
Human Resource Management Practices and Lecturers' Retention in Selected Nigerian Public Universities

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Abstract: *This study examined the relationship between human resource management practices and lecturer's retention in selected Nigerian public universities. It adopted a cross-sectional research survey. Accessible population for the study consists of five public universities in Nigeria using convenience sampling. 125 lecturers were surveyed from the five Nigerian public universities. Sample size is ninety five (95). 95 copies of questionnaire were administered but 82 copies were retrieved and used for data analysis. Face validity was used in the study. Cronbach Alpha test was used to ascertain the reliability of the instrument. Spearman's Rank Order Correlation Coefficient (ρ) was used to test the hypotheses using SPSS 20.0. The study found that human resource management practices have significant relationship with lecturers' retention in Nigerian public universities. This study concludes that human resource management practices measured in terms of promotion, training, compensation, working environment and organisational justice enhances lecturers' retention in Nigerian public universities. One of the recommendations is that promotion of lecturers should be done on yearly basis instead of three years to encourage Nigerian university lecturers to remain instead of leaving to other countries.*

Keywords: *Human resource management practices, training, promotion, compensation, training, work environment, organisational justice, retention*

INTRODUCTION

Retention has been a major discourse in the field of human resource management. There is no industry that doesn't retain their staff because they know what they will lose if they leave and to recruit new ones requires more funds. Nigeria tertiary education system is faced with serious challenges such as inadequate qualified lecturers, inadequate classrooms, epileptic power supply for laboratory analysis, non implementation of retirement age for lecturers by federal government, inadequate funding, non accessibility of tertiary education fund for lecturers to attend conferences and workshops. These and many more remain a question for other researchers to unravel but the truth remains that lecturers have been leaving the shores of Nigeria to other countries for greener pastures since they are not taken good care of in their own country. Nigeria is a country where a doctor of philosophy receives lesser pay at the end of the month than someone with a bachelors' degree in another industry which the lecturer taught. This is not good for the country that parades itself as "Giant of Africa". Perhaps this is the reason why most Nigerian lecturers relocate to other countries for greener pastures. The Director, Centre for Open, Distance and e-Learning, Federal University of Technology, Minna, Musa Aibinu, assert that about 23,000 lecturers emigrate annually from Africa to other countries yearly (Aibinu, 2015).

He made this remark at a lecture entitled “*Creating and sustaining a qualitative pool of education sector professionals-solution options;*” at the 2015 Obafemi Awolowo University Muslim Graduates Association (UNIFEMGA) (Aibinu, 2015). Professor Aibinu contended that some of these lecturers go for further studies and end up not coming back as a result of the unfavourable conditions in Nigerian universities. He went further to accentuate that research funding in Nigerian public universities is very low even when tertiary education fund is there (Aibinu, 2015).

In line with the above, the president of Academic Staff Union of Universities (ASUU), Kogi State University chapter, raised alarm that the Nigerian public university is fast losing qualified teaching staff to greener pastures as a result of many factors (Oluwagbemiga, 2016). The chairman of the chapter, Dr. Oluwagbemiga Aina pointed out that qualified lecturers are leaving in droves as a result of delay in payment of salaries and other issues such as nonpayment of outstanding earned academic allowance from 2009 to 2014 (Oluwagbemiga, 2016). Likewise the president of Academic Staff Union of Universities in Nigeria, Professor Ogunyemi posit that “no fewer than 100,000 lecturers were needed to beef-up academic activities in the nation’s public universities” (Ogunyemi, 2016). This means that lack of qualified and competent human resource in the higher institutions will pose a negative threat to national development if lecturers will be allowed to leave the shores of Nigeria just because of payment of salaries and other remunerations due to them. Albeit, this is the reason why this study is important to showcase how human resource management practices can be a panacea for retention of Nigerian lecturers if implemented successfully and effectively.

