

**AN ASSESSMENT OF RETENTION STRATEGIES IN NIGERIA PRIVATE UNIVERSITIES:  
EVIDENCE FROM AL-HIKMAH UNIVERSITY, ILORIN, NIGERIA****BY****Yahaya, Ajoke Kudirat: Department of Educational Management and Counselling, Faculty of  
Education, Al-Hikmah University, [kudiratyahaya11@gmail.com](mailto:kudiratyahaya11@gmail.com)****Abstract**

*This study investigated an assessment of retention strategies in Nigeria private universities evidence from AlHikmah University, Ilorin, Nigeria. Descriptive survey was adopted for this study with the population of 30 respondents that involved academic staff in the three faculties used in the conduct of the study. Retention Strategies as Predictor of Lecturers' Effectiveness Questionnaire was used to collect data for this study. Descriptive statistics was used to analyze the data collected. The findings revealed that the retention strategies put in place in Al-Hikmah university based on salary and promotion were effective. The level of lecturers' effectiveness was high. Based on this, it was recommended that private universities should endeavour to improve the level of lecturers' effectiveness through adequate motivational factors.*

**Keywords:** *Retention Strategies, Lecturers' Effectiveness and Private Universities*

**Introduction**

University system focuses on its obligations of teaching and learning, research, and community engagement effectively, universities need adequate academic staff suitably qualified and motivated to work effectively. In countless cases, it has become a challenge to retain a well-developed and motivated academic staff force that is suitably qualified to work effectively (Sekamwa, 2009). Retention of lecturers in higher education institutions is a serious concern; the high turnover rate of academic staff poses a major challenge to these institutions. High lecturer's turnover has grave implications for the quality, consistency, and stability of academic enterprises. Turnover can have detrimental effects on students and remaining academic staff members, who struggle to give and receive quality services, when positions are vacated and then filled by inexperienced personnel (Powell, 2010). High turnover rates can reinforce clients' mistrust of the system and can discourage workers from remaining in, or even entering, the field.

The role of universities in the delivery and development of the work force required for the social, economic, and technological innovation of any organisation cannot be over-emphasised (Ng'ethe, Iravo, & Namusonge, 2012). The unique nature of universities allows academics to be the repository of the most specialised and skilled intellectuals, thus the demand and competition for highly qualified academics have increased. According to Bushe (2012,), growth in global mobility and shifting demographic profiles means employing and retaining talented and knowledgeable lecturers and researchers is an ever-increasing challenge. This calls for a high degree of competency and proven scholarship from the university lecturers in particular; hence, universities serve as a storehouse of knowledge for cultivating worker needs of the nation and meeting the needs of the community for a good and caring society.

Lecturers' retention is one of the most critical issues facing institutional managers because of the shortage of skilled workers, economic growth, and high employee turnover (Samuel & Chipunza, 2013). Once an organisation has captured skilled employees, the return on investment requires closing the back door to prevent them from walking out. Lecturers are more likely to remain with the organisation only if they believe that the organisation shows more interest and concern for them, if they know what is expected of them, if they are given a role that fits their capabilities, and if they receive regular positive feedback and recognition (Samuel & Chipunza, 2013). Employees feel comfortable remaining longer in positions where they are well informed on relevant issues concerning the organisation and their well-being. While retention strategies across different occupational groups and industries have many common features, such as competitive pay, good working environment, and progressive human resource policies that offer opportunities for

advancement, they need to be context-specific and evidence-based to be more effective” (Tithe, 2010). Therefore, an appropriate understanding of employees’ expectations of their work environments is a critical issue in higher education institutions’ ability to retain academic employees; hence, the problem of academic staff retention is a global one, which affects both developing and industrialised countries. By understanding the nature of the retention problems, an institution can decide whether to adopt targeted retention initiatives to manage overall levels so that there is sufficient labour (Musah & Nkuah, 2013).

Academic staff-employer relationship has undergone fundamental changes. Lecturer attrition rates vary widely between developed and developing countries including Nigeria. If the private universities would attract and retain skilled academic staff, that means creating community of purpose for academic staff, as well as other stakeholders, be values led organization, and ensure healthy workplace (Pienaar, 2018). One of the goals of sustainable development is to ensure quality education and promote lifelong learning. Provision of quality education will not be realized if lecturers are quitting every day, hence retention is highly needed in all universities so as to provide sustainable development. Top management in private universities should support an adaptive and flexible process towards inevitable changes in lecturers’ retention strategies which has a direct effect on lecturer’ effectiveness. Sustainability and sustainable development are normative terms and placing them as desired outcomes of education is more reminiscent of indoctrination. Therefore education sustainable development would be experienced in universities if University managers would retain lecturers (Lisa, Jos, Beishuizen, Zijilsta & Monique, 2017).

