research instruments were administered by the researcher alongside two trained field assistants. The research assistants were properly trained before the exercise began. Out of the six universities sampled, each of the research assistants administered questionnaires in two universities each making a total of four universities while, the researcher administered questionnaires in the remaining two universities. Finally, out of a total of 1850 questionnaire copies distributed to academic staff, 1418 which is approximately 77.0% were retrieved and found useful for analysis.

The second instrument was also administered to students by both the researcher and research assistants. Two students were sampled from the classes where sampled lecturers were teaching. A total of 2538 making 69.5% out of a total of 3700 questionnaire copies administered were retrieved and found useful for analysis.

Interviews were conducted for six (6) Deputy Registrars, one from each of the six (6) Universities sampled.

3.9 Method of Data Analysis

It is important to stress that all the copies used for analysis were completed by the respondents except some areas under the demographic information which had no effect on the responses used for the analysis. Data collected were analyzed using descriptive and inferential statistics. Descriptive statistics such as frequency counts and percentages were used to compute the demographic information of respondents. Research questions 1 to 6 were analysed using means and standard deviation, while questions 7 and 8 were analysed using the multiple regression analysis with its inbuilt Pearson product-moment correlation to explain the influence of the

independent variables on the dependent variable. The Pearson moment correlation was also used to test hypotheses raised at 0.05 level of significance.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Analysis of Demographic Variables of University Lecturers

The analysis presented here is based on the total number of the lecturers and students that fully participated in this study. The total number of lecturers and students sampled for the study is 1850 and 3700 respectively but only 1418 (77.7%) lecturers and 2538 (69.5%) students fully completed the questionnaire distributed and then used for the analysis.

Table 4.1.1: Gender, Marital Status and Age Distribution of the Lecturers (Respondents)

Variable	Freq.	%
GENDER		
Male	994	70.1
Female	395	27.9
No indication	29	2.0
Total	1418	100.0
 AGE (In years)		
Below 30	63	4.4
30-39	435	30.7
40-49	505	35.6
50-59	278	19.6
60-70	106	7.5
70 and above	1	0.1
No indication	30	2.1
Total	1418	100.0

Table 4.1.1 shows that out of the 1418 lecturers involved in this study, the larger proportion (70%) were male while female was just 28% of the sample and 2% of them failed to indicate their gender.

In terms of the age distribution, the table revealed that the largest proportion (36%) of the lecturers were between 40 to 49 years of age. This is followed in decreasing order by those within the age group of 30 and 39 years (31%), 50 and 59 years (20%), 60 and 69 years (8%) and below 30 years (4%). Meanwhile only one person (0.1%) was above 69 years of age and just about 2% of the sampled population failed to indicate their age cohort. In summary, majority of the lecturers were male between the age group of 40 to 49 years. This implies that more male academic staff participated in the research compared to their female counterpart. Figure 4.1.1 presents the information highlighted above in pie charts.

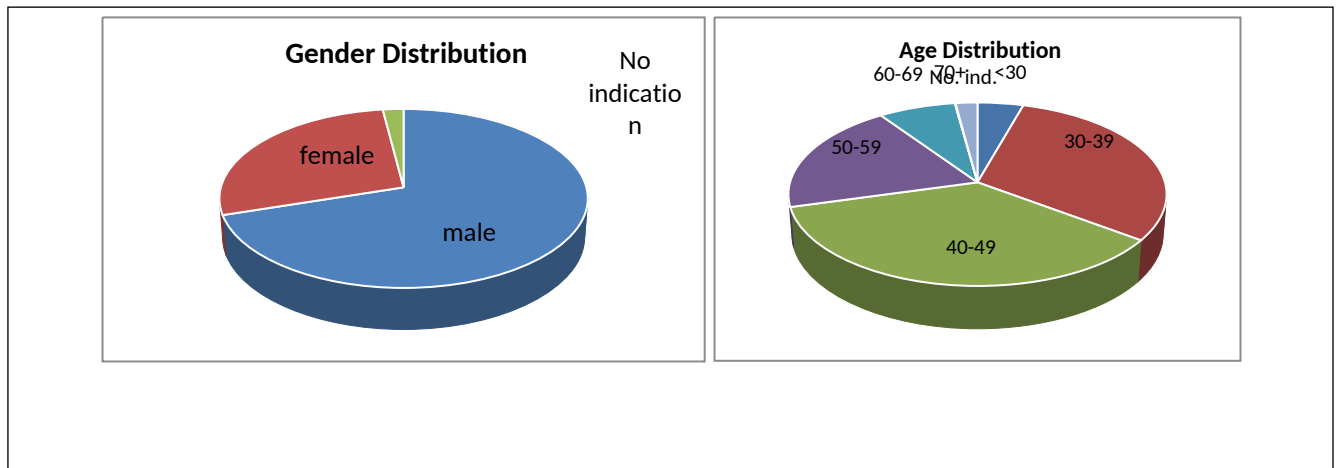


Fig. 4.1.1: Gender and Age Distribution of the Lecturers

Table 4.1.2: Institution, Department and Nature of Appointment of Respondents (Lecturers)

Variable	Freq.	%
INSTITUTION		
FUNAAB	164	11.6
FUTA	171	12.1
LAUTECH	248	17.5
OOU	220	15.5
(AAU) AKUNGBA	227	16.0
UI	388	27.4
TOTAL	1418	100.0
FACULTY / SCHOOL		
Agricultural Science	426	30.0
Sciences	248	17.5
Social Sciences	150	10.6
Vet. Medicine	5	0.4
Technology	105	7.4
School of Engineering and Engineering Technology	31	2.2
Earth and Mineral Science	66	4.7
School of Agriculture and Agricultural Technology	27	1.9
Quantity Surveying	20	1.4
Engineering	45	3.2
School of Environment	6	0.4
Industrial Design	5	0.4
Education	74	5.2
Arts	102	7.2
Law	12	0.8
Basic Medical Science	63	4.4
No Indication	33	2.3
Total	1418	100.0

NATURE OF APPOINTMENT

Permanent	1311	92.5
Contract	28	2.0
Temporary	50	3.5
Sabbatical	1	0.1
Others	2	0.1
No indication	26	1.8
Total	1418	100.0

Table 4.1.2 shows that six universities were involved in this study and the proportion of lecturers from these universities in decreasing order of magnitude are: University of Ibadan (27%), LAUTECH (18%), (AAU) AKUNGBA (16%), OOU (16%); FUTA (12%) and FUNAAB (12%). Lecturers from many faculties were involved in the study. The participated faculties are: Agriculture (30%), Science (18%), Social Sciences (11%), Technology (7%), Arts (7%) and Education (5%). Others are SEET (2%), Earth and Mineral Science (5%), SAAT (2%), Quantity Surveying (1%), Engineering (3%), Basic Medical Science (4%), Veterinary Medicine (0.4%), School of Environmental Science (0.4%), Industrial Designs (0.4%) and Law (0.8%). The pattern of the lecturers' appointment showed that majority of them had permanent appointment (93%), some had temporary appointment (4%), few were on contract (2%), a person was on sabbatical (0.1%) while two lecturers (0.1%) have other type of appointment not mentioned above. Figure 4.1.2 presents the information in pie charts.

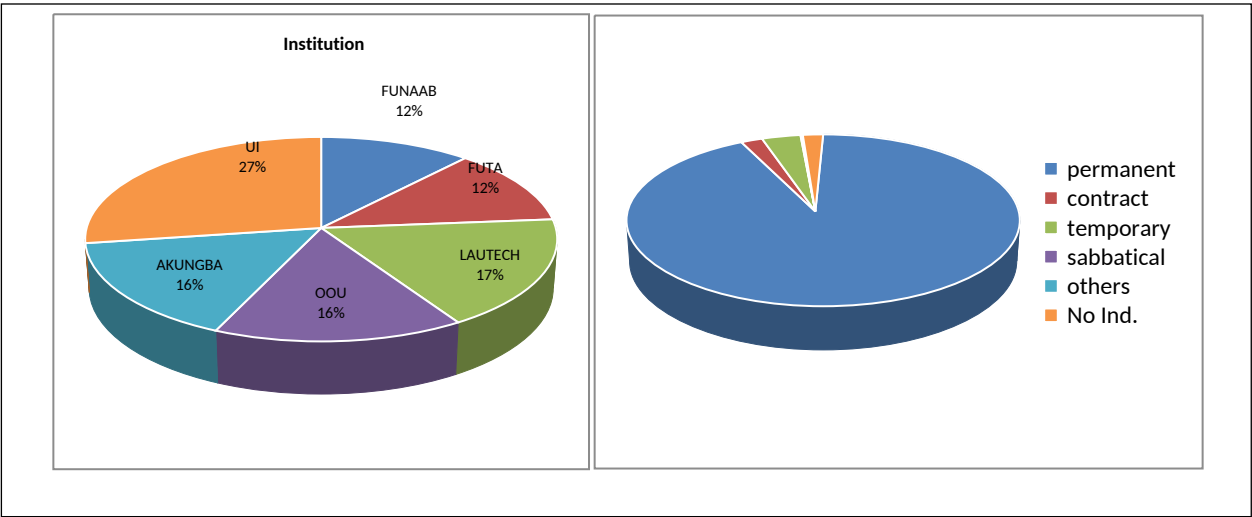


Fig. 4.1.2: Institution and Nature of Appointment of the Lecturers

Table 4.1.3: Qualification, Cadre and Years of Teaching Experience of the Lecturers

Variable	Freq.	%
QUALIFICATION		
1st Degree	12	0.8
Masters	499	35.2
Ph.D	835	58.9
HND	1	0.1
NO ind.	71	5.0
Total	1418	100.0
CADRE		
Professor	141	9.9
Associate Professor/Reader	79	5.6
Senior Lecturer	233	16.4
Lecturer I	303	21.4
Lecturer II	262	18.5
Assist. Lecturer	335	23.6
Graduate Assistant	30	2.1
No. indication	35	2.5
Total	1418	100.0
EXPERIENCE (In years)		
1-5	473	33.4
6-10	326	23.0
11-15	202	14.2
16-20	209	14.7
21 +	156	11.0
No indication	52	3.7
Total	1418	100.0

Table 4.1.3 shows the total number of lecturers involved in this study, the largest proportion (59%) had PhD, followed by those with Masters (35%), first degree (0.8%) and HND (0.1%) in

decreasing order respectively while (5%) failed to indicate their educational qualification. Furthermore, the cadre of the lecturers are as follows: Graduate assistants (2%), Assistant lecturers (24%), Lecturer II (19%), Lecturer I (21%), Senior lecturer (16%), Associate Professor / Reader (6%) and Professor (10%).

