

Factors Influencing Non-Teaching Staff Effectiveness: A Focus on Training, Development, and Retention in Osun State Private Universities

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Abstract

This study analyzed the influence of human resource management practices on the performance of non-teaching staff in private universities in Osun State, Nigeria. The objectives of the study are to examine the impact of training and development programme on the effectiveness and analyze the relationship between employee retention and the productivity of non-academic staff in private universities in Osun State. Survey research design was adopted and the total population consisted of non-academic staff of the private universities in Osun State, Nigeria. A structured questionnaire was adapted and used for data collection. Simple random and stratified sampling techniques were used to determine the number of non-teaching staff selected in each university. Cochran formula was used to derive the sample size. Therefore, 412 copies of the questionnaire were administered to the respondents and 317 out of the returned copies were fit for analysis. Descriptive analysis (mean and standard deviation) and inferential (simple and multiple regression) statistics using Statistical Product and Service Solutions (SPSS) was used for the data analysis. The findings of the study also revealed that training and development as well as the employee retention had a significant and positive influence on the effectiveness of non-teaching staff in Osun State, Nigeria. The details of the findings were: training and development ($\text{AdjR}^2 = 0.291$; $F(1, 316) = 129.329$, $P\text{-value} = 0.000$) employee retention ($\text{AdjR}^2 = 0.194$; $F(1, 316) = 75.921$, $P\text{ value} = 0.000$) respectively. The study concluded that training and development as well as the employee retention have significant positive influence on employee performance. It is therefore recommended that the management of these private universities in Osun State should adopt, improve and sustain training. development and employee retention to ensure effective and optimum employee performance.

Keywords: *Training, Development, Employee, Retention, Effectiveness*

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Background to the Study

In the dynamic landscape of higher education, the pivotal role of non-academic staff in supporting the core functions of universities cannot be overstated. These individuals, encompassing administrative, technical, and support roles, are instrumental in ensuring the smooth operation and overall effectiveness of academic institutions (Ogunleye & Akinola, 2024). In the context of private universities in Osun State, Nigeria, where competition for quality education and efficient service delivery is intensifying, the performance of non-teaching staff becomes a critical determinant of institutional success. Recognizing the significance of human capital, private universities in Osun State are increasingly focusing on strategies to enhance the capabilities and motivation of their non-academic workforce (Adebayo & Olayemi, 2022). Oduwusi (2018) opined that training and development programs are often implemented to equip staff with the necessary skills, knowledge, and competencies to excel in their respective roles. These initiatives aim to bridge skill gaps, foster professional growth, and ultimately improve the efficiency and effectiveness of university operations.

Furthermore, the retention of skilled and experienced non-academic staff is crucial for maintaining institutional stability and preserving valuable organizational knowledge. High staff turnover can disrupt operations, increase recruitment and training costs, and negatively impact the overall quality of services provided (Taiwo, Alase, Hassan & Okusanya. 2021). Therefore, universities are exploring various strategies to enhance employee retention, including competitive compensation packages, supportive work environments, and opportunities for career advancement. However, despite the recognition of the importance of training, development, and retention, there is a need for a deeper understanding of their actual influence on the effectiveness of non-academic staff in private universities within Osun State. This study seeks to address this gap by analyzing the specific impacts of these factors on staff performance. By examining the relationships between training, development, retention, and staff effectiveness, this research aims to provide valuable insights that can inform the development of effective human resource management practices in private universities in Osun State, ultimately contributing to the enhancement of institutional performance and the delivery of quality higher education.

Objectives of the Study

Here are two objectives based on the title:

- i. To examine the impact of training and development programs on the effectiveness of non-academic staff in private universities in Osun State.
- ii. To analyze the relationship between employee retention strategies and the productivity of non-academic staff in private universities in Osun State.

Hypotheses of the Study

- i. Training and development programme do not have significant impact on effectiveness of non-teaching staff in private universities in Osun State.
- ii. Relationship between employee retention and the performance of non- teaching staff in private universities in Osun State.

Literature Review

Training and Development

Training and development programs are designed to equip staff with the necessary skills, knowledge, and competencies required to meet the evolving demands of the education sector. These initiatives not only improve individual performance but also contribute to institutional growth and efficiency.

For non-academic staff, training focuses on administrative skills, technological proficiency, customer service, and organizational management. Effective training programs ensure that university staff can handle administrative tasks efficiently, support academic operations, and provide quality services to students and faculty. Development programs, on the other hand, focus on long-term career growth, leadership skills, and professional advancement, ensuring that employees remain motivated and committed to their roles (Olowookere & Adepoju, 2021).

