

Employee Retention Policy and Performance of Selected Tertiary Institutions in Nigeria

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Publication Date: 2025/04/29

Abstract: This study investigated the impact of employee retention policy on performance of selected tertiary institutions in Oyo State, Nigeria. It employed primary source of data using questionnaire while the analyses were made with both descriptive and inferential statistics. With a population of 2443 and sample size of 554, the study revealed a statistically significant positive relationship between staff motivation and job performance in the tertiary institutions, as indicated by coefficients ($\beta = 0.917$, $t = 83.755$, $p < 0.001$) and R Square of 0.930, implying that approximately 93% of variation in job performance accounted for changes in staff motivation. Further, it was found that employee engagement strategies significantly impacted on institutional performance in both academic and administrative dimensions with the coefficients ($\beta = 1.021$, $t = 178.114$, $p < 0.001$) and R Square of 0.984. The correlation analysis revealed a very strong positive relationship between work-life balance and institutional performance, with a Pearson correlation coefficient of 0.989 and a p-value of 0.000, statistically significant at 0.01 level (2-tailed). Further insight from the coefficients ($\beta = 0.207$, $t = 6.164$, $p < 0.001$) indicated that career development had a statistically significant positive effect on performance. Thus, the study recommended that tertiary institutions in Oyo State should adopt a holistic approach to employee retention by enhancing both financial and non-financial strategies, not only to curb staff turnover but also drive sustained institutional performance, academic excellence, and administrative effectiveness.

Keywords: Retention Policy; Strategies; Tertiary Institutions; Turnover; Performance.

How to Cite: Olajuwon, K. A.; and Yaqoob, J. (2025), Employee Retention Policy and Performance of Selected Tertiary Institutions in Nigeria. *International Journal of Innovative Science and Research Technology*, 10(4), 1689-1700. <https://doi.org/10.38124/ijisrt/25apr588>

I. INTRODUCTION

Management of employee retention stands as a vital organizational issue across the globe specifically within the education sector because qualified personnel form the essential base for organizational missions and institutional development. When employees leave tertiary institutions, it causes teaching interruptions and destroys important knowledge which reduces organizational performance. The situation affecting tertiary institutions in Nigeria requires immediate attention because they struggle to manage three critical issues which include funding shortages and infrastructure needs and employee professional staff retention (Adeniyi, 2018). Employee retention exceeds simple personnel maintenance because it seeks to strengthen worker dedication while improving their operational productivity. Academic normative commitment receives substantial influence from four work-related approaches: work-life balance, employee compensation, job security and training and development (Olanipe, Aremo & Binuyo, 2023). The retention of academic personnel along with the creation of a positive workplace depends on appropriate reward programs that push academic staff to enhance their professional quality

and institutional effectiveness (Kazeem, 2023). The retention of employees in tertiary institutions remains a multifaceted challenge which stems from three key categories of organizational influences and individual characteristics as well as environmental conditions. Institutions face significant expenses due to employee turnover because they need to hire new staff and provide training and must cope with missing institutional expertise and employee experience (Nwachukwu, 2015). Bedeian *et. al.*, (2016) revealed that retention strategies contain diverse approaches which seek employee retention while boosting job satisfaction and institution-wide productivity. The set of strategies should include competitive compensation packages along with career development opportunities within a supportive work environment which requires effective leadership. The education sector heavily relies on tertiary learning institutions to develop human capital while facing significant employee turnover problems across their academic staff. Insufficient pay rates combined with staff demotivation and job contentment dissatisfactions drive this phenomenon. The research shows that unsatisfactory conditions at work produce adverse job attitudes while reducing employee commitment to the organization (Olanipe & Aremo, Binuyo,

2023). The performance of educational institutions is closely linked to their ability to retain skilled employees.

Tertiary institutions across the world need to address the vital issue of employee retention particularly in Nigerian institutions. It is essential for institutions to keep their skilled academic employees because this allows both the education quality and institutional achievement to remain high. The Oyo State and other Nigerian educational institutions struggle to keep their teaching staff because poor rewards and weak staff morale and minimal institution loyalty (Folorunso, Adewale, & Abodunde, 2014; Guma, 2015). An educational institution reaches its performance heights through the careful stability and quality management of its workforce members. Organizations gain better performance results from retaining their staff because employee stability creates continuous operations and knowledge exchange (Wang & Hsieh, 2015). Employee commitment together with motivation stands crucial in achieving academic excellence along with administrative effectiveness and building institutional reputation enhancement. The connection between employee retention strategies and organizational success stands as a vital element for tertiary institutions operating in Oyo State so they can prevail against intensified competition for quality education. Most tertiary institutions in Oyo State are facing obstacles in implementing employee retention tactics despite widespread agreement about their significance. Insufficient funds prevent universities from adopting competitive pay systems while professional development programs remain insufficient (Akinola, *et al.*, 2020). Academic staff commonly disconnects from work and chooses to leave because institutional policies do not effectively meet their professional or motivational requirements. Nigerian tertiary institutions face employee turnover problems mainly because of insufficient funding along with political interference and poor infrastructure (Adewale & Olorunfemi, 2017). The primary causes that push academic personnel along with other employees to exit their institutions include unhealthy work-life dynamics combined with limited career development prospects and weak workplace motivation. Retaining skilled and experienced staff in such a dynamic and challenging environment requires the development of effective retention strategies that address both extrinsic and intrinsic motivational factors (Ogunyemi & Durojaiye, 2019). The retention of qualified academic staff is essential not only for maintaining educational standards but also for fostering socio-economic advancement within the region.

