

Impact Assessment of Training and Development in Nigeria University System for Job Satisfaction and Academic Staff Retention

Mr. Ngamsan Jirah Sunday & Mall. Yusuf Isa
Adamawa State University, Mubi, Department of Public Administration

ABSTRACT

The crucial role that effective human resource management plays in the success and productivity of universities can't be overstated. Despite its difficulty, it provides a competitive advantage. Well-skilled academic staff are invaluable to a university as they have a strong impact on its productivity. Currently, many universities struggle with retaining academic staff and ensuring job satisfaction. This study focuses on examining the relationship between training and development, job satisfaction, and academic staff retention among the academic staff at Taraba State University and Federal University of Wukari in Nigeria. The study is quantitative and relies on a closed-ended questionnaire administered to 150 academic staff members of both institutions. The data were analyzed using regression analysis in SPSS. Results showed that training and development have a significant effect on job satisfaction and academic staff retention. The findings, limitations, and suggestions for future research were also discussed.

Keywords: training, development, job satisfaction, retention.

INTRODUCTION

Academic staff retention is currently the most pressing challenge faced by Nigeria's educational sector in this era of globalization and advanced technology. To remain competitive and successful, universities must focus on developing retention strategies that are suitable for the contemporary world. The high turnover and low job satisfaction among academic staff in many educational institutions is causing significant harm to these systems. Retaining skilled academic staff is crucial for universities, as the process of attracting and selecting new staff is both time-consuming and costly (Adesola, 2017).

Academic staff with high skill and competence are considered to be the most valuable asset for any educational system, as their influence on the development, profitability, and reputation of the institution is immense. A positive performance from academic staff leads to success and achievements for the university, whereas a negative performance can result in failure, making academic staff the backbone of any university establishment (Nguyen & Duong, 2020).

The growth and development of human capital is at the heart of education, and this applies to academic staff in the university sector who play a crucial role. Providing training and development opportunities to these individuals should be a top priority, as it will help them perform their jobs more effectively and efficiently. The service industry of education cannot survive without academic staff and ensuring their education, training, development, and job satisfaction are of utmost importance (Paposa & Kumar, 2019).

In this age of advanced technology, academic staff retention has become a critical need for all educational institutions. With the increasing number of schools, colleges, and universities, there is a shortage of highly skilled academic staff. Retention begins with the recruitment and selection of the right individuals and the implementation of strategies to keep academic staff active and motivated. The concept of retention is gaining popularity due to new trends, globalization, and the availability of job opportunities outside of

education with attractive remuneration packages and welfare policies (Malik, Baig & Manzoor, 2020).

Academic staff retention refers to the capacity of universities to retain their academic personnel and is achieved through a combination of different plans, arrangements, and strategies aimed at prolonging their stay. This contributes to enhancing the competitiveness and cognitive abilities of the academic staff (UNESCO, 2018). However, high academic staff turnover is a hindrance to the success of educational institutions, making it a pressing issue that universities are trying to address.

Job satisfaction, which refers to the level of pleasure or happiness an individual associates with their job, is a critical component affecting academic staff performance and commitment. It has been acknowledged by several motivation theories, including Maslow's hierarchy of needs and Douglas McGregor's theory X and Y, as having a significant impact on institutions (Jehanzeb & Mohanty, 2018). Unfortunately, few educational institutions prioritize job satisfaction, leading to increased absenteeism and turnover among academic staff (Sumayya et al., 2020).

Training and development, aimed at improving institutional efficiency and effectiveness through learning, by changing academic staff behaviour and enhancing their skills and knowledge, has become a popular pursuit among organizations seeking to improve performance and growth (Macali & Almari, 2019). While initially considered an expense, investment in training and development has proven to be beneficial, as research has shown that there is a strong correlation between training and commitment, and a negative relationship between commitment and academic staff turnover (Khan, 2018). A study by Omoikhudu (2017) found that training has a significant impact on academic staff decisions to leave or stay, and a study by Noe (2010) found that universities that incorporate training and development practices experience increased academic staff satisfaction and decreased turnover.

