

Job Satisfaction and Lecturers' Retention in North-East Nigeria's Colleges of Education

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Abstract

This study investigated the influence of job satisfaction on lecturers' retention in North-East, Nigeria's Colleges of Education. The study employed a descriptive survey design. The study targeted a population of 2,328 lecturers from Colleges of Education in North-East, Nigeria. A sample of 327 respondents was selected through multistage sampling procedure. Three objectives, three research questions and three null hypotheses were formulated to guide the study. Data collection was carried out with the use of research instrument titled "Job Satisfaction Lecturers Retention Questionnaire (JSLRQ)". The reliability of the research instrument was assessed using Cronbach's Alpha and a coefficient score of 0.85 was obtained indicating high reliability. Data analysis was performed using the Statistical Package for the Social Sciences (SPSS), employing both descriptive and inferential statistics. Descriptive statistics was presented through Means and Standard Deviation while inferential statistics was presented through Simple Linear Regression Analysis, with hypotheses tested at a 5% significance level. The empirical findings of this study demonstrate that substantive enhancement in job satisfaction may yield a correspondingly increase in lecturers' retention rate. The finding revealed among others that working conditions statistically significantly influences lecturers' retention ($\beta = .396$). Also, the result showed that professional training statistically significantly influences lecturers' retention ($\beta = .307$). Moreover, the result revealed that supervision statistically significantly influences lecturers' retention ($\beta = .310$). Based on the findings, the researcher recommended that government, colleges' authorities, education regulatory bodies and all stakeholders in the academia should pay increasing attention to job satisfaction of lecturers in order to lower turnover intention thereby increasing retention rate. These results were discussed in relation to previous findings of similar studies and recommendations were also proffered.

Keywords: Job Satisfaction, Lecturers' Retention, Working Conditions, Professional Training, Supervision, Colleges of Education, North-East Nigeria.

Introduction

The success and competitiveness of every organization depend primarily on a talented, committed workforce and satisfied employees. According to literature sources, satisfied employees perform their tasks more effectively, can be burdened at a higher level, are more open to challenges and cooperation (Hadi, et al., 2018), which also results in positive

feedback from partners (Raišienė, et al., 2023). Employers are beginning to recognize that employee satisfaction is a key factor in competitiveness, as employees' expertise and loyalty have a fundamental impact on organizational performance and retention (Santos, et al., 2022). Organizations that pay attention to employee wellbeing can gain a competitive advantage in the long run (Hussain, et al., 2022). Employee satisfaction is extremely important, as the positive consequences of employee satisfaction include higher productivity, higher levels of organizational commitment, lower mobility intention, and better retention rates (Horváthová, et al., 2021; Suárez-Albanchez, et al., 2022).

Teacher retention being studied globally for years but continues to be a problem especially in the developing countries (Rose & Sughrue, 2020). The Colleges of Education are no exception. Some consider teaching to be second-class profession which can lead to depression and frustration on the part of lecturers. This perception can result in lecturers making the decision to leave the profession. This was corroborated by (Ronfeldt, et al., 2013) in their study that nearly about Fifty percent (50%) of new lecturers leave the profession within the first five (5) years of entry into the occupation while only sixteen percent (16%) of such lecturers were leaving due to retirement. About half of all lecturers' turnovers are due to lecturers seeking better career opportunities with more satisfaction and higher salaries (Boe, et al., 2018).

Today, retaining valuable employees has become more important than ever, as the workforce remains one of the few resources that can give organizations a sustainable competitive advantage. It follows that managing employee turnover is one of the biggest organizational challenges of our time (Bite, et al., 2020), as replacing employees can only be achieved through costly and time-consuming processes. This includes recruitment, selection, onboarding of new employees, and the training and development needed to achieve good performance. Consequently, if an employee with the appropriate expertise and organization-specific knowledge decides to leave the organization, it means that, in addition to the significant costs, the organizational efforts so far have been wasted.