Organizational commitment grows stronger due to effective employee retention strategies yet this leads to enhanced overall performance according to Harorimana (2023). Attractive compensation packages combined with professional advancement perks and employee acknowledgement acts as major factors that drive employee retention rates (Adeogun *et al.*, 2023). The elements that aid staff retention simultaneously strengthen institutional reputation to attract new talent. Research about how employee retention policies affect tertiary institution performance will guide managers to create better policies for staff retention while improving institutional quality. The research presents valuable information about Oyo State's

tertiary institutions regarding better human resource management to achieve educational targets. Strategic employee retention approaches tackle the main problems of talent flight alongside staff demotivation which affect most Nigerian tertiary institutions (Guma, 2015). Employee retention within Nigerian tertiary institutions including those in Oyo State represents an urgent institutional matter that affects operational performance negatively. Higher educational institutions struggle to maintain their success levels because they encounter persistent challenges in keeping their most qualified professional staff which degrades teaching quality as well as academic and administrative operations. These institutions face challenges because they lack effective retention policies along with appropriate strategies therefore requiring investigation between employee retention policies and institutional performance. Tertiary institutions across Oyo State Nigeria must address their employee retention challenges as a vital organizational issue. The research aims to develop effective retention strategies through investigation of institutional performance in relation to retention policies. The study examines the various staff retention methods used by these organizations and the relationship between these approaches and their academic and administrative results. The investigation confirms that identifying key employee retention variables remains vital for practical research purposes.

Research indicates that management retention strategies hold crucial value for maintaining academic staff members. According to Olowu and Olamide (2018) Nigerian tertiary institutions struggle to keep talented staff due to inadequate working environments and low wages and limited chances for career progression. Targeted retention strategies to address these problems generate improved institutional performance specifically in teaching quality and student satisfaction according to their assessment. By implementing these strategies institutions establish employee appreciation as well as recognition, which promotes employee dedication to the organization.

➤ Research Objectives

The study broadly investigated the relationship between employee retention policies and performance of selected tertiary institutions in Oyo State, Nigeria. The specific objectives include:

- to examine the effect of staff motivation on job performance at the selected tertiary institutions in Oyo State.
- to investigate the impact of employee engagement strategies on academic and administrative performances of the institutions.
- to evaluate the relationship between work-life balance and performance of tertiary institutions in Oyo State, Nigeria.
- to assess influence of career development opportunities on performance of the selected tertiary institutions in Oyo State, Nigeria.

➤ Research Questions

The study sought to answer the following research questions:

- What is the effect of staff motivation on job performance at the selected tertiary institutions in Oyo State?
- How do employee engagement strategies impact on academic and administrative performances of the institutions?
- What is the relationship between work-life balance and performance of tertiary institutions in Oyo State, Nigeria?
- What is the influence of career development opportunities on performance of the selected tertiary institutions in Oyo State, Nigeria?

Employee retention strategies exist to stop competent workers from quitting their organizations when such departures create negative impacts on both productivity and service quality (Chiboiwa, 2010). Employee retention strategies include packages for compensation and security arrangements and balance between work and personal life together with learning and development initiatives for employees. Employee retention strongly depends on the compensation packages offered to employees. An organization needs unique pay plans to draw and keep skilled workers according to Allen *et al.* (2003). The success of tertiary institutions depends strongly on how well institutions keep their employees. Academic organizations can create powerful policies to boost employee retention and institutional performance through the application of retention theory as well as strategy for compensation packages and performance assessment and motivation concepts. Employee normative commitment describes the psychological bond which makes staff members instinctively stayed within a specific organization. The commitment of employees primarily depends on retention strategies which researchers recently studied among private universities in Ogun State, Nigeria (Olanipe, Aremo & Binuyo, 2023). According to the social exchange theory people choose to stay at their jobs whenever they evaluate their received benefits to exceed their work-related expenses. Employee retention benefits directly from compensation packages together with other retention strategies that organizations offer. Olanrewaju (2017) conducted research on the relation between motivational factors and employee retention at the College of Education Lanlate Oyo State. The research conveyed information about the motivational connection to staff retention in educational environments without giving concrete employee retention policy details. Ugwu, *et. al.*, (2021) conducted research to evaluate employee retention strategies together with normative commitment. The investigation shows how normative commitment affects academic workers at private institutions within Ogun State of Nigeria. Research showed a strong positive connection between employee retention strategies which encompass work-life balance and job security together with employee training and development and compensation systems towards normative commitment.