Nevertheless, public and private organisations are making significant effort to keep their employees to avoid low productivity (Khan, 2010). Therefore retention of workers by both public and private enterprises has contributed positively to increase in productivity, effectiveness and expansion of businesses (Huselid, 1995; Collins, 2007; Uma, 2013; Sorasak, Jirasek and Nutthawut, 2014). Human resource management practices are those elements that administrators and managers can use to retain their workers. It will interest us to know that university lecturers are one of the major building blocks of any progressive nation. In some developed nations, government corroborate with lecturers to find the best economic policy that will suit their country. Even when it comes to bilateral agreements with other countries, they choose lecturers who are knowledgeable about the country they intend to enter agreement with. Take for instance, United States of America have scholars that have knowledge of each country; and what they do is pay such university lecturers to study these countries culture, attitude, resources, strength and weaknesses. This is what has given US the edge over other countries of the world. Employee retention therefore is essential for economic development as well as promotes country’s reputation. Supporting argument, Dessler (2000) contended that retention of workers increases organisational reputation from the host communities and society at large. Arumugam and Mojtahedzadeh (2011) in their submission argued that continuous efficiency can only be recorded when employees are retained in the workplace. Khan, Aslam and Lodhi (2011) contended that growth and mergers of businesses around the world were as a result of employees that have been retained by the organizations.

Finally Armstrong (2009) elucidates that nowadays, suppliers, customers and investors are looking for organizations that can retain their employees for a longer period of time before partnering with such firms. This is absolutely true because organizations that want to partner with another enterprise will always consider consistency as the first criteria. When firms are not consistent with their policies on employment, promotions, and fairness partnership will never see the light of the day. Some of the indicators of human resource management practices that will be examined in this study are; promotion, compensation, training, working conditions and organisational justice.

Nevertheless, this study hereby presents trend of studies from researchers on retention using different methodologies and approaches. Sanjeevkumar and Wang (2012) examined the determinants of human resource practices influencing retention of employees in Kedah State Development Corporation, Malaysia. Their findings revealed that compensation, worklife balance, organisational commitment, career opportunity, supervisor support have positive relationship with employees' intention to stay. Secondly, Uma (2013) carried out an empirical study on human resource management practices: Its impact on employee retention. Finding of Uma's study showed that there is a good relationship between human resource management practices and employee retention. Thirdly, Sorasak, Jirasek and Nutthawut (2014) investigated human resource management practices and employee retention in Thailand. They concluded that compensation and benefits management and reward system, and training and development have a direct and indirect effect on employee retention. Finally, Madiha, Ayesha, Syed and Sajid (2009) examined determinants of employee retention in telecom sector of Pakistan. Result of their study revealed that career development opportunities, supervisor support, working environment, rewards and work-life policies has positive relationship with employee retention.

Drawing from above contributions, it does appear that most of the scholars viewed the concept in the developed world rather than developing country like Nigeria. The aim of this study therefore is to examine the relationship between human resource management practices and lecturer's retention in the Nigeria public universities.

Objectives of the study

The broad objective of this study is to examine the relationship between human resource practices and retention of lecturers in Nigerian public universities. However, the following specific objectives are to:

1. identify the relationship between promotion and lecturers' retention in Nigerian universities
2. ascertain the relationship between compensation and lecturers' retention in Nigerian universities
3. examine the relationship between training and lecturers' retention in Nigerian universities
4. identify the relationship between working environment and lecturers' retention in Nigerian universities
5. ascertain the relationship between organisational justice and lecturers' retention in Nigerian universities

Research Hypotheses

The following research hypotheses were formulated based on the above specific objectives.

H01: promotion does not have significant relationship with lecturers' retention in Nigerian universities

H02: compensation does not have significant relationship with lecturers' retention in Nigerian universities

H03: training does not have significant relationship with lecturers' retention in Nigerian universities

H04: working environment does not have significant relationship with lecturers' retention in Nigerian universities

H05: Organisational justice does not have significant relationship with lecturers' retention in Nigerian universities

REVIEW OF RELATED LITERATURE

The concept of human resource management practices

In every field of study, there are key ingredients or concept that is domiciled in that field. Human resource management practices is a concept that human resource scholars and professionals cannot do without because of its importance to organisational sustainability. These are factors that human resource personnel use to motivate and retain employees or workers to execute their task effectively and efficiently. In another perspective, Delery and Doty (1996) argued that human resource management practices is “a set of internally consistent policies and practices designed and implemented to ensure that a firm’s human capital contribute to the achievement of its business objectives”. Tan and Nasurdin (2011) argued that human resource management practices associate with “specific practices, formal policies, and philosophies that are designed to attract, develop, motivate, and retain employees who ensure the effective functioning and survival of the organization”. For Schuler and Jackson (1987), human resource management practices is seen as a system that attracts, develops, motivates, and retains employees to ensure the effective implementation and the survival of the organization and its members. Minbaeva (2005) perceive human resource management practices as “a set of practices used by organization to manage human resources through facilitating the development of competencies that are firm specific, produce complex social relation and generate organization knowledge to sustain competitive advantage”.