Job satisfaction is of major interest of the researchers in the field of organizational behavior and human resource management. An array of research has been focused by the researchers to identify the predictors of job satisfaction particularly pay, work, promotion, training, supervision co-workers and environment, no matter which theoretical models have been used by the researchers but majority of them pin point two broader groups of predictors i.e., environmental and personal (Nugroho, 2020). Similarly, researchers are exploring the outputs of job satisfaction/dissatisfaction through measuring the variables of involvement and commitment (positive-outcomes) and absenteeism and turnover (negative results) to show different work related attitudes which emerge from job satisfaction and dissatisfaction (Ilies, et al., 2020). Each individual has different criteria for measuring job satisfaction. Job satisfaction represents a combination of positive or negative feelings that employees have towards their work. There is no definite way of measuring job satisfaction, but there are varieties of ways to identify when an employee is satisfied or dissatisfied with his or her job. A person with a high level of job satisfaction holds

positive attitudes towards his or her job, while a person who is dissatisfied with his or her job holds negative attitudes towards job. A satisfied work force will create a pleasant atmosphere within the organization to perform well (Ezeamama, 2019). The commonly held opinion is that 'A satisfied worker is invariably an efficient and effective worker'. Lecturers who are dissatisfied with their jobs are more likely to be absent which in turn it may cost lecturers' turnover and the impact of it is at times lecturers might resign or leave their jobs (Schlechty & Vance, 2015).

Employee retention is a mixture of different procedures, arrangement and policies which can retain the staff for a longer period (Nasir, et al., 2019). Every tertiary institution spends time and invests huge money in grooming new lecturers. Colleges of Education will be in complete loss, if lecturers quit after they are fully trained (Sangita, 2019). The Colleges of Education therefore, must continuously discover current human resource management retention practices and integrate them in the school organizations. The exit of lecturers from Colleges of Education system to other institutions or professions is a costly phenomenon as it substantially affects both our primary and post primary institutions of learning. It increases the number of inexperienced teachers and limits the access of school-aged children to quality education. It was found out that schools with high rate of attrition records lesser number of students that meet state standards in terms of assessments (Ronfeldt & McQueen, 2017).

Recent studies reveal that schools that have poor working conditions are a recipe for higher lecturers' turnover rate. Studies show that a positive work environment contributes to lecturers' job satisfaction (Tran & Le, 2015). No matter how good, hardworking and committed a teacher is, if the environment is not good and conducive there is no way the lecturer can stay to efficiently perform duties as expected. In order to increase lectures' retention, institutions should satisfy lecturers' needs by building a positive work environment. According to UKessays (2016), it is important to value lecturers' job satisfaction as it influences retention. The area of working conditions, encompassing many aspects of the educational environment, is often cited as a reason for employees to leave the profession. These working conditions may include such items as daily workload, school supplies and resources, paperwork, school climate, and apathetic students. Working conditions continue to show up on surveys as one of the major determining factors that teachers list as a primary reason for leaving education (Kelly, 2014).

Training of staff is an organized development of skills, attitudes and knowledge to perform the specific task efficiently and effectively (Oluoch, 2013). It is a generally accepted principle for all types of organizations that training of staff is very important to prepare them to meet the current era challenges and to achieve the desired objectives of the organization with the help of relevant skills, experience and knowledge. Training & development is very important and crucial factors to retain the employees in the organization for the long term (Duah & Danso, 2017; Oluoch, 2013). Professional training provides employees with updated skills and competencies, which improve their commitment to their work and organization, thereby increasing the probability of retention (Gan & Yusof, 2019). From a

similar perspective, Kakar, et al. (2017) contended that investing in employees' growth and development through training make them feel valued by the organization because it prioritizes their professional needs. The lecturer talent needs to be maximized and recognized as one of the discrete sources of competitive advantage. Managers need to be able to map and retain highly skilled lecturers and always remind them how valuable they are to the organization (Bhatt, 2015). According to Selden and Sowa (2015), for school organizations to improve on lecturers' retention, they should invest more time and resources on developing lecturers. Training reduces the supervision cost and it also improves the quality, initiative and drives the movement of staff to complete the tasks to achieve organizational goals and competitiveness. For the success of the organization re-training and training of all staff should be compulsory in the form of seminars, conferences and workshops (Duah & Danso, 2017).

Quality supervision enhances retention by providing direct support, instructions, and guidance that help employees improve their skills and productivity. Effective supervision ensures that employees are equipped with the necessary knowledge and competencies, which is vital in retaining key personnel. Employee supervision plays a critical role in organizational success. Obiwuru, et al. (2011) emphasize that management approaches and leadership styles directly impact an organization's ability to retain its workforce. Quality supervision and supportive leadership enhance retention by valuing employee contributions.