The present work is to offer comprehensive research evaluating such strategies in relation to institutional performance outcomes for academic output, financial

stability and reputation needs development. The previous studies had insufficient evidence regarding the evaluation of retention tactics as well as their performance throughout distinct tertiary education facilities in Oyo State. Such analysis would help identify which retention approaches deliver optimal results based on institution type and setting.

II. METHODOLOGY

The study adopted a descriptive survey research design with quantitative approach to investigate employee retention practices and their influence on tertiary institutions in Oyo State, Nigeria. Staff motivation, employee engagement, work-life balance and career development served as the main employee retention dimensions while academic and administrative outputs measured institutions' performance. Data were collected mainly with the use of structured questionnaires while secondary data were retrieved from institutional records, government publications and academic literature.

➤ Study Population

The study population comprised of 2,443 full-time staff across six selected tertiary institutions in Oyo State. These included Ladoke Akintola University of Technology (LAUTECH), Ogbomosho; The Polytechnic, Ibadan; Emmanuel Alayande College of Education, Oyo; Ajayi Crowther University, Oyo; Lead City University, Ibadan; and Kola Daisi University, Ibadan. Information from the Human Resource Departments of the institutions revealed that LAUTECH had 1,220 full-time staff, The Polytechnic, Ibadan had 521, Emmanuel Alayande College of Education had 315, Ajayi Crowther University had 161, Lead City University had 125, and Kola Daisi University had 101 academic staff.

➤ Sample Size Determination

The sample size for this study was determined by applying Cochran's (1977) formula, at a 95% confidence level and a 4% margin of error to identify the limits of error and ensure reliable generalization of the study outcomes. The formula is given as:

$$n = Nz^2pq / [d^2 (N - 1) + z^2pq]$$

Where:

n = sample size

N = total number of academic staff (N = 2,443)

z = 95% confidence interval (Z = 1.96)

p = 0.5

q = 1 – p = 0.5

d = degree of accuracy or estimation (d = 0.04)

Substituting into the formula,

$$n = [2443 \times (1.96)^2 \times 0.5 \times 0.5] / [(0.04)^2 \times (2443 - 1) + (1.96)^2 \times 0.5 \times 0.5]$$

$$15\% \text{ of } 482 = 72.3 \approx 72$$

$$n = 482 \text{ (approx.)}$$

$$\text{Final sample size} = 482 + 72 = 554$$

To accommodate possible non-responses and wrongly filled questionnaires, the sample size was, as recommended by Zikmund (2000), increased by 15%.

➤ Sample Size Distribution

The sample size of 554 was distributed in proportions using the sampling fraction method to ensure that all the institutions under investigation were well represented for adequate representation.

Table 1 Sample Size Distribution

S/N	Institution	Population	Sample Size
1	Ladoke Akintola University of Technology (LAUTECH)	1,220	277
2	The Polytechnic, Ibadan	521	118
3	Emmanuel Alayande College of Education	315	71
4	Ajayi Crowther University	161	36
5	Lead City University	125	28
6	Kola Daisi University	101	24
	Total	2,443	554

Source: Researcher's Computation (2025)

➤ Sampling Technique

A multi-stage sampling technique was employed in selecting the respondents. In the first stage, stratified sampling was used to select the institutions based on ownership type (public and private) and geographical location within Oyo State. In the second stage, proportional stratified sampling was used to determine the number of respondents from each institution relative to its academic staff size for it provides additional representation of key characteristics within the population (Asika, 2004). The final stage involved the use of random sampling in selecting respondents from each institution to ensure equal chance of participation for all eligible academic staff.

➤ Research Instrument

A structured questionnaire operated as the research instrument to receive responses which helped accomplish the study objectives. The survey contained fixed-response questions which divided into four sections for socio-demographic information together with staff motivation, employee engagement, work-life balance and career development and institutional performance. Experts from the field validated the content and face validity of the instrument to ensure it presented clear questions that were essential to the research objectives. A preliminary research session tested the reliability of the measuring instrument.