Finally, Pfeffer (1998) highlights seven basic human resource management practices to include the following: (i) extensive sharing of financial and performance information throughout the organization (ii) extensive training, (iii) selective hiring, (iv) reduced status distinctions and barriers, including dress, language, office arrangements, and wage differences across levels, (v) self-managed teams and decentralization of decision making (vi) comparatively high compensation contingent on organizational performance, and (vii) employment security. In the final analysis, Sorasak, Jirasek and Nutthawut (2014) perceive human resource management practices as the human resource system. For the purpose of this study the human resource management practices necessary for lecturer’s retention in Nigeria public universities include promotion, compensation, training, good working environment and organisational justice.

Promotion: Promotion refers to a movement within the organization that involves the reassignment of an employee to jobs that attracts higher pay, greater responsibilities, privileges and potential opportunities (Amah, 2006). Promotional systems in the Nigerian universities are very clearly stated but what follows is the bottleneck that surrounds its implementation. In order of seniority, a professor is followed by an associate professor, senior lecturer, lecturer I, lecturer II, assistant lecturer and finally graduate assistant. To be promoted, a lecturer must conduct a research either empirical or theoretical including written textbook if any which will be assessed by appraisal committee of the university. However every university also has their peculiarity on the benchmark that will be used for promoting lecturers but it revolves within the same criteria earlier mentioned above.

Compensation: The second human resource management practice is compensation. Compensation refers to direct and indirect ways of motivating employees in the workplace. It can also be termed as financial and non-financial compensation. Bhattacharyya (2007) classified compensation as base salary, annual incentives, long-term capital accumulation, deferred compensation arrangements, supplemental benefits and perquisites, special severance and retirement arrangements, employment and change of control agreements. Dessler (2011) typologically classified compensation as direct financial payments (wages, salaries, incentives, commissions, and bonuses) and indirect financial payments (financial benefits like employer-paid insurance and vacations).

This is one of the issues raised in the agreement entered by the Federal Government of Nigeria and Academic Union of Universities (ASUU) in 1999. The nonpayment of outstanding earned academic allowance as mentioned in the aforesaid agreement remained a question to be answered by the federal government (Oluwagbemiga, 2016). Apart from the earned allowances, the salaries of academic staffs in Nigerian public universities are still the lowest in Africa compared to their counterparts in other African countries. A study conducted by a group of experts appointed by a committee of all vice chancellors of public universities in Kenya early in 2011 shows that the monthly salary and allowances of a full professor in Kenya are an average of \$2,200 compared with \$4,900 in Rwanda, \$3,200 in Tanzania and \$ 1,150 in Uganda (Jaindi, 2012). Jaindi (2012) also elucidates that in Ethiopia, a professor earns \$864 a month, 23 times the country average. In the US professors are paid an average of \$7,358, lower than Canada at \$9485 while in the UK academics are paid \$5,943 on average (Jaindi, 2012).

However, the reverse is the case in Nigerian public universities. Dailytimes Newspaper of May, 2017 shows that lecturers in Nigerian public universities earn the following salaries per annum. Lecturer II earns ₦1,649,509 to ₦1,979,640 yearly, Lecturer I is paid ₦2,079,996 to ₦2,684,010 per annum. Senior Lecturer earns ₦3,091,505 to 4,455,506 per annum. Reader earns ₦3,768,221 to ₦5,004,750 Naira yearly while a professor in Nigeria earns ₦4,580,349 – ₦6,020,163 yearly.

Training: Training is another human resource management practices that foster lecturer's retention. Since the world has become a digital environment there is the need for institutions to marshal out training programme that will geared towards enhancing the skills and competencies of its lecturers. For instance, some lecturers especially in the engineering field are still using drawing boards to instruct their mentees instead of using computer applications that is in vogue.