The issue of academic staff retention in Nigeria has not been well substantiated in literature but rather subsumed under the general category of brain drain worldwide. Colleges of Education required competent lecturers with proper motivational packages to maximally concentrate on their mandates of teaching, research and publication as well as public service. However, retention of versatile academic staff that is highly enthusiastic towards the realization of colleges goals has remained a subject of debate among educational administrators, managers, proprietors, parents and students. Ibikunle (2016) affirmed that despite the fact that many administrators provide their talented academic staff with competitive remuneration and stimulating academic environment, persistent turnover of competent, knowledgeable and proven scholarship still becomes noticeable. The situation is so startling that it therefore becomes expedient to investigate the influence of job satisfaction on lecturers' retention in North-East, Nigeria's Colleges of Education.

Statement of the Problem

One of the serious challenge and threat facing the Teaching Staff in the Colleges of Education system today seems to be lack of job satisfaction. The situation is beginning to devastate the Colleges of Education system. The problem tends to snowball on the face of fluctuating economic trends besides ever evolving human perceptions and aspirations. The commonly held opinion is that 'A satisfied worker is invariably an efficient and effective worker'. Teaching Staff who are dissatisfied with their jobs are more likely to be absent

which in turn lead to lecturers' turnover and the impact of it is at times lecturers might resign or leave their jobs (Schlechty & Vance, 2015).

There are many reasons why most of these Colleges of Education cannot retain their lecturers. These include unfavourable working conditions, lack of career progression and unsupportive supervisory technique. Management of human resources in Colleges of Education is wanting especially in regard to working conditions, professional training and the inability to offer supportive supervision has led to exodus of lecturers to other Universities and to other countries as a result of poor institutional governance. Therefore, it is against this backdrop that this study aimed at investigating the influence of job satisfaction on lecturers' retention in North-East, Nigeria's Colleges of Education.

Aim and Objectives of the Study

The aim of this study is to investigate the influence of job satisfaction on lecturers' retention in North-East, Nigeria's Colleges of Education. Specifically, the study seeks to:

- i. Find out the extent to which working conditions influences lecturers' retention in North-East, Nigeria's Colleges of Education.
- ii. Find out the extent to which professional training influences lecturers' retention in North-East, Nigeria's Colleges of Education.
- iii. Find out the extent to which supervision influences lecturers' retention in North-East, Nigeria's Colleges of Education.

Research Questions

The study was guided by the following questions:

- i. To what extent does working conditions influence lecturers' retention in North-East, Nigeria's Colleges of Education?
- ii. To what extent does professional training influence lecturers' retention in North-East, Nigeria's Colleges of Education?
- iii. To what extent does supervision influence lecturers' retention in North-East, Nigeria's Colleges of Education?

Research Hypotheses

The following null hypotheses stated and tested at $\alpha = 0.05$ level of significance.

H₀₁: Working conditions does not significantly influence lecturers' retention in North-East, Nigeria's Colleges of Education.

H₀₂: Professional training does not significantly influence lecturers' retention in North-East, Nigeria's Colleges of Education.

H₀₃: Supervision does not significantly influence lecturers' retention in North-East, Nigeria's Colleges of Education.

Literature Review

Theoretical Framework

According to Armstrong (2008), two - factor theory was first initiated in 1959 by an American Psychologist, Frederick Herzberg. The theory was based on the feedback of two hundred accountants and engineers. The respondents had been interviewed in the USA concerning their feelings toward working atmospheres (Yusof, et al., 2013). Herzberg requested the respondents to describe particular situations where they felt extremely dissatisfied concerning their job. Later, the same group was asked to describe conditions where they felt extremely good concerning their job. In deciding employees' level of performance and working attitude, Herzberg identified a dual set of factors and named them Hygiene and Motivation factors. He saw motivational factors as intrinsic features that intensify employee's job satisfaction and hygiene features as extrinsic aspects that inhibit any employee's dissatisfaction (Robbins, 2009). This theory indicates that leaders must emphasize and ensure the suitability of hygiene factors to avoid employees' dissatisfaction. The theory claims that motivation and demotivation are caused by a diverse and independent pair of factors, that is, the hygiene factors and motivators.

