

ADMINISTRATORS' TALENT MANAGEMENT STRATEGIES AS PREDICTORS OF LECTURERS' RETENTION IN FEDERAL UNIVERSITIES IN NORTH-EASTERN NIGERIA

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Abstract

The decline in lecturers' retention in Federal Universities in North-eastern Nigeria has raised concerns about the effectiveness of Administrators' Talent Management Strategies (ATMS). This study examined ATMS as predictors of lecturers' retention in the region. A predictive correlational design was adopted, with a study population of 17,592 academic and senior non-academic staff. Using a multi-stage sampling technique, 604 respondents were selected from three randomly chosen universities out of the seven in the North-east. Participants were proportionately sampled and purposively drawn from lecturers who were available and willing to participate. Data were collected using two validated instruments: the Administrators' Talent Management Strategies Questionnaire (ATMSQ) and the Lecturers' Retention Questionnaire (LRQ), with Cronbach's Alpha reliability coefficients of 0.84 and 0.81, respectively. Mean and standard deviation were used to answer research questions, while regression analyses tested the hypotheses. Findings revealed that ATMS, specifically staff attraction, motivation, and professional development strategies, were moderate in the study area but significantly predicted lecturers' retention in Federal Universities in North-eastern Nigeria ($F(3, 556) = 16872.876, p < 0.05$). The study concluded that enhancing ATMS is crucial to strengthening lecturers' commitment and curbing attrition. Recommendations include improving and clearly communicating career advancement opportunities, as well as integrating both intrinsic and extrinsic motivational strategies. A supportive work environment that prioritises recognition, professional growth, and fair conditions is essential for sustaining retention in the region's universities. These findings underscore the critical role of strategic talent management in sustaining academic stability and advancing educational development in conflict-prone Northern Nigeria.

Key words: University administrators, University lecturers, Lecturers' retention, Staff attraction, Staff motivation, Professional development

Introduction

The growth and development of any nation is intricately linked to its commitment to education. Countries that place a premium on higher education often experience technological

advancement, economic prosperity, and political stability, all of which are driven by vibrant university systems (Lövdén et al., 2020). Nonetheless, the effectiveness of such systems depends on dedicated leadership grounded in

integrity, as well as the ability to attract, develop, and retain academic talent (Hananiya, 2019). Nigeria's university system, particularly in the North-east, faces challenges, including poor staff–student ratios, shortage of qualified lecturers, and migration of academics to other countries (Okafor & Chimereze, 2020; Ogunbodede, 2020). Alarming levels of attrition among lecturers in federal universities reflects systemic problems involving leadership practices and ineffective talent management strategies (Atungwu, 2023). These challenges threaten the ability of universities to operate optimally, thereby hindering national development. Many factors were speculated to have contributed to lecturers' attrition in federal universities in North-eastern Nigeria among which Administrators' Talent Management Strategies were singled out to be examined in this study.

Talent management has been identified as a critical mechanism through which leadership impacts lecturers' retention in universities (Amushila & Bussin, 2021). Talent management strategies focus on attracting, motivating, and developing staff toward the achievement of institutional goals. Staff attraction strategies aim to position institutions as desirable workplaces through competitive compensation packages, flexible work policies, career growth prospects, and conducive work environments (Barkhuizen, Lesenyeho & Schutte, 2020). Staff motivation strategies involve recognising and rewarding employee performance, providing supportive working conditions, and encouraging staff engagement (Anlesinya et al., 2019). Professional development strategies further seek to enhance staff capacity through training opportunities, mentorship programmes, research grants, and mentorship (Ratnasari, Sutjahjo & Yana, 2019). When effectively integrated, talent management

strategies address issues of career stagnation, poor working conditions, and lack of recognition that often drive lecturers toward resignation or migration (Chemutai & Khalili, 2022). Creating a supportive environment that encourages professional growth enhances job satisfaction, and strengthens lecturers commitment to the institution.