Universities are no exception to the challenge of staff retention particularly with the core employees - the academic staff, and it is obvious that these institutions will be increasingly obliged to make retention of academics a strategic priority. The concept of lecturers’ retention emerged with regularity in 1970’s and early 1980’s because prior to this, most people joined organisations and they remained there for a very long time, sometimes for the entire duration of their working life. But as job mobility and voluntary job changes began to increase dramatically, employers found themselves with the problem of employee turnover and a matching management tool known as lecturers’ retention begun to be developed (Mckeown, 2002). According to Kochachathu (2010), lecturers’ retention is an important element in determining the success of the organization and it is one of the primary indicators of an organisation’s health. To achieve quality retention programmes, organisations ought to determine the retention factors relevant to each of their employee groups and then focus strategies on these factors. Lecturers in an organisation are said to have a high job retention when all or most of the established posts in that organisation are filled, when they have low or no intentions to turnover, have had a consistency in job status, have had a career development or when employees keep their jobs for a considerable long period of time (Chew, 2004).

### **Statement of the Problem**

Economy in the 21st century is knowledge-based which is highly global, informative, technology-based, and increasingly concerned with society and the environment. In higher education institutions, which are considered the hub of knowledge, the retention of knowledge-workers, commonly referred to as academics, has become a crucial issue (Mubarak, Wahab, & Khan, 2012,). There are many retention practices around the globe, operated routinely by either small set-ups or big enterprises, even in the private education sector. Increasing intense recruitment and global demands makes retaining scarce skills more difficult, the main shortcoming not only being the fear of losing key members, but also the lost productivity and replacement cost based on the following problems: there is some feeling that academics are underpaid and over-burdened professionals and that the things, which once made the profession attractive, no longer exist; academic employees are burdened by increasing workload and bureaucratic conditions.

There are many reasons that most of these private universities cannot retain their lecturers. These include low level of enrolment, unfavourable working conditions and low and unattractive remuneration have, in most industries and in specific skill areas, led to skills migration, even between countries. Thus, employees who have the feeling that they are underpaid or not getting appropriate training or promotions are highly likely to leave the organisation. Principles for retaining or firing highly qualified academics in higher education are,

in many cases, ambiguous and unclear; consequently, there is concern about the adequacy of the future supply of academics. Academic staff retention is a global issue, lecturers are moving from private to public universities, while other lecturers change their professional work. The problem of academic staff retention has been a pertinent issue in public universities. Staff retention of skilled staff such as the academic staff is a challenge to the public institutions. Management of human resources in universities is wanting especially in regard to remuneration, and the inability of these universities to offer good salaries has led to exodus of lecturers to other countries and to other universities as a result of poor institutional governance, poor remuneration, heavy workload and lack of promotional opportunities.

### **Purpose of the Study**

The purpose of this study was to find out the extent of:

- i. staff retention strategies put in place in Al-Hikmah University.
- ii. the level of lecturers' effectiveness in Al-Hikmah University.

### **Research Questions**

Two research questions were raised to guide the study

- i. What are the staff retention strategies put in place in Al-Hikmah University?
- ii. What is the level of lecturers' effectiveness in Al-Hikmah University?

### **Literature Reviewed**

#### **Concept of Retention Strategies**

Retention strategy is designed to increase employees' control over their work, thereby improving job satisfaction and enhancing organisational commitment. Retention strategy varies from university to university and from department to department within universities. Employee retention is not a new concept. It has always been part of the transition; the increasing demands may even be expected to increase as the number of students grows substantially. Meeting the expectations of employees and staying up-to-date with the job prospects for new and existing employees, to the level which other organisations meet these expectations, is demanded for employee retention. An exploration of employee retention literature reveals that efforts to retain employees are focused more on employees with core competencies or in core business units (Netswera, Rankhumise, & Mavundla, 2015). In order to retain the best talents, retention strategy aimed at satisfying employees' needs are implemented, regardless of the size of the organisation. Retaining skilled employees is beneficial to any organisation in gaining a competitive advantage, which cannot be substituted by other competitors in terms of producing high morale and satisfied coworkers who will provide better customer service and enhanced productivity (Hong, Hao, Kumar, Ramedran, & Kadiresan, 2012).