Thus, intrinsic factors effectively create and maintain more long-lasting and positive impact on workers' performance in relation to their jobs since such factors are basic to human needs for psychological development (Wan Fauzin & Tan, 2013). Frederick Herzberg discovered five aspects of work that motivate workers: achievement, the job itself, recognition, advancement and responsibility. Herzberg also identified the institutional politics, management approaches, supervision, incentive, relationships at work and working conditions as factors that may demotivate workers (Badubi, 2017).

Conceptual Framework

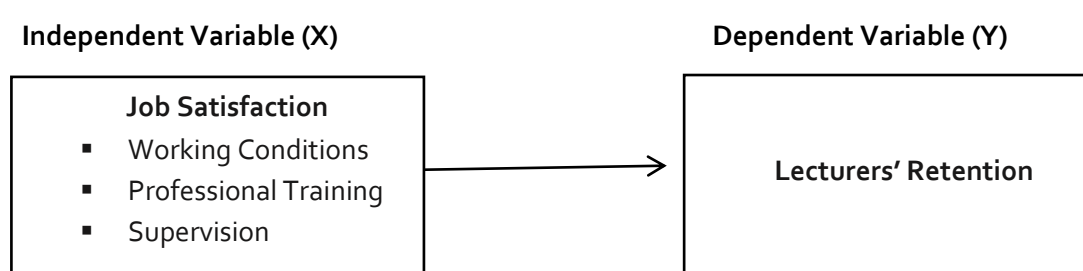


Figure 1: Self- edited based on Herzberg Motivator-Hygiene, 1987

Job Satisfaction

Job satisfaction is a multi-faceted concept, composed of a range of factors related to a job. Job satisfaction is an elusive and complex concept which has been a subject of intense research since the appearance of organization studies. Despite its wide usage in everyday life, the concept is quite intricate and subjective. Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job or job experience (Colquitt, et al., 2015). Job

satisfaction is a result of employees' perception of how well their job provides those things which are viewed as important (Theresa & Henry, 2016). Job satisfaction is important technique used to motivate the employees to work harder. Job satisfaction is essential to the growth of any education programme globally and ranked alongside professional knowledge, skills, competence and strategies as a veritable determinant of educational success and performance (Wall, 2011). In an effort to satisfy the employee's needs, many university managers make use of incentives programmes, despite that researches have consistently corroborated that no amount of financial inducements can translate in to sustainable levels of job satisfaction (Volkwein & Zhou, 2013). When employees discovered that their prospects are not fulfilled in the job context, the job displeasure comes in to existence which results to reduction in the productivity of manpower, organization commitment and increase job attrition. Academic staff job satisfaction is connected to a number of complex functions such as: work responsibilities, working conditions, training, supervision, promotional opportunities, relationship with co-workers and demographic characteristics. Academics may be satisfied concurrently with some aspects of jobs and dissatisfied with others. There are many factors to put into cognizance regarding personnel welfare in achieving the institutional mandates. One of them is job satisfaction as it is crucial for employees' retention. Job satisfaction is important technique used to motivate the employees to work harder. The commonly held opinion is that 'A satisfied worker is a productive worker'. A satisfied work force will create a pleasant atmosphere within the organization to perform well. Thus, attainment of a high level retention through satisfaction and motivation has always been an organizational goal of high priority. In order to do that highly satisfied work force is an absolutely necessity for achieving a high level of retention advancement in an organization (Ezeamama, 2019).

Predictors of Job Satisfaction

Working Conditions

This refers to the way through which organizational members perceived and characterized their climate in an attitudinal and value based manner (Chang, 2016). Pleasant working conditions reduces academic turnover and induce lower degree of job stress. Working environment is one of the fundamental factors that determine academics contentment with the job in the academic community. Borman and Dowling (2017) observed that work atmosphere which is comfortable and relatively low in physical or psychological stresses tends to enhance productivity, efficiency, degree of pleasure among academic staff and facilitate the attainment of institutional goal. Equally, the safety, conducive and hygienic condition of the environment in which lecturers operates has significant impact on job contentment. Supporting this assertion, Casper (2014) affirmed that favourable organizational climate plays a pivotal role in attracting qualified and knowledgeable academics. Hanks, et al. (2019) identified work environment as the most paramount determinant of employees' decision to remain or leave the academic environment.