The study aims to examine the relationship between training and development, job satisfaction, and retention among academic staff at Taraba State University and Federal University Wukari in Nigeria. It is expected to serve as a guide for educational institutions, especially human resource professionals and management, on how to attract, satisfy, and retain skilled and competent academic staff through training.

LITERATURE REVIEW

Globalization and advancements in technology have resulted in the world becoming more interconnected. As a result, universities must strive to maintain competitiveness in order to remain competitive among other organizations. The competitiveness of educational institutions can be evaluated by evaluating the level of knowledge, skills, and abilities of their academic faculty, as noted by Jehanzeb and Bashir (2013).

Underpinning Theories/Models

The relationship between training and development, job satisfaction, and academic staff retention can be analyzed through the lens of Maslow's hierarchy of needs theory. According to Maslow, there are five fundamental needs: physiological, safety, love and belonging, esteem, and self-actualization. This theory suggests that training and development constitutes a basic need for academic staff in order to perform their duties effectively. When educational institutions prioritize the training and development of their academic staff and provide them with the necessary training to fulfill their job responsibilities, it can alleviate stress levels and foster a sense of belonging and loyalty among the staff. Ultimately, this leads to higher job satisfaction, stronger commitments, and reduced turnover intentions.

Training and Development

The training and development of academic staff is a systematic process aimed at promoting the

advancement and enhancement of their knowledge, skills, expertise, potential, and capabilities, with the ultimate goal of increasing the efficiency of the institution. As a crucial aspect of human resource management, it encompasses a range of activities and programs that support the continuous learning and professional development of the academic staff. This not only helps to maintain a stable workforce but also increases the loyalty and commitment of the academic staff to the institution. Previous research has established a direct correlation between training and development programs and academic staff retention (Karimi, 2019).

The training process involves a structured approach that enables the academic staff to meet the objectives of the institution. Studies have consistently shown that investment in the training and development of academic staff has a positive impact on both the individual academic staff and the university system as a whole. The American Society of Training and Development reports that institutions spend approximately \$126 billion annually on the training and development of their employees (Patara, 2019).

Job Satisfaction

Job satisfaction refers to the level of enjoyment and fulfilment that an academic staff experiences about their job, as well as their overall positive evaluation of their job and related concerns. It is widely recognized as an emotional response to the job or specific aspects of the job (Ahmed & Abdulahi, 2019). Motivation plays a critical role in determining job satisfaction and commitment levels, and it is the responsibility of university management to foster a work environment that encourages and inspires academic staff to maintain high levels of motivation.

The attitudes and behaviours of academic staff toward their jobs provide insight into their level of job satisfaction, which can be positive or negative. As a key factor in evaluating the performance and success of an organization, institutions need to prioritize the needs, wants, and desires of their academic staff in order to promote job satisfaction and productivity. When academic staff are satisfied with their jobs, they tend to exhibit higher levels of happiness and productivity, which ultimately leads to greater success for the organization (Jalagat, 2016). Additionally, job satisfaction has been defined as the feeling of an academic staff member about their job, as demonstrated through their attitudes and behaviours (Adeniji, 2019).

Academic staff Retention

Academic staff retention involves the tactics used to keep academic staff motivated and committed to the organization over a prolonged period or until a specific objective is reached. This is vital to the success of the institution, as academic staff are viewed as its most valuable resource (Temba, 2020). Universities aim to retain their highly skilled and experienced academic staff to ensure proper functioning (Mary & Susan, 2017). In the current competitive environment, retaining skilled personnel is essential for success, but universities also confront the problem of academic staff turnover (Ivana, 2020).

The effectiveness of academic staff retention is strongly linked to the implementation of successful human resource management strategies by institutional leaders. Universities also must address the professional and ethical needs of their academic staff (Elsafty & Ragheb, 2020). The motivation level of academic staff plays a critical role in their retention. Higher motivation leads to increased efficiency and productivity as it is the driving force behind academic staff performance (Sharafi, Hassan & Alam, 2018). An academically motivated staff is also more likely to be content with their job and to contribute to the organization's productivity. If academic staff are dissatisfied, they may choose to leave, leading to a waste of the resources invested in them during the recruitment, selection, and training process (Aliyu & Dayo, 2019).

