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PSYCHOLOGICAL DETERMINANTS OF ACADEMIC STAFF RETENTION IN PUBLIC UNIVERSITIES IN ADAMAWA STATE, NIGERIA

ABSTRACT

This study examined the psychological determinants of academic staff retention in public universities in Adamawa State, Nigeria, between 2011 and 2021. The specific objectives were to assess the impact of leadership, remuneration, organisational support, and procedural justice on staff retention. The research focused on tenure academic staff from Modibbo Adama University, Yola, and Adamawa State University, Mubi, with a total population of 1,336. Using purposive and simple random sampling techniques, 500 questionnaires were distributed, out of which 408 were completed and returned. Data were collected through structured questionnaires and analyzed using descriptive statistical methods. Findings revealed that psychological factors such as promotion, compensation, and supervisor support are perceived positively by academic staff, with mean values above the threshold of 3.00, indicating strong consensus on their effectiveness. Regular and merit-based promotions, fair compensation, and supportive departmental leadership were identified as key drivers of staff retention. Based on these findings, the study recommends enhancing transparency in promotion processes, improving compensation structures, and strengthening supervisory support to further boost retention and engagement among academic staff.

Keywords: *Academic Staff Retention, Psychological Factors, Promotion, Compensation, Supervisor Support.*

Introduction

The success and sustainability of universities largely depend on their ability to attract, develop, and retain competent academic staff. In Nigeria, the increasing competition among universities for highly qualified personnel has heightened the need for effective retention strategies. Public universities in Adamawa State, like many others across the country, face significant challenges related to the retention of academic staff, which affects their ability to achieve their educational and research mandates. Given the pivotal role academic staff play in advancing learning, fostering innovation, and supporting national development, understanding the factors that influence their retention has become a critical concern. Among the many factors influencing staff retention, psychological factors such as perceptions of promotion opportunities, compensation, and supervisory support have emerged as particularly significant. When academic staff perceive fairness in promotions, receive adequate compensation, and enjoy supportive relationships with their supervisors, they are more likely to remain committed to their institutions. Conversely, dissatisfaction in these areas often leads to higher turnover rates, impacting institutional performance and continuity (Obi, Nwosu, & Okoro, 2023; Ahmed & Yusuf, 2024). This study, therefore, seeks to investigate the influence of psychological factors on academic staff retention in public universities in Adamawa State, Nigeria.

Specifically, it aims to: examine the effect of promotion on academic staff retention; evaluate the impact of compensation on academic staff retention; and assess the impact of supervisor's support on academic staff retention. The findings are expected to provide insights for university management to design effective policies that enhance staff motivation, satisfaction, and long-term commitment.

Statement of the Problem

Universities globally, whether public or private, are established to foster learning, develop technical skills, and drive research and innovation for societal advancement. In this context, the quality of academic staff is critical to a university's success. In Nigeria, the rapid proliferation of universities totalling 170 institutions (Nwagwu, 2021) has intensified competition for quality academic staff. Consequently, universities face high turnover rates, resulting in significant training costs and the loss of experienced personnel critical to delivering their core mandates. Public universities in Adamawa State have grown steadily but continue to struggle with staff training and retention. For instance, Modibbo Adama University, Yola, trained 673 Ph.D. and 303 Master's graduates during the review period of 2011-2021 but lost 81 academic staff (7.5%). Similarly, Adamawa State University, Mubi, trained 120 Ph.D. and 176 Master's graduates yet experienced a 40.1% academic staff turnover. This worrying trend calls into question the effectiveness of staff retention policies in these institutions.

Objectives of the Study

The broad objective of this study is to assess the influence of psychological factors on academic staff retention in public universities in Adamawa State, Nigeria. The specific objectives are to;

- i. Examine the effect of promotion on academic staff retention in public universities in Adamawa State, Nigeria.
- ii. Evaluate the impact of compensation on academic staff retention in public universities in Adamawa State, Nigeria.
- iii. Access the impact of supervisor's support on academic staff retention in public universities in Adamawa State, Nigeria.