III. ANALYSIS AND INTERPREATION

The researchers applied Statistical Package for Social Sciences (SPSS) to handle results through descriptive and inferential statistical analysis methods. Staff motivation together with employee engagement served as independent variables through linear regression to analyze their connections to job performance and institutional performance outcomes. Pearson's correlation coefficient was used to determine the association between work-life balance along with institutional performance. Researchers employed multiple regression analysis to determine the impact of career development possibilities on institutional performance outcomes. The researcher conducted significance tests with a 5% threshold.

Of the 554 questionnaires administered, 530 were duly filled and returned, representing 95.7% response rate while 24 questionnaires representing 4.3% were not returned by the respondents. Thus, the analysis of questionnaires was based on 530 responses correctly completed and returned.

➤ Socio-Demographic Characteristics of the Respondents

This section provides summary of the data on socio-demographic information of the respondents such as their gender, age, educational qualification, business sector, and number of employees, among others. They are presented in a suitable form to aid better understanding. Though not central to the study, the socio-demographic/personal data of the respondents could help contextualize the findings and formulate appropriate recommendations for the study.

Table 2 Survey Result on Socio-demographic Characteristics (N = 530)

Variable	Description	Frequency	Percent (%)
Gender	Male	321	60.6%
	Female	209	39.4%
	Total	530	100

Age	18–25	71	13.4%
	26–35	139	26.2%
	36–45	107	20.2%
	46–55	113	21.3%
	56 and above	100	18.9%
	Total	530	100
Level of Education	HND/B.Sc	153	28.9%
	M.Sc/MBA	199	37.5%
	Ph.D	178	33.6%
	Total	530	100
Job Position	Teaching Staff	313	59.1%
	Non-Teaching Staff	217	40.9%
	Total	530	100
Business Type	Public	331	62.5%
	Private	199	37.5%
	Total	530	100
Salary Range	Below ₦100,000	4	0.8%
	₦100,000 – ₦150,000	167	31.5%
	₦151,000 – ₦200,000	179	33.8%
	Above ₦200,000	180	34.0%
	Total	530	100

Source: Survey Data Analysis, 2025

• Interpretation

The sex breakdown of the respondents shows that 60.6% (n=321) respondents were men while 39.4% (n=209) were women. This indicates that male academic staff members had a greater percentage of the sample in the Oyo State-selected tertiary institutions. The gender breakdown suggests that the staff were made up of a largely moderately male-dominated workforce, which mirrors possibly gender representative patterns at greater levels of higher education throughout Nigeria. Age-wise distribution, 26.2% (n = 139) respondents were of the age group 26–35 years, followed by 21.3% (n = 113) of the age group 46–55 years, 20.2% (n = 107) of the age group 36–45 years, and 18.9% (n = 100) of the age group 56 years and above. The lowest was 13.4% (n = 71) of the age group 18–25 years. This age structure suggests that the academic staff at the university is relatively young to middle-aged with a good combination of early-stage, mid-stage, and experienced members, which is advantageous for institutional development and succession of mentoring. In terms of educational qualification, the majority of the respondents were postgraduates, 37.5% (n = 199) holding M.Sc/MBA qualifications, and 33.6% (n = 178) Ph.Ds. Additionally, 28.9% (n = 153) held HND/B.Sc certificates. This is a highly educated workforce, thus aligning with the minimum qualification for academic roles in Nigerian tertiary institutions. The proportion of postgraduate qualifications was extremely high, also indicative of respondents' professional standing and capability of accomplishing institutional goals. 59.1% (n = 313) of the participants were academic (teaching) staff, and 40.9% (n = 217) were non-teaching staff, as per the job position data. This breakdown indicates a greater representation of academic (teaching) staff in the study, as it would also be

anticipated in the study of academic staff retention and institutional performance. The participation of non-teaching staff, however, provides further information regarding institutional support and retention environments.

Institutional employment indicates that 62.5% (n = 331) of the participants were employed by public institutions, while 37.5% (n = 199) were employed by private institutions. Public institutions were revealed to be the dominant sector among the institutions surveyed in this data. The dominance of public institution responders may indicate the prevailing nature of the higher education environment in Oyo State as being one with public universities and colleges having typically larger employee rosters than those private institutions. In terms of salary distribution, a high percentage of the respondents indicated salaries above ₦150,000, where 34.0% (n = 180) were paid above ₦200,000, while 33.8% (n = 179) earned between ₦151,000 and ₦200,000. Also, 31.5% (n = 167) indicated earnings between ₦100,000 and ₦150,000, while only 0.8% (n = 4) earned below ₦100,000. The revealed distribution shows that most of the academic staff in the selected institutions receive salaries that are reasonably competitive, which is an important consideration when determining the effect of monetary incentives on staff retention and performance.

➤ Test of Hypotheses

• Hypothesis One

- ✓ Staff motivation has no significant effect on job performance at the selected tertiary institutions in Oyo State.