According to Bushe (2012), academic staff retention refers to the process of the ability of an institution to not only employ qualified academic staff, but also retain competent staff through the establishment of a quality work-life, motivated staff climate, best place of work, and being an employer of choice, depending upon dedicated formulation and execution of best practices in human resource and talent management. This involves influencing academic employees' decisions to be committed and remain with the institution, even when job opportunities do not exist within the organisation, by reducing structural change, and reducing change in administrative demands and the demands of quality reviews, while maintaining high academic standards. This is because universities, by their unique nature, serve as a storehouse for knowledge and very few institutions can afford to employ, train and permit their most valued and talented employees to leave when it is difficult to find better replacements (Netswera, 2015). Bushe, Chiwira, and Chawawa (2012) affirm that the retention strategy of talented academic lecturers is at a critical juncture, as low retention represents a potentially large, yet controllable, organisational expense and demand and competition for highly qualified academics has intensified.

In order to effectively manage and retain their academic lecturers, they should pay specific attention to the importance of job satisfaction and its effect on the performance level of employees. According to Dockel, Basson, and Coetzee (cited in Mubarak, Wahab, & Khan, 2013) compensation, training and development,

and promotion are the most important retention strategy for skilled employees. Moorhead and Griffin (2009) added that a lecturer's intention to leave or stay not only depends on work factors, but also on non-work factors. To encourage retention strategy in higher education institutions, Netswera (2005) suggests that the following elements are of importance for an effective retention strategies: Communicating how each employee contributes to the corporate vision and mission, Developing a climate of trust, Improving the skills level of the managers who supervise professional staff, Providing management training, including effective leadership skills, by emphasising development, Clarifying the understanding of employees' needs and reinforcement of frequent communication, Clarifying roles and responsibilities to accelerate learning contribution and Investing and maintaining ongoing commitment by paying the best talent what they are worth. However, these approaches do not offer a quick fix and need careful implementation strategies for the success of the institution. A human resources management strategy, therefore, emanates from, and is based directly upon, the corporate strategy. Hence, competent human resource management planning that integrates policies, practices, and procedures, to achieve the right numbers of people in the right jobs at the right time, are required.

Lawler and Fuchs (2010) examined retention strategies and indicated that university management placed the highest priority on lecturers and students to sustain and enhance faculty excellence and leadership in research. The management also emphasized on promoting, valuing, treating all individuals with dignity, respect, fairness, and recognizing academic staff. The findings indicated that lecturers were highly motivated and the university was ranked among the top ten in the world. However, the study's weakness was that it focused on a single university and failed to indicate the methodology used. The shortcoming was the research was done in a developed country while the current study was conducted in a developing country in Africa. Owuor (2010) examined on academic mobility and brain drain in East Africa with Kenya as the case study. The findings indicated that there was high movement of lecturers from African universities to overseas due to inadequate pay, poor policies, and bad working conditions.

Wafula (2013) looked at employee's perception of remuneration schemes in private universities. The findings showed that remuneration is the key factor for retaining academic staff in private universities. The characteristics of lecturers who moved and the leadership styles of universities were likely to make them leave. The general findings of the study were that, the impact of work environment, leadership style, and lack of compensation caused academic staff to move from one place to another. Leahy (2012) indicated that lecturers in private universities were highly motivated by higher pay in the traditional mold of "pay and benefit". Some universities remunerated lecturers by awarding them fringe benefits and offering other reward systems such as day care and staff development. However, Dillow (2013) suggests that remuneration alone may not be sufficient to motivate academic staff to remain at a university. In addition, it was found that influence of democratic leadership style should serve to motivate employees. Moreover, Miller (2011) indicated that lecturers decided to quit the University y due to leadership style, lack of professionalism, the manager's lack of respect and trust, inconsistent behavior and lack of personal morals. Marn (2012) investigated the indicated that leadership influenced job satisfaction and contributed to higher turnover or retention of lecturers in private universities. Kavenuke (2013) examined factors that keep lecturers in the teaching profession at Dares Salaam University. The findings indicate that lecturers leave the teaching profession due to demographic factors such as gender, age, education, and experience. Gender accounts for the highest attrition rates in men.