Also, the distribution of the lecturers based on their years of teaching experience is as follows: 1 to 5 years (33%), 6 to 10 years (23%), 11 to 15 years (14%), 16 to 20 years (15%) and those with above 20 years of teaching experience (11%). Very few (4%) failed to indicate their years of teaching experience. In summary a higher proportion of the lecturers had PhD qualification followed by Masters, first degree and HND. Figure 4.1.3 presents these in pie charts. The demographic data on qualification implies that most of the respondents have a PhD degree which is the minimum qualification for teaching in Universities as approved by the National Universities Commission. This implies that most of the respondents have the minimum qualification for teaching in the University system and this is expected to increase the quality of teaching and research.

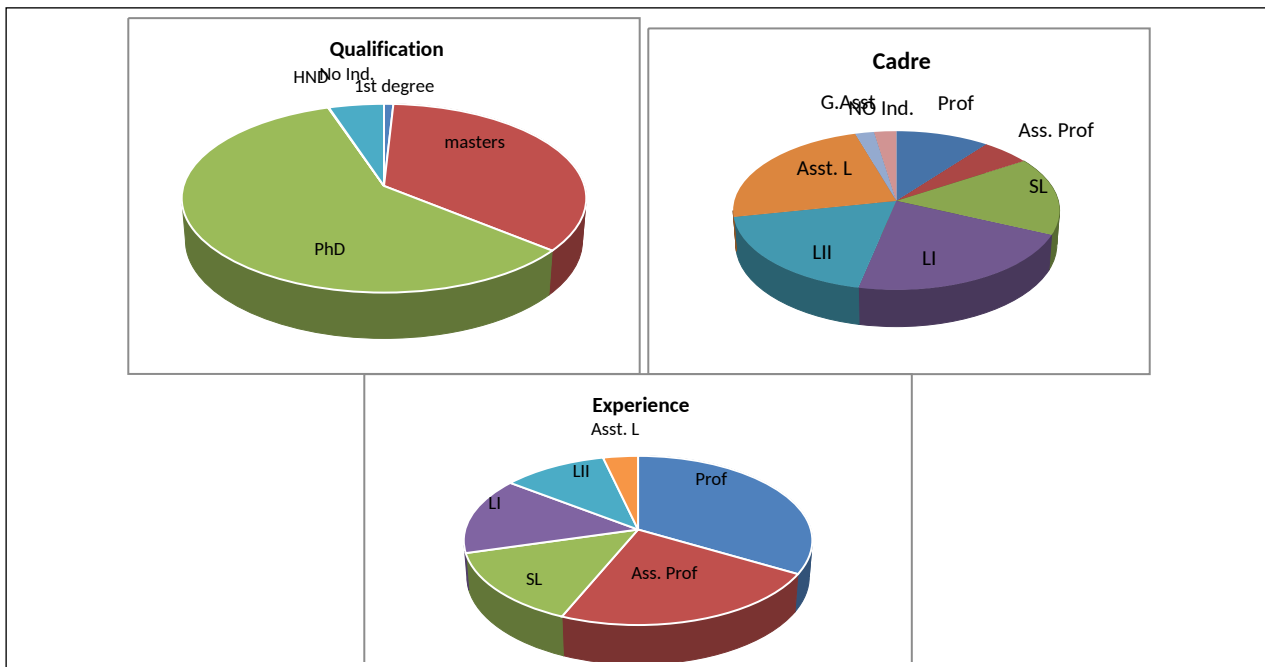


Fig. 4.1.3: Qualification, Cadre and Years of Teaching Experience

4.2 Answers to the Research Questions

Research Question 1:

To what extent are the academic staff members in the universities motivated towards being productive?

Table 4.2.1: Extent of motivation for Academic Staff in the University

S/N	Items	GE	SE	LE	NA	Mean	Std.D
1	There is reward for excellence	553 (39.2)	584 (41.4)	170 (12.0)	77 (5.5)	3.10	.95
2	Loans are provided for research work	179 (12.7)	399 (28.3)	427 (30.3)	353 (25.0)	2.21	1.07
3	Health care services are extended to the family members of staff	471 (33.3)	551 (39.0)	248 (17.6)	97 (6.9)	2.92	1.04
4	Promotion is regular	561 (39.7)	617 (43.7)	165 (11.7)	41 (2.9)	3.16	.89
5	Grant for research is automatically available	141 (10.0)	278 (19.7)	515 (36.4)	440 (31.1)	2.03	1.01
6	Little bit of conducive work environment	200 (14.2)	579 (41.9)	375 (26.5)	239 (16.9)	2.50	.98
7	Required facilities for work are available	136 (9.6)	505 (35.8)	543 (38.5)	207 (14.7)	2.37	.90
	Weighted Average	2.61(65.3%)					

4-point Likert Scale: Great Extent-GE, Some Extent- SE, Little Extent- LE and Not at All-NA

Table 4.2.1 shows that the lecturers agreed that they experienced motivation in their work place because: there is a reward for excellence in the university (mean = 3.10); health care services are extended to the family members of the staff (mean = 2.92); some little bit of conducive work environment is available (mean= 2.50) and that promotions are regular (mean = 3.16). But the lecturers disagreed that: loans are provided for research work (mean = 2.21); grant for research is automatically available (mean = 2.03) and required facilities for work are available (mean = 2.37).

The weighted average is 2.61 which can be rated as 65%. This implies that the level of motivation for academic staff in the university is above average. The various ways that lecturers are motivated include; reward for excellent job done, health services being extended to family members, regular promotion and little bit of conducive work environment.

Research Question 2:

To what extent are there formal or informal methods of mentoring for academic staff in the universities?

Table 4.2.2: Extent of mentoring for Academic Staff in Universities

S/N	Items	GE	SE	LE	NA	Mean	Std.D
1	I was assigned a mentor when I got the job	197 (13.9)	329 (23.3)	328 (23.2)	460 (32.6)	2.05	2.28
2	I chose a mentor by myself	365 (25.8)	444 (31.4)	268 (19.0)	237 (16.8)	2.52	1.23
3	My mentor sponsors/ registers me for conferences or seminars	161 (11.4)	294 (20.8)	413 (29.2)	452 (32.0)	1.99	1.12
4	My mentor nominates me for challenging assignments that will facilitate my career development	249 (17.6)	524 (37.1)	295 (20.9)	254 (18.0)	2.41	1.16
5	I undergo joint research with my mentor	306 (21.7)	529 (37.1)	287 20.3	205 (14.5)	2.54	1.16
6	Administrative duties of the mentor do not limit the time spent with me	165 (11.7)	479 (33.9)	444 (31.4)	239 (16.9)	2.28	1.07
7	My mentor advises me regularly on administrative and research matter	297 (21.0)	523 (37.0)	336 (23.8)	172 (12.2)	2.25	1.13
8	My mentor assists me in grant proposals	166 (11.7)	444 (31.4)	404 (28.6)	323 (22.9)	2.21	1.09
9	I receive help from my mentor in drafting publications	202 (14.3)	529 (37.4)	339 (24.0)	266 (18.8)	2.36	1.11
	Weighted Average	2.32(58.0%)					

4-Likert Scale: Great Extent-GE, Some Extent- SE, Little Extent- LE and Not at All-NA

Table 4.2.2 reveals that about 60% of lecturers disagreed that they were assigned a mentor when they were newly employed (mean = 2.05), while just about average of the lecturers (57.2%) indicated that they chose a mentor by themselves (mean = 2.52). This shows that mentoring programme in the universities is informally done. Furthermore, about half of the lecturers agreed that they undergo joint research with their mentors (mean = 2.54), that mentors do advise them on administrative and research matter (mean = 2.25), assist them in drafting publications (mean = 2.36) and nominate them for challenged assignment that will facilitate their career development (mean = 2.41); while 61.2% of the lecturers disagreed that their mentors registered them for conferences or seminars (mean = 1.99); and about half of the lecturers disagreed that their mentor do assist them in grant proposal (mean = 2.21) and that administrative duties of the mentor does not limit their time with them (mean = 2.28). The weighted average is 2.32 which can be rated as 58%. Therefore, it can be inferred that there is formal mentoring programme for few university lecturers while most of the universities have informal mentoring programme initiated by the lecturers and the activities during mentoring focus mainly on research work. This shows that mentoring programme in the Universities is informally done.

Research Question 3

What are the types of career development programmes available in the universities in south west Nigeria for academic staff?