Professional Training

Training is a planned intervention designed to improve the determinants of an individual's job performance. Training is a process of acquiring and developing abilities, skills, and knowledge to enhance performance. With globalization, technology, and leadership style which bring increased competition among schools, schools must attract and retain talented employees in order to survive in the modern days. Employee roles should be clear-cut in order for them to perform well and contribute to the organization's success. Thus, human resource management should focus on training and development so that employees can keep pace with new technologies. Employees should receive up-dated knowledge in the field to be aware of the school organization's mission and goals. Ronfeldt and Wilson (2017) states that training and development are basic needs to increase employee's accuracy role, reduce the role of conflicts among employees, and enhance the on-going learning process so that employees can adapt to changes in company practice (Masa'deh, et al., 2013). Moreover, when top management promotes strong organizational learning culture, employees expand their knowledge and skills through training. *Furthermore*, some of the benefits of training and development are the tools to improve human capital, enhance skills, increase employee knowledge and work efficiency, reduce non-productive work time such as sick days, and reduce absenteeism, as well as increase quality by reducing employee error and the resulting wastage. Professional development that is provided to beginning lecturers has an impact on lecturers' decisions to remain in teaching or exit the profession (Malik & Kanwal, 2016). Organizations can no longer solely rely on a conventional specialization but must improve employees' skills to compete in the current and future. This denotes the value accorded to training as a strategy for developing or enhancing employees' skills and commitment towards the organization. The lack of upward mobility or adding responsibility is another critical flaw in schools' ability to retain lecturers. The need for self-improvement is critical for the well-being of lecturer's outlooks on themselves and their profession. Organized professional development has been found to be directly related to the retention of lecturers (Räsänen, et al., 2020).

Supervision

Supervision refers to the process of overseeing, instructing, and guiding employees with a focus on achieving organizational objectives through the effective management of tasks, skills, and performance (Vinh, et al., 2022). A supervisor guides their subordinates so that they produce the desired quantity and quality of work within the desired time period Good supervision is the key to maintaining high job satisfaction levels. In instances where supervisors engage employees in tasks which involve higher levels of responsibility, employees are likely to feel more valued thereby gaining a notion of achievement and success. According to Alblooshi, et al. (2021) employees who receive respect and consideration from their seniors are more satisfied than employees who experience otherwise. Employees' views on the organization are heavily influenced by their relationship with their supervisor (Karacsony, et al., 2020). Accordingly, Yucel (2021) found

that the strength of the relationship between employee and manager is one of the most reliable predictors of fluctuation. Several authors agree that leadership style plays a decisive role in retaining employees. According to Romão, et al. (2022), leadership style can positively affect job satisfaction, which in turn positively affects organizational commitment and job performance. This was also corroborated by Zayed et al. (2022) who found that if superiors support their subordinates, communicate openly, and maintain good relationships with them, employees' turnover intentions will decrease. Organization must employ managers who support employees and create a work environment in which employees are happy to work. In his opinion, employee satisfaction can be increased if managers ensure that employees can make better use of their skills. It is extremely important for employees' commitment that managers trust their opinions. If employees are given the opportunity to participate in decision making, they will feel valued by the organization and that they are an important part of the organization, and this will contribute significantly to increasing their loyalty (Gyurián, 2018).

Employees' Retention

The intention to quit is a voluntary decision of the employee to leave the employment relationship (Arendt & Grabowski, 2022). Employees' decisions about their intention to quit may be influenced by external and internal factors. External factors include but are not limited to, environmental factors such as better labour market opportunities or influence from human relationships (e.g., family, friends). Internal factors of intention to quit include factors in the workplace that determine employee satisfaction. By addressing these factors, institutions can significantly reduce employee turnover. Employees often make job decisions based on their perceptions of safety and appreciation in their roles (Yang & Alves, 2021). Employee satisfaction negatively affects the intention to quit and is positively correlated with organizational commitment. According to Osuji, et al. (2014), the intention to quit can be interpreted as a response of employees to unfavourable working conditions, in which economic factors, play an important role. In their view, the intention to withdraw goes hand in hand with the search for new alternatives and the ongoing assessment of options. Van Dierendonck, et al. (2016) similarly concluded that dissatisfied employees will look for new opportunities and if they find a better alternative, they will leave their current job. Consistent with the ideas of (Dewi, et al. 2023), the turnover process begins with employee dissatisfaction, the thought of quitting, job search, and assessment of prospects, and culminates in the decision to quit. The intention to quit is associated with deterioration in work ethic, more frequent absenteeism, lower levels of productivity, and reduced customer satisfaction. Choi, et al. (2011), Frye, et al. (2020), and Osuji, et al. (2014), find that coworker relationships, leadership, financial incentives, professional development opportunities, and recognition reduce employees' intention to quit, while an unfavourable work environment, demoralizing workplace climate, and inadequate leadership increase employees' intention to quit.

