

DURBAN UNIVERSITY OF TECHNOLOGY

**JOB SATISFACTION AND LABOUR TURNOVER OF EARLY
CAREER ACADEMICS AT AFE BABALOLA UNIVERSITY,
ADO EKITI (ABUAD), NIGERIA**

by

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JOB SATISFACTION AND LABOUR TURNOVER OF EARLY CAREER ACADEMICS AT AFE BABALOLA UNIVERSITY, ADO EKITI (ABUAD), NIGERIA

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ABSTRACT

Universities, in Nigeria, both public and private have been witnessing an increase in labour turnover especially among early career academics (ECAs) which is considered a major threat to institutional stability, performance and sustainability. . Irrespective of this there is a small but growing research in this area. This study explored the influence of job satisfaction on labour turnover of early career academics at Afe Babalola University, Ado-Ekiti (ABUAD), Nigeria. Specifically, the study investigated the influence of the key aspects of job satisfaction namely, remuneration, work environment, staff development, job security and job enlargement on labour turnover intentions of early career academics in ABUAD. . A qualitative approach, guided by interpretivist philosophy, and a phenomenological design was adopted for the study. A non-probability purposive sampling was used to draw a sample size of 43, from a target population of 217. Data were gathered through face-to-face (FTF) interviews and focus group discussions (FGD). The FTF was done with 6 participants, while focus group discussions involved 6 groups with 6 to 7 members. Participants included in this study possessed a minimum of five years of postdoctoral experience and were aged 25-45 years. Thematic analysis was employed and recurring themes, patterns, and meanings relevant to the research objectives were identified. Findings reveal that job satisfaction is strongly linked to timely remuneration, a positive work environment, and opportunities for staff development. Conversely, perceived job insecurity, excessive workload, negative attitudes at work, and rigid institutional policies lower job satisfaction and increase turnover intentions. The study recommended leadership and management buy-in for initiatives relating to academic job satisfaction. Such will help in management in making informed policy decisions, which ultimately would increase academic job satisfaction, improve retention, and productivity.

Keywords: job satisfaction; early career academics; retention; labour turnover (LT).

DECLARATION

I, Omiyale Ebunlomo Omotayo, declare that this dissertation presented for the Master's Degree in Management Sciences specializing in Human Resources Management in the Faculty of Management Sciences at the Durban University of Technology (DUT) constitutes my original investigation and research. It has not been presented, in whole or in part, for any other degree or to any other institution of higher education. Additionally, I affirm that proper citation, referencing and acknowledgment of all sources have been diligently maintained.

Signed

Date: 24 March 2026

Omiyale Ebunlomo Omotayo

Student Number: 22176556

DEDICATION

This dissertation is dedicated to the owner of my soul and cherished companion, Abba Father, who keeps the covenant.

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I express my heartfelt thanks to the Almighty God, my ultimate source of strength, whose grace empowers me to accomplish this feat.

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LIST OF ACRONYMS

ABUAD	-	Afe Babalola University, Ado-Ekiti
ARCS	-	Attention, Relevance, Confidence and Satisfaction
CLE	-	Creative Learning Ecosystem
DNA	-	Deoxyribonucleic acid
DUT	-	Durban University of Technology
ECAs	-	Early-Career Academics
ETF	-	Education Trust Fund
ETF	-	Education Trust Fund
EU	-	The European Union
FGDs	-	Focus Group Discussions
FGN	-	Federal Government of Nigeria
FRN	-	Federal Republic of Nigeria
FTF	-	Face-to-Face
FUNAAB	-	Federal University of Agriculture, Abeokuta
FUPRE	-	Federal University of Petroleum Resources
FWAs	-	Flexible Work Arrangements
HE	-	Higher Education
HEI	-	Higher Education Institution
HR	-	Human Resource
HRM	-	Human Resource Management
IREC	-	Institutional Research Ethics Committee
IT	-	Information Technology
KSAO	-	Knowledge, Skills, Abilities, and other characteristics
MOOCs	-	Massive Open Online Courses
NEEDS	-	Nigerian Economic Empowerment Development Strategy
NUC	-	Nigerian Universities Commission
PHEIs	-	Private Higher Education Institutions
POPIA	-	Protection of Personal Information Act
SPSS	-	Statistical Package for the Social Sciences

TA	-	Thematic Analysis
TETFUND	-	Tertiary Education Trust Fund
TNE	-	Transnational Education
UNESCO	-	United Nations Educational Scientific and Cultural Organisation

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Globally, the higher education sector is experiencing exacerbated forms of changes that are deeply affecting all stakeholders. Akin to the developing nation's higher education environment are the pace of the changes, transformation, technological acceleration, globalization, policies, well-being and most especially the coronavirus (COVID-19) pandemic. The COVID-19 pandemic exposed the level of unpreparedness of African higher education institutions (HEIs). The post-pandemic has seen human migration across all sectors of the economy and HEI has not been spared. To date, many Nigerian universities, both public and private are still struggling in dealing with the aftermath of the pandemic. With these ongoing changes and rapid transformations, it becomes interesting to understand how HEIs are managing to retain their staff and most especially, the early-career academics (ECAs).

In Nigeria, the increasing turnover rates among academics are prevalent in both the public and private universities. Though literature documents various reasons relating to academic turnover rates, it is important to note that the background context of every institution or country differs. In this regard, the level of job satisfaction of early career academics in Nigerian private universities becomes of concern. This is because ensuring the retention of early-career academics in the universities hinges on various strategic initiatives of which job satisfaction tops the scale. In view of this, understanding the relevance of job satisfaction concerning ECA turnover in the context of Nigerian private institutions becomes vital in addressing the brain drain facing the nation and Africa at large.

Given the foregoing and beyond this introductory section, the chapter presents the background information to the study and outlines the research problem. Following this is

the presentation on the overall aim of the study and that of the specific research objectives. From the latter, the study research questions are then formulated, followed by a discussion on the scope of the study and its significance. The chapter proceeds to detail the preliminary aspects, including the literature review and research methodology. Furthermore, the key concepts adopted in the study are defined and the structure of the chapter is outlined. Finally, the chapter provides some concluding thoughts on the contents.

1.2 Background to the Study

The multi-faceted processes of globalisation and the COVID-19 pandemic largely transformed the African higher education sector. The COVID-19 pandemic disrupted higher education institutions' (HEI) activities such as teaching and learning, research and supervision etc. The pandemic exposed the underlying challenges facing African HEIs which reflected in the difficulties in managing and mitigating its consequences. This is because of the rapid transitions from traditional ways of practices in HEIs to technologically driven practices. For example, the migration from physical contact classrooms to online classrooms, the emergence of remote work which is new to many academics in the African context and internet accessibility among others. Lessons from the COVID-19 era have triggered many institutional managements to revisit their policies to deal with the aftermath of the pandemic. The aftermath has triggered the need for the revitalisation of the HE sector, with blended and modular learning becoming an integrative part of teaching and learning, provision of customized learning and the need for competent academics (Network, Nashon and Josephat 2021; World Economic Forum 2020). On the other hand, though the pandemic rendered an unimaginable mortality rate across the globe, the post-COVID-19 era has created opportunities for human migration as jobs are opening (especially in developed countries) across all sectors of the economy including higher education. This has intensified the competitive environment and the dynamic nature of the higher education

sector. The African higher education sector, particularly in Nigeria, is not spared from this mayhem.

Before the COVID-19 era, the African continent had long suffered from issues of corruption, exploitation of power and unethical conduct (Fagbadebo 2019; Gumede 2017). These concerns which manifest across sectors have seen the Nigerian HE system being severely fractured and struggling to cope with the dynamic political, social and economically imposed challenges. As a result, Nigerian higher education has come under scrutiny over the years, and the net effect of the difficulty in coping with the system has seen an increase in migration of academics out of Nigeria. The COVID-19 pandemic has also intensified the situation and Acholonu and Njie (2020) concur by noting that Africa (Nigeria inclusive) is marred by a lack of skilled professionals to manage institutions. The paradigm shift has vested a confronting task for the HEIs to employ innovative ways of managing their workforce which has remained a daunting task.

1.3 Statement of the Problem

It is widely known that the growing brain drain in the African universities has increasingly gained prominence because of its negative impact on academic productivity, efficiency, reputation and university sustainability (Altbach and Wit 2022; Jacob and Atobauka 2021). Literature has documented that about 23,000 academics emigrate out of Africa every year in search of more desirable working and living conditions (Okunade and Awosusi 2023; Ojo *et al.* 2023; Adeyanju and Olatunji 2022; Enibe Umeh and Eze, 2021). The continuous brain drain has caused acute shortages of academic staff that have compelled universities to have fewer qualified lecturers and more workloads for them (NUC 2024; Ishola *et al.* 2020; Anokye, Okri and Adie 2019). This issue is especially acute in Nigeria, where the higher education institutions (HEIs) are still facing the problem of constant under-staffing, overcrowded classes, and the student-staff ratio of more than 30 students per lecturer (Jacob and Atobauka 2021;

Oyelola 2021). Academics in their early years of career (ECAs) and experienced ones are leaving the system or moving to higher-ranking institutions in pursuit of professional growth and better working environments (Ogunode *et al.* 2020; Ogunode and Musa 2020). Literature documents that economic instability, insecurity, limited career prospects, low morale, job insecurity, frequent job changes, and disruptive work environments are the causes of this persistent brain drain (Vakili and Mobini 2023; Ikpi 2023; Peterside 2021; Alo and Dada 2020). Other contributors to this mayhem include poor infrastructure, run-down facilities, and substandard laboratories are also contributors to the discontent of academics in most Nigerian universities (Jacob 2020; Ogunode and Abubakar 2020). As a result, most universities have a high dependency on visiting scholars, adjuncts, sabbatical, contract, retired, and ad-hoc lecturers, (Ajayi and Ogunode 2022; Fatunmole 2021; Ogunyemi 2022).

To mitigate the crises, the government of Nigeria provides scholarships, research funding, infrastructure development, and staff capacity-building programs (Tertiary Education Trust Fund, or TETFund) to (Ogunode 2023). In addition, government sponsors new research findings and support strategies for international cooperation and quality in institutions (NUC 2023). Despite these efforts, the retention of academics, particularly ECAs, is a daunting challenge facing many universities in Nigeria given that most academic staff do not return to the country after being sponsored overseas for training and development (Ishola *et al.* 2020). The scale of the crisis was accentuated in the NUC Bulletin (2022), when the Nigerian Universities Commission indicated that there were slightly more than one hundred thousand lecturers in the country to cater for more than 2.1 million university students (Tolu-Kolawole 2022).

Research into the continuing brain drain within Africa and particularly in private institutions have been documented in literature focusing on various elements. Within the limits of this dissertation, the researcher explored job satisfaction of academics. Job satisfaction has been extensively found to be a key predictor of labour turnover, and research has shown that satisfied employees have greater commitment and reduced

turnover intentions (Wesemann 2024; Masindi *et al.* 2023; Rembang and Wijono 2023). Also, an increase in job satisfaction increases organisational commitment and decreases mobility, whereas a lack of satisfaction increases turnover and endangers the organisational stability (Yang and Hu 2023). Although job satisfaction and labour turnover were the most studied topics in the context of the education system in Nigeria (Bello, Ogundipe and Eze 2017; Iornem 2017; Salau *et al.* 2020), most research has been on the public sector. Given that private institutions are perceived as a more robust and better working environment, however, they are not spared from the ongoing academic and especially ECAs brain drain in Nigeria. It is on this premise that this study addressed the question: what is the influence of job satisfaction on labour turnover of early career academics at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria

1.4 The Study Research Aim

According to Kumar (2019), the research aim refers to the overall objective or purpose of the study. This is often a high-level, comprehensive purpose of statement that summarises the study's main question. The study aims to explore the influence of job satisfaction on labour turnover of early career academics at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria. In the context of the researched study site, job satisfaction is measured across the elements of remuneration, work environment, staff development, job security and job enlargement. These components of job satisfaction are used to develop the subsequent research objectives outlined as follows:

1.4.1 Objectives of the Study

- To understand how remuneration influences the experiences of ECAs in relation to labour turnover at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria;
- To explore how the work environment shapes the labour turnover of ECAs at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria;

- To identify the role of staff development in the ECA decisions regarding labour turnover at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria;
- To investigate how ECAs perceive job security in relation to labour turnover at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria; and
- To explore how job enlargement shapes the ECAs labour turnover intentions at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria.

1.4.2 Research Questions

This study strives to answer the following questions:

- How does remuneration influence the experiences of ECAs in relation to labour turnover at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria?
- In what ways does the work environment shape the labour turnover of ECAs at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria?
- What role does staff development play in the labour turnover decisions of ECAs at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria?
- How do ECAs perceive job security in relation to labour turnover at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria?
- How does job enlargement shape the ECAs' labour turnover intentions at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria?

1.5 Scope of the Study

Akanle Ademuson and Shittu (2020) have noted that the parameters within which the study operates are referred to as its scope. Considering the numerous constraints that hinder research, it raises the issue of how much the already limited resources should be stretched to accommodate research efforts. This research is restricted to Afe Babalola University in Ado Ekiti (ABUAD), Nigeria, which is a private university established in 2009 and known for its innovative approach to education and its commitment to academic excellence. The University is situated on a 130-hectare expanse at an elevation exceeding 1,500 feet above sea level along Ado-Ekiti-Ijan Road. It is

positioned directly across the Federal Polytechnic, Ado-Ekiti, in Ekiti State. The University is an exceptional institution of higher education that integrates the acquisition of knowledge with its practical application, aiming to produce graduates known for their high integrity and international recognition. Furthermore, the University's Multi-System Hospital made the University the toast of its peers in Africa (Nwosu 2019; ABUAD Prospectus).

1.6 Significance of the Study

In recent years, higher education has encountered fierce competition on both national and international levels in retaining young, talented academics (Ajayi and Ogunode, 2022). Consequently, numerous educational institutions worldwide, particularly those in Nigeria, grapple with a significant challenge in retaining such professionals. The turnover of academic staff negatively impacts productivity and innovation, particularly for private universities in Nigeria (Ajayi and Ogunode, 2022). ECAs face various impediments that contribute to their mobility and labour turnover (Lee *et al.* 2022). Given these concerns, the findings and recommendations of this study are valuable to several educational institutions because they shed light on the factors contributing to high labour turnover and suggests strategies for employee retention. The study also contributes to the existing body of knowledge by highlighting the significance of investigating job satisfaction in the organisation and how it can be leveraged by human resource management to decrease employee turnover. It also proves useful for closing knowledge gaps in the literature. As a result, the institution has access to more data to make informed decisions that ultimately boost productivity. Furthermore, this study serves as a valuable reference for future scholars.

1.7 Preliminary Literature Review

The higher education sector is a vital component of any nation's development, playing a crucial role in producing skilled and knowledgeable individuals who contribute to

economic growth and societal advancement (Ngwacho 2021). One of the most pressing challenges facing HEIs is retaining high-quality faculty, particularly ECAs (Abell and Becker 2021). The concept of Higher Education is discussed extensively in the next chapter. Within this setting, academic staff job satisfaction, particularly amongst ECAs, has emerged as a critical concern area for the operational management of the universities (Aprile Ellem and Lole 2021), given the increasing on-going labour turnover and mobility facing the Nigerian HE system. Understanding the mechanisms impacting job satisfaction and labour turnover is becoming increasingly important as private institutions in Nigeria play an increasingly major role in the higher education sector.

Job satisfaction holds significant importance in various organisations, particularly in the context of educational institutions. Its impact extends to influencing employees' organisational commitment as noted by Ayalew *et al.* (2019) and Breaugh, Ritz and Alfes (2018), indicating that satisfied workers are more likely to stay dedicated to both their job and the institution. The strong correlation between job satisfaction and organisational commitment, as highlighted by Hakim, Abd Rosid and Kusumawati. (2022) and Colquitt, Lepine and Wesson (2015), suggest that fluctuations in job satisfaction levels can affect employees' commitment positively or negatively. The impact of staff dissatisfaction is always felt in terms of turnover which represents the termination of a reciprocal relationship and its antecedents are multifaceted. Chapter 2 of this dissertation provides insights into existing literature covering aspects such as the concept of job satisfaction and the various reasons underpinning it.

Similarly, the rate at which employees quit an organisation is reflected in its labour turnover. Research by Olubiyi *et al.* (2019) defines turnover as the act when employees officially leave the company. Recent studies, such as Ramlawati *et al.* (2021), underscore the impact of positive economic and political factors from society in attracting employees to resign. The extent of an organisation's investment in employees is both quantifiable and unquantifiable, starting from the placement of an advertisement through to recruiting, training and the development of staff (Sharif *et al.* 2021).

Therefore, labour turnover is considered an unpalatable development that calls for concern. Furthermore, the review covers the types of labour turnover and the causes of labour turnover. In conducting the study, it is essential to understand the theoretical frameworks underpinning the study, which are Maslow's theory of motivation, Herzberg's Two-Factor Theory and Hackman and Oldham's Job Characteristics Theory.

1.8 Preliminary Research Methodology and Design

According to Snyder (2019), preliminary research methodology offers insights and guidelines concerning the conduct of research. The research study site is Afe Babalola University, Ado-Ekiti, Nigeria. The study adopted the interpretivism philosophy, an inductive research approach and a phenomenological design. The study employed a purposive non-probability sampling strategy and drew a sample size of 43 participants from a target population of 217. Primary qualitative data were collected via Face-to-Face (FTF) interviews and Focus Group Discussions (FGDs). The researcher employed an interview guide as the research tool, which comprised two sections; the first section addressed the demographic data of the respondents, while the second section addressed the study's research objectives. In support, secondary data were collected from peer-reviewed journals, online materials and information from the university database. The collected data were analysed thematically following the six steps proposed by Braun and Clarke (2006). The reliability of the research instrument and that of the study was presented. Ethical procedures were duly observed and details of the research methodology were presented in Chapter 3 of this dissertation.

1.9 Definitions of Key Concepts

For this study, pertinent concepts are outlined as follows:

1.9.1 Job Satisfaction (JS)

A fundamental concept in organisational behaviour which refers to an individual's subjective evaluation of various facets of their job, encompassing both intrinsic and extrinsic factors. The definition of job satisfaction is primarily and extensively understood by Locke (1969), who defined it as “a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences” (Jacob *et al.* 2022).

1.9.2 Labour Turnover (LT)

The concept of labour turnover is defined as the rate at which employees leave an organisation. It is crucial in gauging the stability and sustainability of the academic workforce. Employee turnover refers to the exit of an employee from the officially established organisation (Agba *et al.* 2021; Olubiyi *et al.* 2019).

1.9.3 Early-Career Academics (ECAs)

The concept of ECA is often said to be the first five years of one's career following the attainment of a PhD. A distinct demographic in the academic community typically includes individuals in the initial stages of their professional journey, characterised by a blend of enthusiasm, adaptability and the need for mentorship. (Stratford, Watson and Paull 2023; Bosanquet *et al.* 2017).

1.10 Structure of the Chapters

This Dissertation consists of five chapters, which are outlined as follows:

Chapter 1: commences with an introduction to the study and addresses job satisfaction as it pertains to ECAs in the higher education sector. Subsequently, it covers the background of the study. The chapter also delineates the problem statement, the aim and objectives, the research questions, the scope of the study, the significance of the

study, the preliminary literature, the methodological approach and the organisation of the research work.

Chapter 2: reviews the literature of past studies on HEI and delves into the concepts of job satisfaction, such as remuneration, workplace environment, staff development, job security and job enlargement amongst others. Furthermore, it addresses the challenges and causes of labour turnover in organisations and also examines the relationship between job satisfaction and labour turnover.

Chapter 3: discusses the research methodology used in the study as guided by the Saunders, Lewis and Thornhill Research Onions, presenting the research philosophy, research approach to theory development, the methodological choice, research strategies, the time horizon, as well as the techniques and procedures. Furthermore, the ethical considerations were discussed before the chapter concluded.

Chapter 4: delves into the discussion of the results of the collected data using the procedures mentioned in Chapter 3 of the study. Furthermore, it presents the thematic analysis of the qualitative data and the findings. The findings were substantiated by the reviewed literature with the objectives of the study.

Chapter 5: presents the conclusions of the dissertation and the suggested recommendations arising from the results of the study. The chapter summarises the entire dissertation and suggests future research.

1.11 Chapter Summary

This chapter establishes the groundwork for investigating the relationship between Job Satisfaction and Labour Turnover among ECAs at the study site, ABUAD. It begins by outlining the introduction and background of the study, highlighting the crucial research problem of high ECA turnover through a focused overview. Clear statements define the research aims, objectives and questions guiding the investigation. The chapter then

delineates the significance and scope of the study, emphasising its potential impact. The subsequent chapter delves into a comprehensive literature review of relevant published articles, building a solid theoretical foundation for the research problem. It also delves into detailed explanations of the two core variables - Job Satisfaction and Labour Turnover - drawing upon insights from leading experts in the field of Human Resource Management and their established conceptual models related to performance management.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

A literature review refers to the synthesis and analysis of information, emphasising findings rather than just citations from the literature, summarising the content of the literature and concluding it (Booth *et al.* 2021; Randolph 2019). In a dissertation, a literature review chapter serves many purposes, which include the demonstration of the knowledge of the topic under study, revealing existing research gaps, laying the foundation for developing the conceptual framework and informing the study methodology (Paré and Kitsiou 2017). This chapter reviewed related literature on the research topic. First, it presents a general view of higher education and higher education institutions and then narrows this to the Nigerian context. It further examines some of the challenges facing higher education institutions generally. It also discusses the concepts of job satisfaction with emphasis on the objectives of the study and the factors presumed to influence job satisfaction in higher education institutions. The concept of labour turnover, the possible effects and the reasons for turnover then follow. A further discussion provides an overview of job satisfaction and labour turnover in academia. The chapter then presents theoretical expositions underpinning the study, identifies the existing research gap in the literature and provides a conclusion.

2.2 The Higher Education and Higher Education Institutions

According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2023), higher education (HE) is a rich cultural and scientific asset that enables personal development and promotes economic, technological and social change. For Douglass (2021), higher education serves as a crucial gateway to advanced knowledge and specialized skills, playing a pivotal role in shaping the intellectual landscape of individuals and societies alike. In addition, it promotes the

exchange of knowledge, research and innovation and equips students with the skills needed to meet ever-changing labour markets (UNESCO, 2023). As the global landscape continues to evolve, scholars highlight the importance of HE in fostering critical thinking, global shifts in technology, economy, innovation and societal progress (Achieng 2023; Sá and Serpa 2020; Liesa-Orús *et al.* 2020). The HE environment has dramatically changed over the past decade due to the increasing demand for quality education, categorisation of academic institutions, advancements in technology, internationalisation, increasing students' enrollment and demographic changes, shifts in government funding, the competitive ecosystem, fluctuations in retention and graduation rates, evolving costs and tuition discount rates, adoption of e-learning, the recent COVID-19 pandemic and its potential consequences for the future workforce (Felix 2024; Beall 2021; Shumakova and Fibikh 2020). The discussion on these drivers in the HE sector will be limited to five in no order.

In HE, quality principles include effectiveness, high standards, excellence, value for money, fitness for purpose and/or customer focus. The primary determinants of education quality are the degree to which educational objectives are met, the output in the form of graduates and the employability rate and quality of outcomes attained as a result of this (Fomunyan 2018). The management process, such as assuring the quality in the system depicts quality education. The quality of education provided by universities can be enhanced by improved working conditions for academic staff members (Demina *et al.* 2020; Budiharso and Tarman 2020; Fomunyan 2018). On the categorisation of academic institutions, global university rankings evaluate and compare universities worldwide based on various criteria such as academic reputation, research output, faculty quality, and internationalisation. This perspective is grounded in the belief that rankings offer stakeholders valuable insights into the quality of education provided by HE institutions. These rankings influence students' choices, university funding and global academic reputation, with more institutions leveraging their rankings in promotional materials to attract students worldwide. (Beall 2021; Peters 2019).

The advancements in technology have profoundly transformed the HE environment, infusing every aspect of academic activities. The rise of technological tools, such as online learning platforms, digital libraries and research databases has expanded access to education, making it more flexible and inclusive (Aithal and Maiya, 2023). The COVID-19 pandemic further accelerated the adoption of technology in classrooms, leading to the widespread use of online learning platforms like massive open online courses (MOOCs). Technology has also significantly impacted the research community in HE, which is evident in the growing use of hybrid conferences, seminars and other collaborative tools (Mohamed *et al.* 2022). Moreover, innovations like the flipped classroom model have enhanced the quality of student learning experiences by enabling interactive environments, allowing students to engage with lecture materials or recorded sessions in advance (Educational Services Global Market Report 2024; Hashim 2021; Christensen 2017; Sharma, Palvia and Kumar 2017).

Internationalisation refers to the process of expanding involvement in international activities. This involves adopting and integrating external beliefs, values, norms or behaviours into an institution's or individual's framework, making them an intrinsic part of their own beliefs and attitudes (Metsola *et al.* 2020). It empowers students, staff and institutions by enabling them to learn from leading institutions abroad. It enhances international cooperation and capacity building and fosters an immersive and inclusive academic environment that goes beyond simply acknowledging an international student's culture, instead embracing and integrating diverse cultures into the educational experience (Internationalisation Survey Report 2024). International education enhances academic quality by exposing students and staff to international standards, inspiring greater achievement and addressing skills shortages in destination countries. Ultimately, it enriches individuals, strengthens the global community, and boosts revenue for both educational institutions and local businesses (Tran *et al.* 2023).

HE has undergone significant changes in recent decades, with a notable increase in global enrolments. This growth varies by country and region, drawing top talent

worldwide and elevating academic standards, fostering innovation in research and teaching, and enhancing career opportunities through cross-border collaboration. In the same vein, enrolment raises the institution's profile and prominence, giving access to funding sources such as donations from alumni and institutional investments. However, the expansion of enrolments places additional pressure on publicly funded institutions, and many resource-limited countries are struggling to meet the financial demands of a larger student body while maintaining educational quality. Consequently, countries must strategically adjust their policies to align with their economic and societal needs (Felix 2024; Grawe 2021; Lehman *et al.* 2021; World Bank Education Overview 2018).

Globally, reduced government funding in HE has placed significant pressure on universities, affecting research, tuition, and scholarships (Littleton 2022). The decline in public investment has led institutions to seek alternative revenue streams, often resulting in increased tuition fees, which burden students and limit access to education. The reduced funding has also curtailed research initiatives, forcing universities to rely more on private-sector partnerships and competitive grants, which may prioritize profit-driven projects over fundamental research. Scholarships and financial aid programs have also been constrained, diminishing opportunities for disadvantaged students and potentially widening educational inequalities (Chiramba and Ndofirepi 2023). This financial strain challenges the ability of HE institutions to maintain quality and accessibility in the long term (Felix 2024; Toepler 2018).

These unprecedented challenges are changing the landscape of the HE sector and placing more emphasis on innovative management practices for HE institutions. The HEIs are tasked with developing initiatives, strategies, programs, and pathways tailored to serve the needs of society and address these challenges. Achieving these rests on the human resources, which includes the academic staff of HEIs. Generally, it is necessary for many faculty members in HE to adopt new perspectives on their fields of study and courses, and for administrators to create new frameworks for understanding how institutions function in the modern day. Although it may be challenging, it is more

beneficial to take advantage of it (Hashim 2021; Tzavara 2021; Shumakova and Fibikh 2020; Demina *et al.* 2020).

2.3 Higher Education: The Nigerian Context

The Federal Republic of Nigeria's National Policy on Education (FRN 2004: Section 8 No. 58:30) defines tertiary education as "the education given after secondary education in universities, colleges of education, polytechnics, monotechnics, including those institutions offering correspondence courses" which serves as the foundation for HE in Nigeria. According to the definition, HE includes programmes offered by the following institutions: (i) Universities; (ii) Colleges of Education; (iii) Polytechnics; (iv) Monotechnics; and (v) Other Correspondence Institutions (Ogunode, Ngezack, and Christiana 2023; Okebukola 2015; FRN 2014; Adebisi 2014). According to FRN (2014), the objectives of HE are to: i. Support national development by providing higher-level, pertinent workforce training. ii. Create and instill moral principles necessary for people to survive and for society to advance people's capacity for understanding and appreciating their immediate and wider environments. iii. Gain knowledge and abilities that will help people become independent and valuable members of society. iii. Encourage and promote scholarship programs, community service, etc (Osaat and Emujakporue 2024). In view of this definition, the history of HE in Nigeria dates back to the colonial period when British colonial masters established institutions to train a local workforce to assist in administering the colony (Oluwade 2019).

The first formal HE institution in Nigeria, known as Yaba Higher College, was established in 1932, primarily offering vocational and technical courses. This was followed by the establishment of the University of Ibadan in 1948 as a college of the University of London, marking the beginning of degree-awarding institutions in Nigeria. The post-independence period saw rapid expansion, with the Nigerian government establishing more universities to meet the growing demand for HE and to promote national development (Ukozor and Ikechukwu 2024). HE in Nigeria is governed by principles to ensure it contributes effectively to personal development, national

progress, and global competitiveness, including institutional autonomy, which allows for self-governance in academic and administrative matters under the oversight of the National Universities Commission (NUC). Ensuring academic standards and quality is central, with the NUC providing guidelines for curriculum development, accreditation, and assessment (Okebukola 2018). Equitable access to education, public accountability for resources and performance, and the advancement of knowledge through research are also critical. Institutions are encouraged to engage in research that supports national and global challenges while upholding high ethical standards in teaching, research, and administration. Additionally, collaboration with other institutions, industries, and international bodies is essential to enhance educational quality, research, and innovation (Osita 2024; SRJ 2024; Olayinka, Adedeji and Ojo 2017; NEEDS 2014).

Today, Nigeria is home to over 892 tertiary institutions. These institutions are classified into universities, both public and private, totaling 272 (NUC, 2024); polytechnics, numbering 183; mono-technics, including those focused on agriculture, health, and other fields, amounting to 212 (NBTE, 2024); and colleges of education, which number 225 (NCCE, 2024). These institutions cater to different students through the programmes and qualifications they offer (Ogunode and Aiyedun 2020). Universities offer a broad spectrum of academic programmes, services, and opportunities. These include undergraduate and postgraduate programmes across diverse disciplines as well as research opportunities for both students and faculty in various fields. Additionally, they provide professional training programmes, certifications, and continuing education courses aimed at enhancing skills and advancing career prospects. The universities also host a range of cultural, sporting, and extracurricular activities, including clubs, societies, and sports teams, enriching the overall student experience.

These offerings are intended to deliver a well-rounded education that equips students for professional success and meaningful contributions to society. (Ifijeh and Yusuf 2020; Ogunode and Musa 2020; Adekeye 2018). The polytechnics are known to offer both

full-time and part-time courses of instruction and training in technology, applied sciences, commerce, management and other fields of applied learning that are relevant to Nigeria's development needs, particularly in industrial and agricultural production, distribution and research focused on the development and adaptation of techniques as determined from time to time; and (b) to organize conferences, seminars and study groups related to the areas of learning specified in paragraph (a) of this subsection (Obasi 2019; Federal Polytechnic Act, 1979 No. 33). For colleges of education and allied centres, Oga and Okpaga (2021) asserts that the role of colleges of education in Nigeria is to produce a sufficient number of highly qualified professionals who possess not only strong academic knowledge in their subject areas but also exemplary personal qualities for their students to emulate. The issuance of the National Certificate in Education (NCE) to teachers helps to address the manpower challenges in the nation's primary and junior secondary schools (Ezugoh, 2023).