Table 4.2.3 reveals that the university lecturers believed in career development programmes a lot and that is why they agreed with the following types: regular attendance in training, workshops and conferences (mean = 3.39); exposure to seminars, conferences and workshop to enhance research ability (mean = 3.4); availability of research equipment and resources to facilitate research activities (mean = 3.38); opportunity for study leave so as to enhance productivity (mean = 3.14); subscription for academic journals (mean = 3.04) and funding of training programmes (mean = 3.31). Unfortunately, it is only about average (54.5%) of the academic staff that indicated that they do enjoy constant sponsor for conference (mean = 2.52). From the result almost, all of them do not enjoy constant research grant (mean = 2.27) and there is no frequent opportunities for staff development awards (mean = 2.4).

Table 4.2.3: Types of Career Development Programmes available for Academic Staff of Universities

S/N	Items	SA	A	D	SD	Mean	Std.D
1	Regular attendance at training, workshop and conferences improves research output	798 (56.5)	498 (35.2)	52 (3.7)	3 (0.2)	3.39	.92
2	Exposure at conferences/ workshop/ seminars do influence my research ability	751 (53.1)	579 (41.0)	28 (2.0)	2 (0.1)	3.40	.86
3	Research equipment such as books and journals enhances my publishing skills	787 (55.7)	505 (35.7)	50 (3.5)	15 (1.1)	3.38	.92
4	My University constantly sponsors staff for conferences	217 (15.4)	552 (39.1)	462 (32.7)	115 (8.1)	2.52	1.00
5	Academics enjoy frequent research grants	154 (10.9)	435 (30.8)	534 (37.8)	225 15.9	2.27	1.01
6	There are frequent opportunities for staff Development Awards	177 (12.5)	521 (36.9)	474 (33.5)	170 (12.0)	2.40	1.02
7	Opportunities for study leave enhance academic productivity	526 (37.2)	701 (49.6)	96 (6.8)	35 (2.5)	3.14	.93
8	Payment for academic journal promotes research publication	527 (37.3)	592 (41.9)	182 (12.9)	54 (3.8)	3.04	1.01
9	Funding of training programmes facilitates development of staff	727 (51.5)	511 (36.2)	106 (7.5)	19 (1.3)	3.31	.93

Therefore, the only common career development programme available for academic staff in the university is sponsor for conferences which is not constant for all.

Report of the Interview Guide from Deputy Registrar

All Deputy Registrars (Human Resources) submitted that the career development programmes available in their universities for academic staff in the order of priority are conferences, research grants, scholarships, sabbaticals, external academic assignments and mentorship. The major conditions for assessing the opportunities are availability of fund where applicable and the requirement that the applicant must be a permanent staff. Few cases of formal mentoring policies for academic staff were reported, with most mentoring opportunities focusing mainly on research and publication.

It was also established from the interviews that a very high proportion of academic staff have benefited from career development opportunities in their various universities. The interview revealed that academic staff are involved to a high degree in critical decision making processes because most of the key units/ departments are occupied by this category of staff.

Research Question 4: What is the extent of involvement of academic staff in decision making that affect them and their universities?

Table 4.2.4: University Lecturers’ Involvement in Decision Making

S/N	Items	A	O	OC	N	Mean	Std.D
1	I am allowed to take part in departmental decisions in my faculty	537 (38.0)	541 (38.3)	222 (15.7)	23 (1.6)	3.00	1.08
2	Decisions in my department are made through consultations with staff	636 (45.0)	536 (37.9)	143 (10.1)	23 (1.6)	3.16	1.03
3	Decisions in my department are made by individuals saddled with the task	230 (16.3)	625 (44.2)	395 (28.0)	102 (7.2)	2.61	.98
4	Only senior academics are involved in decision making	446 (31.6)	430 (30.4)	335 (23.7)	153 (10.8)	2.76	1.11
5	Decision making should rest finally with the University Senate	393 (27.8)	484 (34.3)	289 (20.5)	185 (13.1)	2.68	1.14
6	Academic participation in decision making processes will contribute significantly to the University’s productivity	752 (53.2)	497 (35.2)	82 (5.8)	21 (1.5)	3.31	.97
7	The HOD makes all the decisions that affect the department all by him/herself	84 (5.9)	194 (13.7)	387 (27.4)	709 (50.2)	1.70	.95
8	There are regular meetings between academic staff and university authorities to discuss development and improvement issues	313 (22.2)	478 (33.8)	466 (33.0)	114 (8.1)	2.66	1.16
	Weighted Average	2.74 (68.4%)					

4-point Likert Scale: A – Always, O – Often, OC – Occasionally, N - Never

Table 4.2.4 reveals that the lecturers are often allowed to take part in the departmental decisions (mean = 3.0) and that decision is often reached through consultation with the members of the

department (mean = 3.16). Also, the table showed that often only senior academic staff are involved decision making at the managerial level (mean = 2.76). About half of the participating lecturers agreed that decisions are often made by some selected individuals who are charged with the responsibilities (mean = 2.61); that decision making should often rest finally with the Senate (mean = 2.68) and that oftentimes there are regular meetings with the university management by members of the department to discuss issues affecting their development (mean = 2.66). Almost all the lecturers said that the HOD never makes all the decision that affect the department all by him/herself (mean = 1.70) and academic staff participation in decision making processes will contribute significantly to the University's productivity (mean = 3.31).

The weighted average is 2.74 which can be rated as 68.4%. This shows that the lecturers are actively involved in decision making that affect them and their universities to a large extent. It was also noted that involvement of lecturers in decision making would enhance Productivity. Likewise, a mean of 3.31 indicated that academic staff participation in decision making processes that concern them will contribute significantly to their productivity.

Research Question 5: What is the quality of academic staff productivity in terms of their teaching as perceived by the students?

Table 4.2.5: Quality of Teaching of the University Lecturers

S/N	Items	EX	VG	G	F	Mean	Std.D
1	The lecturer speaks clearly in class	971 (38.3)	1384 (54.5)	136 (5.4)	45 (1.8)	3.29	.66
2	Class work is covered at the right time	736 (29.0)	1282 (50.5)	438 (17.3)	80 (3.2)	3.05	.77
3	The lecturer starts class on time	1035 (40.8)	1307 (51.5)	169 (6.7)	16 (0.6)	3.32	.66
4	The lecturer treats all students with respect and dignity	668 (26.3)	1328 (52.3)	449 (17.7)	88 (3.5)	3.01	.77
5	The lecturer makes the subject interesting	752 (29.6)	1317 (51.9)	428 (16.9)	39 (1.5)	3.09	.72
6	The lecturer's presentations are well planned	631 (24.9)	1511 (59.5)	332 (13.1)	44 (1.7)	3.06	.72
7	The lecture notes and handouts are of high standard	648 (25.5)	1385 (54.6)	423 (16.7)	58 (2.3)	3.01	.77
8	The lecturer makes notes and handouts available when needed	639 (25.2)	1299 (51.2)	514 (20.3)	68 (2.7)	2.97	.79
9	The lecturer returns assessment feedback on time	478 (18.8)	1129 (44.5)	766 (30.2)	156 (6.1)	2.75	.84
10	The lecturer is approachable	839 (33.1)	1197 (47.2)	438 (17.3)	60 (2.4)	3.11	.78
11	I am happy with the amount of practical work we have been exposed to	509 (20.1)	1041 (41.0)	777 (30.6)	197 (7.8)	2.72	.89
12	The type of media (Overhead slides, Power point, e-learning equipment etc) the lecturer used in class was used effectively to explain the work.	435 (17.1)	866 (34.1)	755 (29.7)	423 (16.7)	2.47	1.03
Weighted Average		2.99 (74.8%)					

Table 4.2.5 showed that the students agreed with all the items on the table. For instance, they agreed that lecturers speak clearly in the class (mean = 3.29); lectures are covered at the right time (mean = 3.05); lecturers know the subject matter (mean = 3.32); lecturers' presentations are well planned (mean = 3.06); lecturers' notes are of high standard (mean = 3.01); lecturers return assessment feedback on time (mean = 2.75) and that they are happy with the amount of practical work they have been exposed to by the lecturers (mean = 2.72); the type of media the Lecturer use in class was moderately effective for teaching (mean = 2.47).

The weighted average is 2.99 which can be rated as 74.8%. This implies that the lecturers were rated as being good by their students as far as teaching is concerned.

Research Question 6: What is the quality of academic staff productivity in terms of research output?

Table 4.2.6: University Lecturers' Publication Distribution

Publication	No. of Lecturers/%	Average no. Produced
Patent work	9 (0.6)	1.0
Textbook	408 (28.8)	1.5
Chapters in Book	523 (36.9)	4.6
Off shore article	1351 (95.3)	9.8
Local article	1415 (99.8)	13.1
Conference paper	1403 (98.9)	11.4
Bibliographies	77 (5.4)	2.1
Book reviewed	61 (4.3)	2.0

Table 4.2.6 reveals that majority of the lecturers who participated in this study had local articles (99.8%), conference papers (98.9%) and off shore articles (95.3%). Some of them also have chapters in books (36.9%) and textbooks (28.8%) but very few have books reviewed (4.3%), bibliography (5.4%) and patent work (0.6%). The table also shows the average number of these publications by the lecturers. The average numbers of the publications (Only for those who have

them) are as follows: locally published articles (13), conference paper (11), off-shore published article (10), chapters in books (5), bibliographies (2), book reviewed (2) and patent work (1). All these show that the productivity of the lecturers in term of research product is good though the concentration is on journal articles. Figure 4.2.1 presents this information in a bar chart.