Scope of the Study

This study focuses on public universities in Adamawa State from 2011 to 2021, examining the influence of psychological factors namely promotion, compensation, and supervisor support on the retention of academic staff in public universities in Adamawa State, Nigeria. The research specifically focuses on institutions within this region due to their unique socio-political and economic challenges, including the on-going insurgency, which has disrupted academic activities and threatened the safety and stability of both staff and students. By concentrating on Adamawa State, the study captures the nuanced realities and decisions academic staff face in such a volatile environment, providing a localized understanding of staff retention challenges in conflict-affected zones.

Additionally, the study is shaped by broader economic and institutional factors, such as Nigeria's high inflation rate and the prolonged industrial actions by the Academic Staff Union of Universities (ASUU). These conditions significantly impact staff morale and financial stability, making them critical to understanding retention behavior. The scope, therefore, does not only include psychological workplace factors but also contextual influences that affect staff perceptions and decisions. This narrowed focus allows for more in-depth insights into how these factors generally influence staff retention specifically in Adamawa State's public university system.

Literature Review

Academic Staff Retention

Staff retention is defined by Phillip and Connell (2003) as managing and keeping talented employees through innovative programmes, while Chaminade (2007) describes it as an organisation's

voluntary efforts to engage staff long-term. Lockwood (2006) links staff retention to talent management strategies aimed at enhancing workplace productivity by attracting, developing, and retaining skilled individuals. In the academic context, Bushe (2012) sees staff retention as the ability of institutions to employ and sustain competent academic personnel by creating a quality work environment and becoming an employer of choice.

Retention is crucial for preventing the loss of capable staff, as poor retention harms motivation, commitment, and performance. In human resource management, retaining staff is vital for maintaining competitive advantage, especially where specialist skills are scarce (Phillip & Connell, 2003). Universities, being knowledge-driven institutions, cannot afford to lose their skilled academic staff (Netswera, Rankhumise & Mavundla, 2005). Bushe, Chiwira, and Chawawa (2012) stress that retaining talented academics is critical, given the rising demand and competition for qualified scholars.

Retention strategies vary across universities but generally include communicating staff contributions to institutional goals, building trust, enhancing management skills, providing leadership training, clarifying roles, and rewarding top talent (Netswera et al., 2005). However, successful retention requires strategic, long-term human resource planning. Although Rosser (2004) notes that staff turnover may offer financial savings by replacing senior staff with lower-paid novices, the disadvantages of high turnover usually outweigh the benefits, making it essential for institutions to retain valuable staff (Pienaar et al., 2008).

Psychological Factors Influence on Academic Staff Retention

Psychological factors are the aspect of job such as work roles, interpersonal relationships at work, design and content of tasks. Psychological factors affect a strong sense of emotional interest in an activity. The emotional interest originates from within the individual and appeal to satisfaction of psychological needs. These factors include needs for advancement which are achieved through promotion, compensation and supervisor support as discussed below:

Promotion and Academic Staff Retention

Promotion is about movement of a staff to higher rank. Promotion opportunities affect staff retention. Promotional opportunities refer to the degree a staff perceives his or her chances to grow and be promoted within the institution. Staffs expect to work in jobs that provide them with opportunities to be promoted to new and challenging positions. Dockel (2003) strongly argued that people should not only be rewarded financially but they should also be offered opportunities to grow within the institution. Promotion offers opportunities for advancement and is one of Herzberg motivators which can be used to enhance retention. Staffs who feel stagnant in their positions generally are not motivated and will not stay in unfulfilling positions. On the other hand, staffs who are promoted receive increased pay, high status and their esteem is boosted, resulting in increased job satisfaction unlike staff that stagnates in the same position. Promotion systems and procedures can play a major role in retention within universities, affecting the desire to leave for career progression elsewhere.