Lecturers' retention reflects the extent to which universities are able to maintain their academic workforce over time. High retention levels benefit universities by preserving institutional memory, sustaining organisational culture, ensuring continuity in teaching and research, and reducing recruitment costs (De Wit & Altbach, 2021). Conversely, high attrition disrupts academic programmes, overloads remaining staff, and undermines the development of human capital necessary for national growth (Jacob, Jegede & Musa, 2021). Evidence suggests that lecturers are likely to remain in universities where administrators lead with integrity and effectively deploy talent management strategies that support career advancement, recognise professional contributions, and promote work–life balance (Saurombe, Barkhuizen & Schutte, 2017). Institutions that foster ethical, transparent, and intellectually stimulating environments positively influence lecturers' job satisfaction and willingness to stay.

From 2020 to 2025, statistics reveal a troubling reality: Nigeria has one of the worst lecturer-to-student ratios globally, with a single lecturer often responsible for over 120 students in a classroom (Okafor & Chimereze, 2020). Reports show that over 3,000 Nigerian academics have migrated to Ethiopia alone, while countries such as South Africa, Ghana, and Botswana continue to absorb highly qualified Nigerian lecturers in large numbers (Amede et al., 2022). Within Nigeria, the

situation is equally alarming. Usmanu Danfodiyo University reportedly lost around 100 lecturers, Federal University of Gusau needs nearly 1,000 academics, Federal University of Agriculture Abeokuta has over 350 vacancies, and the University of Ilorin faces more than 500 unfilled positions (Atungwu, 2023). The University of Maiduguri, located in North-eastern Nigeria, similarly recorded the resignation of 70 lecturers in a short period (Ameh, 2017). This unprecedented attrition places an enormous strain on the remaining staff, reduces teaching quality, and destabilises institutional effectiveness.

These alarming figures highlight the urgent need to investigate the organisational and leadership factors contributing to lecturers' attrition particularly in the North-east geopolitical zone, which is uniquely challenged by insecurity, underfunding, and infrastructural limitations. Despite the acknowledged importance of leadership integrity and talent management strategies, empirical evidence examining their combined influence on lecturers' retention in this region remains scarce (Hananiya, 2023). Therefore, this study seeks to fill this critical gap by examining how Administrators' leadership integrity (financial, ethical, intellectual) and talent management strategies (staff attraction, motivation, and professional development) jointly influence lecturers' retention in federal universities in North-eastern Nigeria. Findings from this investigation are expected to guide university administrators and policymakers in designing effective leadership practices and retention-focused talent management strategies capable of stemming the brain drain and sustaining a high-quality academic workforce essential for national development.

Statement of the Problem

Decline in lecturers' retention in Federal Universities in North-eastern Nigeria seemed to put to question the administrators' talent management strategies among other factors. Evidence from the area reveals a concerning trend: the University of Maiduguri reported that roughly 70 teachers resigned in a short period of time, leaving a significant gap in research and instruction (Ameh, 2017). Similar issues with understaffing and increasing lecturer-to-student ratios which in certain instances surpass 1:120 are still plaguing other federal universities in the northeast (Okafor & Chimereze, 2020). In addition to placing an undue burden on the surviving lecturers, the resulting attrition lowers the quality of education, interferes with academic programmes, and reduces the efficacy of the institution. These ongoing losses raise serious questions about whether North-eastern university administrators are using staff recruitment, motivation, and professional development as effective talent management techniques to keep academic personnel. The stability of higher education in the area is in jeopardy because of this circumstance, which calls for a thorough examination of the ways in which administrators' leadership styles and talent management strategies affect the retention of lecturers in federal universities in North-eastern Nigeria.