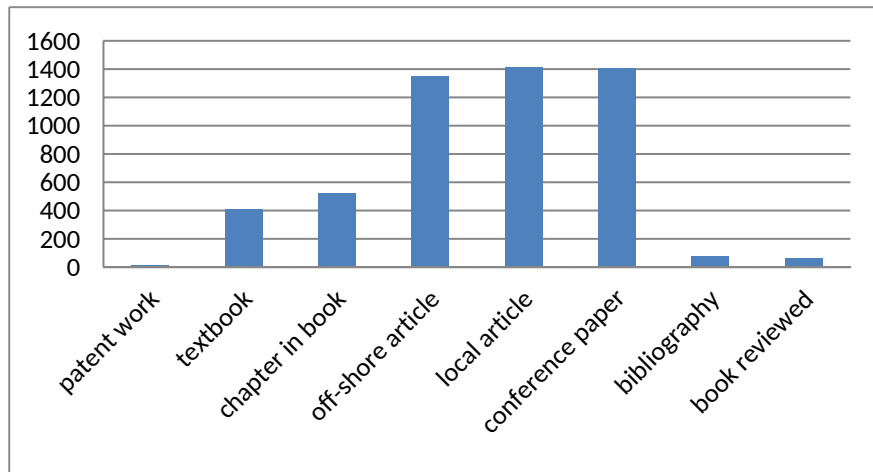


Fig.4.2.1: University Lecturers' Publication Distribution

Research Question 7: What is the composite influence of all the retention strategies on academic staff productivity?

Table 4.2.7: Summary of Multiple Regression Analysis Showing Composite Influence of retention strategies on academic staff productivity

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	324644.185	4	81161.046	5.922	.000 ^b
	Residual	18980363.718	1385	13704.234		
	Total	19305007.903	1389			
R = .362 R ² = .131 Adjusted R ² = .126						

a. Dependent Variable: staff productivity

b. Predictors: (Constant), Career Development, decision making participation, mentoring, Motivation

Table 4.2.7 reveals that there is a joint relationship between the independent variables (career development, decision making participation, mentoring and motivation) and the dependent variable- staff productivity (research product and teaching) ($R = 0.362$). This led to the fact that the independent variables accounted for 12.6% of the total variance in the dependent variable (Adjusted $R^2 = 0.126$). This joint influence is shown to be significant ($F_{(4, 1385)} = 5.92$; $p < 0.05$). This implies that the retention strategies have significant composite influence on the lecturers' productivity.

Research Question 8: What is the relative influence of each of the retention strategies on productivity of academic staff?

Table 4.2.8: Summary of Multiple Regression Analysis Showing Relative Influence of each of the retention strategies on academic staff productivity.

Coefficients^a

Model Academic Staff Productivity	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	104.558	21.268		4.916	.000
Motivation	-.403	.534	-.024	-.754	.451
Mentoring	.172	.285	.019	.603	.547
1 decision making participation	2.213	.802	.087	2.760	.006
Career Development	1.359	.642	.070	2.117	.034

a. Dependent Variable: staff productivity

Table 4.2.8 reveals that participating in decision making has the largest significant influence on academic staff productivity ($\beta = 0.087$; $t = 2.76$; $p < 0.05$), followed by career development programmes ($\beta = 0.07$; $t = 2.12$; $p < 0.05$). While other independent variables like motivation ($\beta = -0.02$; $t = -.75$; $p > 0.05$) and mentoring ($\beta = 0.02$; $t = .60$; $p > 0.05$) do not have significant influence on academic staff productivity. It revealed that the extent to which participatory decision making, career development and mentoring exerted more influence on productivity of academic staff compared to motivation. This is evident from the table because Motivation is the only variable that has a negative influence on staff productivity while the other three variables positively influence staff productivity.

Moreover, the table showed that motivation has a negative influence on staff productivity with a coefficient of -0.024. This means an increase in motivation will result in a decrease in staff productivity. Meanwhile, mentoring has a positive coefficient of 0.019 which means an increase

in mentoring will result in an increase in staff productivity. Decision making has a positive coefficient of 0.087 which has a positive influence on staff productivity. Lastly, Career development has a positive influence on staff productivity. The coefficient of 0.070 revealed that an increase in career development will result in an increase in staff productivity.

Overall, all the variables influence staff productivity, however, participatory decision making and Career development have statistically significant influence on staff productivity.

4.3 Hypotheses Testing

Four null hypotheses were tested at 0.05 level of significance and the results are presented in table 4.3.1.

H₀1: There is no significant relationship between motivation and the productivity of university academic staff.

Table 4.3.1: Correlation Matrix on the Variables of this Study

Variable	Staff Productivity	Motivation	Mentoring	Decision making Participation	Career development programme
Staff Productivity	1.0				
Motivation	.056*	1.0			
Mentoring	.072*	.385*	1.0		
Decision making Part.	.110*	.475*	.334*	1.0	
Career dev. Programme	.104*	.451*	.487*	.413*	1.0

* means significant at 0.05 level

Table 4.3.1 shows that there is a significant positive relationship between motivation and the productivity of university academic staff ($r = 0.06$; $p < 0.05$). Therefore, the null hypothesis 1 is rejected. The positive relationship here implies that increase in motivation brings about increase in productivity of university academic staff.

H₀2: There is no significant relationship between mentoring and the productivity of university academic staff.

According to Table 4.3.1, there is a significant positive relationship between mentorship and the productivity of university academic staff ($r = 0.07$; $p < 0.05$). Therefore, the null hypothesis 2 is rejected. The positive relationship here implies that increase in mentoring brings about increase in productivity of university academic staff.

H₀3: There is no significant relationship between career development programme and the productivity of university academic staff.

According to Table 4.3.1, there is a significant positive relationship between career development programme and the productivity of university academic staff ($r = 0.10$; $p < 0.05$). Therefore, the null hypothesis 4 is rejected. The positive relationship here implies that increase in career development programme activities brings about increase in productivity of university academic staff.

H₀4: There is no significant relationship between extent of participation in decision making and the productivity of university academic staff.

With reference to Table 4.3.1, there is a significant positive relationship between extent of participation in decision making and the productivity of university academic staff ($r = 0.11$; $p < 0.05$). Therefore, the null hypothesis 3 is rejected. The positive relationship here implies that increase in the extent of participation in decision making brings about increase in productivity of university academic staff.

4.4 Discussion of Findings

4.4.1 Extent to which academic staff are motivated towards productivity

The findings on research question one revealed that the level of motivation experienced by academic staff in the university is above average. The study also found that though loans are not provided for research work, grant for research is not automatically available and required facilities for work are not available, majority of the lecturers in the universities asserted that they are motivated in their work place. Their motivation is because there is a reward for excellence in the University, health care services are extended to their family members, some little bit of conducive work environment is available, and promotions are regular upon satisfaction of necessary requirements. This finding is in line with that of Mawoli and Babandako (2011) which found that there is a high level of motivation being experienced by academic staff in universities.

One might believe that since the level of motivation of academic staff is rated high, their level of productivity will also be high. This is in support of the study by Ologunde, et al (2007) which affirmed that the degree of the productivity of a staff will depend on the motivational policy set up by the University Management, but there is need to check this out empirically again.

The findings of this study showed that the following factors highly affected the level of motivation: reward for excellence, Health Care for Family members, regular promotion and little bit of conducive work environment. This study which found that regular promotion influences the level of motivation supports the findings of Babalola and Nwalo (2013) who posited that lack of promotion due to inadequate publication demoralizes many Librarians and has affected their general performance at their work place.

This study found that rewarding excellent work helps to reinforce and maintain employee motivation and hence productivity. The findings of this study conform to that of James (2011) which rated reward for excellence as an important factor that affects the level to which academics are motivated. This also implies that the higher the level of motivation because of reward for excellence, the likelihood that productivity will increase.

The revelation from the findings that loans are not provided for research work, grants for research are not automatic and that required facilities for research are not readily available is

evident in the distribution of the publication of academic staff. It confirmed that majority of the academic staff had local articles (99.8%), conference papers (98.9%) and off shore articles.

Even though, there was an increase in the salaries of academic staff in 1999, Ologunde et al, 2007 posited that salary will no longer motivate as needs and expectations have increased over time. The current inflation rate, high foreign exchange rate, the cost of publication in reputable journals and books abroad and even in Nigeria has continued to neutralise the effect of the increased salaries. As evident in the findings of this research, high cost of production, non-accessibility of loans and grants for research, serve as impediments for quality research. This also accounts for the low rate of publication in text books and most academic staff cannot produce patent work as it requires a lot of funds.

Herzberg Motivational theory considered the extrinsic and intrinsic variables which can be utilized to improve the productivity of workers. The Extrinsic motivators are those factors that are external to the task, such as work condition, salaries (pay), fringe benefits, promotion, the work environment, while intrinsic motivators are those rewards that can be physiological. These include: challenging / interesting job, appreciation, positive recognition, achievement, freedom of innovative thinking, job security and training and development. The findings of this study showed that Academics may not mind increase in salaries and other fringe benefits but will prefer opportunities for research grants. This view is contrary to that of Muogbo (2013) who found that extrinsic factor such as money was rated as very important in enhancing the productivity of staff. However, Samuel and Chipunza (2013) emphasised that even though there had been many arguments against using pay as a retention factor, the fact remain that rewarding academics based on their contributions to the organisation will not be out of place using pay. Furthermore, even though most people, in most circumstances, like money, it is soon spent and the memory of it soon fades. So, there is the need to implement some system of rewards if high performing academics are to be retained by individual universities.