The government, along with various individuals and groups, has actively embraced the challenge of enhancing the quality and expanding the number of HE institutions in Nigeria. Nigerian universities can generally be divided into two main categories based on ownership: public and private universities (Farinloye, Adeola and Mogaji 2020). Public universities in Nigeria are institutions that are established, owned, and funded by the government. They are categorised into two types: federally owned universities and state-owned universities. Federal universities are established by the federal government and are distributed across the country, while state-owned universities are owned by individual states (Olowonefa, Ogunode and Ernest 2022). Ogunode, Abubarkar, and Ajape (2021) identify several primary sources of funding for Nigerian public universities, which include government subventions, school fees, internally generated revenue, and donations from the private sector, NGOs, and international organisations. State governments also finance education mainly through their allocations from the Federal account, their share of VAT, and revenue generated in the state through local taxes, school levies, and other sources. Public universities, funded and overseen by the government, play a pivotal role in Nigeria's HE landscape to prioritize affordability,

evidenced by lower tuition fees and ensuring accessibility for students and their families. Other fundamental concepts include autonomy and equity, as highlighted by Jacob (2020).

Similarly, private universities are those that are owned and financed by individuals or organisations (Olowonefa, Ogunode and Ernest 2022). The creation of these institutions is often linked to philanthropic initiatives, with founders seeking to support community development and human capital growth (Idowu, 2022). These universities rely on tuition fees, grants, and private donations to ensure the financial sustainability of the sector (Kajawo, 2020). Private universities in Nigeria have emerged as significant players in the country's HE landscape, offering an alternative to the traditionally dominant public institutions (Suleiman, Hanafi, and Taslikhan 2017). According to The Cable (2020), private universities, often founded by religious organisations or private individuals, contribute to the diversification of educational opportunities and the expansion of access to tertiary education. The emergence of private universities in Nigeria represents a response to the increasing demand for HE, driven by a growing population and a desire for specialised academic programmes (Suleiman, Hanafi and Taslikhan 2017). The increase in demand has led to a changing educational environment in which private universities carve out a niche by providing programmes that are either unavailable or overcrowded in public institutions (Kajawo 2020).

The principles that define Nigerian HE institutions generally encompass accountability to both the government and the public regarding resource utilization and education quality. These universities are responsible for providing education, conducting research, and offering community services. As outlined by FGN (2014) and cited by Jacob (2020:86), the objectives of Nigerian HE institutions, including professional education aim to achieve the following: instilling proper value systems essential for individual and societal survival, enhancing individuals' intellectual capacities to comprehend and appreciate their surroundings, equipping individuals with both physical and intellectual

skills necessary for becoming productive community members and fostering an understanding of local and global environments (Osaat and Emujakporue 2024).

In conclusion, both public and private universities in Nigeria are overseen by the National Universities Commission (NUC), a federal body responsible for creating regulations related to program development and accreditation. The NUC also ensures that universities adhere to the principles of teaching, research, and community service (Olowonefa, Ogunode, and Ernest 2022).

2.3.1 Early-career Academics

Early career academics (ECAs) are individuals at the beginning of their academic careers, typically with up to five years of teaching and/or research experience after completing their PhD (Sargent and Rienties 2022). This phase generally includes those who have recently entered the academic profession and are in the process of establishing themselves in teaching, research and service roles in universities or research institutions. However, this stage is not without challenges, risks and uncertainties, which can lead to disengagement and burnout (Crome *et al.* 2019). To address the increasing demands of work, insufficient rewards and recognition and the tendency to overcommit, which can lead to disengagement among ECAs, Etzkorn and Braddock (2020) emphasised the importance of effective mentoring by experienced faculty members. Numerous studies have highlighted the significant pressures faced by ECAs in academia. For instance, a survey conducted by the Wellcome Trust (2020) and reported by Rienties and Hosein (2020) found that around 70% of the respondents experienced stress and mental health issues at work. Sargent and Rienties (2022) also noted that a considerable number of ECAs felt insecure in their roles and considered leaving the profession. ECAs require organisational support, fair rewards and recognition and opportunities to fulfill basic needs for autonomy, among other factors, to thrive in their chosen careers (Crome *et al.* 2019).

2.3.2 Challenges Facing Higher Education in Nigeria

Managing the HE environment is an enormous task, especially in Nigeria where distinct obstacles affect their long-term viability and efficacy. Literature has revealed that challenges facing the HE sector in Nigeria include: insufficient funding, corruption, shortage of academic staff, brain drain, insecurity, tuition problems, inadequate/ shortage of infrastructure facilities, recurring strike action, inadequate curriculum, the rapid increase in the number of students, poor research, poor quality of education/ poor quality of graduates from the Nigerian university system, difficulties in governance structures, government's inability to meet the demands of the labour union, exchange of inappropriate relationship for grades, examination malpractices, corrupt recruitment practices, fake qualifications and lecturer absenteeism (Ogunode, Olowonefa and Suleiman 2024; Ogunode, Attah and Ebute 2024; Ogunode, Ukozor and Ayoko 2023; Ogunode, Johnson and Olatunde-Aiyedun 2022; Ajayi and Ogunode 2022; Solomon and Solomon 2021; Igwe *et al.* 2021; Punch 2021; Gambo and Fasanmi 2019; Okebukola 2018; UNESCO 2017; Obi *et al.* 2016; Amadi and Urho 2015).

According to Ajayi and Ogunode (2022), the challenges confronting Nigerian universities are enormous. Inadequate funding has been a major problem in the Nigerian HE sector for a long time (Ajayi and Ogunode 2022). A World Bank report has revealed that Nigeria's public expenditure on education is insufficient by any standard, with only \$23 per capita being spent on education. Over the past five years, education spending has fluctuated between 10 and 12 per cent of Gross Domestic Product (GDP) (Channels, 2024). This overall public spending of 12 percent of the GDP falls short of the United Nations' recommendation for developing countries to allocate 26 percent of their GDP to education. UNESCO highlights that this shortfall undermines essential public services (Ogunode, Attah, and Ebute 2024; Ekaette, Owan, and Agbo 2019). A greater proportion of the problems in the Nigerian HE can be linked to funding issues. Numerous institutions have experienced periods of lockdown due to students' unrest around financial concerns, non-payment of salaries, and inadequate funding. Ogunode and Adanna (2022) stated that inadequate funding by the government prevents

commissions and agencies from discharging their mandate as stipulated in the acts establishing them, hence they poorly supervise the institutions.

Inadequate finance is the root cause of the issue of poorly built infrastructure, poorly equipped laboratories, and inadequate infrastructure in Nigerian institutions (Ogunode, Olowonefa and Suleiman 2024). The point is that HEIs are struggling to carry out their programmes and establish their growth plans due to a lack of funding from the federal and state governments (Ogunode, Olowonefa, and Suleiman 2024; Gambo and Fasanmi 2019). Various bodies in their capacities have called for the need to fund the HEI to prevent the sector from collapsing (Vanguard, 2023; Ogunode, Attah and Ebute 2024). Furthermore, researchers like Ohiare-Udebu, Sarafadeen, and Abashi (2022) and Okebukola (2018) have suggested that the government should boost funding for HEI across the nation to develop their research programmes and address other urgent needs.

The financial constraints are also attributed to corrupt practices. According to Ogunode, Josiah and Ajape (2021), the main issue facing the Nigerian HEI's administration system is the high prevalence of corruption. The majority of problems facing Nigeria's HE sector are caused by the widespread decimal of massive embezzlement and misappropriation of funds, which is impeding the nation's socioeconomic and political development (Akinola and Ogunode 2022; Ahmodu and Sofoluwe 2018). A large sum of funds that could have been spent on solving problems and realigning the education system of Nigeria was misappropriated (Ogunode, Attah and Ebute 2024). With the current wave of corruption scandals, Nigerian tertiary institutions have turned into ivory towers where people can no longer feel at rest (Ahmodu and Sofoluwe 2018). Research has informed of the corruption at the Federal University of Agriculture, Abeokuta, FUNAAB, involving ₦800 million; and that of the embezzlement of ₦260 million at the Federal University of Gusau (Ogunode 2021; Duru 2019; Onyeji 2017).

The understaffing of academic staff has been a challenge facing the Nigerian HE systems. The Academic Staff Union of Universities (ASUU) branches confirmed in separate interviews with the Punch newspaper in 2023 that the shortage of academic staff in most tertiary institutions is a serious concern. The ASUU branch at the Federal University, Gusau, Zamfara, revealed that the institution requires about 1,000 lecturers to fill vacancies left by those who have departed. Similarly, the ASUU's counterpart at Usmanu Danfodiyo University, Sokoto, reported that around 100 lecturers have left the university, while at the University of Uyo, about 100 staff members have also relocated abroad (Punch 2023). Researchers have corroborated the shortage of academic staff in most Nigerian tertiary institutions (Akinwale, Kuye and Akinwale 2023; Jacob and Atobauka 2021).

This shortage of academic staff in HEI can also be linked to the shortage of funds and corruption (Kasimu, Ozuye and Mikail 2024). The corrupt practices in the recruitment processes in Nigerian public universities result in the employment of unqualified staff, resulting in a shortage of professional lecturers in the system. The problems of impostors in many HEIs have also led to a shortage of staff in the system (Ogunode and Garba 2021). Kasimu, Ozuye and Mikail (2024) have shown a connection between the dearth of funding and corruption and the shortage of academic staff in HEI. The unethical recruiting results in the hiring of unqualified employees, which then results in a shortage of qualified lecturers and contributes significantly to numerous problems experienced in HEI (Ogunode and Garba 2021).

Attracting and retaining qualified lecturers is critical for sustaining academic excellence, and any disruptions in faculty composition can impact the overall educational experience for students. This highlights the need for strategic human resource planning to ensure continuity in delivering high-quality education. In the technology world, private colleges must deal with the needs of the digital era. The fast advancement of technology needs substantial expenditures in digital infrastructure, online instructional platforms, and cybersecurity precautions. Balancing the incorporation of technology

while preserving a lively physical campus experience is a significant challenge in an era where the virtual and the real coexist (Ramasamy and Abdullah 2017).

Another major concern facing Nigerian HE is the brain drain. The concept refers to an imbalanced form of scientific exchange between countries, marked by a one-way flow that benefits the most highly developed nations (Jacob and Atobauka 2021). Recently, tertiary institutions in Nigeria have been significantly impacted by the brain drain as a large number of professionals leave the country for better opportunities in developed nations (Ogunode, Cletus, and Christiana 2024; Oyeniran 2023). This phenomenon has affected nearly every aspect of the tertiary education sector, with both academic and non-academic staff seeking better placements abroad. Notably, no profession has been spared from this trend (Ukozor, Mohammed, and Ogunode 2022).

Akinwale *et al.* (2023) observe that many Nigerian youths, soon after graduating from tertiary institutions, take various risks to travel to Western countries in search of greener pastures. According to Mr. Kayode Adebayo, Chairman of the Academic Staff Union of Universities (ASUU), University of Lagos (UNILAG) chapter has already experienced a shortage of faculty members, with others still considering the option of seeking better opportunities abroad (Ogunode, Cletus and Christiana 2024). This is alarming given the cost of developing the human capability needed to run a tertiary institution. The ongoing brain drain has become a significant issue for the Nigerian university system, leading to staff shortages and creating serious challenges for the management of tertiary institutions (Liu 2024; Jacob and Atobauka 2021). Scholars have attributed the brain drain primarily to poor salaries. Chukwuemeka (2023) maintains that the poor working environment, underfunding, insecurity, harsh economic conditions exacerbated by the removal of petroleum subsidies by the new government in May 2023, alongside high inflation and soaring unemployment rates among the youth, have intensified the problem (Waheed 2023, Ogiemwonyi 2022; Jacob 2020). The ripple effect is that institutions then depend on part-time and adjunct academic staff. The lack of experience has resulted in poor delivery of services resulting in poor graduates, who, according to

Aare Afe Babalola (SAN), as reported in Punch 2021 that the degeneration in the quality of education in Nigeria has resulted in the inability of many Nigerian graduates to defend their certificates. The impact on the remaining academic staff is substantial as they face an increased and often overwhelming workload (Ogunode, Cletus and Christiana 2024) hence the brain drain has left a mark on education in the country.

According to Akwash (2020), insecurity is defined as a breach of peace and security, whether it be historical, ethnic, religious, civil, political, or psychological. These breaches have led to the country's ongoing conflicts over the years, which have resulted in war, destruction, armed robbery, ritual killings, assassinations, and the loss of lives and property, from which the education sector has been greatly affected. According to the findings of Anyaeji (2022), insecurity is a result of bribery and corruption, unemployment and poverty, as well as a poor system of governance. This has resulted in the closure of most schools, loss of lives and properties, kidnapping of lecturers and students for ransoms, gaps in teaching and learning, fear, and low quality of education, amongst others. Insecurity has almost crippled various sectors, especially the education sector, which has made it difficult to achieve the objectives of higher education in a peaceful and safe environment (Yohana *et al.* 2023; Ogunode, Ukozor, and Ayoko 2023). Educational tours and excursions are now forbidden because of kidnappings by bandits and criminals who kidnap for ransom (Yohana *et al.* 2023; Ogunode and Adanna 2022). Insecurity in Nigeria is alarming and has direct consequences on education, the economy, and society in general.

Nigerian higher education is heavily dependent on tuition fees to sustain its operations, which poses a significant challenge for many underprivileged individuals in society. Most HEIs primarily rely on tuition fees as a funding source, directly influencing the amount charged (Olaleye, Ukpabi and Mogaji 2020). This dependence on tuition fees, especially in private institutions, makes them vulnerable to fluctuations in enrollment and economic downturns, which could threaten their long-term viability (Musa, Gregory and Abdullahi 2022). Recently, some Nigerian students in the UK who defaulted on tuition payments due to currency crises and the depreciation of the naira were barred

from continuing their studies, with one student reportedly considering suicide as a result (Agency 2024). In response to rumours that public HEIs in Nigeria were charging tuition fees, the government, through its Special Adviser on Special Duties, Communication and Strategy, Dele Alake, refuted the claims. The government reiterated its commitment to implementing a student loans scheme to provide equal opportunities and support indigent students in accessing quality education, which they might otherwise be denied (FGN 2023). Scholars have called on the government of Nigeria to attend to the needs of the educational sector, which is on the verge of collapsing, by increasing funding to the universities, creating peace and security in society for education to thrive. (Ogunode, Olowonefa, and Suleiman 2024; Ogunode, Ukozor and Ayoko 2023; Ohiare-Udebu, Sarafadeen and Abashi 2022; Okebukola 2018). The next section discusses the concepts of job satisfaction and labour turnover.

2.4 An Overview of Job Satisfaction

This section presents a review of the literature on the concept of job satisfaction and its components.

2.4.1 The Concept of Job Satisfaction

A job is a task or piece of work, especially one for which an individual gets paid and it also indicates an employment position filled by a worker (Bruil *et al.* 2010). Similarly, Kainulainen, Saari and Veenhoven (2018) describe satisfaction as how much one likes what he or she does. de la Torre-Ruiz *et al.* (2019) concur that satisfied employees acknowledge the support of the organisation and, as a result, may feel obliged to or attached emotionally to the organisation in return, which is evident in their commitment and productivity. The study of job satisfaction has its roots in the early 20th century, with Frederick Taylor's work on scientific management laying the foundation for subsequent investigations into employee well-being (Taylor 1911). Scholars like Elton Mayo have challenged prevailing views on job satisfaction by introducing the Hawthorne Studies, which highlighted the social and psychological factors influencing employee morale and

performance (Mayo 1933). The concept of job satisfaction was further refined with the introduction of cognitive evaluation theory by Richard Hackman and Greg Oldham, which highlighted the significance of intrinsic factors like autonomy and skill variety in influencing an individual's satisfaction with their work.

The 1980s saw the rise of job characteristics theory, which posited that certain job characteristics could impact employee satisfaction and performance. The turn of the century marked a shift towards a more holistic perspective, integrating broader organisational and societal contexts. Motivational theories like Abraham Maslow's hierarchy of needs and Frederick Herzberg's two-factor theory further enriched the discourse on job satisfaction. With the progress into the 21st century, contemporary research on job satisfaction incorporates diverse methodologies, taking into account the dynamic nature of work in the modern era (Lee and Kim 2023; Thomas and Baddipudi 2022; Judge and Bono 2001; Herzberg, Mausner and Snyderman 1959; Maslow 1943).

Defining job satisfaction is challenging because scholars from various fields and perspectives have interpreted it differently over time (Al. Farsi *et al.* 2017; Filiz 2014; Friedman 2012). According to Locke 1969, cited in Xie, Luo and Xia (2024: 1303), the most acceptable definition of job satisfaction is “a pleasant and positive emotional state resulting from the assessment of the job” and is the result of the employee’s comprehensive assessment of his or her working conditions and personal characteristics. The concept of job satisfaction has been understood from various schools of thought. According to Prasetya, Putra and Sultan (2023), a person’s level of job satisfaction is an evaluation of how they feel about their work. A worker's sense of satisfaction on the job is a collection of positive emotions related to the job (Montuori *et al.* 2022). Job satisfaction describes how an individual feels about their job as a result of their interactions with various elements of their work environment (Ali and Anwar 2021). Job satisfaction, in this sense, is an employee's subjective evaluation of their experience at work and the responses encountered at their workplace as a whole. It illustrates how satisfied workers are with various aspects of their jobs. This implies, at

least implicitly, that a content employee enjoys various facets of his or her position (AL-Maaiah and AL-Maaiah 2021). It includes employees' attitudes and sentiments about jobs, which represent the extent to which expectations and requirements of the employees are satisfied within the organisational setting (Naz *et al.* 2020). Job satisfaction can be attributed to some intrinsic and extrinsic factors that enhance the motivation of employees such as an opportunity to learn new skills and the pay for the job done (Juariyah and Saktian 2018; Friedman 2012). A high level of satisfaction on the job could lead to efficiency, productivity and a positive relationship between employees and employers, the reduction of turnover intentions, burnout and lower absenteeism (Mgaiwa 2021; Rahman 2020; Budría and Baleix 2020). Job satisfaction is related to overall satisfaction in life and can impact social, physical and mental health (Bello, Oni and Salawu 2021).

2.4.2 Components of Job Satisfaction

Various factors are associated with the fulfillment of employees in the job, which include but is not limited to remuneration, work environment, staff development, job security and job enlargement. These components are addressed within the limits of this study.

2.4.2.1 Remuneration

Remuneration is often referred to as rewards and plays a pivotal role in the employer-employee relationship (Mutuma and Manase 2013). Ismail (2020) defined remuneration as the benefit that workers obtain as a consequence of their work for the organisation. The benefits that an organisation offers its employees, such as salaries and rewards/incentives are referred to as remuneration. According to Prizevoite and Grinberga-Zalite (2020), remuneration serves as a motivating factor for both the organisation and its workers. It is believed that competitive and well-paying remuneration would boost an organisation's output and competitiveness (Onyekwelu, Dike and Muogbo 2020). The remuneration system is composed of two types: non-financial and financial.

According to Akgunduz, Adan Gök and Alkan (2020), non-financial remuneration is defined as the intangible or moral incentives provided to workers, which may not be monetary but can be directly experienced and appreciated by the employees. Examples are appreciation, responsibility, and involvement in decision-making, training and development programmes, and employee welfare such as health insurance, social security and holidays amongst others (Lawarang *et al.* 2023). Similarly, financial remuneration refers to the tangible rewards received by an employee for work. Examples of such include salary, allowances, bonuses, relief, travel privileges, health and life insurance, medical care, and benefits, etc. (Prizevoite and Grinberga-Zalite 2020; Abdullah and Nusari 2019). According to Islam (2020), the advantages of financial remuneration that might sway workers include benefit sharing, employee funds, and retirement plans (Werdati, Didit and Nikmah 2020).

Remuneration, both financial/monetary and non-financial/non-monetary, is crucial in retaining competent employees and rewarding them for their outstanding performance (Kumari *et al.* 2021; Werdati Didit and Nikmah 2020). In essence, well-remunerated employees are more committed to the organisation and remain loyal. Chukwuemeka (2020) asserts that even when the financial remuneration is the same, non-financial compensation influences an employee's decision to work for a particular organisation over another. According to Friday *et al.* (2020), remuneration is a factor that cannot be disregarded when discussing employees' intentions to stay or quit an organisation. Remuneration has drawn a lot of attention since it is a useful tool for motivating talented employees. In conclusion, remuneration serves as a tool to help the organisation achieve its goals, retain qualified staff, recruit and retain experienced workers, and inspire productivity (Ismail 2020).

2.4.2.2 Work Environment

The work environment in the context of this study is used interchangeably with the workplace environment. Emmanuel (2021) defines the work environment as the

capacity for knowledge sharing across organisations, contingent on how the work environment is structured to allow the organisation to leverage it as a resource. According to this definition, the work environment is essentially the entirety of the connectivity or interdependence that exists between employers and employees in the organisation, as well as the work environment itself, which includes the organisational environment, human relations, and technical aspects of the job. Bakhtiyari (2019) asserts that there are two aspects of the work environment: the behavioural or social work environment and the physical environment.

According to scholars, the behavioural or social environment is made up of elements related to how well office occupiers connect and the influence the office environment can have on an individual's behaviour. The term "social environment" refers to more than just the setting in which social interactions occur. It can also include everything that has to do with people interacting with one another, including the makeup of the workforce, peers, colleagues, workgroup, and the team that an employee works with. It also includes the relationships that exist between all members of the workforce, including lower-level management as well as the general atmosphere, work culture, work habits, and interpersonal relationships (Lindeberg *et al.* 2022; Emmanuel 2021; Palvalin 2019).

On the other hand, the physical environment is made up of elements related to the ability of the office occupiers to physically connect with their office environment (Taufiq *et al.* 2023; Lindeberg *et al.* 2022; Taheri, Miah and Kamaruzzaman 2020). The physical environment encompasses all of the spaces and facilities owned by the organisation, including meeting rooms, workspaces, lounges, machines, tools, equipment, technology setups, furniture associated with the work, and any other physical element found in the workplace. It can also include any physical space, regardless of where work is conducted, such as homes, transit vehicles, and cafeterias (Emmanuel 2021; Palvalin 2019).

According to Emmanuel (2021), the work environment, which consists of the rules, regulations, practices, methods, values, and beliefs established by management to regulate employee behaviour or the organisation's operations, can also be considered a part of the work environment (Onwuzuligbo and Nwobodo 2022). This is because organisations that foster a positive work environment through their leadership roles will increase employee retention and foster a strong sense of belonging (Gani 2022; Mgaiwa 2020). A welcoming workplace and job security are seen as important motivators that affect workers' retention in the company (Dahar and Mardikaningsih 2022). This indicates that workers want to work for and remain employed by organisations that offer a good and supportive work atmosphere where workers feel appreciated despite their differences.

Taheri *et al.* (2020) study on the Department of Agriculture Extension and the Bangladesh Rural Electrification Board used a well-designed questionnaire to gather data. The study's findings indicated a significant correlation between job satisfaction and the working environment. Additionally, Zhenjing *et al.* (2022) research, which was grounded in empirical data, found that employee performance in organisational circuits is enhanced by a positive work environment. More precisely, a positive work environment can boost employees' dedication and drive for success as well as their capacity to complete tasks and recover from setbacks. According to Basalamah (2021), a conducive work environment fosters a sense of security and enables individuals to perform at their best. This implies that if an employee enjoys his workplace, such an employee feels at home and uses his time productively. Scholars concur that the environment in which workers conduct their duties significantly influences their performance on their jobs (Taufiq *et al.* 2023; Mgaiwa 2020), work environment that fosters a sense of belonging is beneficial to employees (Gani 2022). However, poor working conditions will reduce employee performance and increase turnover among academics (Ahmad 2018). Workplace environment can be influenced by the level of employee involvement in decision-making (Hussein 2020:), the level of support and resources provided by the organisation (Zhenjing *et al.* 2022), transformational

leadership style (Adrian, Putra Ariussanto *et al.* 2020), level of stress and burnout among academics (Komba 2020), amongst others. According to Akob *et al.* (2020), it can be concluded that the work environment encompasses all of an employee's tools, the surroundings in which they operate, their work style, and the impact their job has on both people and groups. Therefore, the work environment has a significant influence on an individual's job satisfaction and performance, thus enabling them to reach their full potential and realize their abilities, which boosts organisational productivity.

2.4.2.3 Staff Development

According to Bulvinska (2018), staff development is a continuous process aimed at improving the capabilities of academic staff to perform their roles effectively. In HEI, a perspective on staff development is that it can lead to improved teaching, research, and service activities among academics (Ahmad 2018). Additionally, staff development can also provide academics with more opportunities for career growth and advancement (Ghenghesh and Abdelmageed 2018). Staff development, often denoted as training and development, refers to improving employees' skills, knowledge, and abilities to enhance their performance and career growth (Pham 2021). Training is defined as a procedure used to modify a group or employee's behaviour or way of thinking about specific issues to enhance skills and organisational performance (Tumi, Hasan and Khalid 2022; Sawyer and Gray 2016).

According to Aktar (2023), approaches to training are on-the-job and off-the-job training, depending on the place it is delivered. The training conducted outside the work site is known as off-the-job training, while the instruction/lecture given to enhance staff on the work site is on-the-job training (Chahtli, Batool and Javed 2021). Both on-the-job and off-the-job training can take the form of a lecture-based training method, which is assumed to be one of the frequently used methods in which a trainer teaches employees or a group of trainees, while other methods of training, like knowledge-based training, require interaction, discussion, or the participation of both the trainees and trainer Chahtli, Batool and Javed 2021).

Due to the huge investment in training and development, Chahtli, Batool and Javed (2021) suggest that organisations should look at the positive effects of development plans that include schemes that train employees to become trainers of a skill commonly referred to as 'train-the-trainer'. However, staff development is not without its challenges, as staff development programs may not be tailored to the specific needs and interests of individual academics, which can lead to low participation and a lack of impact (Bulvinska 2018). The onus, therefore, rests on the organisations to put in place good training policies that would shape the skills of their employees and advance the organisation.

2.4.2.4 Job Security

The concept of job security has existed for decades. Job security is defined by Herzberg (1968) as an organisation's dedication to providing secure work. This suggests that job security is the assurance that a worker will be able to keep up their current level of labour and pay for a certain period. According to Khalid and Sahibzada (2023), job security also describes a worker's degree of confidence that their job will not be terminated without cause or as a result of organisational downsizing or restructuring. This is in concurrence with Loubser and Garbers' (2022) assertion that job security entails protection against both job loss and a decline in terms and conditions of employment. The stability and predictability of a worker's job status and pay grade are essential to their survival. Consequently, most workers want to work for an organisation that benefits them in the long run and that they can stay in.

Furthermore, according to Khalid and Sahibzada (2023), job security is a critical element of job satisfaction and has a significant influence on workers' commitment, degree of dedication, and productivity. A previous study conducted by Adedapo (2020), which examined recruitment and job security as it relates to academic staff productivity in Southwest Nigerian tertiary institutions, found that academic staff productivity was moderate and that recruitment and job security were significant determinants of academic staff productivity. The productivity of workers might be enhanced or

diminished by job security. Additionally, Domfeh and Hunsaker (2020) employed an explanatory survey methodology to investigate the impact of job security on teachers' commitment in the Cape Coast Metropolis of Ghana and found that career satisfaction and all four organisational commitment characteristics were positively impacted by job security. Research indicates that work satisfaction and the desire to leave the job are significantly predicted by job security (Khalid and Sahibzada 2023). Thus, when workers feel that their jobs are secure, they are more likely to be happy with their employment and are less likely to think about leaving. Under organisational systems where work-life balance is assured, workers perform better and are more satisfied with their jobs.

2.4.2.5 Job Enlargement

According to Anwar and Tariq (2023), job enlargement entails increasing the number of organisationally equivalent tasks of an already-existing post or workload. Enlargement is crucial for inspiring staff members to put in more effort and be more exposed to achieving the aims of the organisation (Tumi, Hasan and Khalid 2022). The primary focus of the job enlargement component is the range of professional activities provided to workers, challenging, varied tasks, and bolstering professional credentials (Tumi, Hasan and Khalid 2022). Given this, expanding a job's role is seen to be advantageous in inspiring staff members to work more and be more exposed to accomplishing organisational goals. Anwar and Tariq's (2023) study examined the impact of job enlargement and enrichment on university lecturers' motivation and performance. The findings show that job enlargement increases lecturers' work satisfaction and gives them opportunities to learn from others. Employee performance and motivation are strongly impacted by job enlargement, according to research related to Human Resources Management (HRM) professionals (Misafi *et al.* 2022).

In the context of academia, job enlargement increases the variety of tasks that academics are responsible for, such as expanding their teaching responsibilities to

include new courses or giving them additional responsibilities beyond their primary area of expertise (Adrian Putra Ariussanto *et al.* 2020). Additionally, job enlargement can also provide academics with more opportunities for professional development, which can enhance their skills and career growth (Akah *et al.* 2022). By this, employees may feel more empowered to make decisions and have more control over their work. This can lead to increased job satisfaction and improved academic performance (Ahmad 2018). The research by Tumi, Hasan and Khalid (2022) revealed that job enlargement is a way to address issues of boredom and burnout among academics. Generally, job enlargement is typically one of the strategies utilized to provide staff members with the sense that the company truly values them, which raises their motivation levels and multiplies their output at work. This perception affects how satisfied workers are with their jobs as they perform the tasks that ultimately improve an employee's performance.

2.4.3 Job Satisfaction in Academia

Job satisfaction among academic employees is a critical aspect that significantly influences individual well-being and academic institutions' overall effectiveness and success (Mgaiwa 2021). As scholars navigate the complexities of their roles, the importance of job satisfaction becomes evident (Kustiawan *et al.* 2022). The academic environment, characterised by its demands for continuous research, teaching, and administrative responsibilities, necessitates a comprehensive understanding of the factors contributing to job satisfaction (Ng *et al.* 2020). It is crucial to recognise that job satisfaction among academic employees is linked to motivation and other factors. When academics are satisfied and engaged in their work, they are more likely to inspire and positively impact their students, fostering a conducive learning atmosphere (Crosby 2022; Mgaiwa 2021).

Furthermore, job satisfaction plays a pivotal role in retaining experienced faculty members, contributing to institutional stability and academic excellence (Khan *et al.* 2021). In examining the multifaceted setting of job satisfaction among academic

employees, it becomes evident that it is intricately tied to the overall morale and collegiality within the academic community (Crosby 2022). Positive interpersonal relationships and a supportive work environment contribute significantly to job satisfaction (Puspitadani, Yudea and Loo 2022). The sense of belonging and collaboration not only enhances the overall job experience for academic staff but also fosters an environment conducive to collaborative research and academic innovation (Lüleci and Çoruk 2018). The study of Atalay *et al.* (2022) on organisational support and trust revealed that young academics' commitment is greatly influenced by organisational support and trust. This, in essence, revealed that academics are motivated when the institution shows that they care. Furthermore, the alignment of individual values and goals with institutional missions and objectives is also a critical factor influencing job satisfaction in academia (Jamali *et al.* 2022). When academics perceive that their work contributes meaningfully to the broader goals of the institution, a sense of purpose and fulfillment emerges and positively impacts satisfaction levels. Institutions that prioritise and communicate a clear vision often find that their academic staff is more engaged and satisfied in their jobs (Radu 2023; Mgaiwa 2021). When an employee enjoys a positive workplace culture, a conducive environment for research collaboration and innovation, it translates ultimately to organisational success (Tatar and Ogun 2019).

