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Reward Management Culture as a Predictor of Job Attraction of Business Educators in Colleges of Education in Nigeria

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Abstract

The study investigates reward management culture as a predictor of job attraction of Business educators in Colleges of Education in Edo/ Delta States in Nigeria. The main purpose of the study was to ascertain the extent to which reward management culture correlate job attraction of Business educators in Colleges of Education in Edo and Delta States. Two research questions guided the study while a hypothesis was tested at 0.05 level of significance. A correlational survey research design was adopted for the study. The study population comprised 133 Business educators in the public Colleges of Education in Edo and Delta States. There was no sampling because the population was manageable; hence, a census. The instrument used for data collection was a structured questionnaire. The instrument was validated by three experts of measurement and evaluation all from the University of Benin, Benin City. The reliability of instrument was established using Cronbach alpha statistics that yielded total alpha value of 0.80.

Pearson product moment correlation was used to analyzed both the research questions while Multiple Regression Analysis was used to test the null hypothesis at 0.05 level of significance. The results revealed that the correlation coefficient between job promotion culture and job attraction is positive and high. It also showed that the coefficient value obtained for recognition culture and job attraction indicates positive and high relationship. On testing the hypotheses, it was discovered there is a strong link between job promotion, recognition and business educators' job attraction in Edo and Delta States. This was an indicator that job promotion and recognition is a good predictors of business educators in College of Education in Edo/Delta States. On the outcome of the findings and conclusion, it was recommended among others, that Colleges of Education should ensure effective job promotion and recognition of business educators as this will help maintain their core competencies and also enhance job satisfaction and attraction of Business educators.

Keywords: Reward Management, Culture, Attraction, Business Educators, College of Education

Introduction

The policy that guides the formation o Colleges of Education as enshrined in the National Policy on Education with regards to the professional preparation of teachers for basic education in Nigeria has a number of objectives. Among which are: To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system; to encourage further the spirit of enquiry and creativity in teachers; to help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals; to provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations and to enhance teachers' commitment to the teaching profession (Federal Republic of Nigeria, 2013) ^[7].

One of the programmes run in Colleges of Education is business education, where business educators are the major operators of the programme. They transform the business education curricula into reality at this level of education. The main objective of the business education programme is to empower individuals with desirable skills, abilities, knowledge, and competencies to perform specific functions such as to teach and/or become self-sufficient and self- reliant in the competitive business world. To achieve these objectives, there is need for adequate human capital base in terms of academic of the right quality and quantity since no education system may rise above the quality of its teachers. The college's human resource policy ought to guarantee the attraction of business educators for sustainability of the right academic standard of business education programme.

The overall process of job attraction of the highly skilled business educators that will help to realize this noble objective could be contingent on the reward management culture prevailing in the colleges. This is because business educators are the type of manpower needed in different aspects of the economy as they can function as administrators, ICT experts, financial analyst, production, and material management experts. They have a wide range of choice of employment opportunities if they are qualified and competent and if the reward is right in accordance with service delivery.

Reward can be thought as the total package given by an employer to an employee for services rendered towards the realization of organizational objectives. Reward could be used as a way of strengthening good behaviors among employees as well as productivity. Reward management is concerned with the formulation and implementation of strategies and policies that aim at rewarding people fairly, equitably and consistently in accordance with their value to the organization (Armstrong, 2010) ^[3]. It consists of analyzing and controlling employee remuneration, compensations and all the other benefits such as retirement plan, hospitalization program for the employees. It is aimed at creating and efficiently operating a reward structure of an organization to meet their obligations, business educators and management of the colleges must develop a relationship that will fulfill the continually changing needs of both parties. At the minimum the college expects business educators to perform reliably the tasks assigned to them at the standards set for them, and to follow the rules that have been established to govern the workplace. Management often expects more than that. They expect business educators to take initiative, supervise themselves, continue to learn new skills, and be responsive to the college needs. On the other hand, business educators expect their colleges to provide fair pay, safe working condition, offer clear career path and fair treatment. In other words, business educators also often expect more, depending on the strength of their needs for security, status, involvement, power and responsibility. The expectations of both parties vary from organization to organization depending on their culture. The management of the college however can attract and retain top and experienced business educators depending on the dynamics of their internal and external equity regarding their reward policies and practices.