Furthermore, training and development improve job satisfaction and employee retention in universities. Institutions that invest in continuous learning and capacity-building initiatives tend to experience lower turnover rates, as employees feel valued and see opportunities for career progression (Adebayo & Olayemi, 2022). In private universities, where competition for skilled personnel is high, structured training programs can serve as a strategic tool for maintaining a high-performing workforce.

In summary, training and development are essential for building a competent and motivated workforce in universities. By continuously upgrading the skills of non-academic staff, universities can enhance operational efficiency, service delivery, and overall institutional success.

Dimensions of Training and Development

Need Assessment

Needs assessment is the crucial first step in training and development. It's about figuring out exactly what employees need to learn to do their jobs better. This involves looking at the big picture of the organization (its goals and challenges), the specifics of each job, and the strengths and weaknesses of individual employees.

Training Design

Training design is about crafting the blueprint for a successful learning experience. It involves carefully planning the training's content and structure by setting clear learning goals, choosing the best teaching methods (like lectures or online courses), creating interesting learning materials, and tailoring the approach to how individuals learn best. Training delivery is the critical phase where the designed training program comes to life. It's the practical implementation that determines how effectively knowledge and skills are transferred to the learners. Successful delivery hinges on several key factors. Firstly, the qualifications and experience of the trainers are paramount, as they must possess both subject matter expertise and the ability to effectively communicate and engage with the audience. Secondly, the effectiveness of the chosen training methods plays a crucial role; methods must be aligned with

learning objectives and learner preferences. Lastly, creating a conducive learning environment, free from distractions and conducive to active participation, is essential for optimal learning outcomes. In essence, training delivery transforms the theoretical framework of the training design into tangible learning experiences. Effective training delivery relies on the trainer's ability to facilitate learning and create a positive learning environment. Trainer effectiveness is a key factor in the success of training programme (Noe, 2020).

Training Evaluation

Training evaluation is the crucial step of determining if a training program actually worked. It's about measuring the program's effectiveness by assessing whether the learning goals were met, if employee performance improved as a result, and gathering feedback from participants to pinpoint areas for enhancement. Essentially, it is a process of measuring the return on investment for the training effort, and ensuring that future programs are even more effective.

Developmental Climate

A developmental climate describes an organization's commitment to fostering employee growth. It's more than just offering training; it's about creating an environment where learning and advancement are valued. This includes visible support from top management, clear paths for career progression, and a company-wide emphasis on continuous learning. Essentially, it is a culture that encourages employees to develop their skills and reach their full potential.

Employee Retention

Employee retention has emerged as a critical concern within private universities, particularly given the competitive landscape of the higher education sector. The ability to retain skilled and experienced staff, both academic and non-academic, is essential for institutional stability and the preservation of valuable organizational knowledge (Oluwatobi & Olajide, 2023). Within private universities, where resources may be more constrained compared to public institutions, the impact of staff turnover can be particularly significant, leading to disruptions in operations, increased recruitment and training costs, and a potential decline in service quality.

Factors influencing employee retention in this context are multifaceted. Compensation and benefits packages play a key role, as staff may be drawn to institutions offering more competitive remuneration (Adebayo & Ilesanmi, 2022). However, monetary factors are not the sole determinants of retention. A supportive work environment, opportunities for professional development, and a sense of belonging are also crucial. Employees who feel valued and have opportunities for growth are more likely to remain with their institutions (Ogunleye & Akinola, 2024). Furthermore, the specific challenges faced by private universities in Nigeria, such as economic fluctuations and the availability of alternative employment opportunities, can further complicate retention efforts. The increasing demand for skilled professionals in other sectors may lead to a "brain drain," where experienced university staff are lured away by more lucrative positions (Oladipo & Adeyemi, 2021). Thus, private universities must adopt proactive strategies to enhance employee retention, including fostering a positive organizational culture, providing opportunities for career advancement, and ensuring fair and equitable treatment of all staff (Ibrahim & Yusuf, 2020).

Dimension of Employee Retention

Employee retention is not a singular concept, but rather a multifaceted construct encompassing several key dimensions that influence an employee's decision to remain with an organization. These dimensions can be broadly categorized, and their interplay determines the overall retention rate.

Compensation and Benefits

One crucial dimension is compensation and benefits. This involves not only the base salary, but also other forms of remuneration such as bonuses, health insurance, retirement plans, and paid time off. Competitive compensation packages are essential for attracting and retaining top talent, as employees often compare their earnings to those of their peers in similar roles (Adebayo & Ilesanmi, 2022).