2.4.4 Factors Influencing Job Satisfaction

Assessing job satisfaction is a complicated issue in organisations. This is because perspectives of workers toward satisfaction in different contexts vary (Abun *et al.* 2021). Organisations strive to uncover factors that affect their particular sector. Researchers have suggested that several factors influence employee satisfaction, which include the relationship with coworkers, leadership styles, work experience values, work-life balance, workload (job design), age, education, gender, personality traits, marital status, salary/pay and benefits, work environment, job security, organisational appreciation, rewards, decision-making, working conditions (temperature, ventilation, working hours), stress, nature of the work, career prospects, organisational culture and communication

(Guoba, Žygaitienė and Kepalienė 2022; Zia, Shah and Naz 2021; Hee *et al.* 2020; Omar, Aziz and Salleh 2020).

Organisations cannot function without employees. According to Abdullatif and Anindita (2021), a coworker is a colleague who works at the same level in an organisation and with whom they communicate about organisational concerns. Consequently, friendly interactions and terms with coworkers enable employees to boost productivity and production as well as emotions of job satisfaction (Zia, Shah and Naz 2021). A study by Abdullatif and Anindita (2021), which discovered a correlation between coworker support and job motivation, lends weight to this. These interpersonal dynamics, which involve cooperation and mutual support, are essential elements in the equation for overall job satisfaction (Davidescu *et al.* 2019). Similarly, the role of leaders in motivating employees in organisations cannot be overemphasised. Universities place a high value on leadership styles as they are a crucial indicator of job satisfaction (AL-Maaitah, Alsoud and AL-Maaitah 2021). Kishen, Syah and Anindita (2020) stated that leadership is how an organisation's leaders give instructions, carry out plans, and inspire their workforce in order to achieve the desired organisational goal. This goes beyond simply using their appropriate authority to influence followers. The study by NUR *et al.* (2021) revealed the existence of a significant positive effect of friendly leadership on job satisfaction and employee engagement. This illustrates the critical role leadership has in inspiring workers to perform their best, which stems from their satisfaction on the job. Strong support systems and open communication are the hallmarks of effective leadership, which fosters an environment that is inherently conducive to job satisfaction. (Akpan 2023).

Employees with greater experience in an organisation often have favourable views towards work and identify more with the organisation, which raises their degree of job satisfaction, according to Guoba, Žygaitienė and Kepalienė (2022). This is demonstrated by research by Sharif *et al.* (2021), which involved teachers from two towns in the District of Lahore and discovered that the experience had a favourable

impact on the teachers' job satisfaction. In summary, compared to teachers with less experience, those with more experience have been demonstrated to have higher levels of satisfaction with their teaching responsibilities. In the same vein, striking a balance between one's personal and professional lives at the same time is known as work-life balance (Drew and Marshall 2020). Essentially, an employee's level of satisfaction at work is determined by the demands placed on them by their work and family, both in terms of time and emotions. The study by Malik and Allam (2021) conducted on work-life balance and satisfaction of academics revealed that work-life balance played a crucial role in providing academic satisfaction.

Workload was described by Harmen, Amanah and Harahap (2020) as a collection of tasks that an organisational unit or position holder needs to finish in a specific amount of time. The workload in organisations can manifest as a greater likelihood of quitting, a lack of commitment, poorer mental health, fatigue, and increased stress, all of which have an impact on employees' morale and productivity (Jermsittiparsert *et al.* 2021). Research has shown that a high workload has an impact on workers' job satisfaction and performance (Hee *et al.* 2019; Liu and Lo 2018). A study by Osifila and Abimbola (2020) on the workload of Adekunle Ajasin University lecturers found that an excessive workload negatively impacted the lecturers' performance and job satisfaction. Toropova, Myrberg and Johansson (2021) discovered that workload affects job satisfaction, and this also lends credence to this conclusion. Organisations seeking to establish a pleasant work environment that promotes job satisfaction and staff retention must identify and manage factors that may impact job satisfaction (Tatar and Ogun 2019).

2.5 An Overview of Labour Turnover

This section presents a review of the literature on the concept of labour turnover, the effect that labour turnover can have on organisations and employees, as well as the factors that can cause labour turnover. It also delves into labour turnover and its relationship with academics. Some Scholars refer to labour turnover as employee

turnover, staff turnover, or occupational turnover. In the context of this dissertation, they will be used interchangeably.

2.5.1 Concept of Labour Turnover

The study of labour turnover is intrinsically linked to the historical evolution of workforce dynamics, reflecting the intricate relationship between labour and industrial progress. To comprehend employee movement in organisations, it is imperative to delve into the historical roots of labour turnover and its transformative journey over time. Transitioning to the historical context, the concept of labour turnover finds its origins in the early stages of the Industrial Revolution, a period marked by the transition from agrarian economies to large-scale manufacturing. The profound changes in work structures and the rise of industrialisation brought about a significant shift in employment patterns, laying the groundwork for the emergence of labour turnover as a critical area of study. As organisations expanded and diversified, the need to manage and understand workforce mobility became apparent. Organisations began grappling with the challenges posed by employees' movement between jobs, giving rise to the systematic examination of turnover rates and their implications for productivity and stability (Al-Suraihi *et al.* 2021; Oginni and Omoyele 2018).

The term 'turnover' encompasses various meanings depending on the context. For instance, turnover in human resources refers to workers quitting their jobs, whether voluntarily or involuntarily (Hom, Allen and Griffeth 2019). According to Ali and Anwar (2021), turnover data is sometimes difficult to obtain because it is not regularly or accurately collected. Consequently, academic scholars depend on employee turnover intention as an alternative measure for actual turnover. Employee turnover, as posited by Noah (2020), refers to the percentage of employees who depart from a company within a specified timeframe. However, this definition does not include internal job changes or promotions, nor does it include leaving unpaid groups such as volunteers and interns (Hom, Allen and Griffeth 2019).

Labour turnover is one of the extensively studied subjects within the domain of organisational behaviour, and it has yet to produce definitive findings. According to Demirkaya (2023), labour turnover is the proportion of employees or workers who leave an organisation compared to the total number of people on its payroll in a certain accounting period. There are two types of labour turnover, namely, voluntary and involuntary. Voluntary turnover is used to describe the rate at which employees leave their organisations and positions willingly rather than being fired (Ghani *et al.* 2022; Mamun and Hasan 2017; Schlechter, Syce and Bussin 2016). Employee relations and the cultivation of positive workplace environments play a pivotal role in reducing voluntary turnover (Kurniawaty Ramly and Ramlawati 2019). Other factors in reducing voluntary labour turnover are training and development, open communication, internal promotion opportunities, and organisational transparency (Djajasinga *et al.* 2021).

In the same vein, involuntary turnover refers to employment termination initiated by an organisation's authority, typically in the form of dismissals or layoffs, where the employee has no involvement during the decision-making process (Chhinzer 2021). Involuntary turnover takes various forms; such that the results from natural occurrences, long-term illness, death, or the demise of an employee, travel, and employer initiative are all potential causes of involuntary turnover (Ghani *et al.* 2022). Moreover, involuntary turnover can be activated by the organisation and communicated to the employees, which might be a decision that determines the survival of the organisation in business (Laulié and Morgeson 2021).

For instance, difficult economic conditions (e.g., recession and excessive competition) may be a factor that forces organisations to act to ensure viability. Such decisions are unavoidable and uncontrollable. The adequate implementation of due compensation and benefits is a fundamental approach to retaining skilled employees, ensuring they feel valued and well compensated (Laulié and Morgeson 2021). Strategic HRM practices are integral to addressing both voluntary and involuntary labour turnover. HRM encompasses proactive measures such as talent acquisition, performance

management, and succession planning to ensure the continuity of critical roles in the organisation (Batool *et al.* 2023). Development measures, including skills-building and mentorship programs, further strengthen the employee-organisation relationship by investing in the long-term growth and adaptability of the workforce (Dixit 2021).

2.5.2 Labour Turnover and Academics

The HEIs worldwide are recognized as highly intricate and vital hubs for education, research, community engagement, and economic progress. Fulfilling the goals of these institutions necessitates skilled and knowledgeable academic staff whose roles are indispensable for upholding, nurturing, and advancing the university system's ongoing viability and triumph. Labour turnover within the context of the universities refers to the duration for which an employee remains in the workforce and the frequency with which replacements are needed (Alo and Dada 2020). The issue of turnover has become a global one, significantly affecting employment in HEI, where turnover levels have reached unprecedented levels. The College and University Professional Association for Human Resources (CUPA-HR) reports that turnover rates have been consistently high since they began monitoring this data (CUPA-HR 2023), and these rates have doubled since the onset of the Covid-19 pandemic. This challenge affects not only faculty members but also senior management roles, with presidents and chancellors experiencing a 23.5% turnover rate over the past two years (Callow 2023). Furthermore, a recent survey on voluntary turnover by the same College and University Professional Association for Human Resources (CUPA-HR) revealed a decline in turnover rates, excluding retirements in 2023-2024, after a notable surge in the post-pandemic era. Although these rates have not fully returned to pre-pandemic levels, they are trending in that direction. The report noted that implementing retention strategies, like salary increases, could help address the recent high turnover experienced by institutions (Ryan 2024).

Academic turnover in Africa is a complex issue influenced by a variety of factors, both unique to the continent and reflective of broader global trends (Mwita, Mwoka and

Mwakasangula 2023). Significant among the challenges in Africa are the phenomenon of the brain drain, relatively low remuneration combined with often poor working conditions, scarcity of research funding in many African countries which limits academics' ability to engage in meaningful research, political instability, work-life balance, the slow pace of promotions, lack of mentorship and the limited access to professional development resources make academic careers less attractive, especially for younger faculty members (*Al-Suraihi et al. 2021; Do, Le and Phan 2020*).

The challenge of attracting and retaining talented academic staff has intensified due to evolving social, economic, demographic, and psychological trends (Dechawatanapaisal, 2018a). Nigerian universities are no exception, with many experiencing the brain drain across the nation's HEI (Akporehe 2022) as talented academics depart for opportunities abroad (Asaju 2023). Occasionally, employees perceive the presence of other job opportunities as "ease of movement," referring to it as the ease of transitioning to a different job (Živković, Fosić, and Pap 2023). The HEI, which serve as pivotal centres for the professional advancement of academics, are already turning into a mirage due to inevitable turnover and the resulting impact is consistently profound (Ryan 2021; Theron, Barkhuizen and Du Plessis 2014). Universities strive to retain talented faculty members to bolster the institution's ability to adapt to the evolving landscape of research and HE on a global scale (Kolawole 2020; Coetzer *et al.* 2018). Yet, a series of reports and criticisms have emerged regarding academic staff departures from Nigerian HEIs in pursuit of better opportunities elsewhere, highlighting the repercussions for the nation's overall progress and advancement (Kolawole 2020; Okebukola 2002).

Kolawole (2020) researched HEI in Lagos State from 2001 to 2010. The aim was to assess HRM practices in public universities (both Federal and State government-owned) and their impact on staff turnover. Data collection involved 474 academics selected through stratified random sampling. The study specifically targeted staff members with a minimum of 10 years of service at their respective institutions. The study found a notable turnover rate in both Federal and State HEIs in Lagos State,

largely attributed to poor working conditions. Recent literature on academic employment has estimated a significant workforce turnover (Heffernan and McKay 2019). While precise figures remain uncertain, the expectation is that this turnover will result in a substantial loss of experienced academics, necessitating their replacement and retraining. In order to reduce turnover, the HEI needs to establish policies aimed at attracting and retaining high-performing researchers who contribute value not only to academic institutions but also to the broader communities and economies in which universities operate.

2.5.3 Effects of Labour Turnover

This section discusses the consequences of labour turnover, and in the study, employee and labour turnover are often used interchangeably within this context. The positive and negative effects of labour turnover are presented.

Turnover, as highlighted by Haque (2021), is often used to measure organisational effectiveness, which implies the necessity of a steady workforce to achieve organisational objectives. However, Taye and Getnet (2020) argue that high turnover rates could hinder the attainment of these objectives because one of the most costly and complex challenges confronting organisations is labour turnover (Demlie and Endris 2021; Haileyesus, 2019). Agba *et al.* (2021) assert that turnover has an impact on both the organisation and the individual. From an employer's point of view, the effects of labour turnover in organisations include replacing unproductive employees, fostering creativity, enhancing skill levels in the organisation, mitigating difficult decisions, promoting diversity, alleviating stagnation, and bolstering overall employee satisfaction, among other benefits (Ryan 2021; Sarhadi 2017). According to Samašonok (2024), employee turnover could be beneficial when new recruits introduce fresh knowledge, skills, and ideas, thus aiding in problem-solving and swift adaptation to evolving labour market conditions, particularly when poor performers in the organisation are laid off (Wang and Sun 2020).

Despite acknowledging the positive outcomes, the negative effects on organisations are often more significant and costly due to heightened human resource expenses, diminished productivity and the challenge of replacing highly skilled and knowledgeable employees (Becker, Ertz and Büttgen 2023; Bello, Ogundipe and Eze 2017; Von Wobeser and Escamilla 2013). When a team member leaves, communication breaks down and the group's progress slows. The new recruit might be very different from the existing worker in terms of character and work ethic. Additionally, each departure weakens an organisation's knowledge base (Alo and Dada 2020). That is, the bar for entry into the organisation lowers given that they can always hire someone better qualified to do the job but who may not have the same depth of experience as the departing worker (Ali and Anwar 2021).

Similarly, on the employees' side, turnover can also catalyse positive change, allowing employees to find roles that better suit their professional and personal needs (Agba *et al.* 2021). It can offer career growth and advancement, provide workers with better job security - especially in sectors facing economic downturns or layoffs - and offer the chance to relocate to regions with better economic opportunities or a preferred living environment (Vasantham and Aithal 2022). Turnover can help employees escape burnout, particularly in high-pressure roles or environments where they feel undervalued or overworked. It also presents opportunities for new mentorship and the expansion of professional networks. Additionally, personal fulfillment can increase as a new position may come with better benefits such as health insurance, retirement plans, or paid time off, improving the overall compensation package. Finally, turnover can lead to increased job satisfaction and work-life balance as employees find roles in more supportive and positive work environments, which can enhance motivation and engagement (Samašonok 2024; Mumin and Iddrisu 2022).

Turnover effects manifest differently, posing challenges to both organisational stability and the welfare of its workforce (Winarno *et al.* 2022). When an organisation loses a critical employee, either through voluntary or involuntary turnover, the impact is always

felt by both parties, either positively or negatively. Although eradicating employee turnover might not be practical in totality, organisations should strive to have a policy in place that can reduce turnover to a minimum level so a thriving environment that fosters unity among employees and employers can be achieved.

This section presents the relationships between employee job satisfaction and organisational labour turnover. In the context of the study, the discussions about employee turnover would encompass turnover intention as some studies suggest that turnover intention is a significant predictor of actual turnover (Lee *et al.* 2021; Ali 2019).

In the fast-paced and competitive contemporary workplace, understanding the intricate relationship between job satisfaction and labour turnover is imperative for organisational success. Job satisfaction influences employee turnover in organisations (DiPietro, Moreo and Cain 2020). This relationship between job satisfaction and labour turnover can be positive or negative and is a crucial indicator of employee well-being and organisational health, directly impacting an employee's decision to either remain with or depart from the organisation (Saeed *et al.* 2023). Job satisfaction is known to have a significant impact on employee turnover, indicating that dissatisfaction at work upsurges or will upsurge turnover rates in an organisation. The study observed various factors that can influence employee job satisfaction and consequently mitigate labour turnover in the organisation. Puhakka, Nokelainen and Pylväs (2021) investigated the association between individual factors, such as basic psychological need satisfaction and environmental factors, such as the expansiveness of the workplace as a learning environment, with job satisfaction and turnover intention. The findings revealed that turnover intention is not solely linked to negative conditions or perceptions; rather, elevated levels of competence, participation and knowledge of the workplace are positively correlated with turnover intention. Essentially, multiple workplace factors contributing to employee satisfaction can influence turnover. Studies have explored the connections between workplace satisfaction and factors that may prompt employees to quit their jobs. Chiedu, Long and Ashar (2022) in their investigation of job satisfaction,

organisational commitment, and employee turnover intentions at Unilever Corporation in Nigeria, discovered that both job satisfaction and organisational commitment exhibit a significant negative correlation with employee turnover intentions. This suggests that when employees are deeply committed to their organisation, they are less inclined to consider leaving or resigning from their roles. In the context of this study, low levels of organisational commitment among employees may prompt thoughts of quitting or seeking alternative employment.

Researchers have identified several variables that influence job satisfaction, consequently impacting turnover. Labour turnover, particularly in university settings, quantifies the duration a private university retains an employee in its workforce and the frequency with which it must replace such staff (Alo and Dada 2020). Essentially, labour turnover occurs when a university employee quits their position, leading to their replacement. The subsequent increase in job demands for the remaining employees is a consequence of labour turnover. Lecturer turnover in HEI primarily stems from job dissatisfaction (Mumin and Iddrisu 2022). To effectively achieve their objectives, tertiary institutions must prioritise employee satisfaction, fostering engagement, and retaining staff interest to mitigate turnover (Obi *et al.* 2022). Numerous factors influence employee job satisfaction and help prevent turnover in HE settings, including salary, working conditions, positive relationships with colleagues, and opportunities for career advancement, among others (Mumin and Iddrisu 2022).

Scholarly studies have investigated the factors determining employee turnover in HEI. For instance, Obi *et al.* (2022) conducted a study to investigate the relationship between job satisfaction and turnover intention among employees in tertiary institutions in Anambra State. The research findings indicated a minor negative correlation between pay satisfaction and turnover intention, while revealing a notably strong positive correlation between gender and turnover intention among employees in these institutions. The study proposed that pay dissatisfaction could potentially contribute to higher turnover rates among employees in tertiary institutions. Mumin and Iddrisu (2022) investigated the impact of various factors such as salary, working conditions, co-

worker relationships, and opportunities for career advancement on job satisfaction and turnover among lecturers at the University for Development Studies. The study revealed that salary, working conditions, environment, career advancement opportunities, and interpersonal relationships significantly influence the job satisfaction and turnover of lecturers in these institutions of higher learning. Based on the findings, the researchers recommended implementing annual salary reviews, fostering a conducive work environment, enhancing infrastructure, and facilitating career advancement opportunities to retain lecturers and prevent their departure from the institutions. The findings by Nguyen and Trans (2021: 10) support the fact that turnover intention had an inverse relationship with job satisfaction as well as overall satisfaction. The relationship between employee retention and job satisfaction has been the subject of empirical studies.

The findings from the aforementioned studies underscore the significant role of job dissatisfaction in triggering employee turnover. Turnover not only disrupts organisational stability but also entails considerable costs associated with recruiting, training, and integrating new personnel. Employee-centric initiatives, such as fostering a positive work environment, offering growth opportunities, and acknowledging and rewarding contributions, can greatly enhance the levels of job satisfaction and subsequently decrease labour turnover (Urme 2023). The research serves as a clear indication to employers that they need to devise strategies aimed at enhancing management policies to elevate employee job satisfaction, thereby mitigating or reducing employee turnover. Retaining employees for extended periods and lowering turnover rates has become a significant challenge for organisations. Previous research suggests that satisfied employees are more inclined to exhibit a commitment to their current positions, consequently reducing the likelihood of turnover (Chandra and Margono 2021). Therefore, organisations must take proactive measures in this regard.

2.7 Theoretical Exposition

This section reviews the main theories that form a foundation for this research; namely, Maslow's Theory of Motivation, Herzberg's Two Factor Theory, and Hackman and Oldman's Job Characteristics theory (Content Theory and Process Theory).

2.7.1 Maslow's Theory of Motivation and Satisfaction

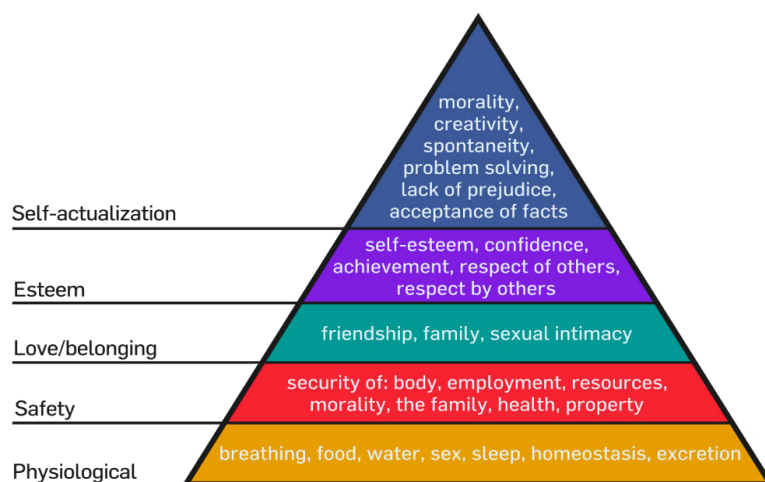
Abraham Maslow was the first to formally discuss the scientific theory of motivation. As social and psychological beings, Maslow argued that certain needs must be met for people to thrive (Maslow 1943). As a humanistic psychologist, Maslow suggested, based on his observations, that there is a general form of needs that people follow generally in sequence to be recognised and satisfied (Gawel 2019). The theory includes self-actualization needs, esteem needs, love and belonging needs, and physiological and safety needs (Lussier 2019:322). Maslow's model explains what drives people and what opportunities for growth are important for workers (Stawasz 2019). Maslow's Hierarchy theory consists of five levels (Maslow 1943) and demonstrates the nuanced nature of human needs in the hierarchy of priority. Maslow's needs in the hierarchy can be compared to a pyramid. He also theorized that a person could not recognize or pursue the next higher need in the hierarchy until his or her currently recognized need was satisfied, which Maslow referred to as prepotency. This will be followed by other sets of needs. In the illustration, survival needs are shown at the broad-based bottom while self-actualization needs are at the narrow top (Gawel 2019; Trivedi and Mehta 2019).

The core of the theory is that the basic needs of individuals (physiological needs), such as food, clothing, and a safe place to sleep, must be met before they are motivated to achieve higher-level needs. The management in organisations attempts to meet such physiological needs through compensation, benefits, and work. (Trivedi and Mehta 2019; Govindaraju 2018). The second stage is where the desire for safety first becomes apparent. It is based on the assumption that people will want or need security in the future. The third-stage social needs are motivated when an employee is treated and

accepted with love and affection in the organisation. The interaction with coworkers and management plays a crucial role in achieving social needs. (Lussier 2019; Stawasz 2019). The fourth tier is made up of psychological needs (self-esteem), which includes respect, competence, self-confidence, reputation, recognition, appreciation, etc. (White 2022). The highest tier is self-realization or the desire to become what one is capable of achieving in life (Trivedi and Mehta 2019).

In examining the job satisfaction and labour turnover of ECA through the lens of Maslow's Theory of Motivation and Satisfaction, the research aligns each objective - remuneration, work environment, job security, staff development, and job enlargement - with the hierarchical needs identified by Maslow. Remuneration addresses the physiological and safety needs, ensuring basic economic security and job stability. A conducive work environment and job security fulfill the need for safety and belonging, promoting a sense of community and stability in the institution. Staff development and job enlargement cater to esteem and self-actualisation needs by providing opportunities for professional growth, recognition, and the achievement of personal career goals. The satisfaction of these needs is critical in retaining ECAs, as unmet needs can lead to increased turnover, reflecting the pursuit of more fulfilling opportunities elsewhere.

Figure 2.1: Maslow's Hierarchy of Needs



Source: Trivedi and Mehta 2019 (adopted from Maslow 1954)

2.7.2 Herzberg's Two-Factor Theory

The American psychologist Frederick Herzberg, widely recognised as a ground-breaking innovator in the fields of management and motivation, developed the theory, also known as Herzberg's Two Factor Theory, in 1959. Herzberg's motivation-hygiene theory, known as Herzberg's two-factor theory, postulates that certain factors in the workplace cause job satisfaction while a separate set of factors cause dissatisfaction and does not depend on each other (Herzberg, Mausner and Snyderman 1959). In 1959 Herzberg, Mausner and Snyderman published the two-factor model of work motivation and developed the motivation-hygiene theory, which was influenced by Maslow's hierarchy of needs in 1959 (Peramatzis and Galanakis 2022). According to this theory, two categories of workplace conditions - "hygiene factors" and "motivation factors" - are responsible for determining people's attitudes towards work and whether or not workers are satisfied with their jobs (Sadri and Bowen 2011:114). In essence, the two-factor theory was essential for investigation because of the importance of employees' expectations (Peramatzis and Galanakis 2022). Herzberg's two-factor theory of motivation specializes in which factors are relevant for motivating employees, that is, "intrinsic motivators and extrinsic motivators have an inverse relationship," as stated by Herzberg. The availability of intrinsic motivators tends to increase inspiration, while the absence of extrinsic motivators tends to decrease it. Motivational factors among employees play a role in this (Bušatlić 2018:30). When in place, extrinsic motivators (like pay and benefits) are expected and do not increase job satisfaction; however, their absence leads to dissatisfaction. On the other hand, when present, intrinsic motivators can serve as a source of supplementary inspiration.

Figure 2.2: Herzberg Two-Factor Theory



Source: Oussama (2019)

Herzberg argues that fulfillment is more than just meeting a need. An individual's career fulfillment is influenced by his need for self-actualization (Worlu and Chidozie 2012). The satisfaction is due to the motivators as shown in the above diagram. When not properly managed, however, the hygiene factors can lead to dissatisfaction rather than increased satisfaction. Therefore, employers should focus on the two theories to maximise employee satisfaction (Peramatzis and Galanakis 2022). Herzberg's theory is assumed to be the best framework for analysing job satisfaction (Alrawahi *et al.* 2020). In the Two-Factor Theory, there are two categories of workplace influences on employees' levels of satisfaction: job satisfiers are also called motivators and job dissatisfiers are known as hygiene factors (Alrawahi *et al.* 2020). In determining factors that contribute to employee fulfillment at work, the pay, benefits and working conditions must be considered (Worlu and Chidozie 2012). In contrast, factors like job dissatisfaction or poor workplace hygiene are seen as environmental influences that are not intrinsically motivating but lead to dissatisfaction when lacking (Juariyah and Saktian 2018). The theory has been heavily criticised for its focus on intrinsic and extrinsic incentives as well as the assumption that employees will all react similarly to variations in these factors.

In investigating job satisfaction and labour turnover among ECAs, Herzberg's Two-Factor Theory offers a valuable framework. According to this theory, job satisfaction and dissatisfaction arise from different factors. The research aligns remuneration, work environment and job security with Herzberg's hygiene factors, which, when absent or inadequate, contribute to job dissatisfaction but do not necessarily motivate employees when present. On the other hand, staff development and job enlargement are considered motivators, which directly enhance job satisfaction by fulfilling individuals' intrinsic needs for growth, achievement and recognition. Thus, improving hygiene factors can reduce dissatisfaction and prevent turnover, while strengthening motivators can enhance satisfaction and commitment, ultimately reducing labour turnover among ECAs.

2.7.3 Hackman and Oldham's Job Characteristics Theory

The Content theory of job satisfaction, also known as the job characteristics theory and the Process theory of job satisfaction, also known as the "job attitudes theory" are discussed under the job characteristics theory.

The Content theory of job satisfaction, also known as the job characteristics theory, was propounded by J. Richard Hackman and Greg Oldham in the 1970s. The theory proposes that job satisfaction is a result of the inherent characteristics of the job itself (Walga 2018). The theory suggests that certain job characteristics, such as autonomy, skill variety, task identity and task significance are positively associated with job satisfaction (Zhang, and Duan 2023; Demirkol and Nalla 2018). These job characteristics are referred to as "core job characteristics" and they suggest why turnover intention may arise (Demirkol and Nalla 2018:910).

In the same vein, the Process theory of job satisfaction, also known as the "job attitudes theory" was propounded by J. Richard Hackman and Greg R. Oldham in 1975 (Ali 2016). The theory suggests how choices are made and it is a psychological state that arises from the interaction between needs and goals, demands and job opportunities as

well as the characteristics of the work environment (Cabrera and Estacio 2022). One of the key contributions of the Process theory is that it recognizes the importance of the work environment in shaping job satisfaction. The theory proposes that factors such as the physical working conditions, the social support and recognition provided by colleagues and supervisors and the opportunities for growth and development all play a critical role in shaping an individual's satisfaction with their job (Walga 2018). However, the theory was criticized for being overly simplistic and for not adequately explaining why some people are more satisfied with their jobs than others as well as not providing a clear path for increasing job satisfaction. Additionally, for not considering other factors such as organisational culture, pay and benefits, which also play a significant role in shaping job satisfaction (Cabrera and Estacio 2022).

In examining job satisfaction and labour turnover among ECAs, the content theory focuses on the five core job dimensions - skill variety, task identity, task significance, autonomy and feedback which can be linked to the study's objectives. For example, remuneration can be seen as feedback that influences job satisfaction, while the work environment and job security relate to autonomy and task identity, shaping how meaningful and stable academics perceive their roles. Staff development and job enlargement contribute to skill variety and task significance, enhancing intrinsic motivation. The process theory, which suggests that these job dimensions influence critical psychological states experienced meaningfulness, responsibility and the knowledge of results helps explain how these factors drive job satisfaction and reduce turnover. By understanding how these job characteristics interact, we can better address the factors leading to labour turnover amongst ECAs.

In examining job satisfaction and labour turnover of ECAs through Maslow's Theory of Motivation and Herzberg's Two-Factor Theory, we can align the research objectives; remuneration, work environment, job security, staff development and job enlargement with key motivational constructs. Maslow's hierarchy demonstrates that remuneration fulfills basic physiological and safety needs, while a supportive work environment and

job security address the need for safety and belonging, promoting stability and community in the university. Staff development and job enlargement contribute to esteem and self-actualisation, offering growth opportunities, recognition and the potential for fulfilling career aspirations. The satisfaction of these hierarchical needs is crucial for retaining ECAs as unmet needs may lead to job dissatisfaction and an increased likelihood of seeking better opportunities thereby increasing turnover.

Herzberg's Two-Factor Theory further explains this by distinguishing between hygiene factors and motivators. Remuneration, work environment and job security are aligned with hygiene factors that prevent dissatisfaction but do not necessarily inspire higher job satisfaction. Conversely, staff development and job enlargement serve as motivators that substitute intrinsic job satisfaction by addressing the needs for achievement, recognition and personal growth. By enhancing hygiene factors, institutions can reduce dissatisfaction and turnover, while strengthening motivators ensures deeper job satisfaction and commitment among ECAs thereby lowering labour turnover. This dual approach, rooted in both content and process theories, provides a comprehensive framework for understanding and addressing the factors influencing job satisfaction and turnover in this academic setting. Enhancing these factors can reduce turnover and increase commitment among ECAs.

2.8 Study Research Gap

This section provides a summary of related research studies on job satisfaction and labour turnover in HEIs, thus identifying the gap in the literature.

Several studies have examined job satisfaction and labour turnover among academic staff in higher education institutions across different contexts. However, a critical review of the literature reveals significant conceptual, contextual, methodological, and population gaps that necessitate further investigation, particularly among early-career academics in private universities in Nigeria.