Since it is not possible to promote all staff, Kipkebut (2010), recommended that the promotion procedures must be seen to be fair, clear and objective, thereby mitigating the negative feelings of staff who are not promoted. According to Armstrong (2010), the aim of promotion procedures of an institution should be to enable management to obtain the best talent available within it, to fill more senior posts and, to provide staff with the opportunity to advance their careers, in accordance with the opportunities available (considering equal opportunity policies) and their own abilities. Career minded staffs consider career growth and development as a crucial deciding factor in their decision to remain within an institution or leave. Where growth is not guaranteed, staff leave for alternative employment. This is because career growth in terms of promotion help staff to plan and to be better equipped with the right skills to remain competitive. When staffs have opportunity to be promoted, they tend to build their career life around the institution, and this can inform their decision to remain. Michael (2008) therefore maintained that the management of institutions should also focus on helping staff progress in their career

especially young and inexperienced ones since if there are unable to get on with their jobs, are likely to leave the institution for another they consider offers better job prospects. Within the university system, promotion for academic staff is dependent on these three (3) criteria of teaching, research and publications. However, due to financial constraints; non-prioritization of research by government and inadequate publishing facilities, publishing of refereed articles has become a monumental challenge for Nigeria and other African academics which have affect staff promotion in these institutions. Tettey (2006) observed that the promotional procedures in African Universities are long, stressful and cumbersome while the requirements are unreasonable such that academics are frustrated by the inconsistencies and rigidity in the application of the promotion criteria.

In a study of Nigerian higher education institutions, Mallam (1994) found that the second most influential factor on voluntary turnover was the opportunity for promotion. It is not merely the lack of promotions itself which was seen as a problem by academics, but also the criteria on which it was based. Waswa and Katana (2008) noted that other than the inconsistent promotion criteria, another challenge in public universities is how to break the connection of promotion from establishments and the availability of funds given by the exchequer that this ends up denying deserving persons their rightful upward mobility. Consequently, Kipkebut (2010) indicated that there is a relationship between promotion and promotional opportunities with intention to leave among the staff in universities in Nigeria.

Compensation and Academic Staff Retention

Ibrahim, Usman and Bagudu (2013), postulated that compensation is the remuneration received by employees in return of their contribution to the organization. It is an organized practice that involves balancing the work employee relation by providing the monetary and non-monetary benefits to employees. Compensation is one of the major factors affecting staff retention. Compensation plays a significant role in attracting and retaining good staff, especially those staff who give outstanding performance or unique skills which are indispensable to the institution however, compensation is shown to be job related. According to Okonofua (2017), organisations adopt a strategy of low wages if the work is simple and requires little training while institutions competing in high labour markets with complex technical jobs, adopt the high wages strategy. Ng'ethe, Iravo and Nausonge (2012) argue that competitive compensation package is a strong commitment for factors that build strong commitment by workers. Generally, fair and adequate compensation helps in retention of staff irrespective of their skills and contribution to the organisation. The ability of an organisation to be compensated as a retention strategy is affected by the compensation offered by other organisations. Organisations that offer high compensation package compared to others, would likely experience staff low turnover rate. Okonofua (2017), also noted that high compensation package by organisations creates a culture of excellence. Compensation is considered an important factor for attracting and retaining staff, but fair wages are key element of an implied and contractual bond between employers and staff, the underlying supposition being that monetary compensation can persuade behaviour. Salau (2017) opined that wage is the key factor influencing staff attraction and retention, and plays an important role in the recruitment process.

Supervisor Support and Academic Staff Retention

Supervisor's support is the degree of assistance provided by leaders to staff in the performance of their job. Supervisor support is related to leadership style. Leadership style is considered as an affective factor in staff retention. The relationship between supervisor and workers plays pivotal role in staff turnover intention. The institution "human face" is supervisors. If there is supervisor support and an open communication and good relationship with staff, the staffs are more engaged with the organisation and turnover intentions are likely to be less, (Greenhaus, Allen & Spector, 2016). It is documented that if the relationship among workers and supervisors are very strong or good the workers will not seek new employment opportunity; rather they will stay with the organisation and vice versa (Nwadiani, & Akpotu, 2002). It is therefore noted that well skilled workers may easily find good jobs elsewhere. Thereby, an

effective way for retaining these skilled staff is to enhance friendly and close working environment and to promote leader (supervisor) support.