The management of reward system in the college therefore ought to be developed to attract, motivate and retain the business educators. It is an important aspect of human resources management because a well-designed reward system will lead towards organizational productivity and employee's satisfaction. The management of reward system in an organization over time could be referred to as reward management culture. Silbert (2005) concludes that it is important that rewards have a lasting impression on the employee and continue to sustain the employees' perception that they are valued in the organization. This assertion is amplified by the views of Olakunle and Ehi (2008), that if reward plan is perceived to be unfair and unrealistic, it may pose a negative effect as a motivator. Hence, the essence of reward management culture in College of Education is to ensure sound policies and practices as regards reward implementation that could attract, retain and motivate the highly skilled business educators in the Colleges of Education.

Job attraction has been misconstrued to represent the stage that begins with new job postings and ends with new engagements for the organization. This however is a narrow view of what job attraction entails. Job attraction therefore is getting potential candidates (employees) to view the organization as a positive place to work and continue to entice them with the work to the point of seeing the organization as the best place to work. In the context of colleges of education, job attraction may involve making business educators to begin to believe in colleges of education as a positive place to work and will desired to stay with the college for a considerable period. Attracting and keeping highly qualified business educators is important but seems difficult for colleges of education in recent times. However, following the tips to attract, keep and motivate employees, colleges of education will be able to increase the satisfaction of business educators with their jobs, and as a result lower recruiting costs and make colleges of education more productive. Among which are: Providing a positive working environment; recognize, reward and reinforce the right behavior; involve and engage; develop skills and potential; evaluate and measure. The primary purpose of evaluation is to measure progress and determine what satisfies and dissatisfies the employees. The evaluation process may include measurement of morale, turnover, and the engagement level of the workforce.

Therefore, the rewards practices in the college ought to be designed to match the services rendered by the highly skilled business educators to avoid job dissatisfaction that often leads to their mobility. According to Norah (2017) ^[21], the various rewards management practices in human resource management that may constitute the culture that can attract and retain business educators may include: Career development, employee remuneration, employee recognition, promotion, safety and security of employees, job specification and job enrichment. These abound in typical business organizations and are also expected to abound in colleges of education and applicable to business educators; they are attracted and retained by the reward management culture operating in these colleges. Some specific reward management practices that are embedded in the culture include: Employee recognition, and job promotion.

Employee recognition is an incidence or programme by which an employer appreciates and acknowledges the efforts and contributions of an employee publicly. Recognition of business educators in Colleges of Education may not be monetary reward; they may not have to spend any money to recognize the highly skilled business educators. It is about showing that they are noticed and appreciated for all the hard work they are doing. It has been observed that one of the many reasons why people leave their jobs is that they do not feel appreciated. Regular recognition of business educators therefore in colleges of education may be one of the many ways to ensure highly skilled business educators would want to join or stay with the college. When employees are recognized for superior performance, the organization ought to show it by way of promotion.

Advancement within an organization is usually termed as 'Promotion'. It is an upward movement of an employee from current job level to another that is higher in pay, responsibilities, status and organizational complexity. The new job therefore will be promotion to business educators in Colleges of Education only if entails increased

responsibilities with an enhanced pay. The promotion policy of the college should be written and must be understood by all staff to avoid any suspicion regarding line of promotion in the minds of the staff. A well-designed promotion policy of the college should provide incentive to initiative, enterprise and ambition, minimizes discontent and unrest, attracts capable individuals, necessitates logical training of advancement and forms an effective reward for loyalty, cooperation and long service.

As a matter of importance, the reward management culture variables ought to be in their right proportion and distributed fairly to business educators in Colleges of Education for colleges to stand the chance of attracting and at the same time retaining the highly skilled and qualified business educators to their fold. This is in line with Adams (1963) [1] equity theory of motivation, which calls for a fair balance to be struck between employee's inputs for example, efforts, tolerance, skill levels, hard work and enthusiasm, and employee's output, for example benefits, salary, compensation and recognition. According to this theory a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied. The reverse of this scenario in any organization often time results in employee turnover as in the case of colleges of education in Nigeria. Employee turnover is a symptom of deeper issues that have not been resolved, which may include absence of a clear career path, lack of recognition, poor employee management relationships, salary, incentive payments, promotion, physical work environment to mention but a few. A lack of satisfaction emanating from poor implementation of reward practices may cause a business educator to withdraw and begin to look out for better opportunities. Highly skilled business educators remain assets to any College of Education, and their retention could be a factor to college success. The more experienced an employee is, the more valuable he is likely to be to the organization. Management of Colleges of Education and other relevant stakeholders, therefore, should take the issue of attraction of its highly skilled business educators as a top priority.