Objectives

The purpose of this study is to investigate Administrators' Talent Management Strategies as Predictor of lectures' retention in universities in North-eastern Nigeria. Specifically, this study seeks to:

1. examine the extent to which administrators' staff attraction talent management strategy predicts lecturers'

- retention in universities in North-eastern Nigeria;
2. examine administrators' use of staff motivation as a predictor of lecturers' retention in universities in North-eastern Nigeria;
3. investigate staff motivation strategy as a predictor of lecturers' retention in universities in North-eastern Nigeria;
4. inquire to what extent do administrators' combined talent management strategies (staff attraction strategy, staff motivation strategy, and professional development strategy) are predictors of lecturers' retention in universities in the North-east of Nigeria.

Research Questions

The following research questions were raised to guide the conduct of this study:

1. What is the extent to which administrators' staff attraction talent management strategy predict lecturers' retention in universities in the North-east of Nigeria?
2. To what extent do administrators' use of staff motivation predict lecturers' retention in universities in the North-east of Nigeria?
3. To what extent does staff motivation strategy predict lecturers' retention in universities in the North-east of Nigeria?
4. To what extent are administrators' combined talent management strategies (staff attraction strategy, staff motivation strategy, and professional development strategy) predictors of lecturers' retention in universities in the North-east of Nigeria?

Hypothesis

Ho1: Administrators' combined talent management strategies (staff attraction, staff motivation and staff professional development) do not predict lecturers' retention in the federal universities in North-eastern Nigeria.

Theoretical Framework

This study is anchored on Blau's (1964) Social Exchange Theory and Becker's (1964) Human Capital Theory, both of which provide insight into the dynamics of lecturers' retention in the federal universities in North-eastern Nigeria. Social Exchange Theory posits that relationships are sustained when perceived benefits outweigh costs. Thus, administrators' talent management strategies, staff attraction, motivation, and professional development, function as benefits that foster trust, reciprocity, and commitment, leading lecturers to remain when they feel valued and supported. Human Capital Theory emphasises education and professional development as investments that enhance productivity and organisational competitiveness. When administrators invest in lecturers through fair leadership, career advancement, and skill development, they not only increase productivity but also strengthen loyalty and job satisfaction. Together, these theories explain retention as a function of reciprocal exchanges and institutional investment in academic staff as valued human capital. In practice, administrators' staff attraction strategies highlight institutional value propositions despite contextual challenges, while motivation strategies such as recognition, fair workloads, and supportive conditions counter disengagement and burnout. Development strategies address career stagnation by offering opportunities for training, mentorship, and research, which are critical in a region plagued by brain drain. Ultimately, effective talent

management, rooted in leadership integrity, creates an enabling environment that enhances lecturers' retention, sustains institutional memory, and ensures continuity in teaching, research, and community service, thereby stabilising the academic system and contributing to national development.

Methodology

The research design used in this study is predictive correlational survey. According to Mertler (2022), predictive correlational survey research design is a type of quantitative research method used to examine the predictive relationship between two or more variables. It involves measuring the variables of interest and assessing the degree and direction of their association. The population of the study is 17,592 personnel. This comprised academic staff and senior administrative/non-academic staff within the federal universities in the North-East of Nigeria. Specifically, the academic staff numbered 5,974, while the senior administrative and non-academic staff totaled 11,618. The distribution across the institutions is as follows: Abubakar Tafawa Balewa University, Bauchi, had 861 academic and 6,248 non-academic staff; Federal University Kashere, Gombe, recorded 871 academic and 1,560 non-academic staff; Federal University Wukari, Taraba, had 661 academic and 707 non-academic staff; Modibbo Adama University, Yola, had 823 academic and 263 non-academic staff; Federal University Gashua, Yobe, had 318 academic and 2,039 non-academic staff; University of Maiduguri, Borno, had 2,141 academic and 270 non-academic staff; while Nigeria Army University, Biu, accounted for 299 academic and 531 non-academic staff, see appendix 3 (Federal Ministry of Education, 2022).

The sample size was 604 which was computed using a sample size computation

formula considering the 0.04 error margin. This sample size comprised 204 academic staff and 400 senior administrative/non-academic staff that were proportionately drawn. Multistage sampling procedure involved proportionate stratified sampling to categorise staff into academic and senior administrative/non-academic groups across the selected universities. Three federal universities were picked at random using a simple random sampling technique.