The research hypothesis evaluated how much staff motivation affects job performance levels in Oyo State tertiary institutions. Researchers studied what extent salary competitiveness along with recognition, job security, professional development and promotion opportunities influenced staff member performance execution levels. Staff

must complete items about financial and non-financial incentives to evaluate motivation and Job performance relies on analysis of how motivation levels affect specific department functions as well as employee engagement and organizational output.

Table 3 Test of Simple Linear Regression Analysis of Staff Motivation Significant Effect on Job Performance at the Selected Tertiary Institutions in Oyo State

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.964 ^a	.930	.930	.32163		
a. Predictors: (Constant), Staff Motivation						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	725.655	1	725.655	7014.846	.000 ^b
	Residual	54.619	528	.103		
	Total	780.274	529			
a. Dependent Variable: Job Performance						
b. Predictors: (Constant), Staff Motivation						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.532	.040		13.212	.000
	Staff Motivation	.917	.011	.964	83.755	.000
a. Dependent Variable: Job Performance						

✓ Interpretation

The regression study showed that staff motivation maintains a highly significant and powerful positive association with job performance within Oyo State tertiary institutions. A high R value of 0.964 and R Square of 0.930 in the model summary indicate staff motivation variations account for nearly 93% of job performance alterations in tertiary institutions of Oyo State. Staff performance in tertiary institutions shows significant correlations with motivating factors including salary compensation and recognition programs, job security provisions, chances for career advancement and access to professional training. The F-value of 7014.846 demonstrated both ANOVA's model significance and null hypothesis rejection because it had a p-value of 0.000 that was substantially under 0.05. The coefficient table confirms that staff motivation directly and strongly affects job performance measurements which yields a B of 0.917 (83.755, $p < 0.001$). Employee relationships with organizations follow the basic principles of the social exchange theory since workers assess organizational relationships through a reward-to-contributions balance system. Organizations that demonstrate fair compensation practices and provide recognition and development opportunities to staff members will receive correspondingly high levels of staff commitment with enhanced productivity and elevated job satisfaction. The existing theory explains in detail why motivation shows a strong connection to performance outcomes. An environment which workers view as rewarding creates higher productivity and dedication from employees especially within academic institutions because they place high value on intrinsic motivation.

Empirically, the results are in line with Olanrewaju (2017), who found that motivation significantly influenced

staff retention and effectiveness in tertiary institutions in Oyo State. Likewise, the study by Chiboiwa (2010) underscores that well-structured motivational strategies directly enhance employee performance and service delivery. The significant impact of motivation on performance also resonates with the findings of Adeogun *et. al.* (2023), who highlighted the importance of non-financial incentives such as recognition and career development in shaping job behaviour. Therefore, the evidence from this study, supported by theoretical and empirical literature, confirms that staff motivation plays a vital role in enhancing job performance in tertiary institutions in Oyo State.

• Hypothesis Two

- ✓ Employee engagement strategies have no significant impact on academic and administrative performances of the institutions.

The hypothesis examines how employee engagement tactics affect the academic together with administrative functions of tertiary organisations in Oyo State. This study examines how effective communication together with decision-making involvement and appreciation of employee work alongside leadership support generates higher educational teaching performance alongside better research results and administrative excellence. The degree of employee engagement is measured by employee responses regarding workplace connection and emotional involvement and participation in institutional events and the level of performance is determined by how staff view their contribution to institutional goal fulfillment.

Table 4 Test of Simple Linear Regression Analysis of Employee Engagement Strategies have no Significant Impact on Academic and Administrative Performances of the Institutions

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.992 ^a	.984	.984	.16192		
a. Predictors: (Constant), Engagement Strategy						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	831.712	1	831.712	31724.570	.000 ^b
	Residual	13.842	528	.026		
	Total	845.555	529			
a. Dependent Variable: Institution Performance						
b. Predictors: (Constant), Engagement Strategy						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.153	.023		-6.783	.000
	Engagement_Strategy	1.021	.006	.992	178.114	.000
a. Dependent Variable: Institution Performance						