Statement of the Problem

The number of Colleges of Education is increasing whereas, the number of qualified lecturers is not increasing proportionately. There has been constant mobility of these highly skilled persons from Colleges of Education to other public sectors for better remuneration and conducive working environments (National Commission for Colleges of Education, 2012). This view was amplified by Umaru and Danjuma (2017) [25] who remarked that the consequence of lack of job satisfaction resulting from poor reward practices in the College of Education set-up is reflected in the shortage of competent and committed lecturers. The highly skilled business educators in Colleges of Education in Edo and Delta States are not left out from this ugly trend.

The job turnover of the highly skilled business educators is believed to have affected the performance of business education students' graduates from College of Education in the world of business. When organization's most experienced people leave for better greener pastures, a vacuum in intellectual knowledge is created. This has a devastating effect on business, influencing the value of the products and service delivery; it also increases the cost of replacement and recruitment of new staff. The poor reward

management culture in Colleges of Education may likely lead to a display of dysfunctional behavior to duties and unwillingness to lecture the students.

From the researchers' observation, there seems to be a widespread discontentment among the highly skilled business educators in most Colleges of Education in Edo and Delta States. There appears to be lack of staff recognition and staff promotion. There also seems to be deliberate denial of basic incentive such as regular payment of salaries, allowances as well as poor condition of service among others in most Colleges of Education in Nigeria. The extent to which reward management culture in Colleges of Education correlate with job attraction of business educators is however not clear to the researchers. The question therefore is, how do reward management culture correlate job attraction of business educators in colleges of education in Nigeria?

Purpose of the Study

The main purpose of this study was to ascertain the extent to which reward management culture correlate job attraction of business educators in Colleges of Education in Edo and Delta State. Specifically, the study determined:

1. The relationship between job promotion and business educators job attraction in colleges of education; and
2. Whether employee's recognition correlates business educators job attraction in colleges of education.

Research Questions

The following research questions guided the study.

1. What is the relationship between job promotion and business educators job attraction in colleges of education in Edo and Delta States?
2. What is the relationship between recognition and business educators' job attraction in Colleges of education in Edo and Delta States?

Hypotheses

The null hypothesis was tested at 0.05 level of significance

1. Job promotion and recognition of Business Educators do not significantly predict job attraction in colleges of education in Edo and Delta states.

Method

The research design adopted for this study is a correlational survey. A correlational research design measures two or more relevant variables and assesses the relationship between or among variables, as well as allows the prediction of future events from the present available knowledge (Creswell, 2012) [5]. The population of the study comprised all the business educators in the six (6) public Colleges of Education in Edo and Delta States in Nigeria. The total number of business educators in these colleges is one hundred and thirty-three (133). The sample size was 133 respondents which represents 100% of the total population of the study. The entire population was used as the sample size because the population of the study is of manageable size, hence a census. The instrument that was used for data collection for the study is a structured questionnaire titled: "Reward Management Culture, Job Attraction Questionnaire of Business Educators in Colleges of Education in Edo and Delta States (RMCJAQ)". The questionnaire is divided into two sections; Section A, focused on respondent's bio-data such as institution's location while Section B contains

twenty-four (24) item statement made up of three (3) clusters that measured job promotion, employee recognition and attraction. Response to each item was rated on a 4-point modified likert rating scale ranging from Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD), and were weighted as 4, 3, 2 and 1 respectively. To ensure face and content validity, the instrument was validated by three specialists in Business Education. To establish the reliability of the instrument for the study, Cronbach’s alpha Model was used. Cronbach alpha value of 0.80. These figures were considered appropriate for the purpose of this study. The instrument was administered to the respondents by the researchers with the help of five research assistants. The data collected were analyzed using Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis. Pearson Product Moment Correlation was used to answer the research questions and Multiple Regression Analysis was to test the hypothesis at 0.05 level of significance. Decision rule for the research questions was based on boundary limits where any calculated r-value between 0.0 and 0.19 was regarded as very low correlation, between 0.20 and 0.39 was regarded as low correlation, between 0.40 and 0.59 was regarded as moderate correlation, between 0.60 and 0.79 was regarded as high correlation and between 0.80 and 1.00 was regarded as very high (Ajayi & Abanobi, 2017) [2]. The decision rule for the hypothesis was based on p-value; when p-value was greater than .05 was retained, otherwise was rejected.