To determine the internal consistency of the proposed instruments- Administrators' Talent Management Strategies Questionnaire (ATMSQ) and Lecturers' Retention Questionnaire (LRQ)- for this study, pilot tests were conducted engaging 100 academic staff members from the Bayero University, Kano, and Federal University, Dutsinma, Katsina in the North-west region of Nigeria. Reliability indexes were established using Cronbach's alpha statistic. Therefore, the reliability indexes of the ATMSQ and LRQ are 0.84 and 0.81 respectively.

The data collected were analysed with the aid of SPSS Version 21 using mean and standard deviation to answer research questions, while hypothesis was tested at 0.05 level of significance to examine predictive relationships using regression analysis. The decision rule for interpreting the results based on the rating scale were as follows: Very High Level (VHL) with real limits between 4.5 and 5.00, High Level (HL) with real limits between 3.50 and 4.49, Moderate Level (ML) with real limits between 2.50 and 3.49, Low Level (LL) with real limits between 1.50 and 2.49, Very Low Level (VLL) with real limits between 0.50 and 1.49.

Regarding the hypotheses testing, the decision rule is if the computed P-value is greater than 0.05 level of significance, the null hypothesis would not be rejected leading to the conclusion that the independent variable does

not significantly predict the dependent variable, and if computed P-value is less than 0.05 level of significance, the null hypothesis would be rejected leading to the conclusion that the independent variable significantly predicts the dependent variable.

Results:

Research Question 1

What is the extent to which administrators’ staff attraction talent management strategy predict lecturers’ retention in universities in North-eastern Nigeria?

Table 1: Descriptive Statistics of the Level of Administrators’ Staff Attraction Talent Management Strategy in Universities in North-eastern Nigeria

S/N	Item	n=560	Mean	SD	Remark
16	The clarity of the university’s communication regarding career advancement opportunities		3.59	0.90	HL
17	The effectiveness of utilizing online platforms for advertising job vacancies to attract potential candidates		3.33	0.97	ML
18	The level to which the university leverages academic conferences for talent acquisition		3.55	0.82	HL
19	The efficiency of the university’s recruitment		2.55	0.88	ML
20	The effectiveness of on-campus recruitment events		3.50	0.76	HL
Grand Mean			3.30	0.87	ML

Survey: Field Survey

Table 1 presents the level of Administrators’ leadership attraction talent management strategy in relation to lecturers’ retention in federal universities in North-eastern Nigeria. The first item measured the clarity of the university’s communication regarding career advancement opportunities with a mean score of 3.59 and a standard deviation of 0.90, depicting a high level of agreement among the respondents. Similarly, the second item measured the effectiveness of using online platforms for advertising job vacancies to attract potential candidates with a mean score of 3.33 and a standard deviation of 0.97, indicating a moderate level of agreement and relatively consistent responses. The third

and fourth items measured the extent to which universities leverage academic conferences for talent acquisition and the efficiency of the universities’ recruitment processes, with mean scores of 3.55 and 2.55, respectively, and standard deviations of 0.82 and 0.88. These scores suggest a moderate level of agreement, though with some noted variations in responses. The fifth item measured the effectiveness of on-campus recruitment events with a mean score of 3.50 and a standard deviation of 0.76, indicating a relatively high level of agreement on the usefulness of on-campus recruiting activities for attracting talent to the universities. With a grand mean of 3.30, it can be concluded that federal

university administrators in North-eastern Nigeria demonstrate a moderate level of agreement in their application of leadership attraction talent management strategies. The variations in standard deviations across the items highlight differing levels of dispersion in respondents' opinions regarding the

effectiveness of the various attraction strategies employed by the universities.

Research Question 2

To what extent do administrators' use of staff motivation predict lecturers' retention in universities in North-eastern Nigeria?