All efforts must be made to ensure that academic staff are motivated to conduct research in our universities as research improves the teaching quality of academic staff, aids national development and used as the sole criterion for promotion of academic staff. Research also reflects the quality of universities and their products.

4.4.2 Existence of Mentoring Programmes either Formally or Informally for Academic Staff

The second finding of this study is that lecturers were not assigned mentors and more than half of them chose mentors by themselves. There is no formal policy of mentoring in universities in south west, Nigeria.

The results in this study revealed that the existence of mentoring programmes for academic staff is informal. It also showed that the activities of the mentor and mentee are mainly on research work. This result is in line with the finding of Afolabi, et al (2015) and Ojokuku and Sajuyigbe (2014) that the type of mentoring relationship that exists among academic staff is informal and that such relationships are established during the process of supervision and from similarities in areas of research.

It implies that University administrators should recognise the importance of mentorship programmes and as coordinators put together strategies for formal mentoring of junior protégé which will at the long run bring about achievement of institutional goals of teaching and learning and improvement in the academic staff productivity.

Mentoring programmes as tool for fostering research activities is evident in the findings as most of the mentor and mentees' focus on research activities. The findings of this study supported that of Kolade (2015) who revealed that research bring about two basic aspects of mentoring. That is the training aspect which focuses on the person as a lecturer, administrator or manager. There is also the people centred aspect which focuses on personnel development. In a bid to increase the quality of staff through mentoring programmes, it becomes essential to coordinate the affairs of a formal mentoring programme through the management of tertiary institution with laid down guidelines for implementation and procedures.

4.4.3 Existence of Career Development Programmes for Academic Staff of Universities

Another finding from this study showed that career development programmes exist to a large extent in Universities. The results established that academic staff attend trainings regularly, they are well exposed to seminars, conferences and workshop which enhance their research ability. The results also indicated that research equipment and resources are available, and these ingredients assist in facilitating research activities. Opportunities for study leave, subscription to academic journals and funding of training programmes are some of the career development programmes which academic staff indicated are available in their universities.

However, despite the availability of these career development programmes, the result still showed that staff do not enjoy regular sponsorship to conferences, constant research grant and there are no frequent opportunities for staff development awards. The only career development programme common to all academic staff is sponsor for conferences which is not constant for all. With this revelation university administrators must ensure that funds are sourced for academic staff who wish to improve themselves through career development programmes. Standard measures are also to be deployed to ensure that opportunities for career development are enjoyed by all academic staff.

These findings are in line with that of Ezeani and Oladele (2013) who found that career development programmes are available for accountants. With changes in technology and new innovations, packaging academic staff training to keep them abreast with changes in their fields of research for optimum productivity in terms of manpower and national development must be taken seriously.

4.4.4 University Lecturers' Involvement in Decision Making

Results of the study showed that academic staff are actively involved in decision making that affect them and their Universities. Many of the academic staff agreed that they take part in decision making at the departmental level and that appropriate consultations are made before decisions are taken. The respondents however disagreed that only Heads of Departments make decisions that affect their departments.

The results imply that academic staff are involved in decision making from the lowest to the highest points in the University system. Decisions sought from academic staff and implemented by University Management make academics to have a sense of belonging. Arayesh and Noori (2012), found that participatory management fosters respect, value, efficiency and effectiveness of the employee and makes them feel that they are part of the system. They emphasized that decision making where employees are involved helps to increase productivity, improve quality and reduce negative resistance, such as absenteeism, conflict, stress, delay and less work. The finding of this study is in line with theirs.

4.4.5 Quality of Teaching of University Academic Staff

The findings revealed that the quality of teaching by academic staff was rated high by their students. The results showed that all the items on the questionnaire to include lecturers' fluency in class, knowledge of subject matter, planned presentation, high quality notes, feedback on assessment results and amount of practical work they are exposed to, were rated high.

The assessment of academic staff by student was a very good method of evaluating staff as posited by Igbojekwe and Ugo-Okoro (2015) and Adeyemo (2015). Although they affirmed that Nigerian Universities were yet to adopt students' evaluation of academic staff as criteria for promotion, student's assessment is considered a good option for teaching evaluation. However, this method should not be isolated as the sole criteria for the evaluation of academic staff.

Uche (2012) however negates the findings of this study as it found that the teaching quality of academic staff as perceived by students is low. Although some students feel that lecturers are professionally competent (especially in their areas of specialization and training) but many

believe they lack the competence to prepare and deliver lecture appropriately without using text book as instructional material in teaching. This implies that the quality of teaching by academic staff is of importance in achieving manpower development and quality graduates from our tertiary institutions. Likewise, Marsh and Hattie (2002) posit that the higher the quality of teaching, the better the productivity of the academic staff as research and teaching are said to have a mutual relationship.

Information gathered from the study also revealed that quality teaching takes place in the Universities studied. The quality of teaching as established by this study may improve the quality of research carried out by academic staff since according to Marsh and Hattie (2002), there is a symbiotic relationship between teaching and research. Since teaching is as important as research, management of universities should begin to consider the assessment of teaching by students as one of the criteria for promotion of academic staff as against the use of only research publications.

4.4.6 Quality of Academic Staff Productivity in terms of Research Product.

The findings on research question six revealed that the academic staff productivity in terms of research publication is high. It was noted that local articles, off shore articles, and conference papers were rated very high (good) while a low percentage was accorded to chapters in books and textbooks. While their productivity in book reviewed, bibliography and patent work were extremely low (poor), it was found that the productivity of lecturers in term of research product is good though the concentration is on journal articles.

The findings imply that academic staff concentrated more on journal articles and very little on patent work. This means many academics are not interested in specialised work which originates from them but rather write-ups from revised books and journals. This finding corroborate those of Okiki (2013) and Okonedo (2015) who agreed that most academic staff publish more of articles in learned journals and conference papers while productivity in terms of patent work of invention is extremely low. Many of the academic staff however attributed the low level of prints

in book reviewed; bibliography and patent work to lack of funds, stress recorded because of excess workload and administrative assignments and slow internet connectivity.

The adage that says ‘publish or perish’ in the academic world has a place in this research because most academics must publish in articles and conference papers to get promoted as research publication is one of the most important criteria being utilized for promotion. This explains why most academics rarely engage in patent work as the time of completion is usually lengthy and it entails a lot of funds for its implementation.

Many academics identified the inability to access funds for research as a major impediment to their research work. Oyewole (2006), Osagie (2012) and Awofiranye (2017) found that poor funding of Universities has led to frustration on the part of researchers, contributed to the problems of ‘brain-drain’ and most times leading to poor researches. Likewise, inadequate funding reduces the zeal to conduct research by academic staff. In other words, it is important that Government allocates more funds for research in the budgets to universities to aid research. Likewise, release of funds from special education trust funds like TETFUND or Industrial Training Funds (ITF) relieve individual universities from the burden of funding research. It is also important to ensure that funds are readily sourced and made available for use by institution from these funding bodies.

4.4.7 Composite Influence of Retention Strategies on Academic Staff Productivity

Findings of this study revealed that a joint relationship exists between the retention strategies (career development, participatory decision making, mentorship and motivation) and academic staff productivity. The results revealed that the independent variable has significant influence on the dependent variable. This joint influence is significant. In addition, the results substantiated that academic staff productivity will increase if these retention strategies are improved upon by University Administrators.

Results from the findings support that of Bilsel (2004) where he identified similar strategies that university administrators can utilize to create a research culture and improve productivity. In a similar view, Yazinski (2010) also mentioned some retention plans such as training, mentoring,

appreciation via compensation and benefit, making employee feel valued (Motivation). Also, where lower stress from overworking are put in place, universities will enjoy optimum productivity from their workforce.

4.4.8 Relative influence of each of the Retention Strategies on Academic Staff

Productivity

The findings of the study revealed that out of all the retention strategies (Independent Variables) participation in decision making is rated as having the highest influence on academic staff productivity followed by career development programmes. The results also revealed that motivation and mentorship have no significant influence on academic staff productivity. The findings of this study agreed with those of Tchapchet et al. (2014) and Wainaina et al., (2014) who found that workers participation in decision making has a strong correlation to an organization's productivity. This implies that if academic staff continue to participate in decisions that concerns them and the University at large, it will enhance their effective service delivery to students and in other areas of their academic life. Furthermore, when decisions taken are practically implemented by management, it increases the commitment of staff, make them more effective in the way they perform their tasks and gives them a sense of belonging.

Stakeholders in human resource try to manage issues on recruitment, training and Development, promotion and selection etc. In a bid to do this, researchers such as Osibanjo et al. (2014) have agreed that career development is crucial for the growth of any institution. The finding of this study also affirmed that the influence of career development on the academic staff productivity is rated second compared to other factors like motivation and mentoring. Training is very crucial to the development of individual both in academic and other fields. It increases the knowledge acquisition of staff who frequently undergo them and helps to improve the quality of teaching.

The revelation that motivation and mentorship have no relative joint influence on retention strategies is contrary to the findings of researchers like Upev et al. (2015) who established that motivation has a very strong influence on the productivity of staff while Megbo and Akor (2015) believe that mentoring is an important strategy for staff development and productivity.

In Universities where academic staff can participate in decision making that affects their work, they are happy and they in turn put more efforts in their activities to ensure that academic goals are achieved especially in teaching and encouragement of research activities. University Management should be interested in the academic development of their academic staff and make it a policy to always review issues on staff development because they are vital in the achievement of institutional goals, manpower development and training of students at both undergraduate and postgraduate levels.