Work Environment

Beyond financial rewards, the work environment plays a significant role. This dimension encompasses factors such as the physical workspace, the organizational culture, and the quality of relationships with colleagues and supervisors. A positive and supportive work environment fosters a sense of belonging and encourages employees to stay (Ogunleye & Akinola, 2024).

Career Development Opportunities

Career development opportunities represent another vital dimension. Employees are more likely to remain with an organization that provides opportunities for growth and advancement. This includes access to training programs, mentorship, and clear career paths. When employees feel that their organization is invested in their professional development, they are more likely to be committed and loyal (Ogunleye & Akinola, 2024).

Work-Life Balance

Work-life balance has become increasingly important in today's workforce. Employees seek organizations that respect their personal lives and offer flexibility in their work schedules. This dimension includes factors such as flexible work hours, remote work options, and adequate time off (Oladipo & Adeyemi, 2021).

Management and Leadership

Management and Leadership are critical determinants of employee retention. Effective managers provide clear expectations, offer constructive feedback, and recognize employee contributions. Employees who feel valued and respected by their managers are more likely to remain with the organization (Ibrahim & Yusuf, 2020).

Empirical Review

Ilic, Arpinar and Ada (2024) This study explores the impact of human resource management (HRM) practices on organizational performance (OP) in line with the Sustainable Development Goal of promoting decent work and economic growth. Using PRISMA for a systematic content analysis, 26 articles were reviewed through simple statistical methods and tables. The findings aim to provide a comprehensive understanding of how evolving HRM

practices enhance employee well-being, improve workplaces, and contribute to economic development. Gamage and Imbulana (2013) also examined training and development on performance of employees in the Sri Lankan telecommunication industry and findings show that training and development propelled employees to increase production in the company.

Oduwusi (2020) This article explored employee training and development as a framework for enhancing organizational performance and effectiveness. The reviewed literature indicated a statistically significant positive correlation between training, employee performance, and organizational success. To further improve performance and service delivery, the article suggests that management should expand employee participation in training and development programs. Taiwo, Alase, Hassan and Okusanya (2021) Managing workforce diversity remains a challenge for manufacturing organizations worldwide, including in Nigeria. Many Nigerian manufacturing companies face periodic declines in performance due to employee apathy and disengagement, often stemming from dissatisfaction with inadequate training and development opportunities. This study explored the relationship between training and development practices and employee performance in selected Nigerian manufacturing firms. Using a cross-sectional survey design, 1,568 questionnaires were distributed proportionally, with 1,153 valid responses collected. Data were analyzed through descriptive statistics, and hypotheses were tested using ANOVA. The results revealed a significant relationship between training and development practices and employee performance for both Nigerian employees (f -statistic = 223.717) and other nationalities within the selected multinational companies (f -statistic = 244.391). The study concluded that training and development practices have a substantial impact on employee performance in Nigerian manufacturing MNCs.

Gicho (2015) examined the effect of employee retention strategies on employee performance at Eagle Africa Insurance Brokers Limited. The sampling technique employed by the study was census using self-structured questionnaire, using correlation analysis, the findings show that there is a positive relationship between employee retention and employee performance. Kimani (2017) studied the factors affecting retention of non-academic employees in selected private universities in Kiambu County, Kenya. Four factors were studied which are; work environment, reward systems, employee engagement and training and development. The study adopted a descriptive research design, the findings revealed that a unit change and increase on these factors would lead to an increase in employee retention of both teaching and non-teaching staff and also influence the performance of employees.

Methodology

The Study Area

Osun State, Nigeria, is known for hosting the highest number of private universities in the country, making it a significant hub for higher education. This concentration of institutions enhances academic growth, research opportunities, and access to quality education. Its relevance as a study area lies in the diverse learning environments, innovation-driven campuses, and the potential impact on local socio-economic development.

Research Design

Survey design is a structured approach to collecting data through questionnaire, helping to gather insights on key workplace factors. It is valuable for understanding how training, development, and employee relations impact employee effectiveness by capturing perceptions, experiences, and feedback. This helps organizations make informed decisions to improve performance and foster a positive work environment.

Population and Sampling

The population of this study consists of 1,826 non-teaching staff from private universities in Osun State, Nigeria. Using Cochran's formula, a representative sample of 412 participants was selected, and the stratified sampling technique was applied.

Data Collection Instrument and Techniques

Primary data were collected using copies of questionnaire distributed to all cadres in the study area, with the stratified sampling technique employed to ensure representative sampling.