✓ *Interpretation*

The regression analysis disproves the null hypothesis by demonstrating how employee engagement approaches boost academic and administrative performance levels of institutions. The model summary demonstrates R at 0.992 together with R Square at 0.984 which confirms that 98.4% of institutional performance changes result from employee engagement strategy implementations. Various research shows that staff decision involvement along with open communication within collaborative structures with acknowledged staff work leads to superior institutional performance outcomes. The robustness of the model receives validation through an ANOVA test with 31,724.570 F-statistic and 0.000 p-value. The results from coefficient output indicate employee engagement strategy enhances institutional performance at a high significant level through a strong B = 1.021 unstandardized relationship ($t = 178.114$, $p < 0.001$). Employee actions regarding commitment and performance reflect the predictions of the Social Exchange Theory because they provide positive responses to beneficial organizational treatment. Institutions which choose engagement as a priority receive positive feedback from employees because it demonstrates care about their professional satisfaction and their personal well-being which results in increased institutional delivery quality and administrative operational excellence. Empirical studies support this relationship. Ugwu *et al.* (2021) demonstrated that employee retention approaches which stem from engagement practices increased normative commitment and performance levels at Nigerian private universities. Employee productivity along with institutional effectiveness receive major improvements according to Chiboiwa (2010)

because of engagement aspects like inclusiveness and empowerment and development opportunities. Similar to Olanipe *et al.* (2023) study findings this research demonstrates that engagement strategies exhibit strong explanatory capability when it comes to boosting institutional success. The combination of theoretical foundations and empirical research validates that employee engagement methods stand indispensably vital for enhancing academic and administrative performance in tertiary institutions across Oyo State.

• *Hypothesis Three*

- ✓ There is no significant relationship between work-life balance and performance of tertiary institutions in Oyo State, Nigeria.

This hypothesis investigates the relationship between work-life balance and the institutional performance of tertiary institutions in Oyo State. This research investigates how flexible work schedules together with reasonable workloads support policies and consideration for personal well-being from management impacts employee satisfaction alongside productivity which subsequently impacts institutional performance within tertiary education institutions of Oyo State. Employed personnel assess work-life balance according to their observations about job-task relations with individual life requirements while institutions measure performance based on reports regarding both balance practices efficiency and effectiveness and staff retention forecasts.

Table 5 Correlation Test of Significant Relationship between Work-life Balance and Performance of Tertiary Institutions in Oyo State, Nigeria.

		Work Life Balance	Performance_WLB
Work-life Balance	Pearson Correlation	1	.989**
	Sig. (2-tailed)		.000
	N	530	530
Performance_WLB	Pearson Correlation	.989**	1
	Sig. (2-tailed)	.000	
	N	530	530

**. Correlation is significant at the 0.05 level (2-tailed).

✓ *Interpretation*

The study found a very strong positive connection between institution performance and work-life balance measures when assessing with a Pearson correlation coefficient of 0.989 along with a 0.000 p-value which further confirms statistical significance at 0.01 confidence level (2-tailed). Better work-life balance for employees achieved through workload control and scheduling adaptability as well as family responsibility assistance together with reduced stress results in significant increases to institutional performance. Academic and administrative staff who receive strong personal-professional life support will demonstrate higher focus levels and commitment while producing exceptional results. The Social Exchange Theory confirms this finding by demonstrating that institutions which dedicate value to staff welfare receive increased dedication combined with enhanced performance from their staff. Work-life balance approaches implemented by organizations appear as investments directed to personal success of employees while generating corresponding staff commitment together with enhanced work execution performance. University staff who handle extensive demands need work-life balance programs because it maintains their performance levels at high standards. Research data supports this factual observation. Ugwu *et. al.* (2021) identified work-life balance as one of the major factors that predicts employee normative commitment in private universities while creating positive organizational

results. In his research Olanrewaju (2017) shown that educational institutions benefit from motivational elements including work-life integration to keep employees motivated and engaged as staff members. The research findings support this investigation's outcome by proving that work-life balance represents not just a well-being program but also a strategic performance-booster. The research results verify that work-life balance establishes a considerable positive relationship with the performance level of tertiary institutions across Oyo State.

• *Hypothesis Four*

- ✓ Career development opportunities have no significant relationship influence on performance of the selected tertiary institutions in Oyo State.

This hypothesis assesses the significant relationship that career development opportunities have on institutional performance levels. The hypothesis examines three elements of career development opportunity which affect staff productivity alongside institutional performance outcomes. Staff perceptions measure career development parameters and teaching along with administrative performance serve as performance assessment indicators.

Table 6 Test of Multiple Linear Regression Analysis of Career development opportunities have no significant relationship influence on performance of the selected tertiary institutions in Oyo State

Model Summary								
Model		R	R Square		Adjusted R Square		Std. Error of the Estimate	
1		.991 ^a	.982		.982		.132	
ANOVA ^a								
Model		Sum of Squares		df	Mean Square	F	Sig.	
1	Regression	492.762		4	123.190	7022.191	.000 ^b	
	Residual	9.210		525	.018			
	Total	501.972		529				
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
				Beta			Tolerance	VIF
1	(Constant)	-.025	.028		-.884	.377		
	My institution provides clear and structured career advancement opportunities	-.003	.035	-.004	-.091	.928	.022	45.107