Methodology

Research Design

The study employed a descriptive survey design. Descriptive survey design can be defined as a design that allows researcher to answer questions that have been raised, to solve problems that have been posed or observed (Jansen & Warren, 2020). In a descriptive survey design, the researcher collects data with the help of standardized questionnaire which is administered on a sample of respondents from a population. This study adopted descriptive survey design because the study involves large population and sought their opinions on fundamental issue on influence of job satisfaction on lecturers' retention in Colleges of Education in North-East, Nigeria. According to Creswell (2014), descriptive survey designs are those research procedures in which researcher administers a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population.

Population of the Study

The study targeted a population of 2,328 lecturers from public Colleges of Education in North-East, Nigeria.

Sample and Sampling Technique

A multistage sampling procedure was used to select sample for the study. At stage one; Colleges of Education were stratified on the basis of ownership (Federal and State). Stage two, purposive sampling method was used to select States having just one Federal and State Colleges of Education while one State College of Education was picked through balloting from States that have more than one State Colleges of Education. Stage three, proportional sampling method was used to select three hundred and twenty seven (327) lecturers from the six (6) Colleges of Education picked. In all, six (6) Colleges of Education (3 Federal Colleges of Education and 3 State Colleges of Education), were used for the study. A sample of three hundred and twenty two (327) lecturers was used for the study. This was achieved using Krejcie and Morga (1970) table for determining sample size. The sample distribution can be seen in the Table 1 below:

Table 1: Sample Distribution of Lecturers in Colleges of Education in North East, Nigeria

S/N	Colleges of Education	No. of Lecturers	Sampled Lecturers
	Adamawa State		
1.	Federal College of Education, Yola	380	58
2.	College of Education, Hong	493	75
	Bauchi State		
3.	Federal College of Education, Jama'are	136	21
4.	Aminu Saleh College of Education, Azare	547	83
	Gombe State		
5.	Federal College of Education (Technical), Gombe	486	74
6.	College of Education, Billiri	103	16
Total		2,145	327

Source: Office of the Registrar (Establishment & Council Affairs) Colleges of Education in North East, Nigeria (2024).

Instrument for Data Collection

Self-designed instrument was used for collecting data in this study. The instrument was developed through intensive literature review and consultation with experts in the field. The questionnaire titled: Job Satisfaction Lecturers' Retention Questionnaire (JSLRQ). The questionnaire was a five points Likert scale format that runs from Very Large Extent (VLE), Large Extent (LE), Moderate Extent (ME), Small Extent (SE) and Very Small Extent (VSE). The scoring for the positive items runs from VLE = 5, LE = 4, ME = 3, SE = 2 and VSE = 1

Validity of the Instrument

The validity of the instrument was guaranteed by subjecting it to scrutiny by two experts from the Department of Educational Foundations, Abubakar Tafawa Balewa University Bauchi. The face, content and construct validity was established after subjecting the instrument to vetting by experts in the field of education. Attempt was made to ensure that the instrument adequately cover all the relevant dimensions under study that were implied by the research questions and hypotheses. The inputs and the suggestions of the validators which include among others, substitution and rearrangement of the items and the amendments of grammatical errors used in the instrument were acted upon in developing the final draft of the instrument.

Reliability of the Instrument

The study employed Cronbach's Alpha to determine the internal consistency of reliability of the instrument and it indicated a strong reliability index of 0.85. The results were coded and analyzed in the Statistical Package for the Social Sciences (SPSS) version 26 to ensure the instrument measure what it intent to measure.

Method of Data Collection

The administered and retrieval of the instrument was done by the researcher and research assistants. The filled questionnaires were marked and scored.

Method of Data Analysis

Data collected were analyzed using Means, Standard Deviation and Simple Linear Regression.