Theoretical Framework

The Decision-Making Theory provides a useful lens through which to examine the influence of psychological factors specifically promotion, compensation, and supervisor support on academic staff retention in public universities in Adamawa State, Nigeria. This theory posits that individuals make rational choices based on available information, alternatives, and expected outcomes (March & Simon, 1993). Applying this theory, academic staffs assess their work environment, considering whether promotional opportunities are transparent and attainable. If promotion pathways are clear and consistently rewarded, staff are more likely to perceive the institution as supportive of their professional growth, thus increasing their commitment and retention. The decision to remain is therefore influenced by how promotion aligns with their long-term career objectives.

Similarly, compensation and supervisor support are evaluated through the same decision-making framework. When academic staff perceive their compensation as equitable and reflective of their efforts, they are more inclined to remain in their positions. Additionally, supervisor support such as mentorship, recognition, and open communication serves as a critical psychological factor that fosters trust and job satisfaction. When these elements are present, staff are more likely to decide in favor of continued employment within the institution. Hence, retention becomes a result of a rational decision-making process influenced by how well the institution meets psychological and professional needs (March & Simon, 1993).

Methodology

Population of the Study

The academic staff members in Modibbo Adama University, Yola consists of one thousand and eighty-four (1,084) tenure academic staff, and three hundred and sixty-nine (369) academic staff, that are on contract, sabbatical and part-time (Office of the Registrar, Staff Development Unit. (MAU Yola, 2023). Meanwhile, that of Adamawa State University Mubi comprised of two hundred and fifty-two (252) tenure academic staff, eight (08) Contract staff, eighteen (18) Visiting staff, seven (7) Sabbatical staff, and five (5) part-time staff which gives a total of two hundred and ninety (290) academic staff. (Office of the Registrar ADSU, Mubi. Establishment Div.). However, it is crucial to state that contract, sabbatical and part-time academic staff are excluded from the study as they may not have basis to form any long-lasting attachment with the universities, Thereby, the total population of the study is one thousand, three hundred and thirty-six (1, 336).

Sampling and Sampling Technique

This study adopted the simple random and purposive sampling technique, the study administered a total number of five hundred (500) questionnaires to both universities, and four hundred and eight (408) were completed and returned. The sample size is between two hundred (200) and four hundred (400) as recommended by Hair, Bush, and Ortinau (2006), and Beaujean (2014) for additional studies; sample size of three hundred (300) recommended by Bujang, Sa'at and Sidik (2017), for regression analysis.

Method of Data Collection

The data for this work were collected through the following steps: questionnaires were administered by the researchers with the help of research assistants who helped to identify academic staff within the institutions. The research assistants were equally trained on how to administer the questionnaire and retrieve same from the respondents in a way that would limit missing responses and unreturned questionnaires. To serve as "safety net" against attrition, 20% of the total sample was added to the copies of the questionnaire administered to the respondents. This was the best way of ensuring high completion rates than the Mail Surveys (Krishnamurthy & Hansen 2009).

Table 1: Descriptive Statistics on Promotion, Compensation and Supervisor's Support in Public Universities

Item	SD	D	N	A	SA	Mean	SD
Academic staff promotions are regular in the university as stipulated by law	33(8.1)	25(6.1)	43(10.5)	215(52.7)	92(22.5)	3.75	1.117
There are opportunities for promotion in the University	28(6.9)	32(7.8)	48(11.8)	233(57.1)	67(16.4)	3.68	1.056
Promotions are always based on merit in the university	37(9.1)	21(5.1)	75(18.4)	203(49.8)	72(17.6)	3.62	1.113
The promotion criteria in the university is biased towards publications	44(10.8)	70(17.2)	91(22.3)	159(39.0)	44(10.8)	3.22	1.175
Internal promotion is emphasized in this university than external recruitment	21(5.1)	38(9.3)	144(35.3)	142(34.8)	63(15.4)	3.46	1.027
There is a clear promotion policy/criteria in the university	13(3.2)	33(8.1)	68(16.7)	225(55.)	69(16.9)	3.75	0.940
What is printed in the promotion policy/criteria is what is being practiced	21(5.1)	42(10.3)	98(24.0)	209(51.)	38(9.3)	3.49	0.976
Compensation plays a significant role in retaining good academic staff	23(5.6)	42(10.3)	78(19.1)	217(53.)	48(11.8)	3.55	1.015
The university's fair and adequate compensation helps retention	39(9.6)	60(14.7)	91(22.3)	155(38.)	63(15.4)	3.35	1.186
Fair wages are key elements of an implied and contractual bond between me and the University	18(4.4)	42(10.3)	108(26.)	191(46.)	49(12.0)	3.52	0.981
I have good support from my Head of Department	15(3.7)	43(10.5)	75(18.4)	177(43.)	98(24.0)	3.74	1.053
Overall Mean						3.56	0.969