Studies conducted in high-income and international contexts such as Malaysia, Thailand, and Western countries focused primarily on factors such as intrinsic motivation, work engagement, psychological capital, and academic identity. For instance, Rafie et al. (2026) examined intrinsic motivation and work engagement as predictors of turnover intention among early-career academicians in Malaysian private institutions, while Salam (2017) focused on psychological capital and job satisfaction in Thai higher education. Similarly, Zhang and Gong (2024) conducted a systematic review of early-career academics' identity in neoliberal higher education. Although these studies provide valuable insights, they were conducted outside Nigeria and within different institutional and socio-economic environments. Therefore, their findings may not adequately reflect the realities of early-career academics in Nigerian private universities, particularly Afe Babalola University, Ado-Ekiti (ABUAD). This creates the need for context-specific studies within Nigerian private universities.

Furthermore, studies conducted in African countries such as Ghana and Tanzania also revealed contextual limitations. For example, Mumin and Iddrisu (2022), Ngatuni and Matoka (2020), Amani and Komba (2016), and Ngalomba et al. (2025) examined job satisfaction and turnover intentions among academic staff in Ghana and Tanzanian universities. However, these studies largely focused on general academic staff without distinguishing early-career academics from senior academics. Early-career academics face unique challenges such as career uncertainty, heavy workload, limited research opportunities, and job insecurity, which differ from those of established academics. The failure to specifically examine early-career academics creates a significant population gap in the literature.

Similarly, studies conducted in Nigeria such as Obi et al. (2022), Otache and Inekwe (2022), Adedoyin (2025), Audu et al. (2026), and Pepple et al. (2025) examined job satisfaction, motivation, and turnover among academic staff in tertiary institutions, polytechnics, and public universities. However, most of these studies focused on general academic staff or lecturers without specifically examining early-career academics. In addition, several of these studies were conducted in public universities or

polytechnics, which operate under different administrative structures, policies, and employment conditions compared to private universities. Consequently, the findings may not be generalizable to private universities such as Afe Babalola University, Ado-Ekiti.

Moreover, existing studies have largely examined isolated variables such as intrinsic motivation, recognition, career advancement, employee engagement, job characteristics, or research productivity. For instance, Audu et al. (2026) examined career advancement and recognition, while Adetomiwa et al. (2023) focused on research productivity in private universities. Similarly, Shettima et al. (2024) examined challenges faced by early-career academics in transitioning to independent researchers, while Shinkafi (2020) focused on challenges experienced by early-career researchers in Africa. Adegbaye (2024) also examined knowledge acquisition and sharing behaviours among early-career academics. However, these studies did not examine how these factors collectively influence job satisfaction and labour turnover among early-career academics. This indicates a conceptual gap in integrating key determinants such as remuneration, work environment, job security, staff development, and job enlargement within a single study.

Additionally, most of the existing studies adopted broad regional or national approaches without focusing on institution-specific contexts. There is limited literature examining job satisfaction and labour turnover within a single private university environment. Institution-specific studies are important because organizational culture, management style, policies, and working conditions vary significantly across institutions. Particularly, there is little or no empirical evidence examining job satisfaction and labour turnover among early-career academics at Afe Babalola University, Ado-Ekiti (ABUAD), despite its growing academic workforce and unique institutional structure.

Based on the reviewed literature, the researcher identified the following gaps:

- Studies conducted in high-income countries and international contexts were outside Nigeria; therefore, their findings may not apply to early-career academics in Nigerian private universities, particularly ABUAD.
- Studies conducted in African countries focused mainly on general academic staff and did not specifically examine early-career academics, despite their unique career challenges and retention issues.
- Nigerian studies largely concentrated on public universities, polytechnics, or general academic staff without focusing specifically on early-career academics in private universities.
- Existing studies examined isolated variables such as motivation, recognition, research productivity, or engagement without integrating key determinants of job satisfaction and labour turnover, such as remuneration, job security, staff development, work environment, and job enlargement.
- There is limited institution-specific research examining job satisfaction and labour turnover among early-career academics at Afe Babalola University, Ado-Ekiti (ABUAD).

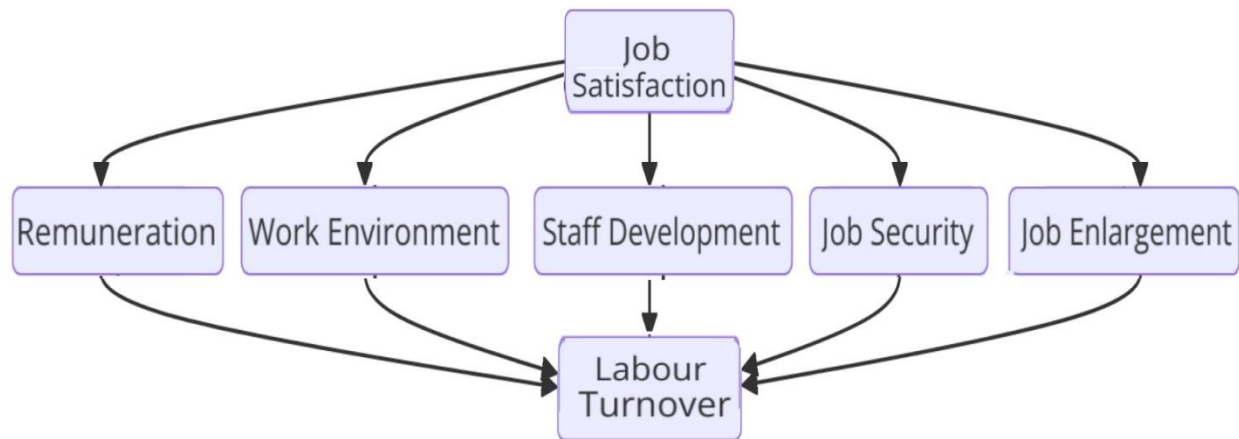
Therefore, this study seeks to fill these identified gaps by examining job satisfaction and labour turnover among early-career academics at Afe Babalola University, Ado-Ekiti (ABUAD), Nigeria, with particular emphasis on remuneration, work environment, job security, staff development, and job enlargement. This study is expected to contribute to existing literature and provide institution-specific recommendations for improving retention and job satisfaction among early-career academics.

2.9 The Study Conceptual Framework

The relationships among the concepts discussed in this study, as informed by Maslow's hierarchy of needs, Herzberg's two-factor theory, and Hackman and Oldham's job characteristics model, are represented in the proposed conceptual framework. This

framework, shown in Figure 2.3, highlights the connections between job satisfaction and labour turnover among early-career academics (ECAs). It focuses on how the five main components of job satisfaction: remuneration, work environment, staff development, job security, and job enlargement are shaped by these theories and how they collectively affect labour turnover. The relationship illustrated suggests that higher job satisfaction in each component leads to reduced labour turnover among ECAs. By integrating these motivational and job design theories, the framework demonstrates how addressing both hygiene and motivator factors can improve job satisfaction and, ultimately, decrease turnover.

Figure 2.3: Conceptual Framework Diagram: Job Satisfaction and Labour Turnover for ECAs



Source: Researcher's own conception

2.9.1 The Conceptual Model

Figure 2.3 presents the proposed conceptual framework, illustrating the connections between job satisfaction and labour turnover among ECAs. In this model, Maslow's hierarchy of needs explains that fulfilling basic needs, such as remuneration and job security, improves job satisfaction by addressing physiological and safety concerns (Maslow, 1943). This suggests that ECAs are less likely to seek alternative employment when these fundamental needs are met, thereby reducing turnover. Herzberg's two-

factor theory supports the framework by highlighting that hygiene factors, such as remuneration and work environment, prevent dissatisfaction, while motivators like staff development and job enlargement foster positive satisfaction and commitment (Herzberg *et al.* 1959). This indicates that addressing both hygiene and motivator factors is critical for sustaining high job satisfaction and reducing turnover.

Additionally, Hackman and Oldham's job characteristics model highlights how well-structured job roles that provide skill variety, task significance, autonomy, and feedback can enhance job satisfaction (Hackman and Oldham 1975). In the case of ECAs, job enlargement and opportunities for professional development not only meet higher-order needs but also promote a sense of fulfilment and engagement, which helps reduce labour turnover. The framework suggests that by addressing the five key components of job satisfaction: remuneration, work environment, staff development, job security, and job enlargement, academic institutions can cultivate a supportive and motivating environment that decreases turnover intentions among ECAs. Ultimately, the model underscores the importance of integrating motivational and job design theories to effectively manage employee satisfaction and retention.

2.10 Chapter Summary

The literature review in this chapter serves as a crucial examination, providing valuable insights into the intricate relationship that exists between job satisfaction and labour turnover in organisational contexts. By examining the fundamental concepts and theories that underpin this connection, the review not only contributes to the theoretical underpinnings of job satisfaction but also sets the stage for a thorough understanding of what obtains in HEIs. The factors (remuneration, work environment, staff development, job security, job enlargement, amongst others) and challenges being faced in academia in terms of employee satisfaction and their subsequent retention. In summary, this chapter's literature assessment goes beyond merely outlining foundational concepts and theories; it weaves a narrative that connects the satisfaction of employees to labour

turnover by synthesising a diverse array of sources, the review enhances the depth and richness of the theoretical foundation, providing a robust platform for the subsequent empirical investigation into the intricate dynamics between job satisfaction and labour turnover.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter presented a review of related literature on the study's focus area. This chapter presents information on the study's research methodology. According to Song (2021), research has to do with linking what has been done with what has to be done to generate new knowledge, objectify, and contribute to the chosen field. Saunders, Lewis and Thornhill (2019:174) asserted that research methodology is the process that researchers follow when conducting research. Through this path, problems and objectives are formulated, and the results from the data obtained are presented. This chapter is guided by Saunders, Lewis and Thornhill's (2019:174) *Research Onions*, which provides a thorough description of the phases in a research process. Going by the latter, the chapter presents information under the following sections: namely, Research Philosophy, Research Approach, Research Strategies, Methodological choices, Time Horizon, and Techniques and procedures. Additionally, the chapter discusses the study's reliability by ensuring trustworthiness through approaches such as credibility, transferability, dependability, and confirmability, among others. This is followed by a discussion of the study's limitations and the ethical procedures adopted. The chapter concludes with final reflections.

3.2 Research Philosophy

According to Allemang, Sitter and Dimitropoulos (2021:2), a research philosophy, also known as the paradigm, is a collection of guiding principles for scientific investigation that is made up of one's beliefs. Its approaches include positivism, pragmatism, transformative, and interpretivism. According to Otoo (2020), the positivist philosophy views reality as objective and independent of the observer. In addition, Saunders, Lewis and Thornhill (2019) noted that positivism draws on the natural sciences as its foundation and prioritizes objectivity, quantifiable evidence, and controlled experiments

to evaluate hypotheses. On the other hand, pragmatism emphasizes the context-dependent quality of knowledge and its efficacy in addressing real-life challenges, prioritizing the practical applicability of research discoveries, valuing diverse viewpoints and a mixed-methods approach (Dawadi, Shrestha and Giri 2021; Creswell 2018). The transformative paradigm offers a structure for advancing social justice and addressing the intricate needs of marginalized and socially disadvantaged communities (DeJonckheere and Guetterman (2024; Jackson *et al.* 2018; Mertens 2012). These authors additionally emphasised that ethically, the transformative paradigm urges researchers to collaborate with impacted communities, acknowledge the impact of oppression and intersectionality, demonstrate cultural and linguistic proficiency in community engagement, and recognize that research ethics extend beyond individual participants to encompass affected communities as a whole. Furthermore, according to Bonache and Festing (2020:104), interpretivism emphasises the significance of understanding the world from the perspective of participants, placing value on qualitative data and acknowledging the importance of individuals' interpretations and experiences.

For this study, the researcher adopted the interpretivism philosophy in the quest to unveil subjective understanding, with a focus on respecting the participants' viewpoints and acknowledging the collaborative nature of knowledge construction (Farrow *et al.* 2020). Furthermore, interpretivism was chosen specifically because it gives precedence to qualitative data acquired through processes such as in-depth interviews, observations, and document analysis, aiming to delve into comprehensive and detailed perspectives on phenomena as recognized by Creswell (2018). This resonates with the viewpoints of Kabir and Ullah (2021), who highlight the diversity of social realities, acknowledging multiple socially constructed interpretations rather than a singular objective truth. The flexibility and interactive approach to data collection and analysis help to explore emerging themes and unexpected findings, providing a deeper understanding of the lived realities of the participants as outlined by Bonache and Festing (2020). Given the principal aim of exploring and having a deeper understanding

of the relationship between job satisfaction and labour turnover among early career academics (ECA), interpretivism appeared to be an appropriate philosophy.

3.3 Research Approach

Research approach refers to a concept or plan for conducting research that combines particular methods, study designs, and philosophy (Creswell 2018). The research approach, according to GHR and Aithal (2022), decides whether to build or construct a new theory about a relationship, test or verify an existing theory about a relationship or deconstruct, modify, or rationalize a theory. The primary research approaches guiding academic inquiry are deductive, abduction, and inductive. According to Saunders, Lewis and Thornhill (2019), the deductive approach develops hypotheses based on accepted knowledge and theory that are tested through research activities. In addition, the deductive research approach is suitable for examining and validating an established theory on the correlation between the dependent and independent variables of academic research topics (GHR and Aithal 2022).

On the other hand, Saunders, Lewis and Thornhill (2019) have noted that the abductive strategy is used when gathering data to investigate a phenomenon, find themes and patterns, develop a new hypothesis or adjust an old one, and then test it with more data collection. According to GHR and Aithal (2022), when developing a research question, the abductive research approach does not entail the formation of hypotheses. An abductive research process aims to explain the "incomplete observations", "strange facts," or "mysteries" that were first reported but are not covered by the existing theory. Furthermore, Bucher (2021) notes that inductive reasoning diverges from the traditional scientific method by shifting focus from confirming established theories and generalizations to accumulating evidence in support of forming generalizations and constructing theories.

For this study, the inductive research approach is found suitable because it allows for an exploratory and iterative nature, starting with observations, gathering data, and

analyzing it. . Themes and insights are progressively allowed to arise naturally from the facts without being constrained by preconceived notions. This is in concurrence with the views of Mohajan and Mohajan (2022) that, on the premise of interpretation of the data, the researcher uses inductive reasoning to create patterns, themes, and categories from the data. In addition, GHR and Aithal (2022) mentioned that when creating a research question, an inductive research approach does not require the creation of hypotheses, which applies to the study. The approach was chosen not only because of the small number of participants, the link with humanity, and the focus on flexibility, which is valuable in understanding complex social phenomena, but also because of its influence by the interpretative philosophy.

3.4 Research Methodological Choices

The methodological choice takes into account the overarching objectives of the research, the level of reflective deliberation involved, and the scope of the outcomes put forth. As a result, the decision regarding methodology invariably hinges on the researcher's discernment and methodological perspective as well as their connection with the field of study (Greener 2018). According to Creswell and Creswell (2018:3), there are three types of research methods: namely, qualitative method, quantitative method, and mixed method. Richards (2018) posits that the quantitative research method involves collecting and analysing numerical data through structured methods, such as surveys and experiments. Furthermore, the approach allows for statistical analysis and generalization of findings. Some advantages of quantitative research design include its ability to provide objective data and test hypotheses as well as its potential for large sample sizes (Saunders, Lewis and Thornhill 2019). However, it can be limited in its ability to capture the complexity of human behaviour and experiences (Taherdoost 2022).

Similarly, the qualitative research method involves collecting non-numerical data through interviews, observations, focus groups, etc. (Saunders *et al.* 2019:184). The approach allows for a deeper understanding of the meaning and context of human

experiences (Taherdoost 2022). Some advantages of the qualitative approach include its ability to capture the complexity of human behaviour and experiences as well as its potential for flexibility in data collection and analysis (Richards 2018). The mixed method involves combining both quantitative and qualitative methods in a study. The approach allows for a more comprehensive understanding of a research question as it can capture both numerical data and contextual information (Lee 2019). The advantages of the approach include its potential for the triangulation of the findings and its ability to provide a more complete understanding of complex phenomena (Neupane 2019). However, it can be complex and time-consuming to conduct (Creamer 2019).

The researcher adopted a qualitative approach for this study. Qualitative studies rely on inductive reasoning to elicit rich information from a relatively small number of participants (Taherdoost 2022). Additionally, a variety of rigorous study approaches and techniques are employed in qualitative research, such as purposive sampling, in which study participants are deliberately selected to elicit in-depth perspectives from individuals with particular characteristics and to comprehend people's experiences, opinions, and the reasons and motivations behind their behaviours. Through qualitative research, researchers gather primary, first-hand textual data and employ specialized interpretive techniques to examine it, giving special attention to the deep meanings and motives of the data that cannot be quantified (Bazen, Barg and Takeshita 2021; Creswell 2018).

3.5 Research Strategies

Research strategy is defined as the “general plan of how the researcher will go about answering the research question(s)” according to Saunders, Lewis and Thornhill (2009: 136) as cited by Mtisi (2022). Researchers provide several research strategies that may be applied to the execution of the study, namely, explanatory and descriptive (Mtisi 2022). The research strategy is a focal point that is influenced by the researcher's ideology, and it is chosen based on its capacity to produce the study's objectives, addressing the research questions is essential to the inquiry (Hanafizadeh and Shafia

2021). Rezigalla (2020) asserts that a well-chosen strategy ensures that the researcher answers the research questions appropriately and accomplishes the objectives of the study. The components according to Saunders's research onions include experimental, survey, case study, action research, grounded theory, ethnography, and archival research (Saunders *et al.* 2019).

The experimental strategy involves manipulating dependent variables to gauge their impact on one or more other variables (Saunders *et al.* 2019). In a similar view, survey research offers a quantitative depiction of the attitudes, opinions, or trends within a population by examining a sample thereof, typically in a statistical format, drawn from a large number of individuals within a relatively brief period, employing primarily closed-ended questions (Creswell 2018; Asenahabi 2019; Saunders *et al.* 2019). Another type of strategy is known as case study design. It is an investigative method in which a researcher conducts a detailed analysis of a particular case, which can involve a process, animal, individual, household, organisation, group, industry, culture, or nationality (Asenahabi 2019; Saunders *et al.* 2019). As revealed by Creswell (2018), action research aims to address the studied conditions by creating an innovation to tackle a societal problem with minimal concern for generalising the solution. In a similar view, grounded theory as a type of strategy allows researchers to develop a broad, conceptual theory of a process, action, or interaction based on participants' perspectives (Saunders *et al.* 2019). The approach involves several stages of data collection as well as the refinement and interconnection of information categories. Furthermore, ethnography examines the collective behaviours, language, and actions within a cohesive cultural group in its natural environment for an extended duration (Saunders *et al.* 2019). Moreover, archival and documentary research make room for creativity when designing a research project that uses various secondary data sources that are available online (Saunders *et al.* 2019).

This study adopted the ethnographic research strategy, which entails gaining a deep understanding of people and cultures as well as providing insights into socio-cultural

realities (Nixon and Odoyo 2020). In ethnographic research, the ethnographer actively engages with the group being studied, aiming to gain an insider's perspective and experience life in a way similar to the group members (Kramer and Adams 2017). In addition, ethnography provides a comprehensive research approach, offering valuable insights into the subject under study (Nixon and Odoyo 2020). Moreover, an ethnographic interview is an informal conversation that occurs in a natural setting, often arising from participant observation. Researchers conducting ethnography, who often serve as both participants and observers within a community or context, use ethnographic interviews to gain a deeper understanding of the lives and behaviours of community members (Munz 2017).

3.6 Research Time Horizon

According to Melnikovas (2018), the research time frame can be categorised into two main approaches: namely, cross-sectional or short-term studies involve collecting data at a specific point in time, while longitudinal studies involve gathering data repeatedly over an extended period to facilitate data. The time frame for research utilized in this study corresponds to the cross-sectional survey method. In this regard, data were collected between 28th November and 15th December 2023. Cherry (2024) and Levin (2006) outline several fundamental features of a cross-sectional study which include occurring at a particular moment in time; does not entail the manipulation of variables; enabling researchers to examine multiple attributes simultaneously and is frequently employed to examine prevalent characteristics within a specific population. These features are quite aligned with this study.

3.7 Data Collection and Analysis

This section also refers to research techniques and procedures and explains how the data used in the research were collected and analysed. The phase assists the researchers in translating their research design into practical steps for gathering and analysing data. It necessitates the researcher's assessment of the most suitable data

collection method and the appropriate analysis technique to achieve optimal study outcomes. This section is in two parts: data collection and data analysis.

3.7.1 Data Collection

This section provides information on the sources from which the data were obtained, the type of data gathered during the study, the sampling techniques (probability and non-probability), population and sample size, the method used in gathering the data (Interview), the description of the research instruments employed, as well as the procedure for data collection.

3.7.1.1 Sources of Data

Data collection in research entails acquiring and analysing data on relevant factors (Rassel *et al.* 2020). Kumar (2019:13) noted that there are two major sources of data, which are primary and secondary data. According to Yayeh (2021:55), primary data are those that are newly obtained for the first time, making them unique and original. Taherdoost (2021) further describes primary data as first-hand information obtained by the researcher on variables of relevance for the study through processes such as surveys, experiments, and interviews (Ghauri, Gronhaug and Strange 2020). According to Ghauri, Gronhaug and Strange (2020), the benefits of primary data include the researcher's ability to gather data for particular goals or studies and choose the sample and collect the data directly. According to Ghauri, Gronhaug and Strange (2020), the shortcomings of primary data include the possibility of a long data collection procedure and potential access issues with organisations.

In a similar vein, Yayeh (2021) notes that secondary data are facts that have already been gathered, put through the statistical process, and compiled in the form of data by researchers. Similarly, Ghauri, Gronhaug and Strange (2020) elucidate that the benefit of using secondary data is that it has already been gathered, peer-reviewed, published, and is available. Sharma and Kumar (2022) also attest to the advantages of secondary

data, which include being less expensive and the correctness and comprehensiveness are beyond the researcher's control. Though these advantages are acknowledged in the literature, their shortfalls cannot be overlooked. Such include its ability to reduce the dependability and quality of the data, not ideal for generalisations, increasingly becoming obsolete; requiring more time and effort, and finally the need for authentication and copyright protection (Sharma and Kumar 2022). For this study, the researcher used both primary and secondary data. Primary data were collected by interviewing the study participants. Similarly, secondary data were collected through peer-reviewed journals, online materials, and information from the university database and used to enhance the secondary data for benchmarking purposes. In the study, the researcher employs both primary and secondary data collection methods. The primary data for the current study were collected qualitatively using an interview schedule.

3.7.1.2 Types of Research Data

The most common data are quantitative and qualitative (Schoonenboom 2023). Quantitative data, obtained via mathematical calculations, is defined through numeric values and a range of nominal, ordinal, interval, and ratio scales that are utilised to gauge quantitative data (Ahmad *et al.* 2019). To convert and condense raw numerical data (such as survey respondents' marks or instrument readings) into forms that can be understood as telling specific stories or as supporting or refuting a particular research question, theory, or prediction, quantitative data can necessarily be applied using a particular statistical formula, analytical sequences, and computations (Cooksey 2020). Although not all numbers are continuous and quantifiable according to Ashirwadam (2014), a scale measure is constantly connected to quantitative data. Furthermore, Kotronoulas *et al.* (2023) posit that quantitative data answers questions like how much, how many, what, when, where, how, and who aspects of research inquiries. It is commonly collected through highly structured approaches like surveys, experiments, observations, etc. (Creswell 2018).

Similarly, Taherdoost (2021) noted that qualitative data is conveyed through language and covers both nominal and descriptive non-numeric details that resist numerical representation. This type of data investigates the "how and why" aspects of research inquiries, frequently exploring emotions, perspectives, and sentiments. It is commonly collected through approaches like interviews. Typically, this entails interpreting the words and implicit meanings in a text (subtext) through extensive engagement with research participants to uncover their lived experiences (Mavhandu-Mudzusi *et al.* 2022). In addition, Nassaji (2020) opines that qualitative research employs a variety of tools for qualitative data collection, including interviews, focus groups, field notes, diaries, observations, etc.

The study carefully opted for qualitative data as it provides room for the collection of rich and comprehensive information that is flexible and can be presented in various ways without being restricted to a specific format, all in a stress-free environment (Adedoyin 2020). Additionally, gathering qualitative data allows the researcher's direct engagement with the target population, which makes it possible to extract and record data that might otherwise be difficult to obtain (Tenny, Brannan and Brannan 2022).

3.8 Sampling techniques

According to Taherdoost (2016:4), sampling is defined as taking a subset from a selected frame or the complete population, while the precise type of sampling methodology to be utilized is regarded as the sampling method. Trochim, Donnelly and Arora (2017) added that sampling is the process of choosing units (people, groups, or organisations) from a population of interest. This section presents the two common sampling techniques mostly used in research studies, that is, probability sampling and non-probability sampling

3.8.1 Probability Sampling

According to Mweshi and Sakyi (2020), probability sampling is grounded in probability theory and entails employing any method whereby samples are chosen such that each element in the population possesses a recognised and non-zero, equitable opportunity of being selected. It consists of several techniques, including simple random sampling, stratified random sampling, cluster sampling, multi-stage sampling, and systematic sampling (Creswell *et al.* 2018; Saunders, Lewis and Thornhill 2019). Noor, Tajik and Golzar (2022) noted that simple random sampling involves selecting units for the sample one by one, with each unit having an equal chance of being chosen during each selection. In this approach, researchers compile a numerical list representing the entire sample size, and when dealing with large sample sizes, they utilize computer programs to generate random numbers.

On the other hand, in the stratified random sampling method, each unit in the population has a distinct probability of being chosen. When selection is without prearrangement, the likelihood of being chosen equally applies only in certain strata, not across the entire population (Mulisa 2022). The cluster random sampling, according to Mulisa (2022), entails dividing a population into separate groups called clusters. Due to the impracticality of including all clusters, a subset of clusters is haphazardly chosen to represent the entire population, and all the units in these selected clusters are included in the sample (Taherdoost 2016). The systematic sampling, as delineated by Basti and Madadzadeh (2021), is a sampling method in which individuals are chosen from a larger population using an arbitrary initial point and a uniform predetermined gap. This interval, referred to as the sampling interval, is calculated by dividing the population size by the desired sample size (Mulisa 2022). Likewise, multistage sampling is a technique that involves selecting samples organized into multiple layers using increasingly smaller sampling units from each layer. The method involves organising participants into homogeneous subgroups or clusters and has at least two stages. Initially, large clusters are identified and delineated in the first round. Subsequently, the units are selected from

these identified clusters using any of the probability sampling strategies in the second stage (Mulisa 2022; Basti and Madadizadeh 2021).

3.8.2 Non-Probability Sampling

A non-probability sampling employs purposeful selection based on specific criteria to gather rich and informative data relevant to the research question (Rahman 2023; Creswell 2018). According to Saunders *et al.* (2019), non-probability approaches are employed when it is not possible to involve the entire population in a research study due to the population's size. Non-probability sampling techniques include quota sampling, snowball sampling, purposive, judgment sampling and convenience sampling (Saunders, Lewis and Thornhill 2019; Taherdoost 2016). According to Saunders *et al.* (2019), quota sampling involves selecting participants based on predetermined characteristics (quotas) that reflect specific subgroups in the population. It also ensures the representation of diverse perspectives in the chosen strata, but does not guarantee overall population representativeness.

On the other hand, snowball sampling relies on existing participants to suggest and recruit others with similar characteristics, creating a chain-referral effect (Kennedy-Shaffer, Qiu and Hanage 2021). Furthermore, it is useful for accessing hard-to-reach populations or hidden groups, but risks sampling bias towards easily accessible networks. Purposive sampling, as posited by Taherdoost (2016) selects participants based on their judged potential to provide rich and relevant information to the research question. In the same vein, it allows for an in-depth understanding of specific experiences or perspectives (Saunders, Lewis, and Thornhill 2019; Taherdoost 2016). In addition, judgment sampling relies on the researcher's expertise to identify participants likely to offer valuable insights (Taherdoost 2016). Its subjective approach requires careful consideration of potential biases in the researcher's judgment. Furthermore, the convenience sampling method recruits readily available participants

who are easily accessible, often for pilot studies or initial explorations (Saunders, Lewis and Thornhill 2019).

For this study, the researcher adopted a purposive non-probability sample strategy because it enables the researcher to select participants who offer the best assistance in providing answers to the research questions to achieve the set objectives. The participants selected purposefully for a study are meant to be richer with data or insights than others, more relevant and useful. It is often used when working with small samples (Saunders, Lewis and Thornhill 2019). It is also useful for easy access of the researcher to the sampled community for interviews, and where the sample's proportion to the study's population is considered non-essential, purposeful sampling emerges as a fitting choice (Oribhabor and Anyanwu 2019). Hence, purposive non-probability sampling was adjudged to be suitable for this study.

3.8.3 Population and Sample Size

The totality of instances with the same characteristics comprises the population from which the researcher's sample is taken (Arifa, Afridi and Ahmad 2022). Additionally, Kumar (2019) elucidates that a group population is any collection of individuals who share some distinctive but recognizable significant characteristics. The population of the study is 509 academic staff at the researched study site, comprising professors, readers/ associate professors, senior lecturers, lecturers, and assistant lecturers (NUC 2019). According to Saunders, Lewis and Thornhill (2019), the target population for an investigation is a sizeable collection of objects, whether people or things. Willie (2022) concurred that the target population is the total number of potential respondents who could participate in the study. The target population for this study is ECAs totalling 217 out of the 509 population.

3.8.3.1 The Study Sample Size

According to Taherdoost (2017:1), the sample size refers to the number of observations employed to estimate characteristics of a specific population. The sample size for the study is 43 participants. Various arguments on the acceptable sample size for a qualitative study have emerged in the literature, but without a consensus. Research studies have acknowledged variations in determining the sample size of a study due to the researcher's lack of freedom to increase the number which stems from (i) the primary goal of the study, (ii) method of analysis, (iii) variability in research, (iv) desired outcomes, (v) resource constraints, (vi) measure of the entire population i.e., the inclusion and exclusion criteria (Lakens 2022; Kovacs *et al.* 2022; Adhikari 2021; Andrade 2020). Most researchers are of the view that reference should be on the principles of saturation and pragmatic considerations (Hennink and Kaiser 2022; Mocănașu 2020; Vasileiou *et al.* 2018). Given the above, the researcher believes that the sample size of 43 was adequate for the study.

3.8.3.2 Inclusion and Exclusion Criteria

The researcher understands that some participants are more likely than others to be "rich" with information or insights, making them more relevant and effective in attaining the study goal and providing the applicable answers, hence the inclusion and exclusion criteria to ensure high-quality research outcomes. Patino and Ferreira (2018:1) defined inclusion criteria as those main features possessed by the target population that the investigator uses to answer the research questions, while exclusion criteria are the features of potential participants who meet the inclusion criteria but present with additional characteristics capable of increasing the risks of the study for an unfavourable conclusion. Inclusion criteria always include demographics such as age, gender, level of education, work experience, race and occupational characteristics, as well as geographical features like name and location of participants. Inclusion criteria considered for this study are (i) participants with full-time permanent employment status,

(ii) participants with not more than 5 years of post-doctoral qualification at the time of conducting the study, (iii) participants within the age bracket of 25 and 45 years, and (iv) participants with 5 or fewer years of experience. Similarly, excluded from the study are participants who did not satisfy any of the inclusion criteria, such as participants on adjunctship, part-time or contract employment, as well as those with over 5 years of experience in academia.

The summary of the study target population and sample size is thus presented in Table 3.1 below.