4.5 HYPOTHESES OF THE STUDY

4.5.1 Motivation and the Productivity of Academic Staff

The result shows that there is a significant positive relationship between motivation and the productivity of academic staff. Therefore, the null hypothesis 1 is rejected. Table 4.3.1 presents the summary. The result implies that increase in motivation to include (high and regular wage level, good health service, regular promotion, loan facilities, conducive work environment, recognition) will bring about increase in the academic staff productivity. The type of relationship revealed in the result is consistent with the position of Babalola (2014) who pointed out that there is a significant positive relationship between motivation and the productivity of staff.

The issue of motivation is very important in any institution or organisation. Management in all facet of life who desire progress and advancement in their institutions should give priority to the motivation of their staff. Management should identify and do things that will make their staff happy. Motivation on the Job influences the performance of staff and overall achievement of institutional goals. Academic staff are the engine of any tertiary institution. They impact knowledge for manpower development. From the results of this study, academic staff are motivated by both Intrinsic and extrinsic factors such as recognition, job advancement (promotion) and responsibility but especially by job advancement since promotion comes only by writing of research publications and not through teaching or community/administrative responsibilities. This explains why the study corroborates that of Osamwonyi et al. (2012) which posited that academics will prefer to spend more hours on research which can earn them promotion.

This study negates that of Abdulsalam and Mawoli (2012), that found that motivation will not influence the research productivity of academic staff. Despite the emphasis on research for promotion their result showed a negative relationship between motivation and academic staff productivity. This negative effect on productivity can be linked to the funds necessary for research and publication in reputable journals. Such expenditure is usually unavoidable as most academic staff are usually responsible for sponsoring themselves to conferences, workshops, seminars and trainings. Hence, individual staff bear the financial burden for research and publications.

The study found out that the level of motivation for academic staff is above average. Motivation for academic staff mainly comes through intrinsic factors like reward for excellence for job done, health care services for themselves and family members, regular promotion, than extrinsic factors such as salary. Loans for research work were also indicated as one of the main factors that motivate staff. When loans are released for research work, it increases the chances of promotion and eventually motivates a staff to perform better.

Consequently, academic staff need to be given financial, logistic and technical support by their universities to enable them turnout optimal number of researches needed for economic, administrative, social and technological development.

4.5.2 Mentoring and the Productivity of Academic Staff

The result shows that mentoring will contribute significantly to the productivity of academic staff. With a significant level of ($r = 0.07$), the null hypothesis 2 is rejected. The relationship here implies that increase in mentoring activities brings about increase in the academic staff productivity.

The study revealed that informal mentorship programmes were available for few university lecturers and the activities that take place are mainly on research work. The study showed that there are no formal mentoring guides or procedures for either new or older academic staff in universities in south west region. Junior Academic staff are not attached to senior academics who can mentor them. It is believed that laid down guidelines and procedures for mentoring if stated by University Management will help foster the productivity of protégés.

The findings of this study agree with that of Arugu and Nweake (2014) who also found that mentorship is a training and development programme meant especially for junior academic staff and that an increase in the mentoring of academics will improve their performance.

The implications of these findings are that not all academic staff members in the faculty have benefited from mentoring. This is likely because informal mentoring evolves naturally from shared values, aspirations and interests whereas there is no formal laid down rules or policies for mentoring junior staff.

An examination of the areas in which mentors have provided support for their protégés revealed that research and publications are their main focus. This finding is in line with the conclusion of Aladejana et al., (2006) who showed that there is a tendency for mentors to engage in career development functions of research and publication since the identified areas are activities which facilitate an academic. The finding in the present study is probably a consequence of a guideline that makes promotion and advancement contingent upon research and publications made by an academic. The implication is that other professional duties of academic staff (such as teaching advancement and community service), which the faculty equally craves to improve, do not receive the desired attention.

As noted by Sweeney (2004), mentoring is one of the best tools for providing curriculum orientation to young lecturers. The faculty's mission of developing the skills of staff and fostering excellence in teaching, research and community service through mentoring may not be a reality if mentors are not carried alongside policies of the University. From the protégé's perspective, results reveal that informal mentoring functions in existing relationships are in line with Kram's (1985) two broad categories - career development and psychosocial functions. The psychosocial functions that incorporate friendship, identification, role modelling, social support and acceptance depends on the emotional bond that underlies a mentoring relationship and reflects the quality of interaction by a mentor-protégé pair.

A situation where some employees receive mentoring support and others do not, results in perceived inequity, expressed resentment, jealousy and perceived distributive injustice among those who did not obtain support. A major challenge for the faculty and university administrators

is to ensure that mentoring gets to all. This explains the need for a formal policy on mentoring and why existing informal relationships are not widespread.

4.5.3 Career Development Programmes and the Productivity of Academic Staff

The results according to Table 4.3.1 show that there is a significant positive relationship between career development programmes and academic staff productivity. The null hypothesis is therefore rejected. This positive relationship implies that increase in Career Development Programmes for staff will bring about increase in academic staff productivity.

The findings of the study showed that the only common career development programme available for academic staff in these universities is sponsor for conferences which is not constant for all. It can be drawn from the findings that opportunities for regular training, workshops and conferences, exposure to seminars to enhance research work, availability of research equipment and resources to facilitate research, opportunity for study leave, subscription to academic journals, funding of training programmes, constant research grant though important for academic productivity are not common to all academic staff. Likewise, even though availability for sponsorship to conferences is common to all but it is not all academic staff that can access such funds.

The study agreed with that of Ekundayo (2015) who found that career development programmes had been useful in increasing productivity of organisations. They argued that career development programmes will not only enhance employee's resourcefulness but will also provide them an opportunity to know their jobs and perform more competently. Hence career development programmes will increase both the employee and organisation's productivity.

4.5.4 Participation in Decision Making and the Productivity of Academic Staff

According to Table 4.12, there is a significant positive relationship between extent of participation in decision making and the academic staff productivity. Therefore, the null hypothesis 4 is rejected. The positive relationship implies that increase in extent of participation in decision making brings about increase in productivity of university academic staff.

In addition, the study showed that University lecturers are actively involved in decision making in the university to a large extent. Decision making processes have been identified in this study as very important for academic staff productivity. It was well established that when academic staff participate in decision that affect them, they are motivated and this stands as a strong tool for achieving productivity.

The finding of this study agrees with those of Saeid, Hassan and Hamid (2011) and Muindi (2011). They found that increase in employee's participation bring about increase in empowerment of employee, overall efficiency and productivity. They also found that as employee's level of participation in decision making increased they are more satisfied and productive in their daily activities.

4.6 Summary of Findings

The following are the major findings of this study:

1. The level of motivation for academic staff in the university was rated above average. Motivation factors enjoyed by staff are: reward for excellent job done, health services extended to family members, regular promotion and little bit of conducive work environment.
2. There is informal mentorship programme for few university lecturers and the activities are mainly on research work.
3. The only common career development programme available for academic staff in the university is sponsorship for conferences which is not constant for all.
4. University lecturers are actively involved in decision making in the university to a large extent.
5. University lecturers were rated as being good as far as teaching was concerned.
6. The productivity of the lecturers in term of research product was good though the concentration is on journal articles.
7. Retention strategies have significant composite influence on the lecturers' productivity. The strategies accounted for 12.6% of the total variance in the productivity of university academic staff.
8. Participating in decision making has the largest significant influence on academic staff productivity, followed by career development programmes. Others – motivation and mentorship had no significant influence on academic staff productivity.
9. There was a significant positive relationship between motivation, mentoring, career development and participatory decision making and the academic staff productivity.
10. The interviews with Deputy Registrar's confirmed that career development programmes are available for staff in all the universities sampled. Likewise, few cases of formal mentoring policies for academic staff were reported, while most mentoring opportunities focused mainly on research and publications.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The chapter presents the summary, conclusion derived from the study and proffered recommendations. The implications of the study, its contributions to knowledge, limitations as well as suggestions for further study are included in this chapter.

5.1 Summary

The study considered the academic staff productivity in relation to their research and teaching output, the extent to which academic staff are motivated, the extent to which formal or informal mentoring are being carried out in universities, the quality of productivity of academics in terms of teaching. It also examined the types of career development programmes available for academic staff and the extent of staff involvement in decision making that concerns them. The study also found out the relationship between retention strategies and academic staff productivity in universities in Nigeria. Eight research questions were raised and answered, while four hypotheses were tested at 0.05 level of significance. The theoretical framework of the study was based on Herzberg Two Factor Theory of Motivation proposed in 1959. The correlation survey research design was adopted for the study and multi-stage sampling technique was used to randomly select 1850 academic staff and 2538 students in the sampled universities. Data were collected using two (2) instruments, that is, the Retention Strategies and Academic Productivity Questionnaire (RSAPQ) and Students' Assessment of Teaching Questionnaire (SATQ).

The study revealed that the level of motivation of academic staff is above average at 65%. The study found that the only common career development programme available for academic staff in the universities in South-West, Nigeria is sponsor for conferences which is not constant for all. A weighted average of 68.4% showed that lecturers were actively involved in decisions that concern them and their universities. Similarly, the quality of teaching by academic staff as perceived by students' is rated very high (74.8%). The study also revealed that academic staff productivity in terms of research product is good, but the concentration is on journal articles.

The study found that there was a positive and significant relationship between the retention strategies and productivity of Academic Staff (Table 4.3.1). The study also revealed a joint significant influence of all the retention variables on Productivity of Academic Staff (Table 4.2.7). In addition, the study showed that participatory decision making and career development had a larger significant influence on Productivity compared with motivation and mentoring (Table 4.2.8).