What then becomes the fate of the mentees when they graduate and face the real world where someone who did not studied engineering but has the skill of using engineering computer applications to draw becomes their teacher? This is a malady that needs to be addressed urgently.

Working environment: The next human resource management practice is the provision of good working environment. The university is a community on its own where learning and research takes place. Apart from building infrastructure that sometimes become a benchmark for some Nigerian universities other factors that are paramount to lecturers retention is provision of offices fully furnished for effective academic business. Some Nigerian public universities lack adequate offices for its lecturers. A visit to some Nigerian public universities revealed that some departments shares only one office while its lecturers just come to access information from the department and stay outside for other discussions. This has made some lecturers to quit their jobs and move to other university where these infrastructures were readily made available.

Organisational Justice: Another indicator of retention construct is organisational justice. Organisational justice is one concept that is dominant when it comes to employee retention (Do an, 2008; Ismail and Zakaria, 2009; Ghulam, et al. 2011; and Kathleen, 2011). Organisational justice has three basic categories namely; distributive justice, procedural justice and interactional justice. Cropanzano et al. (2001) defined organizational justice as the fairness perceptions of employees in organizational decision making. Rupp and Cropanzano (2002) argued that fairly treated employees, compared to the ones who are unfairly treated, demonstrated organizational citizenship behavior, show higher job performance, are more committed and have fewer turnover intentions. Other scholars have argued that oganizational justice basically explains the fairness perceptions of individuals or of group and then their behavior can be observed according the treatment they receive from their organization (Deutsch, 1975; James, 1993). Organisational justice is composing of three basic antecedents which include procedural, distributive and interactive justice. Workers can quit their jobs as a result of wrongful allocation of promotional resources to another person who do not deserve it. When there is unfair distribution of resources to lecturers' maybe in terms of teaching allowances, this can make one to start thinking of leaving to another institution where the employee feels fairness will prevail.

The Concept of Retention

Various scholars have examined retention with different binoculars which were presented here. Still in the bisection of employee retention; Sinott, Madison and Pataki (2000) submitted that employee retention consists of a "systematic effort to create and foster an environment that encourages employees to remain employed by having policies and practices in place that address their diverse need. On another hand, Chitsaz-Isfahani and Boustani (2014) postulates that employee retention refers to all those efforts, done by the organization, which increases the chances for an employee to stay in the organization for a longer time. Armstrong (2009) perceived employee retention as combined effort of policies and practices that cause employees to remain with an organisation for a longer period of time. Sunia (2014) accentuates that employee retention is the ability of an organization to reduce the turnover of its organization.

However, the essence of implementing human resource management practices is for workforce to remain with the organization. So when there is partial implementation of these practices in the

universities, the lecturers' will start seeking for greener pastures elsewhere. When lecturers' keeps leaving the Nigerian public universities, it brings negative reputation to the nation at large. Therefore retention of lecturers' in Nigerian public universities is the bedrock of competitive advantage. As soon as lecturers' in the Nigerian public universities leaves, the private universities in Nigeria always gear up every moment to receive them from their competitor which is the public universities. Several lecturers' from the Nigerian public universities have moved to some African countries such as Malawi, Tanzania, Gambia, South Africa, Ethiopia, Rwanda, Uganda, Kenya where salaries and good working conditions are attractive (www.theeastafrican.co.ke, 2012).

Human Resource Management Practices and Lecturers' Retention in Nigerian Public Universities

Organisation is made up of group of people that drives its objectives. These people if not well taken good care of, will resort to searching for other greener pasture where they can be treated fairly. Human resource management practices are those activities that organization uses to motivate and retain its workforce to avoid leaving to other organization (Dessler, 2013). However, from the preceding sections where the investigator argued that the effective implementation of human resources management practices will reduce the rate at which Nigerian lecturers are leaving the shores of the country to seek greener pasture in the African countries as well as Far East Asia, Mediterranean and the Americas. Take for instance; promoting lecturers has become a serious issue in some Nigeria public universities. This is because; those who were not promoted will see others that were promoted as unqualified or that there is no procedural justice in the promotion exercise. Some academic staffs will even argue that, promotions were based on political affiliations. This series of arguments and petitions that lingers in the Nigerian public universities on the authenticity of promotions have made some lecturers to resign from their jobs and find their way to central African countries such as Rwanda, Malawi, Kenya, Ethiopia as well as the southern African countries.