Table 3.1: Summary of sample size

Colleges	Target Population	Sample Size
Engineering	41	14
Law	11	1
Medicine & Health Sciences	39	4
Pharmacy	15	3
Sciences	50	8
Social & Management Sciences	61	13
Total	217	43

Source: ABUAD HR 2022

3.8.3.3 Data collection method

The method of data collection depends on the research objectives and the implications of the chosen approach. Data can be gathered from various sources, including records, the Internet, written documents, workplaces, interviews, or surveys (Monday 2020). In this study, data were collected through interview sessions. According to Nixon and

Odoyo (2020), an interview is a systematic way of engaging in conversations to listen to and gather information from individuals. Additionally, data collection can be conducted through different types of interviews, such as structured, semi-structured, and unstructured interviews (Benlahcene and Ramdani 2020). A structured interview, also known as a standardised interview, involves asking the same questions to all the respondents. Semi-structured interviews, which are non-standardised, are commonly used in qualitative research. In this interview, the question order may vary, and additional follow-up questions can be asked based on the respondent's experiences and opinions. Similarly, unstructured interviews, also known as open-ended interviews, are non-directed and offer greater flexibility and freedom to both interviewers and interviewees (Monday 2020).

The research tool employed in this study was the interview guide, which comprised two sections. Section A consists of 6 questions (Q1-Q6), addressing the demographic data of the respondents, such as gender, age, year of qualification, length of service, designation, and discipline/department. Similarly, Section B of the interview schedule comprises 25 open-ended questions designed to investigate the study's research objectives as follows:

Questions 7 to 11: were structured to elicit the participants' views on the institution's current remuneration packages, including salaries, salary increments and incentives such as recognition and leave allowances as well as to understand how the remuneration package influences the participants' intention to remain or exit the institution's employment.

Questions 12 to 16: investigated the participants' views on the institution's work environment and how it affects their intention to stay in the institution's employment or to leave. The components of the work environment considered are the physical environment (the structure, facilities, offices, equipment, furniture, and location and the

policies of the institution). Furthermore, the question addresses what may trigger the participant's intention to remain or exit the institution's employment

Questions 17 to 21: the questions addressed the professional development policy of the institution and how it supports academic career growth, the types of development programmes, resources available and support, the orientation of new staff, information on benefits from the staff development, and further inquiry to know if the career development support motivates the participants to remain or exit the institution's employment.

Questions 22 to 26: the questions were structured to probe the perceptions of the participants about job security and how it affects the participants' intention to stay in the institution's employment or to leave. The questions addressed the institution's initiatives or projects aimed at enhancing job security, their feelings, fears, or worries about the availability of the university in the future, the possibility of losing their jobs, whether they are valued, their perceptions of job security and the institution's policy of retention that can motivate the participants to remain or exit the institution's employment.

Questions 27 to 31: were structured to provide insights into job enlargement and how it affects the participants' intention to stay in the institution's employment or to leave. The questions addressed the structure of tasks, eliciting information on whether the staff members are compensated for taking on additional tasks, the impact of the job arrangement on their career advancement, and overall satisfaction with the job. The interview questions also elicit the participants' views on having additional responsibilities.

The researcher's choice of the interview as a data collection tool in the study includes the ability to gather detailed information and in-depth insights from participants, and it also allows for the exploration of nuances and complexities that may not be captured in a questionnaire, as posited by Taherdoost (2022) and Bolderston (2012). The interview

also provides the opportunity for clarification and follow-up questions, which can lead to a better understanding of the participants' perspectives (Roulston 2018:324).

3.8.3.4 Description of Research Instrument

According to Sahoo (2022:1), a research instrument refers to a systematic and scientific tool utilised for gathering, measuring, and analysing data pertinent to research interests and objectives. Researchers select the appropriate instrument based on the nature of the study, such as quantitative, qualitative, or mixed-methods (i.e., research alignments). In addition, the instruments vary and encompass surveys, tests, questionnaires, achievement/aptitude tests, interviews, scales (measuring and weighing tapes), archival documents and government sources, oral histories, focus group discussions and experiments, observation forms and tally sheets, among others (Oben 2021). Accordingly, Rahman (2020) noted some advantages of research instruments, which include providing an in-depth exploration of the subject matter, allowing for personal interactions between the researcher and the participants, creating room for flexibility, supporting real-time data, and being stored for a long duration. Similarly, the same author highlighted the disadvantages, which include issues of subjectivity and bias in research, consuming intensive time and resources, concerns over generalization, interpreting data, and the privacy of the participants.

3.8.3.5 Data collection procedure

The procedures adopted for the collection of primary data for this study were face-to-face interviews and focus group discussions, with the aid of an interview guide that was developed in English and administered by the researcher. According to Saarijärvi and Bratt (2021:2), face-to-face is the process of gathering data through direct, one-on-one interactions between the researcher and the participants. The interviewer can easily read body language, facial expressions, and other non-verbal social cues. The participants for the face-to-face interviews were purposefully selected from the six

colleges in the institution and were given letters of information and informed consent forms.

The face-to-face interviews for the six participants (2 females and 4 males) were conducted individually in the selected academic staff's office at their convenience. The interviews, which lasted for 35 minutes for each participant, began with a brief introduction to establish rapport with the participants and an introduction to the research objectives. The interview sessions were facilitated by the researcher using the interview schedule for each participant. Once the agreements were reached with the participants and the permissions were sorted before the meetings, the researcher went ahead to record and share the data. The interviews were transcribed verbatim in preparation for data analysis.

The researcher also collected data through the focus group discussions (FGD), which, according to Yayeh (2021), is a method where a researcher gathers a group of people to talk on a certain subject to gather the participants' personal experiences, beliefs, perceptions, and attitudes through a regulated interaction. The researcher conducted an FDG with 37 participants. The participants were purposefully selected across the six colleges in the institution and a total of 6 focus groups were formed. Focus groups A, B, C, D, and E comprise 6 members each, while group F had 7 members. The size of the group is considered appropriate because Saunders *et al.* (2019) noted that a focus group of 6–8 participants is adequate to elicit information on a specific topic, depending on the nature of the participants, the topic, and the moderators' skill.

Furthermore, Liu *et al.* (2020) corroborate that the ideal focus group size is thought to be between six and 10 people and the group's makeup should be balanced in terms of participants' similarities and differences. The researcher sought the consent of the participants to record the meeting, and the researcher also took notes during the session. The participants were provided with the letters of information. The discussions took place in the boardroom of each college at the convenience of each group. The

focus group discussions lasted between 40 and 60 minutes and began with a brief introduction to establishing rapport with the participants and an introduction to the research objectives. The interview sessions were facilitated by the researcher to prevent it from becoming chaotic, and the interview guide was used. To maintain an organised discussion, the participants were requested to raise their hands or use another signal when they wished to speak. Each participant was allowed to contribute their opinion to each of the questions raised during the discussion before raising another question. Additionally, the participants were expected to turn off or silence their phones during the session to minimise distractions, among other guidelines. The content of the notes taken during the discussion was read out to the participants at the end of the session to ensure concurrence with their input (Hintermann *et al.* 2021; Klagge 2018).

3.9 Data Analysis

Data analysis is a technique of putting facts and figures together to address research issues, reduce, organise, and produce outcomes for the researcher's future work (Alem 2020; Ashirwadam 2014). Likewise, Dierckx de Casterlé *et al.* (2021) elucidate that data analysis is the most formidable task in qualitative research, particularly when dealing with extensive and intricate qualitative data, and strive to cultivate robust theoretical insights or constructs rooted in the gathered data. According to Kiger and Varpio (2020:2), the approaches to analysing qualitative data include narrative analysis, content analysis, discourse analysis, and thematic analysis. Narrative analysis is an approach where the focus lies on how individuals structure their life experiences to make sense of the events and actions they have been involved in (Nasheeda *et al.* 2019). The methodology offers descriptions of events depicted in spoken or written texts, often interconnected chronologically (Nasheeda *et al.* 2019) and also concentrates on "the story itself," aiming to maintain the integrity of personal biographies or sequences of events that cannot be fully grasped through their components (Scheffelaar, Janssen and Luijkx 2021).

In a similar vein, content analysis is a structured approach for examining qualitative data, providing avenues to analyse both explicit and descriptive content, leading to categories as well as underlying and interpretive content, yielding themes (Lindgren, Lundman and Graneheim 2020). Content analysis operates under the premise that texts serve as a rich data source with significant potential to unveil valuable insights into specific phenomena. In this process, both the participant and the context are taken into account when categorising texts into groups, aiming to identify similarities and differences, patterns and associations, whether explicit or implicit (Kleinheksel *et al.* 2020). According to Hjelm (2021), discourse analysis explores the function of language in various contexts.

In theoretical terms, discourse analysts examine the processes involved in social construction. Discourse analysis comprises a range of interdisciplinary approaches applicable to diverse social contexts across various research studies. This indicates that discourse analysis can be employed across all research domains, with its analytical method inherently intertwined with its theoretical and methodological underpinnings (Amoussou and Allagbe 2018). The last but not least is thematic analysis, explained by Alejandro and Zhao (2023) as a method that systematises the examination of texts through coding (i.e., labelling or categorising segments of text) to develop and chart themes for interpretation, thereby refining the spontaneous approach to comprehending textual data. It strives to become more deliberate and methodical, aiming to recognise, scrutinise, and interpret "patterns of meaning" (Braun and Clarke 2012) by thoroughly reviewing textual data multiple times (Alejandro and Zhao 2023).

In this study, the researcher employed a thematic analysis. This is because thematic analysis facilitates a thorough exploration of the data, capturing nuanced qualitative insights and interpreting participants' experiences by gathering first-hand information about their satisfaction and potential turnover factors. Moreover, its flexibility and adaptability make it suitable for addressing various research questions and contexts, accommodating different interview formats. This approach facilitates a methodical and

organized examination of qualitative data in concurrence with Braun and Clarke (2006). According to the research conducted by Kiger and Varpio (2020), this procedure involves not only describing the data but also interpretation during both the selection of codes and the development of themes.

A noteworthy feature of thematic analysis is its versatility, as it can be applied across different theoretical and epistemological perspectives and is well-suited for a wide range of research questions, methodologies, and sample sizes (Kiger and Varpio 2020). Braun and Clarke (2006), as cited by Dawadi (2021:62), emphasize the advantages of employing thematic analysis in qualitative research, suggesting that this method enhances the validity of analysis due to its accessibility, transparency, and adaptability. The systematic and transparent approach to thematic analysis enhances the rigour of the study's findings, providing themes and patterns during the analysis. To accomplish this, the collected responses underwent a severe thematic analysis, adhering to the six interactive phases outlined by Labra *et al.* (2020) in concurrence with Braun and Clarke (2006). The phases are explained as follows:

Step 1- Familiarization with the data: this entails transcribing data into text as needed, thoroughly reviewing it, and jotting down initial thoughts. In this initial phase, the researcher transcribed the audio files and analysed them meticulously by reading the transcripts multiple times to become familiar with their content, gaining an overall sense of the data and its context. The researcher took notes, made initial observations, and captured initial impressions.

Step 2- Generating initial codes: this involves systematically coding intriguing data features throughout the entire dataset and organising relevant data for each code. In this phase, the researcher systematically identified and labelled meaningful units and segments of the data, known as codes. Furthermore, the researcher read through the data and marked interesting features, concepts, or patterns to create initial codes that capture the essence of these segments.

Step 3- Searching for themes: this step entails compiling codes to identify potential themes and assembling all pertinent data corresponding to each potential theme. After the coding process, the researcher searched for patterns and themes across the coded data and grouped similar codes to form potential themes. The researcher organised and reorganised codes among the potential themes, ensuring coherence and capturing key data aspects.

Step 4- Reviewing and refining themes: assessing the coherence of themes with both coded extracts and the entire database, creating a thematic 'map' of the analysis is required. The researcher reviewed and refined each of the identified themes. A thorough assessment of each of the themes was carried out for clarity purposes and to ensure its relevance, coherence, and depth.

Step 5- Defining and naming themes: this step entails the continual analysis to fine-tune the details of each theme and the overarching narrative conveyed by the analysis, crafting precise definitions and labels for each theme. In this phase, the researcher further defined and described each theme in detail by cross-checking over and over. In addition, appropriate names or labels were selected for the themes that captured their essence. This step helps to solidify the identified themes and provides a clear understanding of their content and relevance.

Step 6- Producing the final report: the concluding stage of analysis involves choosing vivid, compelling extract examples, conducting a final analysis of the selected extracts, connecting the analysis to the research question and existing literature, and producing a scholarly report summarising the outcome of thematic analysis. After arranging and formatting the identified themes as corroborated with evidence and pertinent quotes, the researcher ensures that the thesis encompasses the outlines of the research inquiry, analytical methodology, and a thorough exposition of the themes with illustrative instances extracted during the data analysis.

3.9.1 Measurement of Data Quality

Assuring the quality of data is crucial in research. The data quality of the study is measured through the reliability of the research instrument and the trustworthiness of the study.

3.9.1.1 Reliability of the Research Instrument

Coleman (2022:2043) noted that in a qualitative study, reliability is occasionally denoted as dependability, confirmability, or consistency of the study. Since the objective of qualitative research is to comprehend meaning with the data under analysis comprising words and observations (Adler 2022), qualitative researchers must thoroughly document the procedures involved in their case studies and strive to capture as many of the procedural steps as possible because the interview instrument and procedures hold significant importance as the research's conclusions hinge upon the information gathered along the line (Creswell 2018). According to Gani *et al.* (2020), the effectiveness of an instrument is determined by its ability to pass tests of reliability, which ensures the trustworthiness of the research and its alignment with intended evaluation objectives.

Thus, the reliability of this study instrument was tested using a pilot test. According to Aziz and Khan (2020:751), a pilot test serves as a technique for pinpointing or enhancing a research query, determining optimal approaches for its pursuit, and gauging the time and resources necessary for accomplishing the study, among various other purposes. Gani *et al.* (2020) emphasised that a pilot test is carried out in any research work to guarantee the attainment of validity. This is characterised as a preliminary evaluation of a research instrument before the commencement of the actual study. Moreover, an instrument is deemed effective when the data collection successfully clears the assessments of validity and reliability, which relate to the trustworthiness of the research and its ability to measure what it intends to assess (Gani

et al. 2020). As per this study, the pilot study was conducted with two potential participants who did not form part of the actual study. The feedback from the pilot study helped the researcher to rephrase the questions that were deemed difficult to answer.

3.9.1.2 Trustworthiness of the Study

Assessing the quality of data in qualitative studies primarily relies on the notion of trustworthiness. As stated by Hussain *et al.* (2020), trustworthiness serves as a fundamental framework for evaluating qualitative research, indicating the researcher's commitment to upholding credibility, transferability, dependability, confirmability, and reflexivity. These dimensions were utilised in the study to ensure the trustworthiness of the data, as elaborated below:

According to Nassaji (2020:429), credibility in qualitative research refers to the degree to which the research findings and conclusions are perceived as believable. Essentially, it revolves around the authenticity of the findings and their accuracy in depicting the reality of the phenomenon under investigation. To ensure that the findings faithfully mirror the reality experienced by the participants, credibility is established through prolonged engagement, persistent observation, and triangulation techniques (Ahmed 2024; Hussain *et al.* 2020). To establish this study's credibility, the researcher disclosed the data, interpretations, and conclusions to the participants, ensuring alignment with their perspectives. Also, persistent observation and member checks were used to increase the credibility of the findings.

In the same vein, transferability, as noted by Ahmed (2024) refers to the degree to which the researchers' interpretations or conclusions can be applied to other analogous contexts. Additionally, Nassaji (2020) noted that achieving transferability necessitates comprehensive and rich descriptions of the research activities and assumptions. The findings of this study were accompanied by thorough and rich descriptions of the site participants and detailed explanations of the methods used for data collection. Through

these comprehensive descriptions, users were empowered to evaluate the relevance of the findings to different settings.

Furthermore, dependability in qualitative research implies that the study should be presented in a manner where others could reach comparable interpretations upon reviewing the data (Nassaji 2020). Ahmed (2024) suggests that establishing and maintaining an audit trail, comprising a detailed record of decisions made during the research process, enables other researchers to replicate the study, thereby ensuring the reliability of the results. In this study, dependability is ensured through the thorough depiction of the data collection method and the analysis utilised. The analysis followed precise protocols, with each step thoroughly explained in its corresponding chapters.

According to Ahmed (2024), confirmability refers to the researcher's capacity to show that the data collected faithfully represent the participants' experiences and are devoid of any researcher bias. Establishing confirmability involves describing the data and findings in a manner that allows their accuracy to be verified by external parties using an approach such as an 'audit trail' (Nassaji 2020). Following each interview, the participants were allowed to review and offer feedback on the researcher's interpretations. This approach guaranteed the accurate representation of the participants' perspectives as participants' quotes were incorporated verbatim in the study.

Reflexivity is a series of ongoing, cooperative, and multifaceted actions in which researchers critically examine, assess and evaluate how their personal perspectives and situational context impact the research procedures (Olmos-Vega *et al.* 2023). In conducting this study, the researcher upheld awareness of reflexivity and consistently engaged in introspection, considering her perspectives and background. Consequently, the researcher documented details about personal reflections within the contemplative process. As highlighted by Nassaji (2020), it is essential for researchers to meticulously document and justify all actions and decisions undertaken during research.

3.10 Limitations and Delimitations of the Study

This section presents the limitations and delimitations of the study.

3.10.1.1 Limitations and Delimitations of Bias

The limitations of a specific study pertain to potential weaknesses often beyond the researcher's control, closely linked to the chosen research design, constraints of statistical models, funding limitations, or other factors (Theofanidis and Fountouki 2018). Given that limitations can be unforeseen and inevitable in many cases, researchers must effectively manage and strategise to mitigate or eliminate the adverse effects they may pose (Akanle, Ademuson and Shittu 2020). The first limitation of the study concerns the potential for bias, where respondents might have displayed a tendency towards favouring the institution being studied, possibly due to concerns about potential negative consequences for expressing less favourable opinions. This introduces subjectivity that could impact the objectivity of the study's conclusions. Also, there might be limitations on the part of the researcher, being a permanent non-teaching staff member with the university, which may have the potential to affect both the research process and the eventual findings. Nevertheless, the researcher took caution at every step of the research to ensure that what could cause adverse effects is mitigated.

3.10.1.2 Delimitation

As stated by Akanle, Ademuson and Shittu (2020:110), the delimitations of a study refer to the boundaries set by the researcher, which are within the researcher's control. These boundaries encompass factors such as the selection of research questions, the specification of research objectives, the theoretical positions adopted, and the relevant population for the research. The study's scope is confined to a university. Therefore, by investigating this private institution, the findings' relevance to other private or public higher education institutions may be limited. While the study's results may be meaningful within its specific domain, transferability and applicability beyond this context

are constrained. This underscores the reasons the researcher is exercising caution in extending the study's conclusions to broader settings.

3.10.1.3 Elimination of Bias

According to Florczak (2022:20), bias refers to any tendency or deviation from the truth during data collection, analysis, interpretation, and publication, potentially leading to erroneous conclusions that can manifest at any stage of the research process. Accomplishing this involved conducting a pilot study before the start of the main research. This initial phase allowed for a practical evaluation of whether the research objectives addressed the research questions well. Alterations were made based on the response and understanding gained during piloting. Additionally, the study employed purposive sampling methods to select participants. Although this strategy might potentially introduce selection bias, the researcher diligently recorded the criteria for participant selection, including both inclusion and exclusion criteria, ensuring their direct alignment with the research objectives. To ensure a thorough and impartial approach, the researcher also ensured both genders were represented. Moreover, the participants for the study were intentionally not categorised by race or ethnic group, thereby reducing the likelihood of unintentional biases or preconceived notions linked to these factors. The use of English as the official language in the academic setting was consistently upheld for effective communication. Furthermore, the researcher adhered to the predetermined age limit for the study to prevent any partial treatment and mitigate biases related to age.

3.11 Ethical Considerations and Procedures

According to Olsson *et al.* (2022:2), ethics encompass what individuals and society deem morally acceptable. As it relates to research, ethics refers to the standards, principles, and methodologies governing the collection, analysis, and dissemination of scientific discoveries regarding the world (Bos 2020). The Protection of Personal Information Act (POPIA) was also adopted in the study, as adhered to by Durban

University of Technology (DUT). Researchers have the prime and crucial duty of adhering to ethical standards throughout their research work. Essential to this obligation lies the ethical principles such as justice, respect for participants, the welfare of participants, safety and the rights of all participants engaged in the research study (Barrow, Brannan and Khandhar 2022). This responsibility is deeply ingrained in principles such as letters of information, informed consent, confidentiality and anonymity, safety, and obtaining essential permissions (gatekeeper). These principles are further discussed below:

3.11.1 Administration of Informed Consent

According to Barrow, Brannan and Khandhar (2022), the concept of informed consent in research underscores individuals' voluntary decision-making based on thorough information and a clear understanding of the proposed research and its potential outcomes. Widely recognised as the cornerstone of research ethics, it serves to uphold the fundamental principles of respect, beneficence, and justice (Xu *et al.* 2020). Furthermore, the author emphasises the necessity of obtaining informed consent to uphold ethical standards in research and to ensure the autonomy and well-being of participants throughout the research process. The informed consent document should be drafted in a manner that is easily comprehensible to the participants (Manti and Licari 2018). In this study, every participant filled out an informed consent form, and permission was sought to record the interviews. Moreover, each participant was reminded that their involvement in the study was voluntary and they were given the choice to opt in or out of participating in the research.

3.11.2 Letters of Information

Chiumento, Rahman and Frith (2020) highlighted that the participants' information form is a crucial procedural step in promoting ethical research. They emphasised that this form should provide comprehensive details to enable potential participants to make

informed decisions about their involvement in the research (Ennis and Wykes 2016). In this study, the researcher ensured that participants were well-informed by offering a detailed description of the research. The necessary information, such as the topic, purpose of the research, procedure for data collection, and assuring them that participation was voluntary, free from coercion, and that the study had no risk in terms of psychological, social, physical, or economic harm. The researcher acknowledged that a clear understanding of the study and its requirements would influence participants' decisions regarding their participation.

3.11.3 Confidentiality and Anonymity of the Respondents

Hoft (2021) explains that the principles of anonymity and confidentiality serve to safeguard the privacy of human subjects involved in a study during the process of data collection, analysis, and reporting. Anonymity, as defined by Badampudi *et al.* (2022:3), entails refraining from gathering data that could identify or trace an individual or organisation's identity. Confidentiality, on the other hand, involves safeguarding the raw data and only presenting aggregated results that cannot be attributed to specific individuals or organisations. The objective is to ensure that neither the researcher nor any project affiliates possess knowledge of the participants' identities, and the collected data cannot be linked to particular individuals due to the absence of personally identifiable information. To achieve this, every interview was conducted in the participant's office, while focus group discussions were held in each college's boardroom, accessible solely to participants and the researcher, thus ensuring a secure data collection environment. Furthermore, the researcher personally managed the recording, transcription, and coding processes, assigning code names to the respondents to maintain their anonymity. These measures collectively preserved the confidentiality and anonymity of the study's participants, thus upholding ethical standards.

3.11.4 Beneficence

Barrow, Brannan and Khandhar (2022) elaborate on the principle of Beneficence as outlined in the Belmont Report, emphasising the importance of actions that aim to benefit others while safeguarding their welfare and safety in research. This necessitates researchers to create secure and familiar environments for handling data, along with ensuring responsible data management practices. Additionally, the authors highlight two specific aspects related to beneficence: participants' rights to freedom from harm and discomfort, as well as protection from exploitation. This underscores the importance of avoiding undue or disproportionate risks for both respondents and the subject matter under investigation. This study inherently avoided causing physical harm. To minimize emotional distress, neutral language and terms were used in the interviews. Furthermore, the participants were not subjected to coercion or offered any incentives, whether implicit or explicit, and were also assured the freedom to withdraw from the study at any time if they felt uncomfortable.

3.11.5 Gatekeeper's permissions

A gatekeeper, as described by Christian et al. (2022), is an individual in a group or community who holds the authority to decide whether a researcher is granted access to conduct research or not. Thus, to carry out a study, the researcher must obtain permission from the relevant authority overseeing the particular population. This typically involves either making a direct request in person or submitting a formal written request for permission. Once permission is granted, individuals who agree to participate serve as the data sources for the research. It is the responsibility of the researcher to correctly identify the appropriate person or organisation from whom permission is required. In the present study, obtaining ethical clearance from the research institution management was a prerequisite for commencing with the proposed research. Accordingly, an application for ethical approval was duly submitted, and approval was granted (Ethics Clearance Number: IREC 019/23).

Following the approval, the researcher obtained a gatekeeper's letter and subsequently approached the selected participants to secure their consent to participate in the study. Participation was entirely voluntary, allowing participants the freedom to withdraw at any point, as emphasized by Xu *et al.* (2020).

3.11.6 Data Storage

Ensuring the safe and secure storage as well as appropriate disposal of data is essential in research to safeguard the privacy of the respondents, upholding data integrity, and adhering to ethical standards (Bos 2020). By protecting sensitive data, unauthorised access or interference is disallowed, thereby maintaining the accuracy and reliability of the research findings for ethical principles. Any breaches in data protection and disposal can lead to significant repercussions, emphasising the critical importance of rigorous measures in managing research data. Detailed notes and records taken during the processes were securely stored in a safe accessible only to the researcher at her house, with electronic copies safeguarded using a flash drive that is password-protected. The data were then stored for five years as a protective measure for potential future verification needs. After this duration, all physical copies will be thoroughly shredded, and electronic copies and files will be permanently deleted from the computer system. Furthermore, access to the collected data was strictly restricted to the researcher and supervisor to ensure absolute confidentiality in compliance with the research ethics.

3.12 Chapter Summary

This chapter has laid the foundation for the research methodology, serving as the navigational guide for the study. The linkage between what has been done and what needs to be accomplished underscores the essence of research in generating new knowledge and contributing to the chosen field. Having the Saunders “Research Onions” as the guiding principles for this chapter, the peels of the onions have been removed layer by layer, digging deep into the methodology, providing an in-depth

examination of each layer starting from the philosophy, approach to theory development, research strategy, methodological choice, time horizon as well as the techniques and procedures, collection and analysis. The chapter also took cognisance of the ethics of research and considered it as deemed fit in the research study. In the next chapter, the data analysis and interpretation of the results will be discussed.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter focuses on data analysis and data presentation. Data analysis, as previously noted in Chapter 3, refers to the act of turning the collected data into informative knowledge (Alem 2020). On the other hand, data presentation in qualitative research is a crucial part of the research that involves communicating the research findings and ideas in an understandable, structured and significant way (Doyle *et al.* 2020). This study collected data via face-to-face (FTF) and focus group discussions (FGD). Each data collection method was used to examine the 5 research objectives. The same interview schedule was used for the FTF and the FGD. Data from FTF and FGD were presented in separate sections. The researcher also used Tables for illustrations. The chapter is arranged as follows: the next section addresses the study response rate, followed by the demographic representation of the participants. The data collected via FTF is presented, as well as the data on FGD. The results from FTF and FGD were combined to provide answers for each research objective. These results are presented in the next section as a discussion of the findings of the study. The chapter then proffered some concluding thoughts.

4.2 Response Rate

According to Stadtmüller *et al.* (2019), the response rate reflects how many persons were initially invited to participate and who finally took part in a survey interview. The response rate is typically defined in two primary ways: it can be calculated as the number of participants who respond to a survey divided by either (i) the total number of subjects in the selected sample or (ii) the number of eligible subjects in the sample (Booker, Austin and Balasubramanian 2021; Sitzia and Wood 1998). For the current study, 6 participants were engaged in the face-to-face interviews and 37 in the focus

group discussions, totaling 43 participants. All 43 respondents participated in the study, indicating a 100% response rate.

4.3 Demographic Representation of the Participants

The presentation of the research participants' relevant demographic variables is important to understand the phenomenon under study. Furthermore, it is important to assess whether the participants meet the predetermined conditions set for the study. Key demographic attributes examined in this research include gender, age, year of doctoral qualification, length of service, designation, and discipline/department. Table 4.1 presents the participants' demographic data.

Table 4.1: Demographic Data of the Participants

Item	Percent (%)
Gender	
Male	72.00
Female	28.00
Age range	
25-30	0
31-40	67.77
41-50	30.23
PhD awarded year	
2019	16.28
2020	11.63
2021	34.88
2022	16.28
2023	20.93
Length of service	
4 years	16.28
3 years	11.63
2 years	34.88
1 year	16.28

6 months	20.93
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Designation

Lecturer II	4.65
Lecturer I	60.47
Senior lecturer	34.88

Discipline/Department

Engineering	20.93
Law	13.95
Medicine & Health Sciences	16.28
Pharmacy	16.28
Sciences	16.28
Social & Management Sciences	16.28

Source: Field data 2023

The demographic data of participants reveal a higher representation of males (72%), reflecting institutional gender distribution. Most respondents (67.77%) are aged 31-40 years, with none below 30. All respondents obtained their PhD within the last five years, with the highest proportion (34.88%) earning it in 2021. Regarding length of service, 62.79% have spent between 2 and 4 years at the institution. In terms of rank, 60.47% are Lecturer I, 34.88% are Senior Lecturers, and 4.65% are Lecturer II. Departmental representation is balanced, with respondents drawn from Engineering (20.93%), Law (13.95%), and 16.28% each from Medicine, Pharmacy, Sciences, and Social and Management Sciences. These findings confirm adherence to inclusion criteria and provide a diverse yet institutionally reflective sample.

4.4 Presentation of Data from the FTF Interview

This section presents the data from the FTF interviews involving 6 participants. As noted earlier, all 5 research objectives were tested using data from the FTF interviews,

and the data were analysed thematically. The findings from each objective are thus presented.

4.4.1 Influence of Remuneration on Labour Turnover of ECAs

The study's first research objective was to examine the effect of remuneration on the labour turnover of early career academics (ECAs) at the researched institution. There are five (5) questions asked in relation to the objective. These questions were structured to provide insights into the remuneration and how it affects the participant's intention to stay in the institution's employment or to leave. The questions addressed the tangible and intangible components of remuneration. The interview questions elicited the participants' views on the institution's current remuneration packages, including salaries, salary increments, and incentives such as recognition and leave allowance. Further questions were asked to understand how the remuneration package influences the participants' intention to remain or exit the institution's employment (See Appendix E, Q7 – Q11). The transcript from the data is presented in Table 4.2 under 5 categories: namely, research inquiry (research objective), illustrative quotes from the participants, keynotes, codes, frequency of responses, and themes that emerged.

