

Teaching Staff Attrition among the Generations of Universities in South West Nigerian Universities

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Abstract

Teaching Staff Attrition is an essential indicator of inefficiency in the educational system, and the patterns it takes among the generations of Universities may make achievement of policy objectives for establishing some universities difficult. This paper discusses the teaching staff attrition among the generations of universities in South West Nigerian Universities. Data were collected from the multi-stage sampled population and analyzed using attrition rate (rate statistic). The situational analysis of teaching staff attrition was looked at from the academic discipline and staff ranks. Teaching staff attrition is an important educational planning indicator in the area of preventing brain drain syndrome that will make the educational system inefficient. It was therefore recommended that recruitment and retention strategies that would enhance realization of policy aim for establishing universities should be enforced, while academic disciplines and teaching staff ranks biased policy must be put in place to check teaching staff attrition.

Keywords: Teaching staff, attrition, generations of universities

Introduction

The universities in Nigeria are classified into generations, and the universities across the generations are usually being threatened by that failure to attract and retain specialized skills and knowledgeable academics due to crucial but solvable challenges of attrition. The placement of education in the con-current list by the constitution of the Federal Republic of Nigeria is encouraging generational sets of Universities as well as removal of university education from the exclusive list 1975 which equally encourages generational sets of universities.

With the increased acceptability of generational differences among the universities, some universities are expected to prevent attrition incidence more than the other. The first generation universities are presumed resourceful enough to prevent academic staff attrition among the academic staff with different qualifications.

The preferred work value of highly qualified academic staff are assumed to be more achievable among the first generation universities thus, Nizer (2014), posits that, if the preferred work values of a particular set of employees are unmet, it will probably result in triggering their intention to quit. The first six universities established in the counties between 1948-1970 are the first generation universities. In the third National Development Plan (1975-1980) another seven universities came on board which is the second generation universities. The third generation universities were established between 1980 and early 1990, while the fourth generation universities are those established between 1991 and the present time. The fifth generation universities consist mainly of private and faith based universities and a few other public universities established during the third republic which started in 1999.

These five generations of Universities are experiencing different trends of academic staff attrition due to differences in growth and development of manpower, infrastructural and technological levels of the institutions in accordance with mission, strength and vision of their founders.

Etuk (2015) study of innovations in Nigerian Universities identified differences in innovations among the generations of universities which could equally has impact on the desire of academic study to stay or leave the vocation.

The situation of teaching staff attrition pattern based on gender points towards a biased trend against the female teaching staff, while the science disciplines tend to have highest attrition rate when compared with other disciplines, the non-professorial cadre staff are likely to move out of academic than the professorial staff.

Theoretical Framework

This study was hinged on the firm specific human capital theory which was powered by Becker in 1975. The theory asserts that if firms need to bear the cost of training, their incentives to provide staff training will be lowered by high quitting rates. The incentive will even be less effective when firm specific and general training are less separable, as employees have lower opportunities cost of quitting. Therefore, firm's productivity falls as turnover increases. As a result, a high turnover rate will still lead to lower productivity. In addition to the direct loss of human capital embodied in the leavers, there are other negative impacts of turnover on productivity. First of all, a certain amount of output will be forgone during the vacant and training period. The administrative resources used in separation, recruitment and training could have been invested in other aspects of the production process. Also, high employee turnover could adversely affect the morale of the organization.

This theory is relevant to the study because of the perceived high rate of attrition among the younger generations of universities and the theory concern on how to answer the question of how to balance the stability of the labour force.

Methodology

Descriptive survey design was used using the ex-post facto approach. The population of the study comprised all the teaching staff in the South West Nigerian Universities, from the Assistant Lecturer level to the professorial level in the public and the private Universities between 2014/2015 – 2018/2019 academic sessions. The population consists of only the serving teaching staff.

Three Federal Universities (out of six), two private universities (out of twenty four) and two states owned universities (out of nine) were selected using multi-stage sampling technique. A checklist and a questionnaire were used to verify attrition incidence. Validity and reliability of the instruments using cronbach alpha were done, while rate statistics was used – attrition rate.

Discussion of Results

Situation of Teaching Staff Attrition Pattern among generation of universities in South West Nigeria.