Results and Discussion

Table 2: Summary of the Data collected for the Study

S/N	Variable	N	Mean	Standard Deviation
1	Working conditions	322	17.65	2.747
2	Professional training	322	14.88	5.409
3	Supervision	322	14.90	5.357
4	Lecturers' retention	322	29.65	9.826

Source: Field work (2024)

Research question 1: To what extent does working conditions influence lecturers' retention in Colleges of Education in North-East, Nigeria?

The research question 1 was answered and the summary of the result was shown in Table 2 above. From the result as shown in Table 2, *mean* = 17.65 and *standard deviation* = 2.747 were computed for the working conditions as a job satisfaction factor.

Research question 2: To what extent does professional training influence lecturers' retention in Colleges of Education in North-East, Nigeria?

The research question 2 was answered and the summary of the result was shown in Table 2 above. From the result as shown in Table 2, *mean* = 14.88 and *standard deviation* = 5.409 were computed for the professional training as a job satisfaction factor.

Research question 3: To what extent does supervision influence lecturers' retention in Colleges of Education in North-East, Nigeria?

The research question 3 was answered and the summary of the result was shown in Table 2 above. From the result as shown in Table 2, *mean* = 14.90 and *standard deviation* = 5.357 were computed for the supervision as a job satisfaction factor.

Null Hypotheses Testing

The null hypotheses formulated were assessed with the result of Simple Linear Regression. The purpose of performing the analysis of Simple Linear Regression was to determine the predictive (working conditions, professional training and supervisory technique) on

criterion (lecturers' retention). A Simple Linear Regression was a statistical technique for evaluating the predictive power of an independent variable on the dependent variable.

Table 3: Model Summary for the Contribution of the Independent Variable in Predicting the Dependent Variable

S/N	Variable	Beta	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
	Constant		3.406	.001	2.824	10.562
1	Working conditions	.396	6.628	.000	.506	.934
2	Professional training	.307	4.919	.000	.338	.789
3	Supervision	.310	5.148	.000	.328	.733

Source: Field work (2024)

Table 3 above revealed contribution of the independent variable (working conditions = .396 (39%), professional training = .307 (30%) and supervision = .310 (31%), on influencing lecturers' retention.

Null Hypotheses 1: Working conditions does not significantly influence lecturers' retention in Colleges of Education in North-East, Nigeria.

From the result as shown in Table 3 above, working conditions has the *mean of* = 17.65 and *standard deviation* = 2.747. The H_{01} was tested and the result was displayed in Table 3. From the result in Table 3 it revealed that $t = 6.628$, $p = .000$ at $\alpha = 0.05$ level of significant. Hence, the H_{01} was rejected for $p < 0.05$. The standardized coefficient (beta) revealed that working conditions has statistically significant ($p < 0.05$) contribution (39%) on influencing lecturer retention in Colleges of Education in North East, Nigeria. The 39% contribution of working conditions does not occur by chance for $t = 6.628$, $p < 0.05$.

Null Hypotheses 2: Professional training does not significantly influence lecturers' retention in Colleges of Education in North-East, Nigeria.

From the result as shown in Table 3 above, professional training has the *mean of* = 14.88 and *standard deviation* = 5.409. The H_{02} was tested and the result was displayed in Table 3. From the result in Table 3 it revealed that $t = 4.919$, $p = .000$ at $\alpha = 0.05$ level of significant. Hence, the H_{02} was rejected for $p < 0.05$. The standardized coefficient (beta) revealed that professional training has statistically significant ($p < 0.05$) contribution (30%) on influencing lecturer retention in Colleges of Education in North East, Nigeria. The 30% contribution of professional training does not occur by chance for $t = 4.919$, $p < 0.05$.

Null Hypotheses 3: Supervision does not significantly influence lecturers' retention in Colleges of Education in North-East, Nigeria.

From the result as shown in Table 3 above, supervision has the *mean of* = 14.90 and *standard deviation* = 5.357. The H_{03} was tested and the result was displayed in Table 3. From the result in Table 3 it revealed that $t = 5.148$, $p = .000$ at $\alpha = 0.05$ level of significant. Hence, the H_{03} was rejected for $p < 0.05$. The standardized coefficient (beta) revealed that supervision has statistically significant ($p < 0.05$) contribution (31%) on influencing lecturer retention in Colleges of Education in North East, Nigeria. The 31% contribution of supervision does not occur by chance for $t = 5.148$, $p < 0.05$.