Table 2: Descriptive Statistics of the Level of Administrators' Staff Motivation Talent Management Strategy in Universities in the North-east of Nigeria

S/N	Item	n=560	Mean	SD	Remark
21	Reward for task completion		3.29	1.16	ML
22	The effectiveness of programmes in acknowledging staff contributions		3.10	0.87	ML
23	Emphasis on staff fringe benefits		3.40	0.96	ML
24	Encouragement for task execution		3.52	0.88	HL
25	The effectiveness of flexible work arrangements in promoting work-life balance for staff		3.38	0.90	ML
Grand Mean			3.34	0.95	ML

Source: Field Survey

Table 2 presents the level of Administrators' leadership staff motivation and talent management strategy in relation to lecturers' retention in federal universities in North-eastern Nigeria. The first item measured the reward for task completion with a mean score of 3.29 and a standard deviation of 1.16, depicting a moderate level of agreement among the respondents. Similarly, the second item measured the effectiveness of programmes acknowledging staff contributions with a mean score of 3.10 and a standard deviation of 0.87, indicating a moderate level of agreement and a relatively consistent range of opinions. The third and fourth items assessed the emphasis on staff fringe benefits and encouragement for task execution, with mean scores of 3.40 and 3.52, respectively, and standard deviations of 0.95 and 0.92. These scores suggest a moderate to high level of agreement with moderate variability in responses. The fifth item measured the effectiveness of flexible work arrangements in

promoting work-life balance, with a mean score of 3.38 and a standard deviation of 0.90, indicating a moderate level of agreement on the importance of flexible work policies for staff motivation in universities. With a grand mean of 3.34, it can be concluded that federal university administrators in North-eastern Nigeria demonstrate a moderate level of agreement in their application of leadership staff motivation and talent management strategies. The varying standard deviations across items reflect differences in respondents' perception regarding the effectiveness of the different motivational strategies implemented in the institutions.

Research Question 3

To what extent does staff motivation strategy predict lecturers' retention in universities in North-eastern Nigeria?

Table 3: Descriptive Statistics of the Level of Administrators' Professional Development Talent Management Strategy in Universities in North-eastern Nigeria

S/ N	Item	n=560	Mean	SD	Remark
2 6	The clarity of communication regarding performance expectations for staff members		3.58	0.94	HL
2 7	Emphasis on mentorship for skills acquisition		3.43	0.85	ML
2 8	The availability of professional development opportunities for staff members		3.31	0.80	ML
2 9	The level to which supervisors provide constructive feedback to support staff growth		3.38	0.69	ML
3 0	Encouragement given to staff to attend academic conferences		3.47	1.10	ML
	Grand Mean		3.43	0.88	ML

Source: Field Survey

Table 3 presents the level of Administrators' leadership professional development and talent management strategy in relation to lecturers' retention in federal universities in North-eastern Nigeria. The first item measured the clarity of communication regarding performance expectations for staff members with a mean score of 3.58 and a standard deviation of 0.94, depicting a moderate level of agreement among the respondents. Similarly, the second item measured the emphasis on mentorship for skills acquisition with a mean score of 3.43 and a standard deviation of 0.85, indicating a moderate level of agreement and relatively low variability in responses. The third, fourth and fifth items assessed the availability of professional

development opportunities for staff members, the extent to which supervisors provide constructive feedback to support staff growth, and the encouragement given to staff to attend academic conferences, with mean scores of 3.31, 3.38 and 3.47, respectively, and standard

deviations of 0.80, 0.69 and 1.10. These scores suggest moderate levels of agreement with varying degrees of dispersion in respondents' views. With a grand mean of 3.43, it can be concluded that federal university administrators in North-eastern Nigeria demonstrate a moderate level of agreement in their application of leadership professional development and talent management strategies.

Research Question 4

What is the level of lecturers' retention in universities in North-eastern Nigeria?