The study through the interview with Deputy Registrars revealed that there were various career development opportunities for academic staff and only permanent staff can assess them depending on availability of funds. The study also found that many academic staff had benefited from the career development opportunities and that academic staff are involved to a high degree in critical decisions that concerns them.

5.2 Conclusion

In conclusion, the study indicated that retention strategies were responsible for the productivity of academic staff especially in terms of their research publications. The study also concluded that the productivity of academic staff was high but the concentration is on journal articles. Likewise, the study indicated that participatory decision making has the largest significant influence on academic staff productivity while, career development also influenced academic staff productivity to a large extent. The quality of teaching as rated by students was also very good.

The study also concluded that motivation will have a negative influence on productivity while mentoring would not have a significant positive influence on productivity of academic staff.

5.3 Implications of the Findings

Based on the findings of the study, it can be deduced that retention strategies (motivation, mentoring, participatory decision making, and career development have significant positive relationship with academic productivity (research output and teaching). In a bid to improve

academic staff productivity in Nigerian Universities, retention strategies should be adopted by University management to enhance the quality of academic staff for better performance.

There are implications for educational managers, especially in tertiary institution. The study provides a need for high level of motivation for staff. Provisions should also be made by management of universities to provide mentoring guide and policies especially for Junior academic staff who are being employed. Sourcing of funds for career development programme of their academic staff by management of universities is also important.

For academic staff, it provides them the opportunity to be more effective in their teaching and research process and to inculcate quality education in the students. For Policy makers, research and development should be accorded more priority.

5.4 Recommendations

The following recommendations were made in line with findings and conclusions from this study:

- i. Regular funds should be made available to academic staff for sponsorship for career development programmes. University Managers should ensure that funds are released for staff who desire to improve their skill through career development programmes.
- ii. Seminars should be organised for academic staff on research grant sourcing. Relevant research equipment and facilities should also be put in place to aid research work.
- iii. It was evident in the findings of the study that one of the things which motivates academic staff is reward for excellence. It is therefore recommended that staff at the helm of affairs in the Colleges, Faculties and Departments recognise and reward staff for jobs excellently carried out.
- iv. From the findings of the study it was deduced that participation in decision making will significantly influence academic staff productivity. Academic staff should therefore be allowed at all levels to make decisions on matters that affect them, and such decisions should be implemented by University Administrators.

This makes the lecturers happy and they feel motivated to continue to put in their best and produce optimally.

- v. It is recommended that assessment of teaching by students be considered and utilized as one of the criteria for promotion of academic staff in tertiary institutions.
- vi. University administrators should ensure that academic staff are trained in professional teacher education as a means to improving their teaching ability (especially for lecturers in other faculties besides Education)
- vii. Based on the finds of this research, academic staff should be encouraged to be more engaged in research activities that could produce patent work, book review, bibliography and textbooks.
- viii. Universities should develop financial rewards to facilitate teaching and research activities. It should be ensured that financial rewards / approaches are written in universities research policy. This is expected to encourage and motivate staff to conduct and produce high quality research.
- ix. University Administrators should make available formal policies on mentoring programmes especially for junior academic staff when they are being employed.
- x. Universities and other tertiary institutions should also take the issue of motivation seriously to assist in facilitating effective teaching and delivery of knowledge.
- xi. University administrators should ensure they provide good and conducive work environment and most importantly internet facilities and lightening (power) are for academic staff in their offices. The role ICT plays in knowledge acquisition in recent time is important therefore with the provision of regular electricity and internet facilities it would be more convenient for academic staff to work and undergo quality research at all times.
- xii. The Federal Government should increase the allocations given to Universities especially for research purposes. Most especially special fund should be set aside for marketing of quality researches conducted by Lecturers.
- xiii. The National Universities Commission (NUC) should ensure policies which can enhance staff productivity are formulated.

5.5 Contributions to Knowledge

The study investigated retention strategies and productivity of academic staff in Universities in South West, Nigeria. The findings showed that retention strategies have contributed positively to productivity. From the findings in the study, it was established that when all things are constant, retention strategies play a very significant role in aiding productivity. The study showed that the productivity in terms of research output is good, but the concentration is on journal articles compared to research in patent work, textbooks and bibliography. The sourcing of research grants for this purpose should be encouraged by stakeholders.

The study also informs academic staff and university administrators that formal methods of mentoring if utilized will enhance the performance and also improve interpersonal relationships between junior and senior colleagues (Academic Staff).

It is established from the study that assessment of teaching by students can also be adopted alongside quantity of research publications as a means of evaluating academic staff for promotion.

University administrators are well informed in this study that participatory decision making is a strong instrument which should be employed at all times when decisions that concern academic staff are made because it has been identified as a tool that promotes harmony and motivates staff to perform better.

The study also educates university administrators that when the independent variables are holistically utilized, it has a greater influence on the productivity which brings about optimum productivity than when the independent variables are isolated. This is contrary to many literatures which isolated the independent variables (motivation, mentoring, career development and participatory decision making). The study showed a positive relationship between motivation and productivity, mentoring and productivity, career development and productivity and participatory decision making and productivity. However, productivity will reach optimum if all the independent variables are jointly utilized. The variables have joint influence on the

productivity. They are mutually inclusive. This means that when reward for excellent job performed is being utilized as a motivator, productivity may not be influenced until when there is constant opportunity for research grants, staff development awards and participatory decision making.

Furthermore, the instrument designed for data collection has contributed to available instruments that can be adapted as template for further study in this field. Likewise, the conceptual model of the study can also be used by other researchers as the model is an original construct of the researcher.

5.6 Limitations to the Study

Problems were encountered during the administration of questionnaires. Because of the busy schedule of most academic staff (respondents) some of the questionnaires were not completed. Some institutions were writing semester examinations and academic staff were invigilating which made it a bit difficult to access them in their offices. Likewise, only four independent variables and two indices of dependent variables were considered in this study. This does not mean that the indices were not more than those considered. Other variables not mentioned in the study can be utilized to measure the productivity.

The scope of the study is restricted to the south-west of Nigeria. This is basically because of the current security challenge in the northern part of the country. Likewise, six universities were purposively selected for this study three federal and three state universities. However, the findings of the sampled universities can be generalised to a large extent in other geo-political zones in Nigeria because the universities are old and similar in characteristics to other universities in Nigeria.

5.7 Suggestions for Further Studies

The following areas are suggested for further research.

1. The influence of retention strategies on the productivity, a comparative study of federal, state and private universities in Nigeria. Although, this study covers the south-west

region, it is suggested that a comparative analysis of the productivity based on the ownership of institutions should be carried out. Federal Universities enjoy better sponsorship and academic staff may be more productivity if they enjoy sponsorships for career development programmes and better working conditions compared to their colleagues in the state or private universities. It is therefore necessary to compare the academic staff productivity in federal, state and private universities.

2. It is also suggested that the study be replicated among non teaching staff of universities either in the south west region or any other geo-political regions in Nigeria.
3. The influence of demographic and environmental factors on the productivity is another area the researcher is of the opinion that research can be carried out. It is believed that any of the variables listed above (demographic and environmental factors) could influence the academic staff productivity. It is therefore suggested as a good area for further studies.

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APPENDIX I
UNIVERSITY OF IBADAN, IBADAN, NIGERIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT

LETTER OF INTRODUCTION

Dear Sir/Ma,

This questionnaire is designed to collect information for a doctoral research.

Your sincere response to every item will be greatly appreciated towards the completion of this research work. Please note that information supplied is solely for research purposes only and you are therefore assured of anonymity and confidentiality. Thus, your full cooperation shall be enormously appreciated.

Thank you.

Adekunbi Oluremi Adelekan
Researcher
0803-349-5596
babakunbi@yahoo.com

APPENDIX II

SECTION A – BACKGROUND INFORMATION OF RESPONDENTS

Please, tick () as appropriate or fill the spaces provided.

1	Name of university in full :
2	Ownership : a) Federal (<input type="checkbox"/>) b) State (<input type="checkbox"/>) c) Private (<input type="checkbox"/>)
3	Post held:
4	Sex: Male (<input type="checkbox"/>) Female (<input type="checkbox"/>)
5	Marital status: Married (<input type="checkbox"/>) Single (<input type="checkbox"/>) Divorced / Separated (<input type="checkbox"/>)
6.	Age: Below 30 years [<input type="checkbox"/>] 30 – 39years [<input type="checkbox"/>] 40 – 49years [<input type="checkbox"/>] 50 – 59 years [<input type="checkbox"/>] 60 – 70years [<input type="checkbox"/>] 70 years and above [<input type="checkbox"/>]
7.	College / Faculty / Department:
8	Highest qualification when you joined the university:
9	Present qualification:
10	Nature of appointment: Permanent [<input type="checkbox"/>] Contract [<input type="checkbox"/>] Temporary [<input type="checkbox"/>] Sabbatical [<input type="checkbox"/>] Others (please specify) -----
11	Rank: Professor [<input type="checkbox"/>] Associate Professor [<input type="checkbox"/>] Senior Lecturer [<input type="checkbox"/>] Lecturer I [<input type="checkbox"/>] Lecturer II [<input type="checkbox"/>] Assistant Lecturer [<input type="checkbox"/>] Graduate Assistant [<input type="checkbox"/>]
12	Years of teaching experience: 1-5years [<input type="checkbox"/>] 5-10years [<input type="checkbox"/>] 10 – 15years [<input type="checkbox"/>] 15 – 20years [<input type="checkbox"/>] 25years and above [<input type="checkbox"/>]

SECTION B

ACADEMIC STAFF PUBLICATION OUTPUT (ASPO)

INSTRUCTION: Kindly fill the following information on publication output as applicable to you.