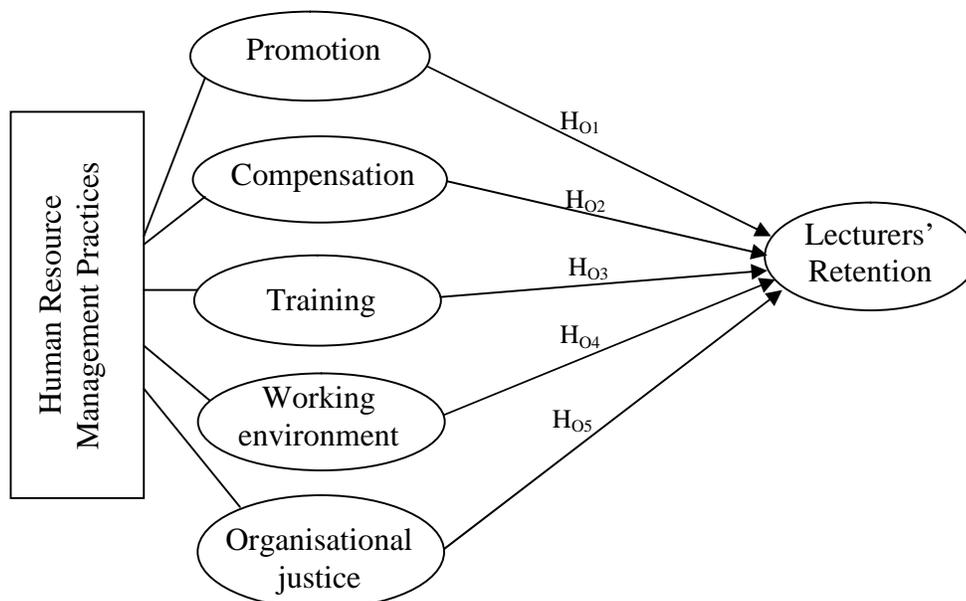
In furtherance, human resource management practices as compensation, training, working environment and organizational justice has a significant effect on the retention of Nigerian lecturers in public universities. Compensation till today whether direct or indirect has a strong influence on the behaviour of lecturers in Nigerian public universities. Take for instance, a senior lecturer in Nigerian public universities is entitled to allowances for thesis and dissertation supervisions but they cannot access this fund from TEDFund unit of their universities. Training of lecturers in the public universities has been a bottleneck. A lecturer will attend a conference within Nigeria, when an application is made to accessed TEDFund which was designed to take care of such activity, the application can be there for years until retirement. This ugly behaviour from the university authorities has made Nigerian lecturers not to attend international conferences because they will be the one that will bear the financial burden. Sometimes, the money that is required to attend an international conference maybe more than their salaries and so, having compared the consequences, they will not attend.

In addition to the above is working condition. It is disheartening to see a lecturer standing on the sun teaching students in the field or sometimes in an open stadium where noise is the microphone for the lecture. Questions that need urgent answers from the university authority or

federal government that claim ownership of these institutions is that, are they not aware that there are not enough classrooms for lecturing the students that they admitted? Or is that the owners of these public universities have not travelled to other universities around the world to see how their learning environment looks like? Classroom aside, what about lecturers' offices? That is another research for further study. While the vice chancellors, deputy vice chancellors occupy offices with air conditions as well as brand new cars, other lecturers alike wanders about on the sun supervising students' research work under trees. These maladies have contributed to the exit of many lecturers' to other countries that provides good working environment for their citizens and their lecturers as well.

Finally, organisational justice is the fairness at workplace. Many lecturers have been dismissed in the Nigerian public universities as a result of one form of offence of the other. But do these public universities apply organisational justice to these dismissals? Some are dismissed because they are not loyal to the present administration or because the lecturers are in support of the previous administration and the rest. When procedural justice is not adhered to in decisions that will affect lecturers source of living, then it becomes unfair treatment. Distribution of resources to various colleges or faculties can also affect lecturers' mental attitude towards university management. In distributive justice for instance, is a situation where a sitting chancellor comes from another college or faculty may favour his/her faculty/college by erecting good structure for them while other colleges/faculties will be giving a three bedroom building. All these problems have contributed negatively to lecturers exit to other countries. Below is a conceptual framework showing the relationship between human resource management practices and lecturers retention.