### **Promotion**

Promotional opportunities refer to the degree an employee perceives his or her chances to grow and be promoted within the organization. Employees expect to work in jobs that provide them with opportunities to be promoted to new and challenging positions. Dockel (2013) strongly argues that people should not only be rewarded financially but they should also be offered opportunities to grow within the organization. Promotion offers opportunities for advancement and is also one of Herzberg motivators which can be used to enhance retention. Employees who feel stagnant in their positions generally are not motivated and will not stay in unfulfilling positions. On the other hand, employees who are promoted receive increased pay, high status and

their esteem is boosted, resulting in increased job satisfaction unlike employees who stagnate in the same position. Promotion systems and procedures can play a major role in retention within the university affecting the need to leave for career progression elsewhere. Since it is not possible to promote all employees, Kipkebut (2010) recommends that the promotion procedures must be seen to be fair, clear and objective thereby mitigating the negative feelings of employees who are not promoted. According to Armstrong (2010), the aim of the promotion procedures of a company should be to enable management to obtain the best talent available within the company to fill more senior posts and second, to provide employees with the opportunity to advance their careers within the company, in accordance with the opportunities available (taking into account equal opportunity policies) and their own abilities. In any organization where there is frequent promotional moves and where promotional arrangements cause problems, it is advisable to have a promotion policy and procedure which is known by both the management and employees and which would be adhered to always.

Promotion policy and guidelines are crucial in every organization. The policy should state the organization's intention to promote from within wherever this is appropriate as a means of satisfying its requirements for high quality staff. The policy could, however, recognize that there will be occasions when the organization's present and future needs can only be met by recruitment from outside. In addition, the policy should state that employees will be encouraged to apply for internally advertised jobs, and will not be held back by the line managers, however reluctant the latter may be to lose them (Armstrong, 2010).

### **Involvement in Decision Making**

Decision making effectiveness involves choosing among alternative courses of action for the purpose of solving a problem. Decision making effectiveness includes the process of diagnosis and resolution of a problem or an issue. According to Smith (2018), diagnosis is the process of observing an environment relative to some issue of importance, collecting data about the issue and the environment into which it is embedded, and processing this data to enable one to detect potentially significant changes, current or future, to identify the likely causes, and to define the issue in proper relationship to the environment. In the resolution process of the problem or issue, alternatives are identified and rank ordered so that the preferred solutions can be selected and implemented. According to Turban, Aronso and Liang (2014), decision making effectiveness is a process of choosing among alternative courses of action for the purposes of attaining a goal or goals. Decision making effectiveness consists of a number of steps or stages such as recognition, formation, and generation of alternatives, information search, selection and action.

Decision making effectiveness process starts with the intelligence phase, where reality is examined and the problem is identified and defined. In the tertiary institution system, this phase occur at the strategic management level where problems are identified, classified and problems statement are made. Relevant data to the problems are collected and processed. Further, the data are sorted and merged with other data and computations are made, summarized and presented. In this process, the attention of the school administrators are drawn to all the problem situations by highlighting the significant differences between the actual and the expected, the budgeted or the targeted issues. The second phase, the design phase, involves inventing and developing a model that represents the system, analyzing the different alternatives and identifying the alternative course of action. The choice phase involves the selection of a proposed solution to the model. The solution is tested to determine its viability. As the proposed solution seems reasonable, administrators may undertake the implementation and feedback processes. Successful implementation results in solving real problems while failure leads to a return to an earlier phase of the process (Turban, Aronso & Liang, 2014). In our individual lives, decision making effectiveness is inevitable, so also is it with any organization, if it is working towards its survival. Decision making effectiveness becomes crucial for the school manager if he is to achieve effectiveness in the school. Cole (2006) categorised decisions into three which are strategic, operating and administrative. Strategic decisions are the basic long-term decisions which set the major goals, objectives and policy statements of the organization. Operating decisions are short-term decisions concerned with carrying out programmes of the organization. Administrative decisions arise from, and are subject to, the

conflicting demands of strategic and operational problems. Such decisions set the organization's structure such as lines of authority and communication.

Ogunsaju (1990) clarified that decision making effectiveness is the actual selection among several alternatives in taking a course of action. It is a choice whereby a person concludes about the point where plans, policies, objectives, procedures are translated into concrete actions. Alabi (2012) stated however that decision making effectiveness is an integral part of the management of any organization. As such, educational managers at all levels make decisions in establishing objective, planning, organizing, directing, and controlling the education process. School administrators cannot administer without making decisions for themselves and for their groups and institutions. The quality of school administrators' decisions is the yardstick of their effectiveness and of their values to the schools. Thus, the art and science of decision making are frequently associated with managerial expertise. Alabi (2012) therefore observed that for decision making to be effective, a school administrator must frequently make decisions regarding the appropriate steps to take in achieving the stated educational objectives. Alabi (2012) observed that decision making effectiveness involves the school head, and at varying degrees. Other categories of people within the school such as the assistant(s), heads of departments, teachers and even the students. These groups of people she identified are sources of alternatives for solving identified problems. According to Alabi (2012), the final responsibility for decisions taken rests with the school head and suggested the following important hints for school administrators in effective decision making:

- i. examining as many sides of an issue as possible, leading to many alternatives. The more the alternatives considered before making a decision, the more the likelihood that an appropriate decision would be made;
- ii. ensuring a conducive environment for decision-making. That is the right time, place, level of organization and appropriate process;
- iii. employing those directly affected by an action in the process of making the decision (participatory or group decision-making);
- iv. employing the most effective channels and media in communicating the decision to all those to implement it; and
- v. providing adequate control and direction to ensure effective implementation of the decisions and evaluation of the results and the process.

### **Lecturers' Effectiveness**

Effectiveness is another concept that needs to be defined in this work. According to Nwachukwu (2001), Effectiveness is the relationship between the outputs generated from a system and the inputs provided to create those outputs. This means that effectiveness is concerned with the overall effectiveness and efficiency in setting things done. Thus, when effectiveness is increasing the value of output is rising faster than the costs incurred on production. Oloko (2019) lecturer effectiveness is the volume of services produced per worker within a specified unit of time. Lecturer effectiveness is a function of an individual's ability, knowledge and motivation. Lecturer effectiveness has become a day concern for managers because it indicates the overall efficiency of any organization. In this regard, lecturer effectiveness gains mean a higher standard of living, shorter working hours, longer vacations, bigger paychecks and more fringe benefits. Bello (2010) noted that management in any organization can be the single most important reason why productivity goals are achieved but in a case where the fundamentals of management are not properly performed, they constitute the single obstacle to productivity in organization. it is therefore logical to deduce from the foregoing that motivation plays significant role in productivity in any organization. Olaitan and Aguisobo (2012) opined that an academic staff with good job performance contributes to the knowledge education of an individual, helps him to improve his abilities and behaviours. According to Taiwo and Faogbamiye (2012), lecturer effectiveness is very with their lot (remuneration and condition and service) most of them are negatively disposed towards their job. Teachers can only be effective and productive when they are happy because productivity is a function of human frame of mind and motivation is a necessary requirement for effectiveness in the long run. Aluwong (2008) further complemented that good salary, rewards and professional growth in form of promotion are part of the motivational factors influencing lecturer effectiveness. Lecturer effectiveness is an effective reaction to one's job, and an attitude towards one's job.

**Methodology**

Population of this study comprised 30 lecturers in Al-Hikmah University, Ilorin. Stratified random sampling technique was used to select ten academic staff in three faculties which include Faculty of Education 10, Faculty of Art 10 and Faculty of Social Sciences 10. The indicators of retention strategies were salary, promotion and involvement in decision making while the indices of lecturers' effectiveness include teaching, research and community services. Retention Strategies as Predictor of Lecturers' Effectiveness Questionnaire was used to collect data for this study from the respondents. The instrument was given to the supervisor in order to ascertain the validity of the instrument and the reliability level of the instrument ascertained was 0.62. Descriptive statistics of frequency and percentage was used to analyze the demographic information of the respondents also mean and standard deviation was used to answer the research questions raised for the study.

**Data Analysis****Answering of Research Questions**

**Research Question 1:** What are the retention strategies put in place in Al-HikmahUniversity?

**Table 1: Retention Strategies put in place in Al-HikmahUniversity (Salary)**

N	Items	SA (%)	A (%)	D (%)	SD (%)	Total
1	My commitment and effectiveness to lecturing in the university is enhanced by the salary paid to me.	10 (33.3)	15(50.0)	5(16.7)	-	30(100%)
2	Higher salaries and allowances raise my morale and lecturing effectiveness.	23 (76.7)	7(23.3)	-	-	30(100%)
3	My regular salary improves my research and publications	18 (60.0)	12(40.0)	-	-	30(100%)
4	Poor salary encourages ineffectiveness of lecturers in the university.	15(50.0)	8(26.7)	5(16.7)	2(6.6)	30(100%)
5	Remuneration of lecturers improves better work	17(56.7)	9(30.0)	4(13.3)	-	30(100%)
6	Every lecturer in the university designs his or her expenditure on the salary	10(33.3)	7(23.3)	8(26.7)	5(16.7)	30(100%)
<b>Average Percentage</b>		<b>51.7</b>	<b>32.2</b>	<b>12.2</b>	<b>3.9</b>	

Table 1 shows the responses of the respondents on the retention strategies put in place in Al-HikmahUniversity based on salary. It was indicated that 51.7% of the respondents on the average percentage strongly agreed that the retention strategies put in place in Al-HikmahUniversity based on salary were effective, 32.2% agreed, 12.2% disagreed while the remaining 3.9% strongly disagreed. This means that the retention strategies put in place in Al-HikmahUniversity based on salary were effective. This shows that 51.7% constituted the majority of the respondents who strongly agreed on this perspective of salary.