Table 4.2: Data from FTF interviews on Remuneration and LT

Research Inquiry	Illustrative Quotes	Keynotes	Codes	Frequency	Themes
Remuneration and LT	<i>"Employees' remuneration here at is very good and I know that the consistency in remunerating the staff means that you're sure you're getting paid of your salary every month."</i> (IDI/Participant 002/ABUAD/2023)	Good salary structure and consistent payment	impressive salary and consistent salary	6	Good and consistent salary motivates
	<i>"When it comes to staff remuneration, it goes a long way in keeping staff in any establishment.... The 35% increment has kept a lot of people here. Many people had wanted to leave".</i> (IDI/Participant 003/ABUAD/2023)	Salary increments boost intention to stay	Perceived positive effect on LT	4	Salary affects LT
	<i>"...most universities, don't pay leave allowance. I know that ABUAD is doing that. Also, at the end of the year, the package of gifts from the management is an incentive to make the staff more productive in research and other activities."</i> (IDI/Participant 005/ABUAD/2023).	Leave allowance package gifts. Productivity	Incentives productivity	3	Incentives for staff productivity
	<i>"What they pay my cadre is not bad. If remuneration is reduced, turnover will increase. Most staff will leave."</i> (IDI/Participant 001/ABUAD/2023)	Remuneration	Incentives boost the intention to stay	4	Incentives boosts LT

<i>"ABUAD is one of the universities that I know that at least they motivate their staff in one form or another. More importantly, issues of research publications where staff are being given awards and compensated in one way or another."</i> (IDI/Participant 005/ABUAD/2023)	Award publications research recognition	for	Staff motivation and research recognition	6	Motivation and recognition
<i>"...I think it can be resolved if the rule, (on sabbatical leave), is revisited... and is probably changed or adjusted to suit individuals with an early academic career".</i> (IDI/Participant 002/ABUAD/2023)	Adaptation of sabbatical rules for early career academics		Adapting sabbatical rule	1	Sabbatical rule for early career academics
<i>" And I'm also able to meet my work requirements as well as my individual, personal goals and expectations. So, my job meets my, life's goals at this time."</i> (IDI/Participant 004/ABUAD/2023)	Alignment of job with life goals		Job alignment with life goals	1	Job alignment with personal life goals
<i>".... I've had an experience in a previous university. So, coming here, I can say I'm satisfied.... I am here, not leaving now...."</i> (IDI/Participant 002/ABUAD/2023)	Satisfaction ensures retention		Satisfaction and retention	1	Job satisfaction and retention

Source: Field data, 2023

The findings that emerged from the data indicated that: (i) the institution's salary structure is good and consistent when compared to other private universities, a view shared by all the participants. (ii) the researched institution increases salary as and when it is due, as shared by 67% of the participants, while 33% remained silent on the view. (iii) incentives are given to staff, which boosts their morale to improve productivity and ultimately their intention to stay in the institution. This view was shared by 50% of the participants. (iv) It also emerged that the university motivates and gives recognition to researchers who publish in reputable databases like Scopus. This view was shared by all the participants. (v) 17% of the participants indicated a revisit to the rule on sabbatical leave. (vi) it also emerged that 17% of the participants opined that the job aligned with their life goals and they are satisfied. The first four findings (i, ii, iii, and iv) suggest that consistent salary, salary increment, recognition, and other incentives motivate the participants' intention to stay in the institution. Data also revealed that a review of the rule on sabbatical leave for the participants is likely to motivate the participants to remain in employment at the institution. Overall, the findings suggest that remuneration plays an important role in shaping the labour turnover experiences of ECAs at the researched institution.

4.4.2 Effect of work Environment on Labour Turnover Intentions of ECAs

The second research objective was to evaluate the influence of the work environment on the labour turnover of ECAs at the researched institution. There are five (5) questions asked to elicit the views of the participants on the institution's work environment and how it affects their intention to stay in the institution's employment or to leave. The components of the work environment considered within the limits of this study are the physical environment and the policies of the institution. In terms of the physical environment, the questions addressed the structure, facilities, offices, furniture, equipment, and location. Furthermore, the question was asked to understand what may trigger the participant's intention to remain or exit the institution's employment (See Appendix E, Q12 – Q16). The transcript from the data is presented in Table 4.3.

Table 4.3: Data from FTF interviews on Work Environment and LT

Research Inquiry	Illustrative Quotes	Keynotes	Codes	Frequency	Themes	
Work environment and LT	<i>“The work environment here is quite encouraging, very encouraging for a private university.....It is very encouraging compared to other private universities and compared with the length of existence, ABUAD is doing so well.” (IDI/Participant 02/ABUAD/2023).</i>	Encouraging environment	work	Supportive environment	6	Positive Work environment
	<i>“The work environment is welcoming. However, the work environment can be more young-centric.....” (IDI/Participant 003/ABUAD/2023).</i>	Welcoming WE, perception on improvement to talent attraction		Good, but need for improvement	1	Improvement for talent attraction
	<i>“When it comes to facilities, when it comes to resources, ABUAD is fantastic. There is always light, the environment is serene...There are internet services. So ABUAD has invested heavily in things like that.” (IDI/Participant 001/ABUAD/2023).</i>	Excellent facilities and infrastructure Serene environment		Exceptional infrastructure	5	Cutting-edge facilities and resources

. “ABUAD has a good environment, structures, and amenities that can enhance study, internet, and a perfect power supply system.” (IDI/Participant 003/ABUAD/2023).	Enhanced study environment	Conducive study environment	5	Enhancing academic environment and infrastructure
“....one of the challenges of an early career is the location where the school is currently situated, that is, Ado-Ekiti, which is a smaller city compared to some of the major cities like Lagos and Abuja. There is limited access to professional networking opportunities and industry connections”. (IDI/Participant 004/ABUAD/2023).	Location challenge	Location limitation	1	Challenges of smaller city locations
“Working from anywhere is one of the things that, young people and people who are working towards the future of work are looking forward to. So, location and work flexibility are a problem in this environment.” (IDI/Participant 004/ABUAD/2023).	Need for flexibility	Work and flexibility issues	5	Demand for flexible work options
“Work-life balance can be an issue. Sometimes you need to get so much to do, so much for the system, you find out that your own family is suffering. So, to balance it can be, it depends on how	Work-life balance	Work-life imbalance	5	Struggles with work-life balance

<i>skilled you are. Now, you know, it's a challenge, and many of that thing sometimes is about institutional policies."</i> (IDI/Participant 001/ABUAD/2023)	challenge				
<i>".....when you want the staff to be productive and that staff is being burdened with a lot of lecture courses...."</i> (IDI/Participant 005/ABUAD/2023).	Productivity and course burden	Lecture course burden	4		Impact of lecture course load on staff productivity
<i>".... there have been issues of workload you know, I can still highlight workload as a major challenge,it can lead to stress, it can lead to burnout."</i> (IDI/Participant 001/ABUAD/2023).	Workload challenges	Workload stress and burnout	5		Challenges of Workload and Employee Well-being
<i>"...not so flexible policy particularly the introduction of the clock-in...kind of restrict academics...."</i> (IDI/Participant 006/ABUAD/2023).	Policy restriction on flexibility	Impact of clock-in policy on academic flexibility	5		Academic flexibility and clock-in policies
<i>"...You know, the woman did very well but, she said she's not coming and she never came...so there are some other institutional policies."</i> (IDI/Participant 001/ABUAD/2023).	Impact of institutional policies on recruitment	Institutional policy and recruitment	1		Institutional policies and recruitment

"Somehow.... So, I would say

<i>that some of the strict rules can be a challenge to my retention as an academic.”</i> (IDI/Participant 002/ABUAD/2023)	Impact of Strict rules on academic retention	Strict rules and academic retention challenge	3	Challenges of strict rules in academic retention
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Source: Field data, 2023

The emerging data showed that: (i) all the participants shared a view that the work environment is positive and encourages ECAs. (ii) it also emerged that 17% of the participants indicated that the environment is termed young-centric, with the belief that young people could be attracted when the environment is improved upon, while 83% remained silent on the view. (iii) the facilities and amenities available in the studied institution support and are readily available and accessible to all. This was the perspective shared by 83% of the respondents. (iv). 17% raised concerns about the institution's geographical location, indicating that it limits access to professional networking opportunities and industry connections (v) 83% of the participants echoed inflexibility of work, struggles with work-life balance, and workload challenges being experienced by staff. (vi) all participants indicated that a major challenge is the clock-in policy introduced by the institution. (v) it also emerged that 50% of the participants indicated concerns over the strict rules that may trigger participants' intention to leave. Overall, the data revealed that respondents' experiences of the work environment contributed to their perceptions of labour turnover at the researched study site. Irrespective of this, data also revealed that work overload, non-flexible work arrangements, work-life imbalance, clock-in policies, and accessibility difficulties are likely to trigger labour turnover intentions.

4.4.3 Role of Staff Development in the Labour Turnover Decisions

The third research objective was to explore the effect of staff development on the labour turnover of ECAs at the researched institution. There are five (5) questions asked concerning the objective. These questions were structured to understand the perception of the participants about the staff development programmes and how it affects the participants' intention to stay in the institution's employment or to leave. The questions addressed the professional development policy of the institution and how it can support academic career growth. The types of development programmes, resources available and support, the orientation of new staff, also information on whether they have benefited from the staff development, and further inquiry to know if the career development support can motivate the participants to remain or exit the institution's employment (See Appendix E, Q17 – Q21). The transcript from the data is presented in Table 4.4

Table 4.4: Data from FTF Interviews on Staff Development and LT

Research Inquiry	Illustrative Quotes	Keynotes	Codes	Frequency	Themes
Staff development and LT decisions.	<i>"...the university tries to organise programmes such as teaching pedagogy training, etc annually." (IDI/Participant 002/ABUAD/2023)</i>	Annual pedagogy training workshop	Teaching pedagogy develop staff	5	Commitment to teaching excellence
	<i>"..... ABUAD has a way of sponsoring conferences, both local and international conferences, ABUAD would sponsor either fully or partly. This is a form of staff development." (IDI/Participant 006/ABUAD/2023)</i>	Conference sponsorship	Staff development through sponsorship	4	Supporting staff development through conference sponsorship
	<i>"ABUAD implements policies such as sponsoring staff to seminars and conferences, offering postdoctoral support, and providing other forms of academic assistance. These initiatives encourage staff to prolong their tenure, potentially reducing labour turnover and fostering longer stays among early-career academics". (IDI/Participant 004/ABUAD/2023)</i>	Retention through academic support	Academic support and retention	5	Enhancing staff retention through academic support
	<i>"...So, ABUAD has a very developed postgraduate school, which means that any academics who are yet to have their PhDs can enroll, and it will not hamper, their job in any way, which is a way of developing the staff, of developing the staff. So, this staff development, this will reduce, the labour turnover here at ABUAD."(IDI/Participant</i>	Impact of Postgraduate opportunities	Postgraduate development and reduced turnover	6	Staff Development through postgraduate opportunities

002/ABUAD/2023)

“ABUAD supports conferences, and post-doctoral studies, and the institution is making it conducive for you to come back, of course, this kind of help should reduce turnover.... The university is trying its best, but I know that a lot can still be done to ensure that staff development is better”. (IDI/Participant 002/ABUAD/2023)

Enhancing staff development and retention

Support for professional development

5

Fostering staff development and retention through support programmes

“.....no clear information on some of the universities policies on how to access the staff developmental programme when I joined the institution.” (IDI/Participant 003/ABUAD/2023)

Unclear information on staff development programmes

Staff development access challenges

1

Challenges in accessing staff development programmes

“Staff development.... I have attended training, and conferences outside and we even had the opportunity to bring international conferences here and leadership conferences. ABUAD supports conferences permit staff development.” (IDI/Participant 002/ABUAD/2023)

Support for staff development through conferences

Supporting staff development through conferences

3

Enhancing staff development through conference support

Source: Field data, 2023

The data from Table 4.4 shows that: (i) staff career advancement programmes include conferences, workshops, seminars, and release for a PhD in the postgraduate school of the university without affecting their jobs, as noted by 83% of the participants. (ii) it also emerged that through the various academic support offered by the university staff, students are retained. (iii) 17% of the participants indicated there are challenges in accessing the staff development programmes due to inadequate orientation and information to staff on recruitment. (iv) 50% of the participants confirmed they benefited from the university's support of conferences and other developmental programmes. The findings (i, ii, iii, and iv) suggest that the institution should intensify the implementation of the developmental policy to support the growth of staff and strive to support the participants' intention to stay in the institution. Though these staff development programmes are available, concerns were also raised about their awareness and accessibility. However, evidence emerged from the data that a good percentage of the participants have benefited from these support programmes. Generally, the findings suggest that staff development programmes are perceived as a contributing factor in the labour turnover experiences of ECAs at the institution.

4.4.4 Effect of Job Security on Labour Turnover

Research objective four investigates the relationship between job security and labour turnover of ECAs at the researched institution. There are five (5) questions asked concerning the objective. These questions were structured to know the perceptions of the participants about job security and how it affects the participants' intention to stay in the institution's employment or to leave. The questions addressed the institution's initiatives or projects aimed at enhancing job security, their feelings, fears or worries about the availability of the university in the future, the possibility of losing their jobs, whether they are valued and the institution's policy of retention that can motivate the participants to remain or exit the institution's employment (See Appendix E, Q22 – Q26). The transcript from the data is presented in Table 4.5

Table 4.5 Data from FTF interviews on Job Security and LT

Research Inquiry	Illustrative Quotes	Keynotes	Codes	Frequency	Themes
Job security and LT.	<i>"....to an extent, ABUAD is doing that to secure an individual's job." (IDI/Participant 002/ABUAD/2023)</i>	Job security commitment	ABUAD's commitment to job security	4	Commitment to job security
	<i>".... I know that my job is secure, I have so many other friends and colleagues and other people coming to ABUAD to try to also secure a job. Also, once I know that my productivity and level of work count, I don't think of going to other places". (IDI/Participant 005/ABUAD/2023)</i>	Assured job security, Attracts others, valued work productivity	Job security advertise institution	4	Job security enhances retention
	<i>"People have left ABUAD because they feel that their job is not secure. But a lot has been done in this regard, and people no longer leave because they feel that their institution is secured." (IDI/Participant 001/ABUAD/2023)</i>	"Enhanced job security reduces turnover."	Job security boost the intention of staff to stay	3	Job security enhanced concentration and retention
	<i>"Job security is key. If my job is not secured, I will not be able to concentrate. There is a need to ensure staff feel at home, and secure as per their job. So, they can retain them. My job is secured." (IDI/Participant 006/ABUAD/2023)</i>	Job security fosters workforce commitment	Job security aids concentration	4	Job security commitment
	<i>"I know that there are people who have the opportunity to study abroad and have been supported by the university. Either fully or partly. So, I know that, in a way,</i>	university secures jobs through support.	Career support reduces	3	Securing jobs through

<i>they want you to come back when they finish with the program there. I am one of them and this is a way of securing your job. ... So, I know that ABUAD has very good, schemes that... would encourage any academic and they will let you know that your job is very secure.”</i> (IDI/Participant 002/ABUAD/2023)		labour turnover		support
<i>“When there is job security, I can’t be looking elsewhere. ... getting salary promptly... promotion promptly, with a conducive environment. Why would I want to leave a place like that? ... The moment there is instability or the job is not secure one will be looking elsewhere for salvation.”</i> (IDI/Participant 003/ABUAD/2023)	Stability and security retain loyalty Job security	Stability and security retain loyalty	5	Stability retains loyalty
<i>“My view of job security is having a job where my mind is at rest, concentrate, no threat on the job, constant pay, growth career-wise and others. But no rest of mind on the job.”</i> (IDI/Participant 006/ABUAD/2023)	Job security ensures peace and reliability	Job security means rest of mind and growth	5	Lack of job security impacts peace of mind and career growth
<i>“.... So, if I know that, my job is not secure here, for any flimsy reason, I could be sacked, I would rather go to a place where all these facilities don't even exist, but I know that I'm going to get paid, and have peace of mind. Anyway, I am still new and watching...”</i>(IDI/Participant 001ABUAD/2023)	Fear of job insecurity	Job security: peace, reliability	2	Job security and peace of mind

<i>"Fear is a major one for most staff in a private university. We lecture in the private sector feel that, job security is not there and that they could lose their jobs at any time because of, the dichotomy between private and public universities. And you could fall on the wrong side of the owner and you are shown the exit door without due process. ABUAD is not an exception. This is militating against job satisfaction as far as I know in ABUAD." (IDI/Participant 003/ABUAD/2023).</i>	Flexibility over physical attendance affects productivity	Fear of being sacked	3	Addressing job insecurity at the university
<i>"....employees of the university should have more flexible work hours. The current biometric system means that you have to make a physical appearance and meet a particular percentage of attendance in a month. But, the value proposition should be about the quality, and nature of the work, not just physical appearances and clicking buttons...The clocking policy and others are making people like me reconsider my plans". (IDI/Participant 004/ABUAD/2023).</i>	Flexibility of work	Work flexibility on attendance of staff	4	Enhancing productivity through the flexibility of the job

Source: Field data, 2023

A closer view of the data in Table 4.5 revealed that: (i) job security policies exist in the university, as acknowledged by 67% of the participants (ii) perceived job security provides the participants with a feeling of being part of the institution, thus ultimately increasing productivity and retention. This view is shared by 67% of the participants (iii) 50% of the participants attested that the university support system provides elements of trust and availability of a job in the near future. (iv) 83% of the participants indicated their loyalty to the institution because of having job security. (v) 83% of the participants indicated that improvement of job security by the institution would give them peace of mind and room to grow in the profession. (vi) Emerging data revealed that 50% of the participants shared the view that fear of losing their job at any time is a challenge of being a private university (vii) 67% of the participants opined that the flexibility of the policy of clock-in would enhance productivity and assure job security. The findings (i, ii, iii, iv, and v) suggest that the institution has policies that ensure the security and stability of jobs and can retain the participants in the institution as long as they want. Similarly, 33% of the respondents shared the view that firing staff based on flimsy reasons will increase labour turnover, and regardless of facilities, they would not mind going to a much lower institution where they will experience peace of mind on the job. Overall, the FTF interview findings suggest that job security is considered an important factor in the dynamics of labour turnover.

4.4.5 Implications of Job Enlargement on Labour Turnover Decisions

The study's fifth research objective was to ascertain the effects of job enlargement on the labour turnover of ECAs at the researched institution. There are five (5) questions asked concerning the objective. These questions were structured to provide insights into job enlargement and how it affects the participant's intention to stay in the institution's employment or to leave. The questions addressed the structure of tasks, eliciting information on whether the staff members are compensated for taking on additional tasks, the impact of the job arrangement on their career advancement, and overall satisfaction on the job. The interview questions elicit the participants' views on having additional responsibilities. (See Appendix E, Q27 – Q31). The transcript from the data is presented in Table 4.6.

Table 4.6 Data from FTF interviews on Job Enlargement and LT

Research Inquiry	Illustrative Quotes	Keynotes	Codes	Frequency	Themes
Job and LT.	<i>"...there have been issues of workload you know, there are some times that the number of staff-to-student ratio --wasn't optimal, though there has been improvement over time but, of course, I can still highlight workload as a major challenge." (IDI/Participant 001/ABUAD/2023)</i>	Workload challenges persist despite improvements.	Workload challenges persist	5	Persistent workload challenges
	<i>"ABUAD is a good place but the policy and work structure, hum...can make one think otherwise." (IDI/Participant 006/ABUAD/2023)</i>	ABUAD is good but challenging policies and work structure	challenging work structure and policies	4	Challenging policies in ABAUD
	<i>"There is pressure to publish and it's tied to your growth. However, the workload and other policies hinder productivity. But with much stress one still strives to publish to meet all their requirements as academics." (IDI/Participant 001/ABUAD/2023)</i>	Publishing pressure amidst workload challenges	Publishing pressure and workload challenges.	4	Navigating publishing pressures and workload challenges
	<i>"...I've realised that some of us do this work more than it's required, which should be the normal attitude to work...but it is not particularly rewarded. I mean, as an exam officer, there is no recognition, there is no reward. There is no financial motivation for being a good examiner...." (IDI/Participant 001/ABUAD/2023)</i>	Examination officers lack recognition and reward	recognition and reward challenges	4	Challenges of recognition and reward for additional tasks
	<i>".... if I'm given a position in the university,</i>				

<i>which makes me further able to give back to the community, I mean outside the teaching or research, I wouldn't mind such a position.”(IDI/Participant 005/ABUAD/2023)</i>	Valuing community engagement in academia	Interest in engagement outside of teaching	2	Community engagement in academia
<i>“Someone like me will stay in ABUAD forever. If ABUAD can give universal health coverage to all its staff and their family, it will go a long way in making me stay here regardless of the work structure”. (IDI/Participant 003/ABUAD/2023)</i>	Health coverage key to retention	Health coverage for retention	2	Enhancing retention through health coverage
<i>“...if the job and the facilities and the environment are also still improved upon, then, of course, why would I go somewhere else?” (IDI/Participant 001/ABUAD/2023)</i>	Improvements keep me satisfied.	Satisfaction through improved facilities	1	Retention through continuous Improvement of facilities

Source: Field data, 2023

The findings that emerged from the data suggested: (i) heavy workload in the task structure of the institution, a view shared by 83% of the participants (ii) 67% of the participants shared a view that there was pressure to publish amidst workload challenges experienced by the academics (iii) challenges of reward and recognition for staff taking up extra responsibilities in their department and colleges perspective shared by 67% of the participants (iv) the findings revealed that 33% of the participants are willing to take on additional tasks to contribute to the community outside the teaching and research work (v) improved welfare is expected of the institution amidst the workload to cover staff and their families, a view shared by 33% of the participants which would keep them for long in the institution (vi) 17% informed that through continuous improvement of the facilities and the environment, staff will remain in the institution. The findings in (i and ii) echoed the heavy workload that is affecting the productivity of staff negatively, as indicated by the majority of the respondents. Similarly, the findings in (iii) revealed that those who have extra tasks in departments are not recognised and rewarded adequately, which affects their morale. (iv) shows that the participants showed intention and willingness to add tasks to contribute to the community. Generally, the FTF interview findings indicate that the institution's work structure policy is impairing staff productivity. Thus, the findings suggest that job enlargement contributes to challenges related to the labour turnover of ECAs in the researched institution.

4.5 Presentation and Analysis of Data from Focus Groups Discussions (FGDs)

As noted earlier in Chapter 3, Section 3.7.2.2, six focus groups were used for this study and labelled as FGD 'A' to FGD 'F'. The same questions used for the FTF interviews were also used for the FG discussions. All the 5 research objectives were discussed in the FGs. This section presents each research objective and the data emanating from the FGs' discussions.

4.5.1 Influence of Remuneration in Relation to Labour Turnover of ECAs

The six FGs deliberated on the questions asked to elicit information on how remuneration influences the experiences of ECAs in relation to labour turnover. The findings emerging from the FGDs revealed that discussants perceived remuneration as a key factor influencing labour turnover. Some illustrative quotes from FGs alluding to this are:

“...is the institution’s good remuneration, of course, encourages us to work more” (FGD ‘A’ Discussant 11).

For the discussants, the institution values the employees by ensuring regular payment of salaries, which helps in addressing the academic staff's personal needs. This is noted in the following quotes:

“The remuneration at Afe Babalola University is exceptional, timely, and well above what other universities offer, including unique benefits like leave bonuses” (FGD ‘C’ Discussant 21).

“The institution's remuneration is an indication of employees’ value in the system:

...remuneration legally covers other inadequacies” (FGD ‘A’ Discussant 8).

“The institution is paying us well, despite the economic issues of the country. It is a key incentive to retain ECAs.” (FGD ‘B’ Discussant 13).

“Remuneration and labour turnover have a strong correlation. It's even an antidepressant to me. Mm-hmm. ABUAD's recent increase of 35% in the salary of employees and early career academics, inclusive, made some academic staff who planned to leave shelve their plans.” (FGD ‘E’ Discussant 34).

“The university wants to be first in everything. The salary payments and leave allowance are sure. Responsibility allowance is one area I see that ABUAD does not do well, in terms of exam officers, post-graduate coordinators, number of students one is supervising. You know, all other universities pay for these, and that's where lecturers get their money” (FGD ‘D’ Discussant 30).

“Correct, remuneration is key. I would say that, uh, we are all here today because of the remuneration package. And if that continues, we will have to do more....” (FGD ‘E’ Discussant 31).

“... Having matched the uniform payment amounts in public institutions, as well as an attempt at increasing or going beyond what we have seen in the neighbouring institutions, the university has shown strong intent in retaining early career academics, and to me, I am satisfied. The salary should motivate staff to stay”. (FGD ‘F’ Discussant 37).

The discussants see remuneration as a key element that strongly relates to labour turnover. The themes that emerged from the data are salary increases, salary consistency, timely salary/bonuses, and remuneration as a value system. All the FG’s discussants concurred that the increment in the salary, payment of bonuses, consistency, and timely payment of salaries show that the institution places value in their employees and as such reduces labour turnover. However, discussants expressed concerns about the need for improved incentives, particularly in relation to examination invigilation and postgraduate supervision. The findings suggest that remuneration is a crucial factor determining the labour turnover experiences of ECAs within the researched institution.

4.5.2 Effect of Work Environment on Labour Turnover of ECAs

The discussants deliberated on the institutional work environment and how it shapes the labour turnover of ECAs. The components of the work environment considered are the institution’s structures, facilities, offices, furniture, equipment and location. In addition, views were solicited on the institution’s policies and their impact on ECAs. There was a mixed reaction to the view of the discussants on the work environment and its influence on academic staff. About 33% of the discussants perceived that the work environment is supportive and reduces one’s intention to leave. This played out as follows:

“ABUAD has a well conducive environment, no doubt about that we have constant electricity, water, and internet, which is very key to research....” (FGD ‘C’ Discussant 20).

“The work environment is a very nice place. But people complain about getting jobs as professionals. Consider my spouse, who is an architect, and runs his own company, getting work here in Ado is ... humm. I think that's really what affects the bottom line” (FGD ‘D’ Discussant 30).

“Anyway, for me, I am satisfied with the environment. I have colleagues in other Universities, and we interact and share ideas, they tell me what is happening in their institutions, you know, I share my own experience here in ABUAD, and I found out that all universities have their peculiarities. But I think when I compare my own experience here with what they have there, I think I am satisfied, going nowhere for now.” (FGD ‘C’ Discussant 19).

A few of the discussants spoke about the availability and accessibility of infrastructures and facilities in the institution.

“..... giving a short update to the facilities at this moment, availability of furniture, equipment and the proximity to class and quarters enable lecturers to easily access the class. (FGD ‘D’ Discussant 29).

Having stated all of these, many of the discussants also provided a contrary opinion on the assessment of the work environment. One major point of discussion is the toxicity that is being experienced in the environment, which affects employees’ spirit of comradeship. Some excerpts emerging from the data of the FGs suggesting bias and toxicity are highlighted below:

"My issue with the environment is its bias, not treating staff equally, inequality, favouritism. Actions that favour one person may indict another who isn't in management's good graces. Different rules apply to different people. When employees see this, they feel unappreciated for their efforts while others receive

double praise for the same actions. This impacts labour turnover." (FGD 'A' Discussant 11).

"I think what affects us is the requirement for academics to clock in. There is tension; we are agitated to come to work. It limits research and teaching freedom, which makes the work less interesting and the environment toxic." (FGD 'E' Discussant 31).

".... having spent more than one year in ABUAD, I can draw one or two perspectives. One is that I'm from the OAU, and given the kind of environment that produces me, I don't think that I find myself in an environment where I have to live in fear" (FGD 'B' Discussant 14).

The interpretation of FGD 'B' discussant 14 excerpt:

The discussant alluded to the societal ratings of universities in Nigeria. The discussant is of the view that, given that he came from a prestigious university, the issue of bias does not affect him. The idea is that the system has its way of respecting employees who have been recruited from a higher-ranked institution. This alone supports other discussants' views on the existence of favouritism in the system.

17% of the discussants acknowledged the efforts of the university in providing the needed amenities and ensuring comfort despite the situation in the country. This was alluded to by the excerpt below:

"The external economy affects the internal staff workings. ... things are happening outside ABUAD, which are beyond the control of the institution. But has done one or two things. It's obvious they are trying their best to cushion stuff from the hyperinflation that is going on". (FGD 'F' Discussant 40)

Overall, data showed that 50% of the discussants were of the view that the work environment is good and conducive enough to retain ECAs. However, the remaining 50% opined that the policies 'work inflexibility and toxicity greatly influence the environment negatively. The discussants were of the view that the work environment is

relative depending on individual perception. To some, it was gathered that the physical structures in the work environment are highly encouraging but the internal structures are not. In other words, even though there were good remarks about the physical facilities, the psychological and social components of the work environment remain a concern.

4.5.3 Role of Staff Development in Labour Turnover Decisions

The discussants from across all the FGs deliberated on the questions asked regarding staff development and labour turnover. The results from the FGD shows that the researched institution continuously supports staff development through training, workshops, seminars, mentoring programs and sponsorships to conferences. Some excerpts from the discussants alluding to this are:

"I have greatly benefited from it, having attended conferences sponsored by the university. Overall, staff development at ABUAD is commendable." (FGD 'C' Discussant 21).

"ABUAD supports staff development by encouraging researchers through incentives given for publication. Such incentives help staff members attend conferences and increase publications. Thus, maintain high standards and foster institution's growth." (FGD 'B' Discussant 18).

".... the school is making efforts and doing well, which boosts staff competitiveness externally, enhances global ranking, and increases our research output. However, there's room for improvement in terms of research seed money or funds to enable our staff to make more international contributions." (FGD 'D' Discussant 29).

"The professional development I would like to talk about is mentorship. The old colleagues should teach young career academics, especially on grant proposal writing, publications, and all that, and how to carry out paper research, even after PhD we still have to be mentored" (FGD 'C' Discussant 20).

"I'd like to add to what they have just said. This issue of seminars and conferences are very important. And I remember there was a time when we were going on field

trips. Even as staff, when we go on field trips, we learn a lot. We become exposed to things that are not within our environment and such support our growth". (FGD 'E' Discussant 31).

The results that emerged from the discussions indicated that 17% of the discussants showed concerns about standardisation of policies and practices. The discussants alluded to the need for transparency in creating awareness of the available developmental support structures for academic staff. There seems to exist a perception that objectivity does not apply in decisions on academic staff members receiving sponsorships and grants. This is expressed by discussants as follows:

"I believe the issue lies in the lack of clear and objective criteria. The rules appear inconsistent, favouring some while leaving others uncertain about what's required, such as qualifying for staff support. Clear, objective guidelines are needed when staff members are employed" (FGD 'E' Discussant 32).

In relation to the academic staff's intention to leave or stay in the institution's employment, the discussants believed that professional development contributes greatly to labour turnover:

".... When the institution plays its role well, the development of staff can help them make decisions in favour of the institution and make them determine whether or not to leave the institution, someone like me..." (FGD 'F' Discussant 37).

"Yes...I think I have to personalise this. Because if the system prioritises what matters to me, it still boils down to the value system. And you know that your staff should be developed. And there is a system that ensures that. For us, academics and scientists, we want research funding. And if there's a system that allows that to happen, and I have research here that will stay for five years, six years, ten years. I have funding for that. Where do you think I'm going to? Not going anywhere". (FGD 'A' Discussant 9).

The emerging findings are the availability of staff development programmes, standardisation of policies and practices and concerns over transparency and objectivity in the implementation of the institution's policies in relation to academic staff development. Most discussants attested that the institution supports staff through various means such as sponsorships to conferences, training and publication incentives hence the findings from the data show the need for standardisation of policies and practices, encouragement of institutional and employee growth through continuous support for staff development programmes. The themes that emerged from the findings are policy standardisation and staff empowerment. The findings suggest that staff development plays a meaningful role in the labour turnover of Ecas in the institution.

4.5.4 Perceptions on Job Security in Relation to Labour Turnover

The fourth research objective relates to how ECAs perceive job security in relation to labour turnover. The idea was to understand to what extent the discussants believed the safety of their jobs in the near future. The data gathered from the discussants are divergent, however, the negative comments dominate the discussants' opinions. Most of the discussants opined that job insecurity is a major concern which raises a sense of apprehension. The possibility that the power in the employment agreement tilts more to the employer than the employee proves that the job can be taken anytime and makes for job insecurity. Some illustrative quotes from FGs alluding to this are:

“Initiative at enhancing job security. Looking at the terms of the contract and agreement when coming to ABUAD.... So, if the term of the contract is not well established, then there will never be job security as it is. Because when you look at the agreement letter, most of the conditions of the agreement letter favour the employer because it's a private setting. I don't want to go into details.” (FGD ‘D’ Discussant 29).