Note: (1) Values in parenthesis represent percentage (%). (2) Acceptance (χ is 3 and above); Rejection ($\bar{\chi}$ is less than 3)

Source: Field Survey 2023

The psychological factor of promotion, compensation and supervisor support was measured in this study using eleven (11) statements. Table 1 reveals with respect to the first statement that 58 (33 and 25) respondents representing 14.2% (8.1% and 6.1%) disagreed on the statement that academic staff promotions are regular in the university as stipulated by law, 307 (215 and 92) respondents representing 75.2% (52.7% and 22.5%) agreed on the statement, while 43 respondents representing 10.5% were indifferent. The mean value of 3.75 is above the mean threshold of 3.00 which is evidence to conclude that academic staff promotions are regular within the time stipulated by law. The standard deviation of

1.117 is low and implies that the responses of the respondents on the statement were not widely dispersed.

Table 1 indicates that 60 (28 and 32) respondents representing 14.7% (6.9% and 7.8%) disagreed on the statement that there are opportunities for promotion in their universities, 300 (233 and 67) respondents representing 73.5% (57.1% and 16.4%) agreed on the statement, while 48 respondents representing 11.8% were indifferent. The mean value of 3.68 is high and indicative that there are opportunities for promotion for academic staff in the surveyed public universities. The standard deviation of 1.056 is lower than the mean value of 3.68, implying that the responses of the respondents on the statement were not widely dispersed.

The responses with regards to the third statement indicates that 58 (37 and 21) respondents representing 14.2% (9.1% and 5.1%) disagreed on the statement that promotion in their university is always based on merit, 275 (203 and 72) respondents representing 67.4% (49.8% and 17.6%) agreed on the statement, while 75 respondents representing 18.4% refrained from commenting on the issue. The mean value of 3.62 is above the mean threshold of 3.00 which is evidence to conclude that promotion in the public universities is always based on merit. The standard deviation of 1.113 is low and an indication that the responses of the respondents on the statement were not widely dispersed.

Table 1 reveals that 114 (44 and 70) respondents representing 28% (10.8% and 17.2%) disagreed on the statement that the promotion criteria in the university is biased to publication, 203 (159 and 44) respondents representing 49.8% (39.0% and 10.8%) agreed that the promotion criteria favours publication than other criteria, while 91 respondents representing 22.3% were indifferent. The mean value of 3.22 is above the mean threshold of 3.00, thus, provides basis to conclude that the promotion criterion of the public universities is biased to publication. The standard deviation of 1.175 is lower than the mean value of 3.22, suggesting that the responses of the respondents on the statement were not widely dispersed.

Table 1 shows with respect to the fifth statement that 59 (21 and 38) respondents representing 14.4% (5.1% and 9.3%) disagreed that internal promotion is emphasised in the university over external recruitment, 205 (142 and 63) respondents representing 50.2% (34.8% and 15.4%) were in affirmative on the statement, while 144 respondents representing 35.3% were neutral. The mean value of 3.46 exceeds the mean threshold of 3.00 hence is evidence to conclude that internal promotion is emphasised in the public universities over external recruitment. The standard deviation of 1.027 is lower than the mean value of 3.46 which is suggestive that the responses of the respondents on the statement were not widely dispersed.

It is also clear from the Table that 46 (13 and 33) respondents representing 11.3% (3.2% and 8.11%) disagreed on the statement that there is a clear promotion policy/criterion in the university, whereas 294 (225 and 69) respondents representing 72% (55.1% and 16.9%) agreed on the statement with 681 respondents representing 16.7% being indifferent. The mean value of 3.75 is high and provides basis to conclude that there is a clear promotion policy/criterion in the university. The standard deviation of 0.940 which is low is indicative that the responses of the respondents on the statement were not widely dispersed.