Table 4: Descriptive Statistics of the Level of lecturers' retention in Universities in North-eastern Nigeria

S/N	Item	n=560	Mean	SD	Remark
31	The level of satisfaction with the overall work environment		3.22	0.91	ML
32	Alignment of institutional values with personal values		3.31	0.96	ML
33	Satisfaction with workload		3.26	0.79	ML
34	Perception of support from the university administration		3.36	0.81	ML
35	Availability of resources for teaching		3.33	0.97	ML
36	Satisfaction with the current reward system		3.03	0.91	ML
37	Transparency in decision-making processes		3.12	0.88	ML
38	Clarity of the promotion process		3.50	0.88	HL
39	Overall satisfaction with university's culture		3.19	1.05	ML
40	Perception of fairness in the workload distribution		3.24	0.78	ML
41	Recognition for research contributions		3.38	0.79	ML
42	Relevance of professional development opportunities		3.43	0.79	ML
43	Satisfaction with the support for attending conferences		3.10	0.95	ML
44	Availability of opportunities for continuous learning		3.47	0.80	ML
45	Opportunities for career advancement with the university		3.40	1.03	ML
	Grand Mean		3.29	0.89	ML

Source: Field Survey

Table 4 presents the level of lecturers' retention in relation to Administrators' leadership talent management strategies in federal universities in North-eastern Nigeria. The first item measured lecturers' level of satisfaction with the overall work environment, yielding a mean score of 3.22 and a standard deviation of 0.94, depicting a moderate level of agreement with a moderate variability in respondents' opinions. Similar moderate mean scores were recorded across the subsequent items, reflecting lecturers' perception on job security, opportunities for advancement, and collegial relationships. However, the eighth item, which assessed clarity in the promotion process within the universities, recorded a relatively higher mean score of 3.50 and a

standard deviation of 0.91, indicating a high level of agreement among respondents on this particular aspect of retention. The remaining items, which evaluated institutional support, access to professional development opportunities, and overall work-life balance, consistently recorded moderate mean scores, suggesting general agreement with some variability in responses. With a grand mean of 3.29, it can be concluded that lecturers' retention in federal universities in North-eastern Nigeria is perceived at a moderate level. The differences in standard deviation values across items further imply varying degrees of dispersion in respondents' opinions regarding the factors that

contribute to lecturers’ retention in the universities.

staff motivation strategy, and professional development strategy) do not significantly predict lecturers’ retention in universities in North-eastern Nigeria.

H01: Administrators’ leadership talent management strategies (staff attraction strategy,

Table 5a: Model Summary of Administrators’ Leadership Talent Management Strategies as Predictor of Lecturers’ retention in North-eastern Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.695 ^a	0.689	0.687	0.08821

a. Predictors: (Constant), Administrators’ leadership Talent Management Strategies (talent attraction, staff motivation, and professional development)

b. Lecturers’ retention

Table 5a presents a model summary which shows the coefficient of correlation and how the independent variable explains the variance in the dependent variable. The result shows that there is strong prediction between Administrators’ leadership talent management strategies and lecturers’ retention in universities in North-eastern Nigeria as indicated by r – value of 0.695. The results also show that Administrators’ leadership talent management strategies explained 68.7% of the variance in lecturers’ retention.

Table 5b: Regressed ANOVA Result of Administrators’ Leadership Talent Management Strategies as Predictors of Lecturers’ Retention in North-eastern Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	393.855	3	131.285	16872.876	0.000 ^b
	Residual	4.326	556	0.008		
	Total	398.181	559			

a. Dependent Variable: Lecturers’ retention

b. Predictors: (Constant), Administrators’ Leadership Talent Management Strategies (talent attraction, staff motivation, and professional development)

The result of analysis in Table 5b shows a summary of ANOVA of linear regression that was used to test whether Administrators’ leadership talent management strategies significantly predict lecturers’ retention in universities in North-eastern Nigeria. The result revealed that Administrators’ leadership talent management strategies significantly predicted lecturers’ retention in universities in North-eastern Nigeria, $F_{(3,556)} = 16872.876$, $p < 0.05$. Since the p – value (0.000) is less than 0.05 alpha level, we conclude that the null hypothesis is rejected. This means that Administrators’ leadership talent management strategies (staff attraction strategy, staff motivation strategy, and professional development strategy) significantly predicted lecturers’ retention in universities in North-eastern Nigeria.