Training and Development and Job Satisfaction

The job satisfaction of academic staff refers to their level of positivity and willingness towards teaching, research, and community development. This feeling, which can be positive or negative, reflects their overall satisfaction with their job. Factors such as training and development practices can greatly impact academic staff job satisfaction, which is a crucial aspect of the performance and dedication of academic staff towards the institution. Research has shown that institutions face problems such as high turnover and absenteeism due to job dissatisfaction among academic staff (Robert, 2018).

Training and development efforts by organizations aim to equip academic staff with the necessary knowledge and skills for their current or future job tasks. This learning process plays a crucial role in enhancing job satisfaction (Yusuf, 2020). Nuhu et al. (2018) found a correlation between training and job satisfaction, revealing that training and development have a direct impact on job satisfaction. It plays an important role in the success and profitability of an organization by increasing the efficiency and quality of work. In today's competitive environment, the survival of an institution depends on its ability to train its workforce and maintain a market-leading position.

Studies have shown that training plays a significant role in the development of academic staff satisfaction. For instance, Sothy (2019) used training practices to strengthen job satisfaction, while Faridi et al. (2017) found a strong connection between training and development and job satisfaction. The results of a study by Noel and Vasco (2017) also showed that job satisfaction is highly influenced by training. Based on these findings, a hypothesis has been formulated.

H1: There is a positive impact of training and development on job satisfaction.

Training and Development and Academic Staff Retention

Academic staff retention is defined as maintaining skilled and productive academic personnel so that they remain committed to the organization for an extended period. Showing recognition and appreciation can increase their loyalty and dedication to the system. Retention can sometimes be complicated as it can be influenced by various factors, including institutional commitment, which is the most significant and common. When academic staff feel acknowledged and supported by the university, it creates a sense of belonging and strengthens their commitment. Institutions use training as a method to enhance the productivity of academic staff through knowledge and expertise. Moreover, it benefits the organization by retaining its capable and highly skilled staff (Abbas, 2020).

A study by Damei (2020) supports the connection between training and development and academic staff retention. Ogalo (2018) also investigated the relationship between training and retention of academic staff, finding that training has a strong impact on the latter. Michael, Abrunhosa, and Martins (2018) found that training and development is a human resource management practice that significantly affects academic staff retention.

Bibi, Ahmad, and Majid (2018) concluded that training and development can aid in retaining academic staff, but it can also make them appealing to other organizations by improving their skills, knowledge, and abilities. However, some argue that retention is not positively impacted by training and development. As a result, it is unclear what the nature of the connection between training and retention is, and further exploration is necessary. Based on previous research, the following hypothesis has been formulated.

H2: There is a positive impact of training and development on academic staff retention.

METHODOLOGY

This research focuses on the academic staff (i.e. Graduate Assistants, Assistant Lecturers, Lecturer I, Lecturer II, Senior Lecturers, Associate Professors, and professors) of both universities.

A sample size of 384 respondents was selected for the purpose of this study. According to Krejcie and Morgan (1970), this sample size is good enough. The researchers developed a closed-ended questionnaire, distributed through research assistants, 150 were collected and the remaining were unreturned.

Instrument of Data Collection

In this research, a questionnaire was created using a five-point Likert scale that ranges from “1= strongly disagree” to “5= strongly agree” to gather all the quantitative data. The questionnaire consists of four sections. The first section focuses on demographic information, followed by sections on training and development, job satisfaction, and academic staff retention. To ensure the validity of the questionnaire, the measurement scales were selected from previously validated sources and were used in previous studies. For measuring academic staff retention, eight items were adopted from the study conducted by Bibi, Ahmed, and Majid (2018).