Table 1 reveals with respect to the seventh statement that 63 (21 and 42) respondents representing 15.4% (5.1% and 10.3%) disagreed on the statement that what is printed in the promotion policy/criteria is what is adopted for promotion, 247 (209 and 38) respondents representing 60.5% (51.2% and 9.3%) agreed on the statement, while 98 respondents representing 24.0% were indifferent. The mean value of 3.49 is above the mean threshold of 3.00 which is premise to conclude that what is printed as the promotion policy/criteria of the public universities is what is applied for the promotion of academic staff. The standard deviation of 0.976 is lower than the mean value of 3.49 therefore indicates that the responses of the respondents on the statement were not widely dispersed.

The responses generated with respect to the eighth statement shows that 65 (23 and 42) respondents representing 15.9% (5.6% and 10.3%) disagreed on the statement that compensation plays a significant

role in retaining qualified and good academic staff, 265 (217 and 48) respondents representing 65% (53.2% and 11.8 %) agreed on the statement, while 78 respondents representing 19.1% were indifferent. The mean value of 3.55 is above the mean threshold of 3.00, thus, provides basis to conclude that compensation plays a significant role in retaining qualified and good academic staff in public universities. The standard deviation of 1.015 is lower than the mean value of 3.55, suggesting that the responses of the respondents on the statement were not widely dispersed.

Table 1 shows that 99 (39 and 60) respondents representing 24.3% (9.6% and 14.7%) disagreed on the statement that fair and adequate compensation helps to retain staff in the university, whereas 182 (155 and 63) respondents representing 53.4% (38.0% and 15.4%) agreed on the statement, while 91 respondents representing 22.3% did not comment. The mean value of 3.35 is above the mean threshold of 3.00 therefore provides basis to conclude that fair and adequate compensation by universities helps to retain academic staff. The standard deviation of 1.186 is low and an indication that the responses of the respondents on the statement were not widely dispersed.

It is also clear from Table 1 that 60 (18 and 42) respondents representing 14.7% (4.4% and 10.3%) disagreed on the statement that fair wages are a key element of an implied and contractual bond between the academic staff and university, 240 (191 and 49) respondents representing 58.8% (46.81% and 2.0%) agreed on the statement, while 108 respondents representing 26.5% were indifferent. The mean value of 3.52 is high and evidence that fair wages is a key element of an implied and contractual bond between the academic staff and university. The standard deviation of 1.0.981 is low, implying that the responses of the respondents on the statement were not widely dispersed.

Lastly, Table 1 shows that 58 (15 and 43) respondents representing 14.2% (3.7% and 10.5%) disagreed on the statement that they enjoy a good support from their head of department, 275 (177 and 98) respondents representing 67.4% (43.4% and 24.0%) agreed on the statement, while 75 respondents representing 18.4% were indifferent. The mean value of 3.74 is high and is evidence to conclude that the academic staff enjoy a good support from their heads of departments. The standard deviation of 1.969 is lower than the mean value of 3.74, suggesting that the responses of the respondents on the statement were not widely dispersed.

Table 1 shows an overall computed mean of 3.56 which is above the mean threshold of 3.00 and is enough basis to conclude that promotion, compensation and supervisor support in the surveyed public universities is good thus capable of influencing the decision of academic staff not to leave their university.

Recent studies affirm that regular and merit-based promotions, fair compensation, and supportive supervision significantly contribute to academic staff retention and job satisfaction in public universities. Aguinis et al. (2023) emphasize that fulfilling psychological contracts through performance-based promotions and fair treatment strengthens staff loyalty. Similarly, Okafor, Ifekem and Adeyi (2019) found that transparent promotion practices and adequate compensation positively influence staff retention. Swanzy (2020) reported that supervisor support is a critical driver of academic commitment, while Ugochukwu and Onuoha (2020) linked these factors to enhanced job satisfaction among university lecturers.