Data Analysis

The study used descriptive statistics (mean and standard deviation) to answer research questions and inferential statistics (simple and multiple regression) to test hypotheses at a 5% significance level ($\alpha = 0.05$), with the support of Statistical Package for Social Sciences (SPSS)

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Results and Discussion

Table 1: Descriptive Analysis of influence of Training and development on employee effectiveness

Training and Development	SA	A	N	D	SD	Total	
	%	%	%	%	%	Mean	Standard Deviation
Training and development are crucial for university employees.	236 74.4%	66 20.8%	15 4.7%	0 0.0%	0 0.0%	4.70	.554
Training and development boost employee competency.	196 61.8%	106 33.4%	15 4.7%	0 0.0%	0 0.0%	4.57	.584
Training drives performance and productivity.	142 44.8%	128 40.4%	41 12.9%	6 1.9%	0 0.0%	4.28	.759
Training and development ease employee stress	41 12.9%	135 42.6%	92 29.0%	49 15.5%	0 0.0%	3.53	.905
Training and development boost employee and university performance.	168 53.0%	119 37.5%	30 9.5%	0 0.0%	0 0.0%	4.44	.661
Training and development save time and costs	127 40.1%	110 34.7%	35 11.0%	45 14.2%	0 0.0%	4.01	1.040

Source: Field Survey, (2021)

Test of Hypothesis One: H_{01}

Training and development have no significant influence on performance of non-academic staff in private universities in Osun State, Nigeria.

In order to test hypothesis one, simple regression analysis was employed. The data for training and development and employee performance were derived by adding the total scores of the responses of all items of each of the variables. The results presented in table 1. The table illustrates the influence of training and development on performance of nonacademic employees in private universities in Osun State. The result signifies that training and development has a positive influence on employee performance ($R = 0.540$, $R^2 = 0.291$, $F = 129.329$, $p < 0.05$). The $R = 0.540$ shows the level at which the relationship between training and development and employee performance can be measured. This shows that there is a moderately positive correlation between the two variables. R^2 which is referred to as coefficient of determination is given as 0.291 this signifies that the influence of training and development on employee performance is given as 29.1%. The implication here is that 29.1% of the changes or variation in employee effectiveness can be accounted for by training and development. The F value is given as 129.329 accompanied by a 0.000 significant value indicated thus that the overall model is statistically significant.

From the unstandardized coefficients, the regression model can be extracted which help to form the line of best fit for the analysis. The initial model was given as $Y = \beta_0 + \beta_1x_1 + \mu$. Thus, extracting from the table, the model becomes;

$$EP = 20.427 + 0.810(TD) \dots \dots \dots \text{eq i.}$$

On the basis of this equation the value of employee performance can be computed at the given values of training and development. To take a conclusion on the hypothesis, the p value from the estimated result is used. From the results the p value obtained is (0.000) less than the conventional p -value (0.05) used in the study. This implies that the regression predicts the dependent variable properly at 0.000 significance level. We therefore reject the null hypothesis and conclude that training and development have a significant influence on effectiveness of non-teaching staff in private universities in Osun State.

Table 2: Influence of Training and Development on Employee Performance

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.427	1.831		11.156	.000
	Training and development	.810	.071	.540	11.372	.000
a. Dependent Variable: Employee Performance						
$R = .540$, $R^2 = .291$, $F(1/316) = 129.329$, $p < 0.05$						

Source: Field Survey, (2021)

Discussion of Findings

The finding of hypothesis one showed that training and development have a significant positive influence on the effectiveness of non-teaching staff in private universities in Osun State, Nigeria. The result of the study is related with the outcomes of other scholars in the line of HRM and employee effectiveness. Taiwo, Alase, Hassan and Okusanya (2021) establishes the effect of training and development as a predictor of employee performance in manufacturing companies. The results however, revealed the relationship between the various human resource management practices and employee performance. The findings show that training and development have an effect of increasing performance level of employees. In the study conducted by Oduwusi (2018) the impact of training on employee performance with a focus on the retail banking sector in India was investigated. The study found that training affects the performance of employees positively. It was concluded that training stimulates employee job performance at organizational levels. Mubashar (2016) carried out an empirical analysis study on impact of training and mentoring on employee performance using public and private universities' staff members of Islamabad as a case, the result derived show that training have a positive impact on the performance and mentoring of performance of employees in the universities. This suggests the need for management to strike a balance between these variables in order to improve employee and organizational efficiency.