Result

Research Question One: What is the relationship between job promotion culture and Business Educators job attraction in Colleges of Education in Edo and Delta State?

Table 1: Pearson r showing the Relationship between Job Promotion Culture and Business Educators job attraction

Variables	N	R	Remark
Job Promotion Culture	133	.693	High/Positive Relationship
Job Attraction			

Key: Any calculated r-value between 0.60 and 0.79 was regarded as high

The analysis in Table 1 shows the relationship between job promotion and Business Educators job attraction. The table shows that the correlation coefficient of .693 is positive and high. This therefore connotes that the relationship between job promotion culture and Business Educators job attraction in Colleges of Education in Edo and Delta State is positively high.

Research Question Two: What is the relationship between recognition and Business Educators job attraction in Colleges of Education in Edo and Delta State?

Table 2: Pearson r showing the Relationship between recognition and Business Educators Job Attraction

Variables	N	r	Remark
Recognition Culture	133	.690	High/Positive Relationship
Job Attraction			

Key: Any calculated r-value between 0.60 and 0.79 was regarded as high

The data presented in Table 2 depicts relationship between recognition culture and Business Educators job attraction. The table shows that the correlation coefficient between

recognition and Business Educators job attraction is .690 which is positive and high. This therefore mean that the relationship between recognition and Business Educators job attraction in Colleges of Education in Edo and Delta State is positively high.

Hypotheses

Hypothesis One: Job promotion and recognition of Business Educators do not significantly predict job attraction in College of Education in Edo and Delta States.

Table 3: Summary of ANOVA on the Multiple Regression Estimate between Job Promotion and Recognition and Business Educators Job Attraction

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	19.334	4	4.833	36.359	.000
Residual	17.016	128	.133		
Total	36.350	132			

P<.05

Table 3 shows that the ANOVA summary of multiple regression based on job attraction as predicted by job promotion and recognition of Business Educators is statistically significant (F(4, 128) = 36.359, p = .000 <.05). Thus, the null hypothesis is rejected. This means that job promotion and recognition are significant predictors of job attraction of Business Educators in Colleges of Education in Edo and Delta States.

Table 4: Model Summary of Job Promotion and Recognition Predicting Business Educators Job Attraction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729 ^a	.532	.517	.36461

The data analysis on Table 4 indicates that r value obtain is .729 and r-square is .553. The adjusted R square value is .517, which indicates that the 51.7% of the variance in job attraction is explained by job promotion and recognition. This value is a large effect (Cohen, 1988). From the overall model analysis, the null hypothesis is rejected. Therefore, the results reveal that the reward management culture dimensions that have more predictive effect on Business Educators’ job attraction is job promotion.

Table 5: Multiple Regression Coefficients on Job Promotion and Recognition Predicting Business Educators Job Attraction

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.992	.477		4.173	.000
Job Promotion Culture	.765	.099	.599	7.731	.000
Recognition Culture	-.033	.103	-.026	-.317	.752

a. Dependent Variable: Job Attraction p< .05

The data in Table 5 shows that reward management culture dimensions predicting job attraction of business educators was significant such as job promotion (p = .000) while recognition (p = .752) was not significant. This indicates that job promotion is more interested to us. In other words, between the two variables in question, job promotion is more useful to job attraction of business educators in colleges of education even though collectively reward

management culture variables were found to be significant predictors of business educator's attraction.

Discussion of findings

The study investigated reward management culture as a predictor of job attraction of business educators in colleges of education in Edo and Delta States. It equally sought to determine how reward management culture variables such as job promotion and recognition correlate job attraction of Business educators in colleges of education in Edo and Delta States.