Table 5c: Coefficient of Regression between Administrators' Leadership Talent Management Strategies as Predictor of Lecturers' retention in North-eastern Nigeria

Model				Unstandardised		Standardised	T	Sig.
				Coefficients		Coefficients		
			B	Std. Error	Beta			
	(Constant)			-0.238	0.022		-10.648	0.000
1	Staff Attraction Talent Management Strategies			0.235	0.017	0.178	13.747	0.000
	Staff Motivation Talent Management Strategies			0.410	0.022	0.229	18.478	0.000
	Staff Professional Development Talent Management Strategies			0.403	0.024	0.401	16.470	0.000

a. Dependent Variable: Lecturers' retention

The result in Table 5c indicates the Beta coefficient of the regression analysis of how Administrators' leadership talent management strategies significantly predict lecturers' retention in universities in North-eastern Nigeria. The result shows that Administrators staff attraction talent management strategy has a beta coefficient of 0.178, $t = 13.747$, $p < 0.05$, explaining 17.8% of variances in lecturers' retention. This indicates that there is a weak but positive and significant prediction between Administrators' staff attraction talent management strategy and lecturers' retention in universities in North-eastern Nigeria. Similarly, Administrators staff motivation talent management strategy has a beta coefficient of 0.229, $t = 18.478$, $p < 0.05$, explaining 22.9% of variances in lecturers' retention. This indicates that there is a low but positive and significant prediction between Administrators' staff motivation and talent management strategy, and lecturers' retention. Likewise, leadership professional development talent management strategy has a beta coefficient of 0.401, $t = 16.470$, $p < 0.05$, explaining 40.1% variances in lecturers' retention. This implies that there is low correlation between Administrators' leadership professional development talent management strategy and lecturers' retention.

Administrators' professional development talent management strategy emerges as the most significant unique contributor to explaining lecturers' retention when adjusting for the variance explained by all other variables in the model, given its largest beta coefficient of 0.401. In contrast, Administrators' staff attraction talent management strategy makes a comparatively smaller unique contribution, with a beta value of 0.178.

Discussion of Findings

The findings of this study are discussed in consonance with the four research questions raised and a hypothesis formulated that underpinned this study. The study empirically found that the level of Administrators' leadership attraction talent management strategy is moderate and Administrators' leadership attraction talent management strategy significantly predicted lecturers' retention in federal universities in North-eastern Nigeria. This finding is consistent with findings of Ikram, Fiaz, Mahmood, Ahmad and Ashfaq (2021), Neri and Wilkins (2019), Korantwi-Barimah (2017), Kissoonduth (2017), Anwar, Chandrarin, Darsono and Respati (2017) among others. Ikram, Fiaz, Mahmood, Ahmad and Ashfaq (2021) found significant impact of internal

branding practices as attraction strategy significantly influenced attraction to and intention to remain within an organisation. High level branding of universities attract and retain talents. The study established that the strategic management of talent, its direct handling at higher administrative levels, and the use of various recruitment channels and incentives impact talent attraction and retention in higher education. Korantwi-Barimah (2017) found that leadership and institutional culture, growth opportunities, institutional mission and vision, meaningful work, and collegiality, all play significant roles in influencing lecturers' retention. The researcher further revealed a significant link between effective attraction strategies and lecturers' retention. There is a strong correlation between investment in resources, nurturing the inherent talent to enhance attraction and retention, and framing it within the larger academic employer value proposition.