Job satisfaction was assessed using five items adapted from Chaudhary and Bhaskar (2016) and two items from Fletcher, Alfes, and Robinson (2018). Table 1 shows that the gender distribution was male and female, with female respondents accounting for 66.7% (100) and male respondents accounting for 33.3% (50). Participants were asked to select their age bracket from five options. The largest age group was 21 to 25 years, selected by 35.3% of respondents. 33.3% of the sample was between 26 and 30 years old, 17.3% between 31 and 35 years old, 10.0% between 36 and 40 years old, and 4.0% were over 40 years old.

The age distribution of respondents showed that the largest group belonged to the 21-25 year category, while the smallest group was over 40 years old. When asked about their level of education, the respondents were presented with three options. The first option was a Bachelor's or equivalent degree, which was chosen by 57 respondents, accounting for 38.0% of the sample. The second option, a Master's or equivalent degree, was selected by 86 respondents, making up 57.3% of the total. The third option, a PhD, was chosen by only 7 respondents, constituting 4.7% of the sample. The highest percentage of respondents held a Master's degree, while the lowest percentage held a Doctorate degree. Regarding their occupation, respondents were also given three options. The first option was a Senior Lecturer, which was selected by 105 respondents, accounting for 70.0% of the sample. The second option, an Assistant Professor, was chosen by 38 respondents, making up 25.3% of the total. The third option, a Professor, was selected by 7 respondents, constituting 4.67% of the sample. Finally, the study by Bibi et al. (2018) was used to measure the respondents' training and development using five items.

RESULTS AND FINDINGS

Descriptive Profile of Data

The respondents were requested to share their demographic information which includes the gender of respondents, age, education and nature of employment level in educational institution.

Table 1 Demographics

Variables		N	Mean
Gender	F	100	66.7
	M	50	33.3
Age	21- 25	53	35.3
	26-30	50	33.3
	31-35	26	17.3
	36-40	15	10.0
Education	Bachelors or equivalent	57	38.0
	Masters or equivalent	86	57.3
	PhD	7	4.7
Nature of Employment	Senior Lecturers	105	70
	Assistant professors	38	25.3
	Professors	7	4.7
Total		150	100

Descriptive Statistics

Descriptive statistics of each variable are given below:

Table 2: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Training and Development	150	1.60	5.00	3.5160	.83426
Job Satisfaction	150	1.71	4.86	3.4295	.60076
Academic staff Retention	150	2.50	4.50	3.3700	.33805

The table above shows the mean values of the variables. According to the table, training and development have the highest mean value (3.516) followed by Job satisfaction (3.429), and academic staff retention (3.370). As the research adopted five-point Likert scale where 1 shows strongly disagrees and 5 shows strongly agree. These mean values signify that the average response for each variable is neutral.

Validation of Model

Table 3. Reliability Statistics

Construct	No of Items	Cronbach's Alpha
Training and development	5	0.907
Job Satisfaction	7	0.751
Academic staff Retention	8	0.895
Overall Reliability	20	0.801

Table 3 shows Cronbach's alpha values. The variables with Cronbach's alpha value of 0.7 or greater

are considered reliable and it shows that the data is reliable and consistent. Here all the variables have Cronbach’s alpha value greater than 0.7 which proves that the data is reliable and consistent. Similarly, the overall reliability of all the constructs and items is greater than 0.7.

Hypothesis Testing

In this study, there are two dependent variables so that is why regression analysis has been performed separately for each dependent variable.

H1: There is a positive impact of training and development on job satisfaction.

Table 4a Model Summary

Model	R	R Square	Adjusted R	Std. Error of the Square	Estimate
1		.6 a	0.4	0.4	0.453
		5	3	2	98
		8	3	9	

1. Predictors: (Constant), Training and development

Table 4b ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.272	1	23.272	112.918	.000 ^b
	Residual	30.503	148	.206		
	Total	53.775	149			

1. Dependent Variable: Job satisfaction
 2. Predictors: (Constant), Training and development

Table 4c. Coefficients

Model		Unstandardized Coefficients	Standardized Coefficients		T	Sig.
1		B	Std. Error	Beta		
	(Constant)	1.764	0.161		10.951	0
	Training and development	0.474	0.045	0.658	10.626	0

1. Dependent Variable: Job satisfaction

In H1 training and development has been taken as an independent variable whereas Job satisfaction is a dependent variable. ANOVA table tells us about the significance of the model, as the significant value of ANOVA is 0.000 which is less than 0.05 which proves that the model is significant or the model is fit. On the other hand, the value of R is 0.658 or 65.8% which means that there is a 65.8% correlation between training and development and job satisfaction. Whereas the value of R-square is 0.433 or 43.3% which shows that there is a 43.3% variation in the dependent variable i.e. job satisfaction explained by the independent variable i.e. training and development.