Summary and Conclusion

The study evaluated the psychological factors of promotion, compensation, and supervisor support using eleven structured statements. The findings from reveal that across all statements, the mean values consistently exceeded the threshold of 3.00, indicating overall positive perceptions among academic staff in public universities.

Specifically, a significant majority of respondents agreed that promotions are regular, merit-based, and clearly guided by policy, with internal promotion preferred over external recruitment. Promotion criteria were seen as biased toward publication, yet still perceived as transparent and consistently applied. Respondents agreed that compensation plays a critical role in retaining qualified staff, with fair and adequate pay considered a key element of the employment relationship. Finally, supervisory

support was rated positively, with most academic staff acknowledging good support from their heads of departments.

The standard deviations across all items were low, implying a strong consensus among respondents and minimal variability in their responses.

Conclusively, the analysis shows that academic staff in the surveyed public universities perceive the structures around promotion, compensation, and supervisor support as generally positive and effective. These psychological factors significantly contribute to job satisfaction and are likely to influence the decision of staff to remain in their institutions. Strengthening these areas can further enhance employee engagement and reduce turnover in the academic workforce.

Recommendations

The following recommendations were proposed:

- i. Universities should continue to maintain and improve the regularity, clarity, and merit-based nature of promotion policies, while addressing concerns about perceived bias (e.g., overemphasis on publications) to enhance trust and motivation among academic staff.
- ii. Public universities should review and upgrade compensation structures to ensure fairness, adequacy, and competitiveness, recognizing compensation as a significant factor in retaining qualified academic personnel.
- iii. Institutionalize training and accountability systems for departmental heads to sustain and enhance supportive leadership, as positive supervisor relationships significantly influence staff commitment and retention.

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MODIBBO ADAMA UNIVERSITY OF TECHNOLOGY, YOLA

P.M.B. 2076, YOLA, ADAMAWA STATE, NIGERIA.

(Office of the Registrar)

RECRUITMENT, HOUSING & STAFF DEVELOPMENT UNIT

Registrar:

Alh. Ibrahim Ahmadu Ribadu, B.A (Hons) Unimaid

CABLE: MAUTECH, YOLA

08051995707, 08036162740

Email:register@mautech.edu.ng

MAU/R,SD&H/VOL.1

17th August, 2023

RE: REQUEST FOR DATA FOR THE PURPOSE OF RESEARCH WORK ONLY

Reference to your request for data in this Unit (Staff Development and Housing Unit) below is the information as requested;

1. Total Number of Tenure Appointment is 1,084
2. Total Number of Contract, Visiting, Part-Time and Sabbatical Appointment is 369
3. Total Number of Academic Staff Trained abroad for PhD is 234 and Masters is 22
4. Total Number of Academic Staff Trained within the Country for PhD is 436 and Masters is 281
5. Total Number of Academic Staff that left the University is 81

Thank you.

Abubakar Haruna
SD&H



ADAMAWA STATE UNIVERSITY, MUBI
(Office of the Registrar)

Our Ref: MPhil/PhD/9332190008

7th November, 2022

Your Ref: _____

Date: _____

Ngamsan Jirah Sunday,
Department of Political Science
and Administration,
Adamawa State University,
Mubi.

Dear Sunday,

RE: APPLICATION FOR UPDATE OF DATA FOR Ph.D DISSERTATION

Your letter dated 18th October, 2022 on the above subject matter refers.

I am directed to provide you with below information as per your request:

i.	Total number of Tenure Academic Staff	-	252
ii.	Total number of:		
	- Contract Academic Staff	-	08
	- Visiting Academic Staff	-	18
	- Part-Time Academic Staff	-	05
	- Sabbatical Academic Staff	-	07
iii.	Total number of Academic Staff trained abroad:		
	- Ph.D	-	58
	- M.Sc.	-	22
iv.	Total number of Academic Staff trained with Nigeria:		
	- Ph.D	-	62
	- M.Sc.	-	154
v.	Total number of Academic Staff that left University within 2010-2021	-	101

The information provided is for your research purpose and you will abide by the rules of confidentiality as assured in your letter, please.

Thank you.

Abubakar Modibbo
PAR (Establishment)
For: REGISTRAR