Figure 1.1: Conceptual framework



Source: Researcher's conceptualization (2017)

RESEARCH METHODOLOGY

A cross-sectional research survey was employed. Cross-sectional studies are carried out once and represent a snapshot of one point in time (Cooper and Schindler, 2014). Five public Nigerian universities located in Rivers and Bayelsa States were surveyed using a convenience sampling technique. Accessible population is lecturers from Faculty of Engineering, Management Sciences/Business Education, Social Sciences/Social Studies, Basic Sciences and Humanities which sum up one hundred and twenty five (125). Sample size is ninety five (95) using Krejcie and Morgan (1970). Thus, ninety five (95) copies of questionnaire were administered but eighty two (82) copies were retrieved and used for data analysis. Validity of instrument was determined using face validity while Cronbach Alpha test was used to ascertain the reliability of the instrument. 5-point Likert scale ranging from 5=*Great extent*, 4=*Moderate extent*, 3=*Considerate extent*, 2=*Slightly extent*, 1=*Not at all* were used for measuring promotion (4-items), training (4-items), compensation (4-items), working environment (4-items), organisational justice (4-items) and lecturers retention (4-items) as well as lecturers' retention. Both univariate and bivariate analysis was used for analysis of data. For univariate analysis, percentage was employed while bivariate analysis was used for test of hypotheses. Spearman's Rank Order Correlation Coefficient (ρ) was used as a statistical tool for the bivariate analysis with the aid of SPSS (20.0).

DATA ANALYSIS

Both univariate and bivariate analysis were used for the analysis. Univariate analysis refers to the analysis of one variable at a time (Bryman and Bell, 2007; Ahiauzu and Asawo, 2016). Simply put univariate analysis tests hypotheses involving only one variable (Zikmund et al. 2013). Bivariate analysis is concerned with the analysis of two variables at a time in order to uncover whether or not the two variables are related (Bryman and Bell, 2007; Ahiauzu and Asawo, 2016). In simpler term bivariate analysis tests hypotheses involving two variables (Zikmund et al. 2013). Frequency was used for univariate analysis of respondents' gender, age-brackets, number of years in service and educational qualification and presented as follows. 58 respondents' representing 71% were males while 24 respondents' representing 29% were females. For the age-bracket; 10 respondents' representing 12% were between 35-45 years; 54 respondents' representing 66% were between 45-55 years; 18 respondents' representing 22% were between 55 years and above. In terms of years of service; 14 respondents' representing 17% have served between 1-5 years; 48 respondents' representing 59% have served between 5-10 years; 20 respondents' representing 24% have served between 10 years and above. For academic qualifications; 12 respondents' representing 15% holds M.Sc/M.Eng/M.Ed degrees; 10 respondents' representing 12% holds MBA/M.Tech degrees; and 60 respondents' representing 73% were holders of P.hD degrees.

Bivariate Analysis

Spearman's Rank Order Correlation Coefficient (ρ) was used in this section to analyse the hypotheses with the aid of statistical package for social sciences (20.0).

Table 1: Bivariate analysis between promotion and lecturers' retention in Nigerian universities

			Promotion	Lecturers' retention
Spearman's rho	Promotion	Correlation Coefficient	1.000	.720**
		Sig. (2-tailed)	.	.000
		N	82	82
Spearman's rho	Lecturers' retention	Correlation Coefficient	.720**	1.000
		Sig. (2-tailed)	.000	.
		N	82	82

** . Correlation is significant at the 0.05 level (2-tailed).

Result above shows the correlation between promotion and lecturers retention. Rho is positive and $p < 0.05$ which indicate that promotion has a significant relationship with lecturers retention in Nigerian public universities.