**Table 3: Retention Strategies put in place in Al-HikmahUniversity (Promotion)**

N	Items	SA (%)	A (%)	D(%)	SD(%)	Total
1	Lack of promotion opportunities may affect my lecturing job effectiveness	16 (53.3)	9(30.0)	5(16.7)	-	<b>30(100%)</b>
2	Promotion helps to boost my morale and lecturing effectiveness	10(33.3)	20(66.7)	-	-	<b>30(100%)</b>
3	Lack of promotion resulting into frustration and resignation of job by any lecturer in the university.	8(26.7)	10(33.3)	7(23.3)	5(16.7)	<b>30(100%)</b>
4	Promotion enhances my job performance.	12(40.0)	11(36.7)	6(20.0)	1(3.3)	<b>30(100%)</b>
5	Promotion inculcates zeal and enthusiasm towards my job effectiveness	11(36.7)	9(30.0)	10(33.3)	-	<b>30(100%)</b>
6	Promotion is politics in the university system.	10(33.3)	7(23.3)	5(16.7)	8(26.7)	<b>30(100%)</b>
<b>Average Percentage</b>		<b>37.2</b>	<b>36.7</b>	<b>18.3</b>	<b>7.8</b>	

Table 3 shows the responses of the respondents on the retention strategies put in place in Al-Hikmah University based on promotion. It was shown that 37.2% of the respondents on the average percentage strongly agreed that the retention strategies put in place in Al-Hikmah University based on promotion were effective, 36.7% agreed, 18.3% disagreed while the remaining 7.8% strongly disagreed. This means that the retention strategies put in place in Al-Hikmah University based on promotion were effective. This shows that 37.2% constituted the majority of the respondents who strongly agreed on this perspective of promotion.

**Table 4: Retention Strategies put in place in Al-Hikmah University (Involvement in decision making)**

N	Involvement in decision making	SA (%)	A (%)	D (%)	SD (%)	Total
1	Involving in effective decision making improves lecturers' effectiveness	11(36.7)	14(46.7)	3(10.0)	2(6.6)	
2	Effective decision making improves information processing technique among lecturers	9(30.0)	13(43.3)	5(16.7)	3(10.0)	<b>30(100%)</b>
3	Involving every lecturer in the effective decision making enhances systematic process of diagnosis and resolution of a problem in the university system	18(60.0)	10(33.3)	2(6.7)	-	<b>30(100%)</b>
4	I am often involved in decision making process in the university to ascertain on the issues relating to students, academic and non-academic staff and the school activities	9(30.0)	11(36.7)	5(16.7)	5(16.6)	<b>30(100%)</b>
5	The quality of school administrators' decisions is the yardstick of their effectiveness by involving lecturers.	8(26.7)	9(30.0)	6(20.0)	7(23.3)	<b>30(100%)</b>
6	I do not involve in the decision making process in the university system which could affect my job effectiveness	2(6.7)	7(23.3)	10(33.3)	11(36.7)	<b>30(100%)</b>
	<b>Average Percentage</b>	<b>31.7</b>	<b>35.6</b>	<b>17.2</b>	<b>15.5</b>	

Table 4 shows the responses of the respondents on the retention strategies put in place in Al-Hikmah University based on the involvement in decision making. The findings indicated that 31.7% of the respondents on the average percentage agreed that staff were involved in the decision making, 35.6% agreed, 17.2% disagreed while the remaining 15.5% strongly disagreed. This shows that 35.6% constituted the majority of the respondents who agreed that staff were involved in the involvement in decision making.