S/N	Publications	How Many	Score (For Official Use only)
1.	Patent Work		
2.	Textbooks Published		
3.	Chapter in Books		
4.	Off Shore Articles		
5.	Local Articles		
6.	Conference Paper		
7.	Bibliographies		
8.	Books reviewed		

9. What would you say has affected your research publication negatively as an academic staff in the past three years?

- (a) high cost of publication () (b) lack of time ()
(c) lack of interest to write () (d) stringent conditions that are attached to manuscript acceptance ()
(e) delay from editors who keep manuscripts for more than one year () (f) Other(s) (please specify)

10. What would you say has affected your research publications positively in the past three years?

.....
.....
.....
.....

SECTION C

ACADEMIC STAFF PRODUCTIVITY QUESTIONNAIRE (QASP)

Part A

	Kindly use the four point scale below to rate the statement that is close to your experience by ticking (☑) the information key: VVT- Very Very True (5) VT= Very True (4) TM- True of Me (3) LT- Less True of Me (2) NTM - Not True of Me (1)					
S/N	Teaching Productivity Scale: To what extent are the following true of lecturing:	VVT 5	VT 4	TM 3	LT 2	NTM 1
1	I attend my lessons according to the time-table	5	4	3	2	1
2	I attend to my Lessons always	5	4	3	2	1
3	I enter my class at the right time (i.e. not late)	5	4	3	2	1
4	I leave class at the right time (not earlier than supposed)	5	4	3	2	1
5	My students take down notes in class	5	4	3	2	1
6	I conduct test for the students in every course I teach	5	4	3	2	1
7	All assignments I give to students are marked	5	4	3	2	1
8	I return all continuous assessment (CA) marked scripts to students	5	4	3	2	1
9	I release the CA scores to students before examination commences	5	4	3	2	1
10	I attend to students' Projects as at when due.	5	4	3	2	1
11	The performance of my students at examinations are high	5	4	3	2	1
12	The performance of my students in their teaching practice/ Industrial training is high	5	4	3	2	1

Part B

S/N	Research Activities	How Many	Score (For Official Use only)
1	Number of research work done individually within a year		
2	Number of group research work carried out with Co-academics within a year		
3	Number of group research work done in the Department		
4	Number of group research work done in the Faculty		
5	Number of group research work done for your University		

SECTION D
RETENTION STRATEGIES QUESTIONNAIRE

The following are statements that concern issues relating to measures of retention strategy and its influence on Academic Staff Productivity.

Kindly use the four point scale below to rate the statement that is close to your experience by ticking (☑) the information key: GE- Great Extent (4) SE= Some Extent (3) LE- Little Extent (2) NA- Not At All (1)

S/N	Motivational Factors:	GE	SE	LE	NA
	Rate how these items concern your work:	4	3	2	1
1	Reward for excellence	4	3	2	1
2	Provision of Loans for research work.	4	3	2	1
3	Health care services to family of staff	4	3	2	1
4	Regular promotion	4	3	2	1
5	Grant for research execution	4	3	2	1
6	Conducive work environment	4	3	2	1
7	Befitting offices by status	4	3	2	1
8	Availability of facilities	4	3	2	1
9	Recognition at work	4	3	2	1
10	Interest in the job	4	3	2	1
11	Challenging tasks reduces boredom	4	3	2	1
12	Good relationship with Co-lecturers	4	3	2	1
13	Collaboration amongst academics	4	3	2	1
14	Excess workload	4	3	2	1
15	Research output increases with extra work hours	4	3	2	1
Participatory Decision Making					
Please tick the appropriate box on each of the statements: Always – A, Often – O, Occasionally – OC, Never - N					
Items		A	O	OC	N
		4	3	2	1
16	I am allowed to take part in departmental decisions in my faculty	4	3	2	1
17	The decisions in my department are made through consultation with members of	4	3	2	1

	the department				
18	In my department decisions are made by individuals who are charged with different responsibilities	4	3	2	1
19	Only senior academic staff are involved in University decision making	4	3	2	1
20	Decision making rest solely with the University Senate	4	3	2	1
21	Academic Participation in decision making processes will contribute significantly to the University's productivity	4	3	2	1
22	The HOD makes all the decisions that affect the department all by himself or herself	4	3	2	1
23	There are regular meetings between academic staff and the University authorities to discuss issues on their improvement and development	4	3	2	1

Kindly use the four point scale below to rate the statement that is close to your experience by ticking (☑) the information key: SA- Strongly Agree with statement (4) A= Agree with statement (3) DA- Disagree with statement (2) SD- Strongly Disagree with statement (1)

Rate how these items affect your Productivity		SA	A	DA	SD
24	Participatory decision making improves productivity	4	3	2	1
25	Information sharing enhances research work	4	3	2	1
26	Devolution of power allows more academics to participate in university activities	4	3	2	1
27	Participation in regular statutory meetings at all levels increases productivity	4	3	2	1
28	Timely decisions facilitates achievement of set goals	4	3	2	1

Kindly use the four point scale below to indicate how involved you are in the following decision making categories by ticking (☑) the information key: VHI- Very Highly Involved (4) HI= Highly Involved (3) PI= Partially Involved (2) NI= Not Involved (1)

How involved are you in decision making processes that take place in the following areas		VHI	HI	PI	NI
		4	3	2	1
29	Department	4	3	2	1
30	Faculty	4	3	2	1
31	University's central administration	4	3	2	1

Kindly use the four point scale below to rate the statement that is close to your experience by ticking (☑) the information key: : GE- Great Extent (4) SE= Some Extent (3) LE- Little Extent (2) NA- Not At All (1)

Mentoring		GE	SE	LE	NA
		4	3	2	1
Mentoring among academics in my department fosters:		4	3	2	1
32	I was assigned a mentor when I got this job	4	3	2	1
33	I chose an experienced academic staff as my mentor	4	3	2	1
34	My Mentor sponsors me for conferences / seminars	4	3	2	1
35	My mentor nominates me for challenging assignments	4	3	2	1
36	I undergo joint research with my mentor	4	3	2	1
37	Administrative duties undertaken by my mentor does not limit the time spent with me	4	3	2	1
38	My mentor advises me regularly on administrative / research matters	4	3	2	1
39	My Mentor assist me to draw up grant proposals	4	3	2	1
40	I draw up draft publications with the help of my mentor.	4	3	2	1
Activities with my mentor focuses mainly on		GE	SE	LE	NA
		4	3	2	1
41	Research	4	3	2	1
42	Publications	4	3	2	1
43	Administrative functions	4	3	2	1
44	Service to the community	4	3	2	1
45	Classroom teaching	4	3	2	1
46	Effective professional Practice				
47	Please state any other activity/ies not mentioned above.				
CAREER DEVELOPMENT: What is your agreement or otherwise on access to each of the following programmes or projects?		SA	A	D	SD
		4	3	2	1
48	Regular attendance at trainings/workshops and conferences	4	3	2	1
49	Exposure at conferences/workshops/seminars	4	3	2	1
50	Access to research equipment	4	3	2	1
51	Constant sponsorship for conferences	4	3	2	1
52	Academics enjoy frequent research grants	4	3	2	1
53	Frequent opportunities for Staff Development Awards	4	3	2	1

54	Opportunities for study leave	4	3	2	1
55	Institutional Support for article publication	4	3	2	1
56	Funding of training facilitates / opportunities	4	3	2	1

APPENDIX III
UNIVERSITY OF IBADAN, FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT
STUDENTS' ASSESSMENT ON TEACHING QUESTIONNAIRE (SATQ)

The following are statements that concern issues relating to the teaching assessment of academic staff.

Kindly use the four point scale below to rate the statement that is close to your experience by ticking (☑) the information key: EX- Excellent (4) VG= Very Good (3) G- Good (2) F- Fair (1)					
S/N	Items on the teaching assessment of academic staff	EX 4	VG 3	G 2	F 1
1.	Clarity of expression				
2.	Timely coverage of content				
3.	Punctuality at lectures				
4.	Mastery of Subject				
5.	Professional conduct				
6.	Respect for Students				
7.	Development of student interest in the subject				
8.	Students' understanding of lectures				
9.	Element of proper planning				
10.	Quality of lecture notes				
11.	Availability of Lecture notes				
12.	Relevance of lecture notes to course of study				
13.	Timely feedback on assessment				
14.	Class work are effectively sectionalized				
15.	Students are encouraged to ask questions in class.				
16.	The Lecturer is approachable (allows students to consult him during his specified consultation hours for more explanations on the work).				
17.	Clear guidelines on the standard of work expected from us.				

18	The manner in which the lecturer controls of the class contributes positively to learning				
19	Positive contributions to learning by my classmates				
20.	Exposure to practical work is commendable				
21.	Regular homework which helps to understand the work are given				
22.	Satisfaction on assistance given by tutors/lecturers				
23.	Effective use of media (Overhead slides, Power point, e-learning equipment etc) equipment to explain the work.				

APPENDIX IV

UNIVERSITY OF IBADAN, FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

INTERVIEW GUIDE FOR DEPUTY REGISTRAR HUMAN RESOURCES UNIT

1. Kindly mention the career development opportunities available for academic staff in your university?
2. What proportion of academic staff have benefited from such opportunities in the last three years?
3. How often could an academic staff be considered for the following opportunities?
 - Sponsorship for conferences
 - Training/workshops/seminars
 - Research grants
 - Staff development awards
 - Study leave
4. Kindly comment on the involvement of academic staff of your university in decision making processes.