Accountability for the public fund spent on the university education can only be better accounted for the external efficiency of the output of the universities (graduates) which is usually threatened by loss of quality university teaching staff. Meanwhile, there is evidence that teaching is less attractive at all levels than it was in the past among both intending and new teaching force.

Moreover, attrition rate among new teaching staff seems to be increasing, thus, there is an urgent need not only to beef up the university teaching manpower, but also to support the teaching staff by referring newly recruited young academicians in order to guide against aged teaching staff in the university system. Kasule (2015) study of the impact of work environment of teaching staff job performance and retention in the agenda public universities reveals that the university management should endeavor to put in place favourable work environment if the institutions are to be effective and efficient.

Developing and administering a survey of all tenured and tenure track faculty who terminate employment mall in the generations of universities is a task that need to be embarked on in order to standardize the university system operations. However, despite the fact that teaching staff should have aptitude for their job, it is apt to note that teaching is stressful. Hukamen, Bakker Schattelli (2006) cited by Kalimo and Hakamen (2006) established that educators have the

highest burnout levels compared to workers' in all other human services and white colour jobs.

Incidence of teaching staff attrition is one of the indicators of educational planning, especially addressing the operational efficiency at the school level which requires an analysis of teaching staff stock and the flow pattern. Attrition cuts across countries and not confined to any geographical area. In the United States, about 9.9% of all full time academic staff left their institutions for other places within one academic year (U. S. National Centre for Educational Statistics 2001). In Canada, it has been postulated that one of the challenges that university will face over the next decade is academic recruitment and retention, similarly, Australia tertiary education will be in crisis in the early 21st Century with an estimated faculty in number shortage of 20,000, if the trend is not addressed (Mathew 2003). This situation also replicates itself in South African tertiary education institution with a substantial number of between 5% and 18% faculty members leaving higher education institution within a short period (Tettly, 2006).

Table 1: Situation of Teaching Staff Attrition Pattern among Generation of Universities in South West Nigeria

Variable	2014/2015 Session			2015/2016 session			2016/2017 session			2017/2018 session			2018/2019 session		
	No. of roll	No left		No. of roll	No left		No. of roll	No left		No. of roll	No left		No. of roll	No left	
<u>First Generation Universities</u>	862	23	7%	839	8	3%	831	8	3%	821	12	5%	719	0	0%
<u>Second Generation</u>															
Third Generation Universities	983	10	3%	946	4	1%	969	5	2%	964	4	2%	980	1	0%
Fourth Generation Universities	744	24	10%	730	5	2%	723	3	1%	722	9	5%	713	1	1%
Fifth Generation Universities	245	6	10%	239	2	3%	237	7	9%	230	.5	.1%	255	0	0%
Total	2,844														

Source: Field work

The data in table 1 shows that the attrition pattern among the generations of universities in South West Nigeria in 2014/2015 academic session among the first generation university is 7%, 2015/2016 is 3%, 2016/2017, 3% 2019/2018, 5% while there was no incidence of attrition in 2018/2018 academic session. The third generation universities had 3% attrition rate in 2014/2015 academic session, 1% attrition rate in 2015/2016 session, 2% attrition rate in 2016/2017, 2% attrition rate in 2017/2018 and no incidence of attrition in 2018/2019 academic session. The fourth generation universities experienced 10% attrition rate in 2014/2015 session, 2% in 2015/2016 session, 1% in 2016/2017, 5% in 2017/2018 and 0% in 2018/2019 academic session while the fifth generation had 10% (2014/2015) academic session, 3% in 2015/2016, 9% in 2016/2017, 1% in 2017/2018 and 0% in 2018/2019 academic session.

Teaching staff attrition pattern among generations of universities according to academic disciplines.

Academic disciplines required different types of professional development programme which may bring about apathy towards teaching if not pursued as well as non-optimal utilization of the academic. Lucke, Lyter and Chanler (2004) are of the opinion that teaching staff that teach general education rather than special education are “stayers” in the academic.

Academic programme implement in schools is hurt by high rates of teaching staff attrition which varied from one field of study to the other. Different academic discipline require different workplace conditions, which was collaborated by Kukla Acevedo (2010) study that shows the workplace conditions had differential effect on movers and leavers suggesting the importance of modeling those two groups separately.