Additionally, the value of Beta is positive (0.474) which shows that there is positive impact of training and development on job satisfaction.

H2: There is a positive impact of training and development on academic staff retention

Table 5a. Model Summary

Model	R	R Square	Adjusted R	Std. Error of the Square	Estimate
1		0.3	0.1	0.1	0.319
		3	1	0	99
		2	0	4	

Table 5b ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.873	1	1.873	18.293	.000 ^b
	Residual	15.154	148	.102		
	Total	17.028	149			

1. **Dependent Variable: Academic staff retention**
2. **Predictors: (Constant), Training and development**

Table 5c. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	2.897	1.764	0.161		10.951	0
	Training and development	0.134	0.474	0.045		10.626	0

1. **Dependent Variable: Academic staff retention**

In the analysis, training and development were considered as an independent variable while academic staff retention was treated as a dependent variable. The results of the ANOVA table indicate the significance of the model, with a significant value of 0.000, which is less than 0.05. This suggests that the model is significant and well-fit. Additionally, the correlation between training and development and academic staff retention was found to be 33.2% (R=0.332). The variation in academic staff retention explained by training and development was 11.0% (R-square=0.110). Furthermore, the positive value of Beta (0.134) indicates that there is a positive impact of training and development on job satisfaction.

CONCLUSION

Retaining a highly skilled workforce and ensuring job satisfaction among academic staff is a major challenge for all organizations. The goal of this research was to assess the impact of training and development on job satisfaction and academic staff retention at Taraba State University in Jalingo and Federal University in Wukari, Nigeria. The results of this study supported both H1 and H2 hypotheses, revealing a positive relationship between training and development, job satisfaction, and academic staff retention. The findings indicate that training and development have a positive effect on both job satisfaction and academic staff retention. As a result, Taraba State University and Federal University in Wukari should

prioritize training and development opportunities for their academic staff to increase job satisfaction and retain skilled employees in the long term.

DISCUSSIONS

The purpose of this research was to examine the impact of training and development on job satisfaction and academic staff retention among the academic staff at Taraba State University, Jalingo and Federal University, Wukari in Nigeria. The results indicate a significant positive relationship between training and development, job satisfaction, and academic staff retention. These findings align with previous research, such as Faridi, Baloch, and Wajidi (2017), who found a strong positive connection between training and development and job satisfaction. This suggests that providing the necessary training to academic staff can reduce stress levels and increase job satisfaction. Noel and Vasco (2017) also support this idea, as they found that job satisfaction is highly influenced by training.

Moreover, the research results show a positive relationship between training and development and academic staff retention. This finding is consistent with previous studies such as Damei (2020) and Ogalo (2018), which suggest that providing training to academic staff can increase their loyalty and commitment, leading to a longer period of stay within the institution.

Additionally, these research findings align with Maslow's hierarchy of needs theory. According to this theory, training programs are considered a basic need for academic staff to perform their job effectively. When an institution prioritizes the training and development of its academic staff, it can help to reduce their stress levels and foster a sense of belonging and loyalty. This leads to higher satisfaction among academic staff and a stronger commitment to their role, ultimately decreasing the likelihood of turnover intentions.

IMPLICATIONS AND RECOMMENDATIONS

The results of this study offer several recommendations and implications for the management of educational institutions and policymakers in Nigeria. Human resource professionals and policymakers play a crucial role in allocating resources and retaining academic staff. Hence, the study suggests that training and development should be prioritized as a means of enhancing academic staff retention. It is imperative that policy makers design effective training programs to increase job satisfaction and retain staff members for an extended period.

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