The results of the analysis of data relating to the first research question, which states that "What is the relationship between job promotion and Business educators job attraction in colleges of education in Edo and Delta States? Shows the correlation coefficient between job promotion culture and job attraction is positive and high. This therefore connotes that the relationship between job promotion and Business educators job attraction in colleges of education is positively high. In other words, it shows the relationship between job promotion culture and Business educators' job attraction move in the same direction. Thus, when job promotion increases, the other variable- Job attraction increases, or as one variable decreases the other decreases. The findings of the present study agrees with Armstrong (2006) who emphasized that the aim of promotion procedure of a company should be to enable management to obtain the best talent available within the company to fill more senior posts and to provide employees with opportunity to advance their careers within the company. Mayhew (2012) added that the cycle of promotion, motivation, job satisfaction is crucial to employee's attraction and retention. Similarly, the findings also support Gomez (2002), who contended that promotion is source of satisfaction for employee's satisfied employees are more loyal to the company. Whereas Whitcomb (2012) asserted that attraction, retaining and engaging the employees produce quality results for the industry which leads to good customer satisfaction. This therefore bring to the fore that promoting Business educators should be based on factors such as education, performance, and expertise and should be justified so as to prevent Business educators from engaging in politics to exert pressure on management for rewards and promotions.

The results of the analysis of data relating to the second research question which states: What is the relationship between recognition of Business educators and job attraction in colleges of education in Edo and Delta States? Shows that recognition culture has a positive and a high relationship with job attraction. This therefore means that the relationship between recognition culture and Business educators job attraction in colleges of education is positively high. It therefore means that both recognition culture and Business educators job attraction are heading towards the same direction. Hence, as recognition culture is increasing, Business educators job attraction is expected to also increase and vice versa. The findings is in conformity with the view of Chew and Chan (2008) who opined that employees are more likely to express commitment to an organization when their expertise, efforts and performance are well recognized. Similarly, a study by Kwenin, Muathe and Nzulwa (2013)^[15] revealed that recognition had a positive relationship with employee attraction and retention. In the same vein, Gostick and Elton (2007), added that recognition gives employees the extra push they need to do their jobs better and it is one

of the most powerful motivational tools. Conversely, Lawler (2003) emphasized that the greatest amount of motivation is present when people perform tasks that are both extrinsically and intrinsically rewarding, saying organization that offer a very attractive mix of rewards will find many individuals want to work for them.

On testing the null hypothesis, the ANOVA summary table of multiple regression based on job attraction of Business educators as predicted job promotion and recognition, it was found that the p-value was less than the alpha value. Hence, the null hypothesis was rejected. This means that job promotion and recognition are significant predictors of job attraction of Business educators in colleges of education. However, from the multiple regression coefficients table, reward management culture dimension predicting job attraction of Business educators was significant such job promotion while recognition was not significant. However, from the overall model analysis, the null hypothesis was rejected. Therefore, the results reveal that the reward management culture dimensions that have more predictive effect on Business educators job attraction is job promotion. This finding agrees with Johnston *et al.* (2004) findings that job promotion had a significant influence on employee attraction. These results are contrary to Mulera (2012) findings that job promotion had no significant influence on job attraction and employees' commitment. This was attributed to limited top management positions, which hinder upward mobility in Kenya port authority. Promotion has a positive and significant influence on employee attraction and these findings are related with the previous studies of Owusu (2012). On recognition, the findings disagreed with Bartlomiejczk (2015) findings that while recognition is not new, it is finally becoming more strategic as programs align recognition with business objectives and desired behaviours. The present study however agreed with Bartlomiejczuk (2015) who found that employee recognition was positively related to employee engagement/ attraction. This also portray that, even though recognition is found not statistically significant in the present study, it does shows that there is a relationship hence helps in reducing employees' turnover.

Conclusion

Based on the findings, it was concluded that reward management culture variables are determinants of business educator's job attraction in colleges of education in Edo and Delta States. In other words, reward management culture of job promotion and recognition collectively predict job attraction of business educators. It was further concluded that reward management culture variables of job promotion and recognition were fundamental requirements that could promote job attraction of business educators in colleges of education in South-South Nigeria.

Recommendations

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

1. Management of colleges of education should ensure job promotion of business educators are implemented on a basis of merit such that may enhance job satisfaction and reduces job turnover of business educators in the college.
2. The management should put in place both individual and group recognition measures that will ensure

business educators contributions to the institution are recognized and rewarded accordingly. This in no small way will make recognition statistically significant in both attracting and retaining Business educators in colleges of education.

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