**Research Question 2:** What is the level of lecturers' effectiveness in Al-Hikmah University?

**Table 5: Level of Lecturers' Effectiveness in Al-Hikmah University**

N	Research	1-5 Freq. %	6-10 Freq. %	11-15 Freq. %	16-20 Freq. %	Total
1	Seminar attended	14(46.7)	8(26.7)	5(16.6)	3(10.0)	30(100%)
2	Seminar papers	10(33.3)	8(26.7)	8(26.7)	4(13.3)	30(100%)
3	Published papers in reputable journals	16(53.3)	8(26.7)	3(10.0)	3(10.0)	30(100%)
4	Teaching/research reports	17(56.7)	11(36.7)	2(6.6)	-	30(100%)
5	Conference papers	5(16.7)	17(56.7)	4(13.3)	4(13.3)	30(100%)
6	Chapters in books	12(40.0)	10(33.3)	5(16.7)	3(10.0)	30(100%)
7	Articles published in national journals	8(26.7)	12(40.0)	8(26.7)	2(6.6)	30(100%)
8	Research studies carried out	11(36.7)	9(30.0)	3(10.0)	7(23.3)	30(100%)
9	Articles published in local journals	10(33.3)	8(26.7)	5(16.7)	7(23.3)	30(100%)
10	Papers in international journal	6(20.0)	10(33.3)	6(20.0)	8(26.7)	30(100%)
	<b>Average Percentage</b>	<b>36.34</b>	<b>33.68</b>	<b>16.33</b>	<b>13.65</b>	

Table 5 shows the responses of the respondents on the level of lecturers' effectiveness in Al-Hikmah University based on the number of research publications. The findings indicated that 36.34% of the respondents on the average percentage had 1-5 numbers of research, 33.68% had 6-10, 16.33% had 11-15 while the remaining 13.65 % had 16-20 numbers of research. This shows that 36.34% constituted the majority of the respondents who had 1-5 numbers of research.

**Table 6: Level of Lecturers' Effectiveness in Al-Hikmah University (Community Services)**

S/N	Community Services	1-5 Freq. %	6-10 Freq. %	11-15 Freq. %	16-20 Freq. %	Total
2.	Organizer of conference or workshop	18(60.0)	10(33.3)	2(6.7)	-	30(100%)
	Students' sporting activities	13(43.3)	8(26.7)	9(30.0)	-	30(100%)
	Hall master or deputy hall master	12(40.0)	6(20.0)	7(23.3)	5(16.7)	30(100%)
	Students' counseling	19(63.3)	11(36.7)	-	-	30(100%)
	Students' clubs and societies (Academic nature)	8(26.7)	10(33.3)	7(23.3)	5(16.7)	30(100%)
	Consultancy services	19(63.3)	9(30.0)	2(6.7)	-	30(100%)
	Times served as students adviser	20(66.7)	9(30.0)	1(3.3)	-	30(100%)
	Professional visibility i.e. discussion group	10(33.3)	9(30.0)	6(20.0)	5(16.7)	30(100%)
	Departmental and faculties communities served in	18(60.0)	10(33.3)	2(6.7)	-	30(100%)
	Lectures to local communities.	22(73.3)	8(26.7)	-	-	30(100%)
	<b>Average Percentage</b>	<b>53.0</b>	<b>30.0</b>	<b>12.0</b>	<b>5.0</b>	

Table 6 shows the responses of the respondents on the level of lecturers' effectiveness in Al-Hikmah University based on community services. The findings indicated that 53% of the respondents on the average percentage had 1-5 community services, 30% had 6-10, 12% had 11-15 while the remaining 5% had 16-20 numbers of community services. This shows that 53% constituted the majority of the respondents who had 1-5 numbers of community services.

**Table 7: Level of Lecturers' Effectiveness in Al-Hikmah University (Teaching)**

N	Teaching	Excellent Freq. %	Very good Freq. %	Good Freq. %	Total
1	Lecturers' punctuality at lectures	15(50.0)	10(33.3)	5(16.7)	30(100%)
2	Knowledge of subject matter	13(43.3)	14(46.7)	3(10.0)	30(100%)
3	Lecturers' regularity at lectures	12(40.0)	14(46.7)	4(13.3)	30(100%)
4	Clarity of explanation	11(36.7)	10(33.3)	9(30.0)	30(100%)
5	Lecturers' moral behaviour	12(40.0)	10(33.3)	8(26.7)	30(100%)
6	Feedback on students' progress at the end of each course	8(26.7)	12(40.0)	10(33.3)	30(100%)
7	Students' participation in classroom discussion	20(66.7)	7(23.3)	3(10.0)	30(100%)
8	Lecturers' quality of teaching	17(56.7)	10(33.3)	3(10.0)	30(100%)
9	Lecturers' level of tolerance	18(60.0)	9(30.0)	3(10.0)	30(100%)
10	Lecturers' coverage of course content	8(26.7)	15(50.0)	7(23.3)	30(100%)
	<b>Average Percentage</b>	<b>44.7</b>	<b>37.0</b>	<b>18.3</b>	

Table 7 shows the responses of the respondents on the level of lecturers' effectiveness in Al-Hikmah University based on teaching. The findings indicated that 44.7% of the respondents on the average percentage were excellent, 37% were very good while the remaining 18.3% were good. This shows that 44.7% constituted the majority of the respondents who were excellent in their teaching.