Discussion of Findings

The result of the first null-hypothesis revealed that working conditions has statistically significantly influence on lecturers' retention in Colleges of Education in North East, Nigeria. This shows that working conditions has 39.6% contribution in influencing lecturers' retention. This is in line with the findings of Umar and Umar (2023) who founds that work conditions was a factor that causes attrition among lecturers in Colleges of Education. This finding corroborated with the findings of Daniel, et al. (2020) who stated that there was a relationship between work environments, level of productivity and lecturers retention. This finding also corroborated with Lucy's (2018) study, which revealed that working environment was a major factor that influenced their intentions to stay in their current positions. The implication of this finding is that a good working condition offers opportunities for conducive and supportive environment and is also one of Herzberg motivators which can be used to enhance retention.

The result of the second null-hypothesis revealed that professional training has statistically significantly influence on lecturers' retention in Colleges of Education in North East, Nigeria. This shows that professional training has 30.7% contribution in influencing lecturers' retention. This finding corroborated with Aleem and Bowra (2020) study that affirmed that employees perceive training as instrumental to their compensation, career growth, capacity building, and skill enhancement, thereby increasing their probability of remaining in the organization. Similarly, this finding corroborated with Gan and Yusof (2019) finding that training has a positive link to employee retention. In particular, Gan and Yusof (2019) explained that training and development programs provide employees with updated skills and competencies, which improve their commitment to their work and organization, thereby increasing the probability of retention. The implication of this finding is that regular professional training offers the employees the opportunities to develop their skills which can be used to enhance retention.

The result of the third null-hypothesis revealed that supervision has statistically significantly influence in influencing lecturers' retention in Colleges of Education in North East, Nigeria. This shows that supervision has 31% contribution in influencing lecturers' retention. This is in line with findings of Zafari (2015), who found that supervisory support is crucial for employee retention. Kiptoon and Kipkebut (2019) also identified a significant positive relationship between supervision and staff retention. Similarly, this finding corroborated with Ilyas, et al. (2020) who reported significant negative correlations

between supervisory support and turnover intentions. Furthermore, this is in line with findings of Bowen, et al. (2022) who noted a significant negative relationship between supervisory support and turnover intentions, suggesting that employees satisfied with their supervisors are less likely to leave their jobs. Furthermore, Mittala and Kaur (2022) corroborated that supervisory support as a critical factor influencing employee retention. The implication of this finding is that a supportive supervision offers opportunities for employees to feel satisfied with the work thereby lower turnover intention.

Conclusion

Generally, the results of this research revealed that working conditions, professional training and supervision influence lecturers' retention. In this study, job satisfaction and lecturers' retention were evaluated as distinctive concepts via their respective sub-scales. All the sub-scales of job satisfaction were important predictor of lecturers' retention. These findings were consistent with previous studies which mostly assessed job satisfaction as a generic measure that was included in the construct of lecturers' retention. Although, some of the former research demonstrated affirmation with the present findings, there were also some counter-evidences which could not find any influence between these two variables. These inconsistencies point to the fact that there may be other factors which mediate the prediction between job satisfaction and lecturers' retention that vary from one context to another.

These findings have some implications for educational researchers and administrators who seek to improve effective teaching and learning situations. If educational researchers and administrators plan to conduct a research work to explore the probable factors influencing lecturers' performance in teaching contexts, they must approach the issue from various aspects. Considering lecturers' as whole human beings leads us to the fact that their feelings and thoughts about their job are probable to affect their retention in all aspects. Therefore, taking lecturers' individual characteristics into account must be of utmost importance for school administrators to enhance educational outcomes. Although firm conclusions about the prediction of job satisfaction on lecturers' retention cannot be drawn from this study, both of these issues are important factors contributing to improvements in educational settings. In this study focus was on some dimensions of lecturers' retention and job satisfaction issues. Further studies may approach the issue by considering the overall measures of these two concepts.

Recommendations

Based on the findings of this study, the following recommendations were made:

- i. The government should do everything humanly possible in ensuring that the working condition is conducive, just and supportive for lecturers.
- ii. The government should place great value on constant training and development strategies to foster lecturers' retention rate.

- iii. The Colleges of Education should develop and implement comprehensive and effective supervisory support guidelines.

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