I have access to regular training and workshops that enhance my career growth	.006	.037	.006	.155	.877	.021	47.165
Career development support from my institution motivates me to stay and perform better	.191	.031	.207	6.164	.000	.031	32.215
A lack of career growth opportunities would make me consider leaving the institution	.813	.024	.787	34.006	.000	.065	15.324
a. Dependent Variable: Career development initiatives contribute to improved teaching and administrative outcomes							

✓ Interpretation

A statistical analysis based on regression was conducted to review how career development opportunities affect selected Oyo State tertiary institutions' performance levels. Institutional performance reveals an R Square of 0.982 which represents that 98.2% of performance changes stem from career development-related variables analyzed through the model. The model also produces a high multiple correlation coefficient ($R = 0.991$). The model demonstrates strong robustness through an adjusted R Squared value of 0.982 and maintains predictability because the standard error of estimate amounts to 0.132. The results show that career development predictors as a collective have a highly significant effect on institutional performance ($p = 0.000$, $F(4, 525) = 7022.191$). The results demonstrate that the hypothesis should be rejected. Data from the coefficients table proves that employee received career development support from their institution leads to significantly better performance ($\beta = 0.207$, $t = 6.164$, $p < 0.001$) while perceived lack of career advancement options strongly decreases productivity ($\beta = 0.787$, $t = 34.006$, $p < 0.001$). Regular training opportunities together with structured advancement pathways demonstrate no significant relationship ($p > 0.05$) with performance mostly due to multicollinearity between the variables indicated by VIFs exceeding 10. The theory of Social Exchange matches this finding because it explains how workers reward beneficial experiences (such as training possibilities) through enhanced work quality and organizational dedication. Employee training accompanied by structured career advancement within the institution leads staff members to exhibit superior job dedication and accomplish better results.

Empirically, this finding is supported by Adeogun *et al.* (2023), who emphasized that training and development incentives significantly affect retention and satisfaction, and by Ugwu *et al.* (2021), who identified employee training and career development as key drivers of normative commitment in Nigerian universities. Furthermore, Olanrewaju (2017) stressed the role of motivation and advancement in enhancing staff retention in educational institutions.

The results demonstrate that career development opportunities significantly and positively influence the performance of tertiary institutions in Oyo State. Therefore, the null hypothesis is rejected, and it is affirmed that investing

in staff career growth is a strategic imperative for institutional excellence.

IV. DISCUSSION OF FINDINGS

The research results demonstrate the essentiality of staff motivation for improving job performance in tertiary institutions throughout Oyo State. The data analysis showed motivation produced a strong positive association ($R = .964$) for which significant results emerged ($p < 0.001$) to explain job performance. Employee commitment and productivity receive significant improvement because of both monetary incentives and non-financial rewards according to Allen *et al.* (2003). According to the Social Exchange Theory which serves as the foundation for this study institutions that offer motivating rewards along with recognition programs and maintain job security and professional development opportunities will receive increased performance and loyalty from their employees. The evaluation of employee engagement strategies revealed an extremely strong prediction link to institutional performance with a value of $R = .992$ ($p < 0.001$). Such involvement creates better academic and administrative results because staff participate actively in institutional objectives and decision systems and maintain a sense of institutionality. Research by Ugwu *et al.* (2021) supports these findings because they demonstrated how autonomy at work and inclusive leadership generates enhanced normative commitment and performance outcomes in academic institutions. The Social Exchange Theory reinforces the parallel link between supportive institutions and workplace productivity based on this research result. The study investigated how work-life balance contributes to institutional performance through its third hypothesis. Institutions supporting staff personal-professional balance perform better according to the strong positive relationship ($r = .989$, $p < 0.001$) observed in the analysis. The study aligns with Olanipe, Aremo and Binuyo (2023) who showed work-life balance as an essential variable for employee dedication and institutional performance quality. According to the Social Exchange Theory employees demonstrate increased productivity and organizational loyalty toward organizations which demonstrate care for their needs extending past work requirements.

The data about career development opportunities reinforces the critical role of tactics that focus on employees. The research model revealed that performance variations

could be attributed to 98.2% by training elements and structured career development paths and institutional backing ($R = .991$, $p < 0.001$). Research by Adeogun et al. (2023) along with Ugwu *et. al.* (2021) has shown that staffing retention together with performance enhancement in educational institutions directly attributes to training programs and career advancement opportunities and mentorship support. Employees track their professional development better when they understand career progression opportunities which leads them to maintain high engagement and commitment toward institutional targets and performance. All four hypotheses' results demonstrate how Social Exchange Theory functions in practice by showing that colleges which care for employee health will achieve enhanced performance output. The paper addresses an empirical gap through Oyo State research in Nigeria and identifies measurable outcomes which institutional leaders can leverage to enhance their human resources management practices.