Table 3: Descriptive Analysis of the Influence of employee Retention on Employee performance

Employee Retention	SA	A	N	D	SD	Total	
	%	%	%	%	%	Mean	Standard Deviation
Career development and promotion opportunities help retain competent staff.	111 35.0%	119 37.5%	69 21.8%	14 4.4%	4 1.3%	4.01	.928
My university offers growth and development opportunities.	96 30.3%	164 51.7%	44 13.9%	9 2.8%	4 1.3%	4.07	.816
Frequent staff dismissal causes job insecurity, harming performance.	124 39.1%	82 25.9%	102 32.2%	8 2.5%	1 0.3%	4.01	.919
Good reward systems minimize labor turnover.	70 22.1%	130 41.0%	92 29.0%	24 7.6%	1 0.3%	3.77	.890
High turnover signals staff dissatisfaction.	68 21.5%	156 49.2%	77 24.3%	16 5.0%	0 0.0%	3.87	.803

Source: Field Survey, (2021)

Test of Hypothesis Two: H_{03} : employee retention has no significant influence on performance of non-academic staff in private universities in Osun State, Nigeria.

Table 3 illustrates the influence of employee retention on performance of nonacademic employees in private universities. The results show that employee retention has a positive influence on employee performance ($R = 0.441$, $R^2 = 0.194$ $F = 75.921$, $P < 0.05$). The $R =$

0.441 shows the level at which the relationship and significant amount of unique variation between employee retention and employee performance can be measured, and it implies there is a level of correlation between the two variables. The R² which is referred to as coefficient of determination is given as 0.194. This signifies that the influence of employee retention on employee performance is given as 19.4%. The implication here is that 19.4% of the changes or variation in employee performance can be accounted for by employee retention. The remaining of the 80.6% of the variations are explained by other factors. The F value is given as 75.921 accompanied by a p value of 0.000 indicated thus, that the overall model is statistically significant.

From the unstandardized coefficients, the regression model can be extracted which help to form the line of best fit for the analysis. The initial model was given as $Y = \beta_0 + \beta_1X + \mu$.

Thus, extracting from the table, the model becomes;

$$EP = 27.100 + 0.710(ER) \dots \dots \dots \text{eq iii.}$$

On the basis of this equation the value of employee retention can be computed at given values of employee performance. In order to take a conclusion on the hypothesis, the p value from the estimated result is used. From the results the p value obtained is (0.000) less than the conventional p-value (0.05) used in the study. This therefore implies that the regression predicts the dependent variable properly at 0.000 significance level. We therefore reject the null hypothesis and conclude that employee retention has significant influence on the performance of non-academic staff of private universities in Osun State, Nigeria.

Table 4: Influence of Employee Retention on Employee Performance

<i>Coefficients^a</i>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.100	1.624		16.690	.000
	Employee Retention	.710	.081	.441	8.713	.000
a. Dependent Variable: Employee Performance						
R = .441 R ² = .194, F(1/316) = 75.921, p < 0.05						

Source: Field Survey, 2021

Discussion of Findings

The findings of hypothesis two explains that employee retention has a significant and positive influence on the performance of non-teaching staff in Osun State, Nigeria. This finding relates with the study of Ogbu et al., (2017), they derived a positive relationship in HRM practices and retention of lecturers in Nigerian public universities. The outcome of the study Manduku (2016) carried out on the effect of performance management practices in motivating and

retaining employees in Kenyan secondary schools showed there is a positive relationship between performance management practices in motivating and retaining of employees.

Conclusion

In conclusion, this study investigated the influence of training, development and employee retention of non-teaching staff in Osun State, Nigeria and survey research design was adopted using adapted questionnaire to obtain primary data for the respondents. The primary data obtained were analysed using both descriptive statistics and inferential analysis, as frequency, mean, standard deviation and each item was ranked accordingly. The empirical and statistical evidences however revealed that training, development and employee retention have a significant and positive influence on performance of non-teaching staff in private university Osun State.

Recommendations

The following recommendations are given based on the findings and conclusion of the study:

1. It was found that training and development has a significant influence on performance of nonteaching staff in private universities in Osun State. It is recommended that the universities should introduce more training and development programme or schemes for their staff so as to improve employee's productivity and organisation effectiveness.
2. It was also discovered from the result that employee retention has a significant influence on the performance of non-teaching staff in Osun State. However, correlationally, employee retention was found to have a fairly weak relationship with employee performance. This translates to the fact that private universities in Osun State need to put more strategies in place to motivate staff such as career development and opportunities to earn promotion. This would result in low labour turnover and retention of competent staff in the universities. Emphasis should be placed on the growth and development opportunities of their non- teaching employees. Furthermore, it is recommended that employees in all universities and other organisational sector be given equal recognition and be appreciated for their inputs and performance in order to reduce labour turnover and retain competent staff which would outrightly influence overall organisational performance

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