In another study to explore the link between job satisfaction and organizational performance, and to determine if there is empirically provable relationship between these two variables and the direction and intensity of these relationship, the result shows that existence of a clear link between employee job satisfaction and organizational performances, that takes care of peculiar job and their peculiar needs, in both directions but with pretty weak intensity. It was further stated that job satisfaction (which is likely to prevent staff attrition) determines organizational performance (discipline related performance) rather than organizational performance determining job satisfaction (Bakotic 2013).

Nadeem, Effendi and Ather (2013) identified personal reasons, attitude of senior faculty and change of specialty were identified as causes of attrition in another study to determine the rate and trend of attrition form in a surgical residency programme.

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	No. of roll	No left		No. of roll	No left		No. of roll	No left		No. of roll	No left		No. of roll	No left	
<u>First Generation Universities</u>	862	23	7%	839	8	3%	831	8	3%	821	12	5%	719	0	0%

The data in table 2 shows that the attrition pattern among generation of Universities based on the academic disciplines in the South West Nigeria in 2014/2015 academic session among the first generation universities is 1% (Humanities), 4% (sciences) and 5% (Engineering) 2015/2016 session had 0% (Humanities) and 2% attrition rate in sciences and engineering respectively, also 2016/2017 session experienced 1% attrition rate (humanities), 2% attrition rate (sciences) and 1% attrition rate (engineering) and while there was no incidence of attrition in 2018/2019 academic session across the academic disciplines, 2017/2018 academic session had 1% attrition rate (humanities) 3% attrition rate (sciences) and 2% attrition rate (Engineering).

The third generation universities in the 2014/2015 academic session, had 1% attrition rate each across all the academic fields, 2015/2016 session also experienced 0% (Humanities) and 1% each in sciences and engineering, once 2016/2017 had 0% attrition rate each in Humanities and engineering but 1% attrition rate in the sciences 2017-2018 academic sessions had only incidence of 1% attrition rate in the 2017/2018 session in the field of engineering.

The fourth generation universities attrition pattern in 2014/2015 academic session reveals thus: Humanities (2% attrition rate), sciences (3% attrition rate) and engineering (7% attrition rate) 2015/2016 academic session also had 0% attrition rate (Humanities), 1% attrition rate (sciences) and 2% attrition rate (Engineering) 2016/2017 academic session had 1% attrition rate each in sciences and engineering, while humanities had 0% attrition rate, 2017/2018 academic session had, Humanities (0% attrition rate) sciences (2% attrition rate) and engineering (4% attrition rate) which 2018/2019 academic session had no incidence of attrition across the academic discipline.

The fifth generation universities in 2014/2015 academic session, had 1% attrition rate (humanities) 2% attrition rate (sciences) and 4% attrition rate (engineering) 2015/2016 academic session had 1% attrition rate each in sciences and engineering while humanities had no incidence of attrition, 2016/2017 academic session experienced 0% attrition rate (Humanities) 2% attrition rate (sciences) and 7% attrition rate (engineering) 2017/2018 had no incidence of attrition in the school of humanities, but 4% attrition rate (sciences) and 3% attrition rate (engineering) while 2018/2019 academic session had no incidence of attrition across the academic disciplines.

Teaching staff attrition pattern among generations of universities according to staff rank

Job enrichment in the academic work, which is a direct outgrowth of Herzberg's two factory theory of motivation through opportunities for achievement, recognition, responsibility, advancement and growth are hardly

noticed in academic work. Senior faculty member attrition is an issue because faculty members are the principal human resource of any institution of higher education. Texas Higher Education Coordinating Board (2001) revealed that there is an indication that faculty are abandoning faculty's positions for better opportunities in industry.

The competition for top academic across the tertiary education and research landscape in Nigeria has prompted an over increasing attrition of academic, in a paper by Samuel and Chipinza (2017) that seeks to identify and evaluate factors that facilitate the staff attrition and retention of senior academic employees in South African Universities, examining the influence of certain work attributes, the result indicates that most of the respondents place greater importance on challenging work, interpersonal relationship, access to research resources and job security.

Amongst other factors, poor to working condition, undefined job description, lack of academic promotion prospects are the identified causes of attrition in tertiary institution (Chabaya, Tshephe and Molotsi 2014).