Table 2: Bivariate analysis between compensation and lecturers' retention in Nigerian universities

			Compensation	Lecturers' retention
Spearman's rho	Compensation	Correlation Coefficient	1.000	.802**
		Sig. (2-tailed)	.	.000
		N	82	82
Spearman's rho	Lecturers' retention	Correlation Coefficient	.802**	1.000
		Sig. (2-tailed)	.000	.
		N	82	82

** . Correlation is significant at the 0.05 level (2-tailed).

The above result shows bivariate analysis between compensation and lecturers retention. Spearman's rho is positive and $p < 0.05$ which means that compensation has a significant relationship with lecturers retention in Nigerian public universities.

Table 3: Bivariate analysis between training and lecturers' retention in Nigerian universities

			Training	Lecturers' retention
Spearman's rho	Training	Correlation Coefficient	1.000	.658**
		Sig. (2-tailed)	.	.000
		N	82	82
Spearman's rho	Lecturers' retention	Correlation Coefficient	.658**	1.000
		Sig. (2-tailed)	.000	.
		N	82	82

** . Correlation is significant at the 0.05 level (2-tailed).

Result above shows the bivariate analysis between training and lecturers retention. Spearman's rho indicate a positive relationship and $p < 0.05$ which implies that training has a significant relationship with lecturers retention in Nigerian public universities.

Table 4: Bivariate analysis between working environment and lecturers' retention in Nigerian universities

			Working environment	Lecturers' retention
Spearman's rho	Working environment	Correlation Coefficient	1.000	.815**
		Sig. (2-tailed)	.	.000
		N	82	82
Spearman's rho	Lecturers' retention	Correlation Coefficient	.815**	1.000
		Sig. (2-tailed)	.000	.
		N	82	82

** . Correlation is significant at the 0.05 level (2-tailed).

SPSS bivariate analysis above shows the correlation between working environment and lecturers' retention. From the output, rho is positive and $p < 0.05$ which means that working environment has a significant relationship with lecturers' retention in Nigerian public universities.

Table 5: Bivariate analysis between organisational justice and lecturers' retention in Nigerian universities

			Organisational justice	Lecturers' retention
Spearman's rho	Organisational justice	Correlation Coefficient	1.000	.781**
		Sig. (2-tailed)	.	.000
		N	82	82
	Lecturers' retention	Correlation Coefficient	.781**	1.000
		Sig. (2-tailed)	.000	.
		N	82	82

** . Correlation is significant at the 0.05 level (2-tailed).

The above result shows the bivariate analysis between organisational justice and lecturers' retention. From the output, Spearman's rho is positive and $p < 0.05$ which implies that organisational justice has a significant relationship with lecturers' retention in Nigerian public universities.

Findings

This study found that human resource management practices have significant relationship with lecturers' retention in Nigerian public universities. However, the following specific findings were drawn.

- 1) Promotion has significant relationship with lecturers' retention in Nigerian universities. This implies that as promotions increases, lecturers' retention also increase in the Nigerian public universities.
- 2) Compensation has significant relationship with lecturers' retention in Nigerian universities. This means that; as compensation improves, lecturers' retention also increases in the Nigerian public universities.
- 3) Training has significant relationship with lecturers' retention in Nigerian universities. This means that as training of academic staffs increases in Nigerian public universities, their retention also increases.
- 4) Working environment has significant relationship with lecturers' retention in Nigerian universities. This implies that as good working environment is improved, lecturers' retention will also increase in the Nigerian public universities.
- 5) Organisational justice has significant relationship with lecturers' retention in Nigerian universities. This means that as procedural justice, distributive justice increases in the lecturers' retention also increase in the Nigerian public universities, their retention will also increase.

CONCLUSION

This study concludes that human resource management practices measured in terms of promotion, training, compensation, working environment and organisational justice enhances lecturers' retention in Nigerian public universities.

RECOMMENDATIONS

Based on the conclusion, the study recommended as follows:

- 1) Promotion of lecturers should be done on yearly basis instead of three years to encourage Nigerian lecturers to remain instead of leaving to other countries.
- 2) Lecturers in the Nigerian public universities should be giving easy access to TEDFund to enable them participate in both national and international conferences.
- 3) Salaries of lecturers in Nigerian public universities should be increased to match with their counterparts in other countries.
- 4) Both federal and state government should as a matter of urgency address the problem of dilapidated learning infrastructure in the public universities
- 5) Nigerian public university authorities should always be fair when handling lecturers' alleged unethical offences.

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