One of the discussants stated that high turnover was a major concern that was pointed out by one of the NUC representatives during an accreditation exercise conducted

some years back. Noting that the future lies with management policies, an illustrative quote from the NUC alluding to this is as follows:

“The first thing we need to consider in this place is this, there should be job stability first. Before we can begin to talk about the availability of the institution in the future. There was a particular accreditation three years ago. The NUC people interviewed each staff asking them that, we discovered that the majority of you, you two years, you three years, we don't have anybody that is up to ten years in this place. Does it mean that the ABUAD job is not stable? So, the NUC said they would tell ABUAD to make sure that the job is stable in this place.” (FGD ‘A’ Discussant10).

One of the discussants noted that the uncertainty and fear of sudden dismissal experienced by staff, particularly in a private institution where employment can be more precarious, creates significant stress and impacts staff morale which inevitably impacts their work performance and overall job satisfaction. Some illustrative quotes from FGs alluding to this are:

“.... challenge in ABUAD is the fear of being sacked at any time. Being a private sector, you can be asked to go when the owner of the school gives it to you.” (FGD ‘B’ Discussant 14).

“.... We can sleep and wake up tomorrow and anything can happen. As said, everybody is on the edge. You don't know what can happen now. So, I believe that people are working in fear there is no way they can keep that from the job. And there is no way they can get satisfaction.” (FGD ‘A’ Discussant 9).

Similarly, the discussants highlighted the negative impact of threats and intimidation on staff morale and further expressed concern that such intimidation undermines job security and creates a toxic work environment. The discussants further agreed that this kind of behaviour contributes to overall dissatisfaction and fear among staff. An excerpt that alluded to that as experienced by an academic staff is as follows:

“And in a situation where you have your senior colleagues threatening you that, okay, if you don't do this, we will sack you, that is wrong. That is one of what happened to me...” (FGD ‘B’ Discussant 17).

“When I first came to ABUAD, I had not spent up to one month. (And something happened. We were having a meeting. And I just went out. Okay, I came in. And they said that they have written names. And the next thing, the one directing the meeting, said was that, see, if you misbehave here, I'm going to tell the bursary to stop your salary. Just one person. So, you know, the first thing that came to my mind, I already looking at my exit” (FGD ‘D’ Discussant 30).

Relatedly, the discussants noted that the feeling that staff can lose their jobs at any time is considered job insecurity. In addition, this lack of job security significantly undermines job satisfaction and overall morale. The discussants emphasised that without a stable and secure work environment, staff are unlikely to experience fulfilment or contentment in their roles as noted in one of the excerpts:

“...there is no security, so today now, ABUAD can just say anything, if you come tomorrow, you don't know what you will meet. If there is no security in anything you are doing, you will be afraid all the time. And as a result of that, there won't be any satisfaction at all.” (FGD ‘C’ Discussant 19).

Even within the same FG, discussants had different views on the issue of job security.

“I came less than 5 years ago and I am still here so I believe my work is valued, and there is stability and security. However, I do hear of people leaving because of job security”. (FGD ‘C’ Discussant 21).

Furthermore, the discussants expressed a shared concern about the inappropriate pressure to recruit students and power imbalance where students seem to have more influence or preference over academic staff, exacerbating their concerns about job security and professional autonomy.

“We are threatened with having students enrol as academics. I don't think this policy is part of our line of duty to look for students.They always say you'll be out of work..... Then we also have this issue of students' preference over academics. Our students are more powerful than us” (FGD ‘E’ Discussant 36).

Some of the discussants opined that while ABUAD offers competitive salaries, concerns about job security remain a significant factor in employee decisions to stay or leave. The discussants noted that adequate remuneration alone is not sufficient to ensure long-term employee retention; job security is also a critical factor influencing staff turnover. This is noted in the following quote:

“ABUAD pays well, but job security concerns could still lead employees to leave, despite good remuneration.” (FGD ‘F’ Discussant 37).

The findings emerging from the FGD show that a minority of the discussants are indifferent in that job security for ECAs at the university resembles an unbalanced pendulum. While some individuals feel secure in their positions, others are uncertain and are considering leaving. These varied perceptions of job security highlight the challenges faced by ECAs in navigating their roles in the institution. This is alluded to in one of the quotes from the FGs as follows:

“I have witnessed several academics that have just left so that is an indicator that there is instability. I or 2 of them have just left we have to adopt some of the classes they were taking..... So, based on experience in the university as an early career, the security of a job is like a simple pendulum yet to balance; some are leaving while some feel their job is valued and secured”. (FGD ‘C’ Discussant 22).

The discussants noted that job security is a key factor that strongly determines staff satisfaction and retention on the job. Security of the job is a situation where staff are confident about their jobs and do not feel threatened by the possibility of losing their jobs. The themes that emerged from the data are fear, job insecurity, sudden termination, job stability concerns, and institutional longevity, as well as credibility, job

security concerns, and pressure on academics, among others. Over 90% of the discussants of the FGs concurred that job insecurity is a major concern, and it raises a sense of uncertainty and apprehension. The lack of good communication channels makes it difficult to get authentic information disseminated as appropriate, and rumours intensify fear and create significant stress in the institution. The findings from the data show that job security contributes to the challenges of labour turnover of ECAs in the researched institution.

4.5.5 Implications of Job Enlargement on Labour Turnover of ECAs

The discussants elaborated on their views on how job enlargement shapes the ECAs' labour turnover intentions at ABUAD. All the FGs deliberated on the questions asked to elicit information on job enlargement and its implications for labour turnover. Data from the FGD shows that job enlargement covers the workload of staff and other factors that are associated with it. Staff members expect that increased workload should come with increased benefits such as promotion, increased remuneration, and improved working conditions that will make staff members motivated on the job. The discussants especially in FGD A, registered their displeasure with non-inclusion and non-recognition despite their college's contributions, particularly in research. The discussants in Focus Group A felt undervalued and overlooked for leadership roles in favour of other colleagues despite having strong research performance. In addition, they expressed a sense of unfair treatment and lack of recognition for their competence and efforts, which they believe undermines morale and equity in the university. Some excerpts from the focus groups alluding to this are:

“Is there any other position in the university that has been given to our college? None. Are we that bad? No. Is it that we don't have competence in our college? The research is good. We are not good for directors. Most of us are ready to take up administrative roles. But, no, they just leave us to do the work. They take it to other colleges...” (FGD ‘A’ Discussant 7).

Another discussant lamented that there is some sort of glass ceiling in the institution, despite their input and contribution:

“The system is streamlined already. So, that means I cannot become anything. That is bad. If you don't engage people or give people responsibilities, you will not know their capacity” (FGD ‘A’ Discussant 8).

The discussants noted that promotion is not just a feeling of entitlement, but an expectation that comes with increased job responsibilities. Put differently, the enlargement of jobs and increased job demand are expected to be accompanied by promotional benefits. But, in this case, the distinctions between promotion, assessment, and upgrade are blurred, leading to delays and confusion for staff members awaiting career advancement. This practice, the discussants agreed, negatively impacts morale and professional development as employees feel their efforts and achievements are not appropriately recognised and rewarded hence, if promotion is denied, labour turnover might be inevitable. This is noted in the following quotes:

“Some of the arrangements or should I call it policy in the institution sometimes can hinder advancement career-wise. There are times when people are due for an upgrade and they will say, you should wait for the next promotion...I say there is a difference between promotion, assessment, and upgrade. But because you are in a private setting, they now lump everything up for the assessment. Which is wrong. If you're, maybe a lecturer II at school, and you got a PhD automatically, they are supposed to move you to the next level. Maybe to SL or so, or whichever one. But you go and present for example, and they tell you to wait for the next assessment, the next promotion. I've experienced that” (FGD ‘D’ Discussant 29).

“For now, I am ok.... if I look for a promotion within the next three years and I'm not giving, I see a lot of opportunities as well. I will have to leave”. (FGD ‘E’ Discussant 36).

“If I get that impression that I am no longer being appreciated, because I do like to think this way, I'm not appreciated, so I would rather just ease out.” (FGD ‘B’ Discussant 14).

In the same vein, the discussants expressed concern that the system does not adequately recognise or reward those taking on additional administrative tasks, leading to overburdened and stressed staff. This issue, the discussants agreed, significantly impacts morale and the overall effectiveness of the administrative functions in the institution. The discussants noted that:

“People feel unappreciated or unrewarded, you know, for certain administrative responsibilities that they are doing. So, when you have a few people working, you have a few people carrying the burden, and they are stressed out.” (FGD ‘F’ Discussant 38).

For the discussants, the resignation of staff members and the lack of timely replacements have significantly increased the workload for the remaining employees. The discussants emphasised the urgent need for additional staff to manage the workload effectively and maintain productivity. In addition, the negative impact of certain institutional policies on their work conditions places undue stress on staff and affects their ability to perform their duties efficiently. Some excerpts from FGs alluding to this are:

“.... We have some people who have resigned recently and are not being replaced, so automatically, their workload falls back on those of us that are here so, we have a lot of workloads at the moment. And we need more hands.” (FGD ‘C’ Discussant 20).

“The job arrangement put pressure on the lecturers. One of them is the issue of working with several credit units the number of lecturers and also, the issue of not having time especially compared with some of our colleagues with government.” (FGD ‘B’ Discussant 16).

The views of the discussants reflected that the institution's unpalatable policies regarding the uneven distribution of administrative roles and inescapable workload do not conform to staff expectations. Job enlargement, as expressed by the discussants, focuses on the value the institution places on the staff and might impact staff morale on the negative side. All the FG's discussants concurred that there is a need for an urgent review of some existing policies to gain the trust of ECAs; hence, the findings from the data show lopsided inequality and unfairness that could adversely affect staff retention in the researched institution.

Table 4.7: Data from Focus Group Discussions

Research Inquiry	Keynotes	Themes
Remuneration and LT	Remuneration boosts commitment; Attractive and timely pay; Remuneration signifies value; Attractive remuneration supports retention; Pay raise retains staff; Remuneration gaps; competitive pay; Retention through pay.	Remuneration Encourages Productivity; Competitive and timely remuneration; Remuneration reflects employee value; Competitive pay retains ECAs; Salary increments reduce turnover; Competitive remuneration but lack of compensation for additional responsibilities; Remuneration drives retention; Competitive remuneration and retention.
Work environment and LT	Stable infrastructure; Limited job opportunities; Comparative Satisfaction; Accessible and Well-Equipped Facilities; Workplace Inequality; Clock-in Policy Restricts Academic Freedom; Fear-Free Workplace; Institutional Response to Inflation.	Conducive work environment; Constraints in local employment opportunities; Institutional satisfaction; Accessible Facilities; Perceived Inequality and Staff Discontent; Restrictive Work Policies and Academic Freedom; Workplace Fear and Institutional Culture; Economic Impact & Institutional Support.
Staff development and LT	Staff Development; Publication Incentives; Need for Research Grants; Need for Academic Mentorship; Learning Beyond the Workplace; Clear Guidelines Ensure Fairness; Investing in Staff Development Enhances Loyalty; Sustained Research Funding Encourages Long-Term Commitment.	Institutional Support for Staff Development; Research Incentives and Institutional Growth; Research Funding and Global Competitiveness; Mentorship and Professional Development; Exposure through Seminars and Field Trips; Need for Transparent and Objective Policies; Staff Development and Retention: Research Funding and Academic Retention.
Job security and LT	Clear contracts enhance job security; Job stability is crucial for institutional sustainability; Fear of sudden dismissal persists; Uncertainty and fear undermine job satisfaction; Threats from seniors create a hostile environment; Salary threats create fear and prompt exits; Job insecurity breeds fear and dissatisfaction; Job security perceptions impact retention; Student preferences undermine academic roles; Good pay can't compensate for job insecurity; Job insecurity fuels turnover, even with valued staff.	Employment Contracts and Job Security; Concerns About Job Stability; Job Insecurity; Job Insecurity and Fear; Workplace Intimidation; Job Insecurity and Intimidation; Impact of Job Insecurity on Employee Satisfaction; Mixed Perceptions of Job Security; Tension between academics and student influence; Job security outweighs remuneration; Job insecurity contributes to staff turnover.
Job enlargement and LT	Leadership roles are unfairly assigned, causing dissatisfaction; Limited responsibilities hinder staff growth; Unclear promotion policies delay career progression; Promotion delays may lead to turnover; Lack of appreciation impacts retention; Resignations result in excessive workload; Heavy workload creates time pressures.	Inequality in leadership opportunities; Limited career progression; Promotion delays hinder career growth; Promotion delays affect retention; Lack of Appreciation and its Impact on Retention; Staff Shortages and Overwork; Workload Pressure and Time Constraints.

4.6 Discussion of Research Findings on the Study

This section presents a detailed discussion of the findings of this study. For each research objective, the findings from the FTF and FGDs were considered to provide an overall finding of the study.

4.6.1 Discussion of Findings on Remuneration and Labour Turnover

The objective was to understand how remuneration influences the experiences of ECAs in relation to labour turnover at ABUAD. The findings from both the FTF interviews and FGDs indicate that remuneration is widely regarded as a key factor influencing labour turnover among respondents. The findings of this study align with other related research. For instance, Ki, Heng and Lau (2022) examined the impact of remuneration on employee retention and job satisfaction among lecturers at Private Higher Education Institutions in Sarawak, Malaysia, using a quantitative research method. Their findings suggest a notable connection between remuneration and job satisfaction, as well as between employee retention and job satisfaction. However, no clear link was identified between remuneration and employee retention. This implies that while remuneration plays an essential role in lecturers' job satisfaction, it may not be a determining factor in their decision to remain at the institution. The study emphasises the importance of adequate remuneration in sustaining the quality of teaching and retaining qualified lecturers, which is crucial for upholding high standards in the competitive educational sector. Similarly, Okohmire and Addah (2024) conducted a study at Delta State Polytechnic, Ogwashi-Uku, titled "*Unlocking Performance Dynamics: Exploring Wage Disparities and Job Security Impact on Staff Performance*". Using a survey research design with data collected from 234 staff members, they found that good wages were significantly associated with improved job performance and a feeling of security on the job. This finding reinforces the importance of fair compensation in enhancing employee satisfaction and job security.

Another related study by Abror *et al.* (2020) in a state university in Indonesia used a survey to investigate the relationships between self-efficacy, employee engagement,

remuneration, satisfaction, organisational citizenship behaviour (OCB) and employee loyalty. The study found that remuneration significantly affects job satisfaction and serves as a significant antecedent of OCB, supporting the idea that adequate pay is crucial for nurturing positive organisational behaviour and loyalty among employees, a key factor in labour turnover. Prizevoite and Grinberga-Zalite (2020) also support this view, demonstrating that remuneration serves as a motivating factor for both organisations and their workers, thereby reducing the challenges of labour turnover.

Contrary to these findings, some studies, such as the one by Bogatyreva, Ilyukhina and Bogatyrev (2023), titled “*Optimization of University Teachers’ Remuneration as a Tool for Sustainable Development of Higher Education*”, present a different perspective. Their comparative analysis of domestic and foreign literature revealed that the current remuneration system in higher education institutions has several shortcomings, including a lack of focus on enhancing the quality of teachers' work and failing to provide a standard of living that prevents professionals from leaving the education sector, which ultimately diminishes the quality of educational services. This finding contrasts with the present study, possibly due to differences in the study context and geographical location. Our study shows that salary increments and recognition are significant factors in retaining ECAs and boosting their morale.

The findings indicate that remuneration plays a critical role in influencing labour turnover among ECAs at the institution. The consistent salary structure, timely increments and recognition of achievements are key factors that contribute to staff retention. This aligns with the conceptual framework, where remuneration is one of the five key components of job satisfaction, an independent variable that significantly impacts labour turnover. The framework suggests that lower job satisfaction may contribute to higher labour turnover, indicating that enhancements in remuneration could support greater job satisfaction and, in turn, encourage the retention of ECAs. The findings implies that a well-structured and consistent salary system, timely increments and recognition are integral factors in reducing labour turnover. As the framework highlights, addressing each aspect of job satisfaction is crucial for managing labour turnover. Therefore,

tertiary institutions seeking to retain ECAs should prioritise competitive salaries, prompt bonuses and recognition of achievements as these factors are crucial in demonstrating the institution's value for its employees.

4.6.2 Findings on Work Environment and Labour Turnover

The objective was to explore how the work environment shapes the labour turnover of ECAs at the researched institution. The findings from the FTF interviews suggest that the WE plays a notable role in the labour turnover dynamics at the researched study site.

Irrespective of this, data also revealed that work overload, non-flexible work arrangements, work-life imbalance, clock-in policies and accessibility difficulties are likely to trigger labour turnover. Similarly, the findings from the FGD on the research objective concurs with the FTF hence, the study findings related to research objective 2 suggest that the WE is perceived as a contributing factor to labour turnover, and attention has to be given to the concerns raised during the study.

The findings of this study align with other research. For instance, a study by Adeniji, Adelena and Ogunsile (2022) titled "*Work Conditions and Staff Job Commitment: An Empirical Survey of Government-Owned Universities in Ogun State*" employed a descriptive survey research design. Their findings revealed that the sampled workers demonstrated a high level of job commitment, which was strongly associated with adequate work conditions and a conducive work environment. This suggests that job commitment among university staff is largely influenced by the quality of their work conditions and environment. In a related study, Zhenjing *et al.* (2022) examined the impact of the workplace environment on employee task performance, focusing on the mediating role of employee commitment and achievement-striving ability. Data collected from 330 academic staff indicated that a positive work environment significantly enhances employee performance. It also improves employee commitment and the ability to strive for achievement, both of which further contribute to better performance outcomes. The study highlighted that the work environment not only directly influences

performance, but also indirectly does so by promoting greater commitment and achievement.

Conversely, dissatisfaction with work-life balance, work overload and the clock-in policy were identified as factors influencing labour turnover in this study. This is consistent with the findings of Nwachukwu *et al.* (2019), who investigated “*Work Environment and Employee Commitment in Three Selected Institutions in Rivers State*” in which they used a descriptive research design and data collected from 60 staff members, they found that the work environment had a significant impact on employee commitment. The study suggested that employees are more likely to improve their performance when management addresses psychological and social aspects of the work environment, such as work flexibility, interpersonal relationships, job aids and performance feedback.

Further supporting this perspective, Suwarsi, Ridwan and Fauzan (2025) examined the impact of workload on lecturers' mental health and productivity in Indonesian private universities. Through an explanatory survey method with 90 permanent lecturers, their findings revealed that lecturers face significant workload burdens, with extensive course preparation and research duties extending beyond regular hours. The findings suggest that an increase in workload may be associated with a decline in productivity, while mental well-being appears to play a supportive role in enhancing productivity. The study advocates for holistic well-being practices and systemic changes in the academic environment to improve lecturers' mental health and productivity in order to reduce the rate of labour turnover, especially among ECAs.

In addition, a study by Mgaiwa (2020) involving 116 academics from two higher education institutions in Tanzania examined the relationship between perceived work environment and job satisfaction. The findings indicated that a positive work environment significantly predicts job satisfaction among academics. This suggests that organisations that adopt a supportive work environment through effective leadership and policies are more likely to retain employees and cultivate a strong sense of belonging among them. On the contrary, some studies found inadequate and decaying infrastructural facilities as not having a significant influence on labour turnover, which

were rather far from the findings of this study. For example, the findings of this study align with Salau *et al.* (2020), who conducted a study titled “*The Impact of Workplace Environments on Retention Outcomes of Public Universities in Southern Nigeria*” wherein they used a quantitative method through which they collected data from 384 academic staff who were randomly and purposively selected. The study found that inadequate and decaying infrastructural facilities were major concerns for the universities sampled. Issues, such as increasing pauperization, inconsistent promotion criteria, erratic power supply, overcrowded classrooms and an imbalanced student-to-staff ratio were highlighted as factors negatively impacting the work environment.

The findings of this study suggest that the work environment is a key factor contributing to labour turnover among ECAs. While the institution’s physical environment and facilities are viewed positively, challenges related to work policies, workload and perceived bias highlight areas for improvement. These findings align with the conceptual framework, which posits that job satisfaction is influenced by multiple components, including the work environment, and that higher satisfaction in these areas should lead to lower turnover. In this context, the work environment is one of the five key components of job satisfaction alongside remuneration, staff development, job security, and job enlargement that collectively impact turnover. The findings imply that while the institution’s physical work environment and facilities are regarded as supportive, there are significant concerns regarding work policies and the overall work culture hence to improve retention, the institution should consider revising inflexible policies, addressing concerns about favouritism and enhancing work-life balance thus ensuring that policies align with staff needs and promoting a supportive work culture that could mitigate turnover intentions.

4.6.3 Findings on the Role of Staff Development in Labour Turnover of ECAs

The objective was to identify the role of staff development in the ECA decisions regarding labour turnover in ABUAD. The findings from the FTF show that the institution uses staff development programmes to support ECAs which invariably reduces the rate of labour turnover. Similarly, the findings from the FGD on the research objective concur

with the FTF; hence, the study findings related to research objective 3 suggest that staff development is a significant factor in labour turnover among ECAs in the institution, with indications that it contributes to their retention. The findings of this study are consistent with other studies. Mampuru, Mokoena and Isabirye (2024) conducted a study investigating the impact of training and development on job satisfaction, loyalty and retention among academic staff. Employing a quantitative research approach, they collected data from 270 academics at a selected university using self-administered structured questionnaires. The study's findings revealed a significant positive relationship between training and development programs and job satisfaction, loyalty and retention among academic staff. These results suggest that universities should prioritise developing tailored training initiatives that meet the specific needs and aspirations of their academic staff. Moreover, such training interventions can create a positive work environment, strengthen staff commitment and promote long-term engagement thereby enhancing the overall quality and reputation of the institution.

Similarly, the findings of this study align with the findings of the research undertaken by Kasimu and Ahmed (2023) on the “*Impact of Training on Academic Staff of Tertiary Institutions in Nigeria*” using a descriptive survey research design to gather data from 200 academic staff across four public federal universities in North East Nigeria. Their findings indicated that training significantly enhances pedagogical skills, research capabilities and community service skills among academic staff. Additionally, the training provided the staff with new skills, techniques, knowledge and experiences, which are essential for improving their job performance in teaching, research and community service. These findings suggest that staff development plays a notable role in shaping academic staff retention and labour turnover among ECAs within the institution.

Likewise, Abdulmumini (2021) investigated the “*Impact of Promotion on Academic Staff Development in State Higher Educational Institutions of Borno State*” using a survey research method. The study found a significant relationship between promotion and academic staff development, indicating that promotions positively influence academic

staff's professional growth. Moreover, the results are consistent with those of Osiesi *et al.* (2022), who assessed the *"Impact of Professional Development and Training on Job Performance of Library Staff in Federal University Oye-Ekiti, Nigeria."* Through a descriptive survey research design, data from 77 library staff revealed that their job performance level was high and that there was a positive, statistically significant relationship between their professional development and job performance. This suggests that professional development and training substantially enhance job performance and limit labour turnover.

Contrarily, some studies have reported that certain academic staff members do not have adequate access to training. For example, Chemutai and Khalili (2022), in their study titled *"Influence of Staff Training and Development on Academic Performance of Lecturers at Rongo University, Kenya"* which employed a descriptive research design and collected data from 82 academic staff. Their findings revealed that Rongo University provided minimal training opportunities with only about half of the staff receiving any training since their employment. The study recommended that more training be provided to academic staff at Rongo University to reduce labour turnover of ECAs, contrasting with the findings of this study, which highlighted that ECAs at the researched institution received adequate support.

Similarly, Bingwa and Ngibe (2021) examined the *"Impact of Academic Training Programmes on Improving Teaching and Learning: A Case of Academic Staff at a Selected University of Technology"* in which they used a quantitative research approach and found that the university lacked a systematic process to evaluate and measure the effectiveness of the academic training programmes provided to staff. The findings from a portion of the participants revealed that there were difficulties accessing staff development programmes due to inadequate orientation during recruitment, which suggests a communication gap. The findings resonate with the conceptual framework of this study, which explores the connection between job satisfaction and labour turnover, emphasising staff development as a fundamental factor. The results suggest that staff development programmes may not be tailored to the specific needs and interests of

individual academics which can lead to low participation and limited impact. As posited in the conceptual framework, this dynamic can play a critical role in shaping job satisfaction, which in turn may have implications for labour turnover among ECAs. The suggested connection between lower job satisfaction and increased turnover becomes apparent, as limited staff development opportunities appear to contribute to diminished job satisfaction, potentially leading to higher turnover rates. The reason for this may be due to poor preparation for the staff development programme and ill-arranged orientation about it during the recruitment exercise. The findings imply that there is a need for better communication and orientation for staff regarding the availability and processes of accessing development programmes. Also, it implies that the institution needs to consider standardising its policies on sponsorships and grants to ensure transparency and fairness if curbing labour turnover, especially of ECAs is considered crucial.

4.6.4 Findings on the Perceived Job Security Effect on Labour Turnover

The objective was to investigate how ECAs perceive job security in relation to labour turnover among ECAs at the researched institution. Hence, the study Findings from the FTF suggest that the university has policies in place aimed at ensuring job security and stability. This indicates that job security plays a role in labour turnover among ECAs. However, data from the findings of the FGD suggest that the majority of discussants viewed job insecurity as a major concern, leading to a sense of uncertainty and apprehension among staff. Additionally, the findings revealed that rumours exacerbate fear and create significant stress in the institution, largely due to a lack of proper channels for information dissemination. Overall, the findings indicate that job security has an adverse impact on labour turnover of ECAs in the researched institution.

The findings of this study align with those of several related studies. For instance, Majekodunmi, Zekeri and Abdulraheem (2022), in their study on the strategic analysis of job security among professional staff in Nigerian public universities, found that professional staff in these institutions are inadequately developed to ensure job security. They emphasised that professional staff need to acquire modern skills to maintain their

relevance until retirement. Similarly, Osibanjo *et al.* (2019) explored the relationship between the quality of work-life and organisational commitment in the academic environment, focusing on aspects such as job security, career advancement, pay benefits and employee participation in decision-making. Their survey of 293 respondents from a private, mission-owned university in Nigeria revealed a negative correlation between job security, career advancement and organisational commitment. The study underscored the importance of academic institutions' commitment to the quality of work-life of their staff as key to achieving organisational goals in tertiary institutions and curbing labour turnover.

Moreover, Adedapo's (2020) study on recruitment and job security as correlates of academic staff productivity in Southwest Nigeria found a strong correlation between job security and academic staff productivity. The research, conducted across 12 public tertiary institutions, highlighted that job security enhances staff focus and a sense of belonging, leading to improved performance and retention. Domfeh and Hunsaker (2020) aligned with this finding in their study on the effects of job security on the commitment of teachers in Ghana, which focused on the mediating role of career satisfaction. Using an explanatory survey design, they collected data from 228 senior high school teachers. Their study found that job security had a positive impact on all four dimensions of organisational commitment and career satisfaction. Furthermore, career satisfaction mediated the relationship between job security and all dimensions of organisational commitment, except for value commitment. Consequently, the study recommends that the Ghana Education Service establish policies and initiatives that improve teachers' job security and offer greater opportunities for career development.

Khalid and Sahibzada (2023) also explored the mediating role of job security in the relationship between job satisfaction and turnover at public universities in Afghanistan. Their cross-sectional survey of 152 staff revealed that job security significantly impacts job satisfaction and reduces the intention to leave. They concluded that job security is a critical element of job satisfaction, influencing workers' commitment, dedication, and productivity. Lastly, Gouda (2020) examined the impact of a sense of security on job

satisfaction among young employees during the COVID-19 pandemic. The study found that academic staff and faculty who felt secure in their jobs were more satisfied, believing that their university was well-prepared for crises. Without job security, these employees would likely develop negative attitudes towards their work environment, which could affect their performance. This finding supports the notion that ECAs value job security as essential for promoting a positive work environment and encouraging their overall performance. Within the broader conceptual framework exploring the connection between job satisfaction and labour turnover, job security emerges as one of five key factors contributing to job satisfaction, alongside remuneration, work environment, staff development, and job enlargement. The framework suggests that job security, as an independent factor, plays a critical role in shaping overall job satisfaction, which may, in turn, contribute to patterns of labour turnover among ECAs.

The implication of the findings is that the institution needs to review and potentially revise job security policies to address concerns about job instability and the balance of power in employment agreements. The findings also imply that the institution should introduce enhanced communication channels to provide clear and transparent information about job security and institutional policies could alleviate fears and reduce stress among staff.

4.6.5 Findings on Job Enlargement and Labour Turnover of ECAs

The objective was to explore how job enlargement shapes the ECAs' labour turnover intentions at ABUAD. The findings from both the FTF and FGD suggest a heavy workload that is impairing the productivity of staff, which would invariably impact the labour turnover of ECAs negatively. The findings of this study align with those of previous research. For instance, Tantua (2022) explored the relationship between job enlargement and employee satisfaction in Rivers State-owned tertiary institutions, including Rivers State University, Ignatius Ajuru University of Education, and several polytechnics. By analysing data from 370 staff members and records from the Establishments Unit, Tantua's study revealed a significant positive relationship between job enlargement and employee satisfaction in these institutions. The study

recommended that these institutions conduct job analyses to assess current tasks and responsibilities and involve employees in the process of identifying new tasks to be added to their roles.

Similarly, Anwar and Tariq (2023) examined the impact of job enrichment and job enlargement on teachers' motivation and performance at the university level. Using a quantitative approach with data from 50 teachers at the University of Sargodha and the University of Education, the study found that both job enrichment and enlargement positively influenced teachers' motivation and performance. Additionally, the study highlighted that motivation partially mediated the relationship between job design and performance. The authors suggested that department heads should incorporate task variety to enhance teachers' engagement and job fulfilment. Another relevant study by Ponggohong, Pangemanan and Pandowo (2022) analysed job enlargement among the staff of the Faculty of Economics and Business at Sam Ratulangi University. Using qualitative methods, including in-depth interviews and observations, the study found that job enlargement improved productivity and reduced task monotony, with staff members feeling more motivated when assigned new tasks. Additionally, job enlargement in this context promoted social interaction among employees and thus further enhanced motivation.

Abu *et al.* (2023) investigated job enlargement and psychological safety among non-teaching personnel in the Department of Education Division of Batangas. Their quantitative correlational study of 134 non-teaching personnel revealed that job-related factors such as work flexibility, autonomy, task significance, and feedback were significantly related to psychological safety. However, job complexity and information processing did not show a significant relationship with psychological safety. Lastly, Okolocha, Akam and Uchehara (2021) examined the effects of job satisfaction on the job performance of university lecturers in South-East Nigeria. Their survey-based study found that responsibility and career advancement significantly positively impacted academic staff performance. The authors recommended empowering academic staff with meaningful responsibilities, including job enlargement and enrichment, to enhance

job satisfaction by fostering a sense of accountability and control. The findings indicate that job enlargement determines ECAs positively in universities, suggesting that this component of job satisfaction significantly affects labour turnover. The conceptual framework suggests that as satisfaction with various components, including job enlargement, increases, there is a corresponding reduction in labour turnover. This alignment within the framework highlights the interconnectedness of these factors in influencing retention trends among ECAs. The findings imply that there is an urgent need for the institution to revise its policies on workload management, recognition, financial incentives, and promotion. The findings also imply that ABUAD as an institution needs to establish fair and transparent promotion and reward mechanisms to maintain staff morale and commitment, which would discourage job turnover when jobs are being enlarged for the workers.