Similarly, this study further discovered that the level of Administrators' leadership staff motivation talent management strategy is moderate and Administrators' leadership staff motivation talent management strategy significantly predicted lecturers' retention in Federal Universities in North-eastern Nigeria. This finding is in consonance with the findings of Mahoko and Omodan (2023), Khalid and Nawab (2018), Perryman and Calvert (2020), Pham, Hoang and Nguyen (2021) among others. Mahoko and Omodan (2023) revealed that insufficient promotional opportunities and inadequate recognition significantly influence lecturer retention. The study advocated for actions such as promoting deserving lecturers, offering counteroffers, acknowledging diligent lecturers, implementing flexible work schedules, and fostering teamwork within the university setting. The researchers further found that

flexible work arrangements and promoting teamwork within universities significantly enhance lecturer retention. They discovered that inadequate promotional opportunities and recognition significantly influenced lecturer retention. Khalid and Nawab (2018) revealed that all participation types positively influenced retention in both sectors, with compensation playing a moderating role. Notably, delegative participation held a stronger influence on retention compared to other forms. In contrast, Perryman and Calvert (2020)'s study revealed that lecturers leave not because of motivation but workload. They further established that workload is the most commonly cited reason for leaving or planning to leave. Similarly, Pham, Hoang and Nguyen (2021) confirmed a negative correlation between intrinsic motivation and turnover intentions, suggesting that individuals deeply interested in their job were less likely to consider leaving due to their genuine passion for their work.

Lastly, this study further discovered that the level of administrators' leadership professional development talent management strategy is moderate and administrators' leadership professional development talent management strategy significantly predicted lecturers' retention in federal universities in North-eastern Nigeria. This finding is consistent with the findings of Gadi and Kee (2018), Sepahvand and Baghersadeh-Khodashahri (2021), Bibi, Ahmad and Majid (2018), Hussain, Khan and Khan (2020), among others. Gadi and Kee (2018) discovered a strong correlation between staff professional development programmes and employees' job satisfaction. To buttress their findings, they asserted that human resource practices foster a work environment that is conducive to retaining skilled employees within the organisation. Sepahvand and Baghersadeh-Khodashahri (2021) established

that professional development practices, and their dimensions, had significant impact on employee retention. Bibi, Ahmad and Majid (2018) established that both training and development opportunities and supportive supervisors significantly influenced employee retention. Additionally, the study revealed that the work environment played a moderating role in shaping the connections between training, supervisor support, and employee retention. Hussain, Khan and Khan (2020) found a significant correlation between training and development, its specific dimensions, and the organisational commitment of academic staff. The study emphasised that investing in training and development significantly contributes to enhancing the commitment of academic staff, leading to increased retention rates, and better performance.

Conclusion

This study established that Administrators' Talent Management Strategies including, talent attraction, staff motivation and professional development talent management strategies, were moderate and Administrators' Talent Management Strategies significantly predicted Lecturers' Retention in federal universities in North-eastern Nigeria. These results revealed a significant prediction among Administrators' Talent Management Strategies and Lecturers' Retention. These also imply that as concerted effort is made by administrators to increase and optimally harness talent management strategies per unit time, the chances of lecturers to stay on the job, get satisfied and contribute significantly tend to increase. This would trigger meaningful development.

Recommendations

1. Administrators should ensure lecturers are attracted and retained. This could be

achieved through clarity of the university's communication regarding career advancement opportunities as well as the effective utilisation of online platforms for advertising job vacancies to attract potential and well-deserved candidates.

2. Staff motivation, both intrinsic and extrinsic, is a strong driver of commitment and dedication. Highly motivated lecturers tend to commit their energy and drive to the system. This could be achieved when administrators prioritise rewards for task completion, effectively acknowledge individual staff contributions to the university system, and promote work-life balance.
3. Professional development programmes through mentorship, in-service training, seminar and workshops breed high technical manpower. This should strictly adhere to (what?) and be undertaken to the satisfaction of the workforce by administrators of universities.

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