V. CONCLUSION AND RECOMMENDATIONS

This research investigated employee retention policies' influence on the performance of some tertiary institutions in Oyo State, Nigeria with emphasis on specific areas like motivation of staff, employee engagement policy, work-life balance, and career development opportunity. The study found that all the independent variables have high statistical correlations with institutional performance. This supports the theoretical assumption of the social exchange theory, where workers feel value for their relationship with the organization in terms of support, development, and recognition, and in turn respond with greater commitment, greater productivity, and improved institutional performance. The data in the study, coupled with the literature, confirm that strategic retention programs are not only crucial to the stability of the workforce but also essential to teaching, research, and administrative excellence.

From these findings, the research suggested that Oyo State institutions of tertiary level need to adopt a whole-brain approach to employee retention through financial and non-monetary rewards. The institutions need to adopt well-designed career development programs, continuous training sessions, and promotion channels in order to enhance morale and long-term commitment. Furthermore, management needs to promote an engagement culture through employee participation in decision-making and providing channels of professional voice and creativity. A positive work-life balance should be promoted using flexible work schedules, wellness initiatives, and generous leave policies. Such practices, if embedded, not only will deter staff turnover but also spur long-term institutional performance, academic quality, and administrative effectiveness.

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APPENDIX

QUESTIONNAIRE

Section A: Socio-Demographic Information

(Please tick [✓] the appropriate response)

- Gender: ☐ Male ☐ Female
- Age Group: ☐ 18-25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56 and above
- Educational Qualification: ☐ OND/NCE ☐ HND/B.Sc ☐ M.Sc/MBA ☐ Ph.D ☐ Others (Specify) _____
- Job Position: ☐ Teaching Staff ☐ Non-Teaching Staff
- Years of Experience: ☐ Less than 1 year ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ Above 15 years
- Institution Type: ☐ Public ☐ Private
- Salary range

Section B: Staff Motivation and Job Performance

(For each statement, please indicate your level of agreement using the following scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Staff Motivation Factors

- My salary and benefits are competitive compared to similar institutions. (1 2 3 4 5)
- My institution provides performance-based bonuses and incentives. (1 2 3 4 5)
- I feel recognized and appreciated for my contributions at work. (1 2 3 4 5)
- There are clear promotion opportunities based on merit and experience. (1 2 3 4 5)
- My institution provides support for professional development and training. (1 2 3 4 5)
- The job security in my institution keeps me motivated. (1 2 3 4 5)

Job Performance Factors

- My level of motivation positively affects my teaching or administrative duties. (1 2 3 4 5)
- Lack of motivation negatively affects my work performance. (1 2 3 4 5)
- The level of motivation in my institution influences my decision to stay or leave. (1 2 3 4 5)

Section C: Employee Engagement Strategies and Institutional Performance**Employee Engagement Strategies**

16. My institution involves employees in decision-making processes. (1 2 3 4 5)
17. I receive regular feedback from my supervisors about my work performance. (1 2 3 4 5)
18. My institution encourages teamwork and collaboration among staff. (1 2 3 4 5)
19. My opinions and suggestions are valued by management. (1 2 3 4 5)
20. My institution provides opportunities for professional growth and skill development. (1 2 3 4 5)

Impact of Employee Engagement on Institutional Performance

21. Employee engagement improves the overall efficiency of my institution. (1 2 3 4 5)
22. Engaged employees are more productive and committed to their work. (1 2 3 4 5)
23. A lack of employee engagement negatively affects institutional growth and effectiveness. (1 2 3 4 5)

Section D: Work-Life Balance and Institutional Performance**Work-Life Balance Factors**

24. My institution provides flexible work schedules that allow me to balance work and personal life. (1 2 3 4 5)
25. I can take leave (e.g., annual, maternity/paternity, sick leave) without fear of job insecurity. (1 2 3 4 5)
26. My workload is reasonable and does not interfere with my personal life. (1 2 3 4 5)
27. My supervisor understands and supports the need for work-life balance. (1 2 3 4 5)

Impact of Work-Life Balance on Institutional Performance

28. Good work-life balance enhances my job satisfaction and commitment to the institution. (1 2 3 4 5)
29. Work-life balance policies improve employee productivity and efficiency. (1 2 3 4 5)
30. Institutions with strong work-life balance policies tend to perform better academically and administratively. (1 2 3 4 5)
31. I would consider leaving my job if work-life balance policies were inadequate. (1 2 3 4 5)

Section E: Career Development Opportunities and Institutional Performance**My institution provides a clear pathway for career advancement.**

32. I have access to training programs that help me improve professionally.
33. Promotion is based on qualifications and job performance.
34. Career growth opportunities in my institution improve my job satisfaction.
35. Access to career development opportunities increases my commitment to stay in this institution.