Table 1: Situation Of Teaching Staff Attrition Pattern Among Generation Of Universities In South West Nigeria

Variable	2014/2015 Session			2015/2016 session			2016/2017 session			2017/2018 session			2018/2019 session		
	No. of roll	No left		No. of roll	No left		No. of roll	No lef t		No. of roll	No left		No. of roll	No left	
<u>First Generation Universities</u>	862	23	7%	839	8	3%	831	8	3%	821	12	5%	719	0	0%

The data in table 3 reveals the attrition pattern among generations of universities based on the staff rank in the South West Nigeria in 2014/2015 academic session among the first generation universities thus: Professor and Associate Professor (1% attrition rate), Senior Lecturer (3% attrition rate) and below senior lecturer (3% attrition rate) 2015/2016 academic session experienced 1% attrition rate (Professor/Association Professor), 1% attrition rate (senior lecturers) and 1% attrition rate (below senior/lecturer 2016/2017) academic session had 1% attrition rate each across all the staff ranks, while 2017/2018 academic session had among the professor/associate professor 1%, senior lecturers 2% and below senior lecturer 2% attrition rate incidence but no incidence of teaching staff attrition in 2018/2019 academic session across the staff ranks.

The third generation universities had 1% attrition rate across staff ranks in 2014/2015 academic session in 2015/2016 academic session 0% attrition rate each among the senior lecturer and below senior lecturer and while the professional and an associate professional group had 1% attrition rate: 2016/2017 academic session also had 1% attrition rate each among the professional/associate professional group and senior lecturer going but 0% attrition rate among the below senior lecturer group. In 2017/2018 academic session, the professional/associate professional group and senior lecturer rate had 1% attrition rate each while there was no incidence of attrition among the below senior lecturer rank. However, there was no incidence of attrition among staff ranks in 2018/2019 academic session.

The fourth generation universities had 4% attrition rate (professor/associate professors) 4% attrition rate (senior lecturer) and 2% attrition rate (below senior lecturer) in 2014/2015 academic session. 2015/2016 academic session had 1% attrition rate each among the professional/associate professional group and senior lecturer group while the below senior lecturer group had no incidence of attrition. In 2016/2017 academic session; there was 0% attrition rate each in the professional/association professional groups and 1% attrition in the below senior lecturer group. 2017/2018 academic session also had 1% attrition rate each in the senior lecturer and below senior lecturer groups but had 3% in the professional and associate professional cadre. 2018/2019 academic session had only 1% attrition rate in the senior lecturer rank, but 0% attrition rate each in professional / association professional and below senior lecturer groups.

The fifth generation universities, in 2014/2015 academic session had 2% attrition rate (professional / associate professional cadre) 3% attrition rate each in both (senior lecturer and below senior lecturer cadres). 2015/2016 academic session had 1% attrition rate (professional and associate professional cadre) 2%

attrition rate (senior lecturer cadre and 0% attrition rate (below senior lecturer cadre). 2016/2017 academic session also had incidence of 4% attrition rate among the professional/associate professional cadre, 2% attrition rate among the senior lecturer cadre and 2% attrition rate among the below senior lecturer cadre. In 2017/2018 academic session, 1% attrition rate was noticed among the professional / associate professional cadre and 0% and 0% attrition rate each in the senior lecturer and below senior lecturer cadres respectively. 2018/2019 academic session had no incidence of teaching staff attrition across the staff ranks.

Educational planning implication

Teaching staff attrition pattern among the generations at universities in the South West Nigeria is an indicator of educational planning especially regarded the brain drain pattern among the universities with different aims and objectives. Since most of the universities were established with different manpower planning objectives realization of these objectives could only be achieved if the attrition pattern across the academic disciplines among the generations of universities does not violate the main objective for establishing such universities.

Conclusion

Teaching staff attrition is a challenge to the educational system at all levels and it is making actualization of educational aims and objectives difficult. The situational analysis of the attrition pattern among the generations of universities reveals almost similar pattern of teaching staff attrition across the academic disciplines and teaching staff ranks.

Suggestions

1. Recruitment and retention strategies of teaching staff that are important to the basic policy aim for establishing universities should be enforced.
2. Academic disciplines biased retention policy for the teaching staff must be implemented.
3. The school administrators should come up with personnel policy that be ideal to different teaching staff ranks.

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