4.7 Chapter Conclusion

This chapter comprehensively presents data analysis and the findings of the study. Data for this study were gathered using two methods: FTF and FGD. The chapter began with an introduction that explained the methodology of data collection and outlined how the chapter would be presented. Data were collected through two principal methods: FTF interviews with six participants and FGD with 37 participants, achieving a 100 per cent participation rate. The demographic distribution of the participants, covering gender, age, doctoral qualification, length of service, and discipline, was displayed using tables to provide context for understanding the study population. This demographic breakdown was essential for situating the participants' responses within the broader context of their professional backgrounds and experiences. Extensive discussions followed the FTF interviews, addressing all five research objectives. The analysis highlighted key themes, including remuneration, work environment, staff development, job security, and job enlargement as factors influencing labour turnover among ECAs. Similarly, the FGDs provided further insights into these areas, with participants offering diverse perspectives on each key research theme.

A key insight emerging from both FTF and FGD discussions is that remuneration plays a significant role in labour turnover, with timely and consistent salary payments identified as a critical factor in retaining ECAs within the institution. However, concerns regarding workload, job security, and access to staff development opportunities were prevalent, indicating areas where institutional improvements could enhance job satisfaction and retention. These findings align with the conceptual framework that posits job satisfaction as the independent variable with these five components, which are expected to affect labour turnover. The chapter concluded with a detailed discussion of these findings, integrating results from both data collection methods to offer a comprehensive understanding of the factors driving labour turnover among ECAs. This synthesis of FTF and FGD data revealed the complex interplay between institutional policies, work environment, and employee satisfaction, highlighting the importance of targeted interventions to support ECAs. In summary, this chapter presented a nuanced analysis of the data, offering clear evidence of the institutional factors influencing labour turnover. It also identified potential strategies for improving employee retention, especially among ECAs.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the entire dissertation and presents the conclusions of the study. It encapsulates the main findings from the literature review and the primary research conducted, while also offering practical recommendations arising from the results of the study for academic institutions and future researchers. This chapter offers a comprehensive exploration of the various factors that contribute to job satisfaction and labour turnover among early-career academics (ECAs) at ABUAD, capturing the complexities and dynamics that shape their work experiences with a particular focus on remuneration, work environment, staff development, job security, and job enlargement as contributing factors. The findings, limitations, and potential areas for future research are also discussed, offering further insights into this critical issue in the Nigerian academic landscape.

5.2 Aim of the Research Study

This study explored the influence of job satisfaction on labour turnover of early career academics at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria. The research examined five core components contributing to job satisfaction: remuneration, work environment, staff development, job security, and job enlargement. By adopting this framework, the study highlighted the degree to which each of these elements influenced either the retention or departure of ECAs in the institution.

The research revealed the intricate ways in which remuneration, alongside a conducive work environment, staff development programmes, job security measures, and opportunities for job enlargement, collectively impacted labour turnover. Through an in-depth exploration of these factors, the study uncovered the multifaceted and interconnected aspects of job satisfaction and how they relate to the employment decisions of ECAs. This detailed analysis provided a clearer understanding of how

these critical components shaped the professional trajectories of this essential demographic within the ABUAD academic community, offering valuable insights into the institutional dynamics influencing both employee retention and turnover.

5.3 Summary of Key Research Findings

The following sections provide a comprehensive overview of the key findings drawn from both the literature and the primary research conducted in this study. The study provided a nuanced synthesis of the gathered evidence, offering deeper insights into the connection between job satisfaction and labour turnover among ECAs at ABUAD. The analysis was systematically organised to address the findings related to each of the five key components of job satisfaction under examination: remuneration, work environment, staff development, job security, and job enlargement. The findings emerging from both the literature and primary research contribute to a more comprehensive understanding of the factors that underpin retention and turnover within the ABUAD academic community. This analysis enabled the identification of nuanced patterns, highlighting how these elements collectively contributed to the overall employment decisions of ECAs at the institution. In doing so, this summary of the key findings enhanced the study's appreciation of the intricate dynamics between institutional practices and the professional experiences of academics in the Nigerian higher education context.

5.3.1 Findings from the Literature

Most extant literature on job satisfaction revealed a strong consensus on the critical importance of remuneration in relation to employee retention (Ismail 2020; Akgunduz, Adan Gök and Alkan 2020; Onyekwelu, Dike and Muogbo 2020; Werdati Didit and Nikmah 2020; Islam 2020; Chukwuemeka 2020; Abdullah and Nusari 2019; Mutuma and Manase 2013; Bonsdorff 2011). The key findings from the literature showed a consistent demonstration that both financial and non-financial remuneration strategies play significant roles in influencing employee retention. Competitive compensation packages, along with a focus on overall employee well-being through non-monetary

rewards, were identified as key factors for attracting, retaining, and fostering loyalty among competent individuals, thereby contributing to organisational success.

On the role of the work environment, literature indicated that it is multi-dimensional and plays a critical role in employee retention (Dahar and Mardikaningsih 2022; Gani 2022; Lindeberg *et al.* 2022; Emmanuel 2021; Mgaiwa 2020; Bakhtiyari 2019; Palvalin 2019). Collectively, the reviewed literature suggested that a conducive work environment, characterised by both positive social interactions and a well-equipped physical space, significantly contributed to enhancing employee satisfaction and, ultimately, retention within an organisation.

The key findings from the literature on staff development revealed that it is essential for organisational success and employee retention. The reviewed literature highlighted the importance of staff development in enhancing employee capabilities, which in turn contributes to organisational achievements and reduces the likelihood of labour turnover (Fernandes *et al.* 2023; Pham 2021; Riyanto, Endri and Herlisha, 2021; Urbancová *et al.* 2021; Bulvinska, 2018; Ghenghesh and Abdelmageed 2018; Jasiyah, 2018).

Job security was identified as a critical factor in employee retention and labour turnover, as highlighted by scholars such as Khalid and Sahibzada (2023), Loubser and Garbers (2022), Adedapo (2020), Domfeh and Hunsaker (2020) and Herzberg (1968). The literature revealed as a key finding that job security significantly impacts employee satisfaction, commitment, and retention by providing a sense of stability and predictability, which lowers turnover intentions. Furthermore, insights from the reviewed literature suggest that job enlargement is associated with increased employee motivation, enhanced performance, and a lower likelihood of labour turnover, as highlighted by Anwar and Tariq (2023), Tumi *et al.* (2022), Misafi *et al.* (2022), Ameh and Shokumbi (2013), Saleem, Shaheen and Saleem (2012) as well as Raza and Nawaz (2011). Specifically, job enlargement (expanding the scope of tasks within a role) was identified as contributing to enhanced employee motivation, improved performance, and greater retention. By offering greater variety and challenge, job

enlargement promotes a more engaging and fulfilling work experience, which in turn reduces the likelihood of employees seeking alternative employment.

Thus, insights drawn from the literature highlight the profound ways in which remuneration, work environment, staff development, job security, and job enlargement intersect to shape employee retention and job satisfaction. Competitive compensation, coupled with a positive workplace atmosphere, effective social interactions, and well-equipped workspaces, helps reduce employee turnover. Opportunities for professional development enhance employee skills, thereby improving organisational performance. Moreover, job security provides essential stability, minimising the intention to leave the organisation. Collectively, these insights offer a meaningful framework for understanding the key factors determining employee retention in higher education in Nigeria.

5.3.2 Findings from the Primary Research

This section summarises key findings from the primary research derived from face-to-face interviews and focus group discussions on job satisfaction and employee turnover. It provides an in-depth exploration of the various factors that contribute to the experiences and employment decisions of ECAs within the researched institution. Essentially, the primary research provides deeper insights into the key elements influencing job satisfaction and turnover among ECAs, emphasizing remuneration, staff development, work environment, job security, and job enlargement as significant contributors to their experiences and career decisions.

5.3.2.1 Remuneration and Labour Turnover of ECAs

Both FTF and FGDs corroborate that remuneration plays a pivotal role in influencing labour turnover. The consistent and timely increments in salaries were unanimously viewed as a positive reflection of the institution's value system, which aids in retaining ECAs. However, while participants in the interviews found the remuneration to be motivating, those in the focus group discussions suggested potential improvements,

particularly regarding incentives for supervision. Overall, respondents consistently highlighted remuneration as a key factor influencing labour turnover, emphasising its role in retention and career decisions. This aligns with Maslow's hierarchy of needs, where remuneration addresses the basic needs of employees. The consistent and timely increments in salaries satisfy this need, promoting a sense of security and value, which is a key motivator for retention. It also reflects Herzberg's concept of hygiene factors. Remuneration, in this regard, acts as a hygiene factor, the absence of which can cause dissatisfaction and lead to turnover. Viewed from the prism of the conceptual framework, indicating that each component is expected to have a substantial impact on job satisfaction, which, in turn, is expected to influence labour turnover, the study thus confirms that remuneration is crucial for employee retention.

5.3.2.2 Work Environment and Labour Turnover Intentions of ECAs

The findings across FTF and FGDs indicate a generally encouraging perception of the institution's physical work environment, but concerns remain over internal, non-physical factors. The interviewed participants pointed out the challenges posed by strict internal policies, while focus group discussants highlighted the psychological and social aspects of the work environment, which were perceived as less conducive due to policy rigidity. Overall, participants widely acknowledged remuneration as a crucial element in employment experiences, noting its significance in decisions regarding retention and career progression. The study, thus, demonstrates that a positive physical work environment is important but insufficient to prevent turnover.

It emphasises the significance of internal policies and psychological factors in driving employee satisfaction. Viewed from Herzberg's concept of both hygiene factors (physical environment) and motivators (psychological and social environment), rigid policies, lack of flexibility and support act as dissatisfiers, impacting employee morale and potentially contributing to turnover. The concern over internal policies beyond a positive physical work environment suggests a lack of fulfilment of higher-order needs like belonging, esteem and self-actualisation as advanced by Maslow. Hackman and Oldham's job characteristics theory advanced the same position that rigid policies

appear to limit task identity, significance and autonomy which are crucial for job satisfaction and motivation and the reduction of turnover. This corresponds with the conceptual framework's proposition, indicating that changes in one factor are associated with opposite trends in the other.

5.3.2.3 Role of Staff Development in the ECA Labour Turnover Decisions

Both interviews and focus group discussions revealed that the institution offers valuable staff development programmes, such as conference sponsorships and training opportunities, which are seen as crucial in reducing labour turnover. However, concerns were consistently raised about the limited awareness and accessibility of these opportunities. The findings indicate that staff development initiatives contribute to retention; however, improving awareness and accessibility of these opportunities may further support efforts to reduce turnover. These findings align with the theoretical projections of Maslow's, Herzberg's and Hackman and Oldham's theories showing that staff development initiatives are effective in reducing turnover by meeting employees' needs for growth and achievement. This affirms the conceptual framework which emphasises that each component is expected to have a significant impact on job satisfaction, which, in turn, is expected to influence labour turnover. This notwithstanding, the study further showed that communication and accessibility are crucial to the effective utilisation of these initiatives hence addressing both motivators (development opportunities) and hygiene factors (awareness and access) provides a holistic approach to employee development and retention.

5.3.2.4 Perceived Effect of Job Security on Labour Turnover

There is a divergence between the findings from the interviews and focus group discussions regarding job security. Interviewees expressed that institutional policies promoting job stability played a meaningful role in supporting retention, while focus group discussants expressed significant concerns about job insecurity, with fears exacerbated by rumours and inadequate communication channels. This contrast indicates that although formal mechanisms for job security are in place, shortcomings in

communication and transparency contribute to staff perceptions of insecurity, which, in turn, influence labour turnover. This research outcome amplifies the importance of safety needs in Maslow's hierarchy, hygiene factors and motivators in Herzberg's two-factor theory and task identity and task significance in Hackman and Oldham's job characteristics theory.

While formal policies (hygiene factors) address job security and potentially fulfil safety needs, the lack of transparency and communication surrounding these policies creates a dissatisfier, sense of insecurity leading to a perceived lack of security and contributing to turnover. According to Hackman and Oldham's theory, the lack of transparency can undermine the sense of task identity and significance, leading to a feeling of being replaceable and less valued. This finding supports the conceptual framework's assertion that lower job satisfaction may lead to higher labour turnover, reinforcing the significance of satisfaction in retention outcomes.

5.3.2.5 Implications of Job Enlargement on Labour Turnover for ECAs

Both sets of findings agree that job enlargement, particularly in the form of increased workloads, presents challenges for ECAs, potentially influencing their overall work experience and professional well-being. Insights from the interviews suggest that the demanding workload contributes to reduced productivity and morale among staff, potentially affecting their decision to remain within the institution. Similarly, focus group discussants raised concerns about the unequal distribution of administrative duties and perceived unfair treatment, which further undermines morale and, consequently, retention. Both methods suggest that unless workload management is improved, its adverse effect on labour turnover will persist. These findings are consistent with the study's underpinning theories. Specifically, the findings demonstrate that heavy workload, lack of control and perceived unfairness act as dissatisfiers, leading to a decrease in both basic need fulfilment (safety and security) and motivators (sense of achievement and autonomy). This reinforces the interpretation presented in the conceptual framework, suggesting that diminished job satisfaction, particularly concerning job enlargement may contribute to increased labour turnover among ECAs.

5.4 Recommendations

Based on the key findings of the study, the following recommendations are proposed to enhance job satisfaction and mitigate turnover among ECAs at ABUAD:

The key findings offered valuable insights into the role of remuneration in the experiences of ECAs at ABUAD, strongly affirming its connection to labour turnover and its relevance to retention and career decisions. Thus, a review of existing supervision incentives is crucial, ensuring they are equitable, motivating, and aligned with the workload and responsibilities of supervisors. This should be extended to other assigned academic/administrative responsibilities in the institution, not assigned responsibility allowance. Also, exploring performance-based bonuses tied to research outputs, teaching excellence or other measurable contributions can provide additional recognition and reward for exceptional performance.

The key findings from the study suggest that while the work environment generally supports the retention of ECAs at ABUAD, certain policy-related aspects within the institution warrant further attention to enhance greater staff satisfaction. To address this, a regular review of internal policies with input or feedback from ECAs is essential to ensure fairness, transparency and a positive work environment. Initiatives and resources addressing the psychological and social aspects of the work environment are critical to promoting a sense of community, belonging and support among ECAs. Moreover, clear and accessible communication about staff development programmes is essential, along with mentorship programmes that pair senior academics with ECAs for guidance, support and access to professional development opportunities.

To address the perceived job security in relation to labour turnover for the ECAs at ABUAD, it is recommended based on the key findings that clear and consistent communication is imperative, proactively addressing rumours and anxieties to build trust and stability. Implementing clear career progression plans outlines potential pathways for advancement and professional growth, contributing to employee engagement and retention. While the implications of job enlargement for labour turnover of ECAs could

be addressed through a system for monitoring and managing workload among ECAs, ensuring equitable distribution of administrative responsibilities is crucial in this regard to prevent burnout and promote job satisfaction. Prioritising core academic responsibilities of research and teaching, allowing ECAs to focus on their primary areas of expertise, enhance motivation and productivity. Essentially, if ABUAD can create a more supportive and motivating environment for its ECAs and other categories of staff across both academics and non-academic spheres by promoting their professional growth and enhancing their job satisfaction, the rate of labour turnover will significantly reduce.

5.4.1 Managerial Implications

The findings regarding job satisfaction and turnover among ECAs at ABUAD have significant implications for the management of Higher Education Institutions (HEIs) globally, especially for those in developing countries. Fundamentally, it underscores the significance of a supportive work environment. HEIs need to recognise that a supportive and motivating work environment is crucial for attracting and retaining talented ECAs. This includes addressing issues like workload management, providing adequate resources for professional development, and nurturing a sense of community and belonging. Also, empowering ECAs is a commitment to the future as they represent the next generation of academic leaders and researchers. Supporting ECAs through competitive compensation, professional development opportunities, and mentorship programmes is not just about retaining current staff, but also about building a strong foundation/workforce for the future of the institution.

Relatedly, HEIs need to prioritise clear and consistent communication about policies, procedures, and career progression opportunities available. This includes being transparent about job security and proactively addressing concerns and anxieties among ECAs. HEIs need to prioritise workload management. This is essential and should not be underemphasised by HEIs. The findings of this study highlight the detrimental impact of excessive workload on job satisfaction and retention. HEIs, therefore, need to develop effective workload management systems that ensure a fair

distribution of administrative and teaching responsibilities, allowing ECAs to focus on their research and teaching activities. The findings from the study also indicate that HEIs need to facilitate a system that promotes a sense of belonging for ECAs.

Actively promoting a sense of community and belonging is crucial for the career progression of ECAs and for reducing the rate of labour turnover among them. This can be achieved by creating opportunities for collaboration, networking and social interaction among ECAs alongside mentorship programmes that pair them with productive senior academic mentors. Ultimately, the implications of the findings of this study extend beyond immediate retention. HEIs need to adopt and embrace a long-term perspective on managing ECAs, recognising that their satisfaction and development will have a lasting impact on the institution's success. Overall, these suggestions would enable HEIs to create a more attractive and rewarding environment for ECAs, leading to increased job satisfaction, reduced turnover and ultimately, a stronger and more resilient academic community.

5.4.2 Recommendations for Future Academic Research

Future research should focus on deepening the understanding of the factors influencing job satisfaction and turnover among ECAs. Researchers should explore the effectiveness of various mentorship programmes, the impact of institutional culture on ECAs' job satisfaction and labour turnover and the influence of these factors across a wider geographical scope. Future research into these areas can contribute to a more nuanced understanding of the complexities surrounding ECAs and inform the development of improved policies and practices to support their professional growth and well-being. Furthermore, future studies should employ a broader scope by including other private universities in Ekiti State or Southwest Nigeria. The study could also be extended to public universities in Southwest Nigeria to explore the views of ECAs in those institutions. A comparison between ECAs in private and public universities could provide additional insights. Additionally, job satisfaction among non-teaching staff could be explored, both in private universities and across the region to ascertain factors that contribute to turnover. Future studies may also adopt a mixed-methods approach to test

the consistency of the findings. Allowing for a longer time frame for data collection might lead to a more informed research process.

5.5 Conclusion

In conclusion, this dissertation has comprehensively examined the factors influencing job satisfaction and labour turnover among ECAs at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria. The study highlighted five core components of remuneration, work environment, staff development, job security and job enlargement as critical determinants of employee retention, consistent with the conceptual framework that positions job satisfaction as the independent variable affecting labour turnover. Each of these aspects was found to play a significant role in job satisfaction, which in turn appeared to contribute to labour turnover, aligning with the conceptual expectation that lower job satisfaction is associated with higher turnover. Thus, both the literature review and primary research revealed that these elements interact in complex ways to shape the professional experiences and decisions of ECAs.

The findings demonstrated that remuneration plays a pivotal role in influencing job satisfaction and retention, with competitive and consistent salary structures contributing positively to staff retention. Similarly, a conducive physical work environment was found to enhance satisfaction; however, internal policies and psychological aspects were seen as areas requiring reform to prevent dissatisfaction. Staff development programmes, while beneficial, were not always accessible, suggesting that improving communication and access to these opportunities could further strengthen retention efforts.

A key area of concern identified was job security, where gaps in communication and transparency created uncertainty, negatively affecting turnover rates. Addressing these concerns through clear communication and transparent policies is essential for building trust in the institution. Furthermore, the issue of job enlargement, particularly increased workloads was found to have a detrimental impact on morale and productivity, necessitating better workload management strategies to alleviate burnout and promote satisfaction. This study has underscored the need for institutional reforms aimed at improving the work environment and policies related to staff development, job security and

workload management, providing conceptually a foundation for understanding how addressing each component of job satisfaction can lead to lower turnover rates among ECAs. By addressing these challenges, ABUAD and similar HEI can enhance job satisfaction and reduce turnover among ECAs, ultimately contributing to a more motivated and stable academic workforce.

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Annexure A: Letter of Information



LETTER OF INFORMATION

Job Satisfaction and Labour Turnover of Early Career Academics at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria.

Ebunlomo Omotayo Omiyale, Master, Management Science: Human Resource.

(Dr. Obianuju E. Okeke-Uzodike)

The study intends to examine the relationship between job satisfaction and the rate of labour turnover of early career academics at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria, with the view of assessing the existing policies (if any) and making recommendations that will support academic staff retention.

Dear Sir/ma,

I am a master's student at DUT doing research for my degree in Management Sciences, Human Resource Management)

I would like to invite you to participate in the research.

Research is a systematic search or enquiry for generalized new knowledge

This study aims to examine the relationship between job satisfaction and the rate of labour turnover of early career academics at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria. As a result, the qualitative method will be used to gather data that will allow inferences and conclusions to be drawn. In the course of the study, participants will be subjected to an interview wherein they will be given questions that can assist in the realisation of the data required. Furthermore, participation is entirely voluntary, as participants can withdraw from the study whenever they find it inconvenient. If any information regarding this study or unclear queries or ideas is included, I, the investigator, should be consulted for clarification. The evidence recorded during the interview will be transcribed verbatim into Word format also, qualitative data collected will be analysed using a thematic data analysis approach. Similarly, no preferential treatment will be accrued to or expected from the participants. Above and beyond this, the number of potential participants envisaged for this study is 43 as they are assumed to produce the data that would be adequate for this study.

There are no anticipated risks or discomfort by participating in the study

The data collection process in this study is purely voluntary and you may withdraw from the research at any time and for whatever reason. There will be no adverse consequences for withdrawing from the study, please.

The study will make a great contribution to the University in terms of policy making and the academics will be the beneficiary.

There is no remuneration for participating in the research study.

The study is at no cost, please.

Your confidentiality and anonymity will be maintained; hence, no name will be mentioned. Information provided by you will remain classified, safely kept, and destroyed when the study has been concluded.

The study will use qualitative methods to gather information needed for the research by giving interviewing participants and having focus group discussions.

There is no anticipated research-related injury expected in participating in the study.

All documents, materials, and relevant items utilized in gathering information during this research will be kept for 5 years according to document policy and destroyed by shredding hard copies while deleting all electronic copies and voice recordings.

Please contact the researcher (Ebunlomo Omiyale on +2348023261001), my supervisor (Dr. OE. Okeke-Uzodike, +27716057174) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Acting Director: Research and Postgraduate Support on researchdirector@dut.ac.za

Annexure B: Informed Consent



CONSENT

Job Satisfaction and Labour Turnover of Early Career Academics at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria.

Ebunlomo Omotayo Omiyale

I hereby confirm that I have been informed by the researcher, (Ebunlomo O. Omiyale) about the nature, conduct, benefits, and risks of this study - Research Ethics Clearance

Number: IREC 019/23

- I have also received, read, and understood the above-written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials, and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant

Date

Time

Signature/Right

Thumbprint

I, Ebunlomo Omotayo OMIYALE herewith confirm that the above participant has been fully informed about the nature, conduct, and risk of the above study.

Ebunlomo Omotayo OMIYALE

01/07/2023

Full Name of Researcher

Date

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian (If applicable)

Date

Signature

Please note the following:

Research details must be provided in a clear, simple, and culturally appropriate manner and prospective participants should be helped to arrive at an informed decision by use of appropriate language (grade 10 level- use Flesch Reading Ease Scores on Microsoft Word), selecting a non-threatening environment for interaction and the availability of peer counselling (Department of Health, 2004).

If the potential participant is unable to read/illiterate, then a right thumbprint is required and an impartial witness, who is literate and knows the participant e.g., parent, sibling, friend, pastor, etc. should verify in writing, duly signed that informed verbal consent was obtained (Department of Health, 2004).

If anyone makes a mistake completing this document e.g., a wrong date or spelling mistake, a new document has to be completed. The incomplete original document has to be kept in the participant's file and not thrown away, and copies thereof must be issued to the participant.

References:

Department of Health: 2004. *Ethics in Health Research: Principles, Structures and Processes* <http://www.doh.gov.za/docs/factsheets/guidelines/ethnics/>

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Annexure C: Gatekeeper's Permission

OMIYALE, Ebunlomo Omotayo
Academic Affairs, Registry, ABUAD
14th November, 2023

The Vice-Chancellor
Afe Babalola University
Ado-Ekiti

Through: The Registrar, ABUAD.

Dear Ma,

REQUEST TO CONDUCT RESEARCH WORK IN AFE BABALOLA UNIVERSITY, ADO-EKITI

I humbly write to inform you of the master's program am enrolled in at the Durban University of Technology, South Africa, and formally seek permission to conduct my research study at the Afe Babalola University with the early career academic staff of the University.

My topic is Job Satisfaction and Labour Turnover of Early-Career Academics at Afe Babalola University, Ado-Ekiti (ABUAD), Nigeria. I humbly request your approval and would be extremely grateful if you permit me to carry on with the research study. The aim is to examine the relationship between Job Satisfaction and Labour Turnover among Early-Career Academics at Afe Babalola University, Ado Ekiti (ABUAD).

Thank you

Ebunlomo O. Omiyale (Student @ DUT)
Contact details (+2348023261001)
Supervisor/s
Contact details (+27716057174 / +2349138339382)



**AFE BABALOLA
UNIVERSITY
ADO-EKITI (ABUAD)**
KM. 8.5, AFE BABALOLA WAY,
ADO-EKITI, EKITI STATE, NIGERIA.
E.M.B 3034 ADO-EKITI

**OFFICE OF THE REGISTRAR
INTERNAL MEMORANDUM**

From: Registrar

To: Ebunlomo Omotayo Omiyale
(Research Students @ DUT)

Ref No: AD/REG./AA/Vol.1/1270

Date: November 14, 2023

APPROVAL TO CONDUCT RESEARCH WORK IN ABUAD

Your request seeking permission to conduct research work at Afe Babalola University, Ado-Ekiti, has been received and acknowledged.

The University believes in and values research greatly; hence, the University will allow you to conduct your research work with the understanding that your findings and recommendations will be shared with the University. **Also, bear in mind that this approval is contingent upon strict compliance with research ethics.**

Given the topic you have chosen, Mr. Tosin Osekita, PAR, Personnel & Human Resources, will serve as your point of contact and assist you should you require information from the University Registry.

His contact details are as follows:

e-mail: osekitat@abuad.edu.ng

Telephone number: +2348034309779

The University wishes you intellectual speed in your research work.

This is for your information and further necessary action.

Thank you

**Lady Christie Oluborode
Registrar**

Annexure D: Ethical Clearance



22 November 2023

Ms E O Omiyale
8.5 Afe Babalola Way
Afe Babalola University
Ado Ekiti

Dear Ms Omiyale

Job Satisfaction and Labour Turnover of Early Career Academics in Afe Babalola University, Ado Ekiti (ABUAD), Nigeria
Ethics Clearance Number: IREC 019/23

The DUT-Institutional Research Ethics Committee acknowledges receipt of your final data collection tool for review.

We are pleased to inform you that the data collection tool has been approved. Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the DUT-IREC acknowledges receipt of your gatekeeper permission letters.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the DUT-IREC according to the DUT-IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the DUT-IREC as outlined in the DUT-IREC SOP's.

It is compulsory for a student or researcher to apply for recertification on an annual basis. The failure to do so will result in withdrawal of ethics clearance. It is the responsibility of the researcher and the supervisor to apply for recertification.

Please note that you are required to submit a Notification of Completion of Study form together with an abstract to the DUT-IREC office on completion of your study.

Yours Sincerely

Prof J K Adam
Chairperson: DUT-IREC

Annexure E: Interview Guide

Section A: Demographic

1. Gender

	Male	
	Female	

2. Age

25- 30

31-40

41-50

3. Ph.D. awarded year-----

4. Length of service in ABUAD after Ph.D.-----

5. Designation-----

6. Discipline/Department-----

SECTION B: STANDARDIZED OPEN-ENDED INTERVIEW GUIDE

Research Objective 1: To understand how remuneration influences the experiences of ECAs in relation to labour turnover at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria.

7. How do you feel about the institution's salary structure for ECA when you compare it with other institutions?
8. What is your view on the increment system applicable to the institution and how often is increment applied?
9. Would you consider the salary you receive commensurate with your experience and qualifications?
10. What is your view on other forms of remuneration such as performance bonuses, recognition, and leave allowances?

11. To what extent do you think the above remuneration components bring satisfaction to you? Does the level of satisfaction you get motivate you to stay within the employment of the institution or to leave?

Research Objective 2: To explore how the work environment shapes the labour turnover of ECAs at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria.

12. How would you describe or assess your work environment in the institution?
13. Does the work environment provide all the physical needs (e.g., structures, facilities, conducive offices, required furniture, and other office equipment) that could make the job smooth and interesting?
14. What is your view about its location?
15. What is your view on the policies of the institution and the possible effects on ECA?
16. Are you satisfied with your current work environment? Is there anything that can trigger your intention to leave or stay in the institution?

Research Objective 3: To identify the role of staff development in the ECA decisions regarding labour turnover at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria.

17. What is the professional development policy like in the institution and does it support your career growth?
18. Does your institution offer orientation to help new employees get settled.? What types of professional development would you find valuable from the institution, such as on-the-job training, workshops and seminars, mentoring programs, etc.?
19. Do you feel you have the institutional support and resources necessary for your career growth?
20. Did you at any time attend a developmental programme?
21. Is there anything else you would like to share regarding your career development in the institution that can motivate you to stay for longer years or otherwise?

Research Objective 4: To investigate how ECAs perceive job security in relation to labour turnover at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria.

22. Does the institution have initiatives or projects aimed at enhancing job security?
23. Do you have any fears or feelings about the institution's availability in the future?

- 24. Do you believe your work is valued by the institution?
- 25. Do you feel that your job is secure in the current economic climate?
- 26. Are there any of the institution's policies that are causing anxiety or could facilitate your leaving the university?

Research Objective 5: To explore how job enlargement shapes the ECAs' labour turnover intentions at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria.

- 27. What are your views about the structure of tasks in the Institution?
- 28. Are staff members receiving compensation for taking on additional tasks?
- 29. Would you be open to taking on more responsibilities in your current role?
- 30. Do you consider the job arrangements in the institution meaningful and as a source of career advancement?
- 31. What effect does your views on the above have on your intention to stay or leave the institution and how satisfied are you with your job overall?

Annexure F: Turnitin Report

6-9-24

2



Page 1 of 204 - Cover Page

Submission ID tm:oid::1:3013831914

JOB SATISFACTION AND LABOUR TURNOVER OF EARLYCAREER ACADEMICS AT AFE BABALOLA UNIVERSITY ADO-EKITI (ABUAD), NIGERIA

By

Omiyale Ebunlomo Omotayo

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Annexure G: Proof of Editing



Centre for Scholarly Publishing Services (PTY) Ltd

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24 September 2024

TO WHOM IT MAY CONCERN

This serves to confirm that an MA dissertation titled *Job satisfaction and labour turnover of early career academics at Afe Babalola University, Ado Ekiti (ABUAD), Nigeria* by Ebunlomo Omotayo Omiyale submitted in fulfilment of the requirements for the degree of Master of Management Sciences in Human Resources Management in the Department of Applied Management Sciences in the Faculty of Management Sciences at the Durban University of Technology has undergone both a thorough copy-editing as well as proof-reading processes.

Sincerely,

.....

.....

Solani
Ngobeni
Publishing
Director

Centre for Scholarly Publishing Services (Pty) Ltd.

Cell: 061 506 6115

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