**Discussion of Findings**

This means that the retention strategies put in place in Al-Hikmah University based on salary were effective. This shows that 51.7% constituted the majority of the respondents who strongly agreed on this perspective of salary. This is in line with the findings of Bushe (2012) who stated that academic staff retention is the process of the ability of an institution to not only employ qualified academic staff, but also retain competent staff through the establishment of a quality work-life, motivated staff climate, best place of work, and being an employer of choice, depending upon dedicated formulation and execution of best practices in human resource and talent management. Wafula (2013) looked at employee's perception of remuneration schemes in private universities. The findings showed that remuneration is the key factor for retaining academic staff in private universities. The characteristics of lecturers who moved and the leadership styles of universities were likely to make them leave. Leahy (2012) indicated that lecturers in private universities were highly motivated by higher pay in the traditional mold of "pay and benefit".

This means that the retention strategies put in place in Al-Hikmah based on promotion were effective. This shows that 37.2% constituted the majority of the respondents who strongly agreed on this perspective of promotion. Dockel (2013) strongly argues that people should not only be rewarded financially but they should also be offered opportunities to grow within the organization. Promotion offers opportunities for advancement and is also one of Herzberg motivators which can be used to enhance retention. Employees who feel stagnant in their positions generally are not motivated and will not stay in unfulfilling positions. On the other hand, employees who are promoted receive increased pay, high status and their esteem is boosted, resulting in increased job satisfaction unlike employees who stagnate in the same position. Promotion systems and procedures can play a major role in retention within the university affecting the need to leave for career progression elsewhere. Since it is not possible to promote all employees, Kipkebut (2010) recommends that the promotion procedures must be seen to be fair, clear and objective thereby mitigating the negative feelings of employees who are not promoted.

This shows that 35.6% constituted the majority of the respondents who agreed that staff were involved in the involvement in decision making. Decision making effectiveness involves choosing among alternative courses of action for the purpose of solving a problem. Decision making effectiveness includes the process of diagnosis and resolution of a problem or an issue. Smith (2018) agreed that diagnosis is the process of observing an environment relative to some issue of importance, collecting data about the issue and the environment into which it is embedded, and processing this data to enable one to detect potentially significant changes, current or future, to identify the likely causes, and to define the issue in proper relationship to the environment. In the resolution process of the problem or issue, alternatives are identified and rank ordered so that the preferred solutions can be selected and implemented. Turban, Aronso and Liang (2014) supported this finding that decision making effectiveness is a process of choosing among alternative courses of action for the purposes of attaining a goal or goals. Decision making effectiveness consists of a number of steps or stages such as recognition, formation, and generation of alternatives, information search, selection and action.

**Conclusion**

The findings of the study showed that the management of Al-Hikmah University maintained and adopted strategies to retain its lecturers towards their effectiveness. Sustainable development in the private university education is possible if quality academic staff retention is given deserved attention. Without lectures retention and sustainability development of university education in private universities will remain an elusive endeavour. Hence, leadership strategies or styles are wanting and need to be varied in order to accommodate all the parties involved for harmonious stay and conducive work environment. Private universities depend on hundred percent from students' tuition fees. Very low lecturers' remuneration puts much pressure on private Universities by reducing the number of students during registration. Majority of the private universities failed to excel in research writing however research is the key force to the university in sustainable development.

**Recommendations**

- i. Al-Hikmah University administrators should ensure that the administrative strategies as a motivating factor in enhancing overall private universities' effectiveness and improvement are improved.
- ii. The government and other stakeholders need to involve in the funding operations of private universities by giving grants and scholarships to the private universities students to boost the economic situation soft he private universities. The continuous cash flow would greatly assist private universities to promptly pay academic staff and so boost the working morale.
- iii. Private universities, in spite of their different circumstances, need to practice institutional transparency in their operations such as promotion procedures, provision of resources, opportunities for staff development, study leave, contact, competitive remuneration and sabbatical leave to ensure that lecturers are kept satisfied and motivated with their job. Universities will have to ensure that there are unambiguous, comprehensible promotion's guidelines.

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