

## TALENT ATTRACTION AND ACADEMIC QUALITY OF NIGERIAN UNIVERSITIES IN SOUTH-WESTERN, NIGERIA

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### **Abstract**

*Academic Quality (AQ) is to bring about totality of an improved teaching, research and service delivery in the Nigerian university system. AQ in Nigerian universities in the 60s/70s had declined compared to the current situation. Although, several factors have been attributed to this but these universities failed to look at the talented (First Class Graduates-FCGs) concerning their potential and performance. The study, therefore investigated the influence of Talent Attraction Factors (TAFs) on AQ in universities within the South-western, Nigeria. Descriptive survey design with mixed type was adopted. Data were collected from nine (three each of Federal, State and Private) universities which were randomly selected. All the 335 identified FCGs lectures were selected using purposive technique. The study revealed that job advancement, recognition for work and competitive salary/remuneration were TAFs. These TAFs must be put in place by the government and university authorities with adequate element of sustainability to enhance AQ in Nigerian universities.*

**Keywords:** *Academic Quality, Attraction, Talent, Talent Attraction.*

### **Introduction**

It is not an overstatement to say that the Nigerian educational system has retrogressed greatly today as compared to the 1960s and 1970s. There appears to be a general outcry that the quality of intellectual output from Nigerian higher institutions has declined. This could be attributed to the fall in the academic quality. Due to this decline, blames have been traded among stakeholders while some people

accuse the academic staff dedicated and therefore responsible for the woes. These instructors seem to attribute the blame to the government for not making teaching attractive. Despite all odds, that is decline in academic quality and accusations among these stakeholders, yet some students distinguished themselves academically in terms of their performance and the potential they have academically. It could be said that this cut across tertiary education in Nigeria. More specifically, at the university level were high level manpower for national development are trained and produced. However, there is need to look into how the university system could plough back these distinguished students to improving the academic quality of Nigerian universities.

Quality is a term that is seen in different ways to different people at different times. This made it a concept which is complex to determine. To some people, it a degree of excellence, conformity to requirements, totality of characteristics which act to satisfy a need, fitness for use, fitness for purpose, freedom from defects and delighting customers. Academically, it will not be hard to state that academic quality is the proposition that universities should aim for high excellence in both their teaching, research and community service. This reaffirms how much harder to identify what quality actually is, how it can be recognised and how it can be measured. Despite these, academic quality is a way of describing how well the learning opportunities available to students help them to achieve their award for individual, national growth and development. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for its beneficiaries in a continuous improvement way.

Quality improvement can be seen as a formal approach to the analysis of performance and systematic efforts towards achieving set objectives. To other sectors, quality efforts focus on topics like product failures or work-related injuries, in administration, one can think of increasing efficiency or reducing re-work, in medical practice, the focus is on reducing medical errors and needless morbidity and mortality while in educational institution, its center of attention is to improve quality since the world is not static (Otokunefor, 2011). This reaffirms the statement of Quality Assurance Agency for Higher Education (QAAHE) (2005) that academic quality is a way of describing how well

the learning opportunities available to students help them achieve their goals.

However, academic quality (AQ) in Nigerian universities appears to be multi-dimension, multi-level and dynamic concept that relates to the contextual setting of the university, to the institutional mission and objectives as well as to specific standards within a given system, programme or discipline. To reaffirm that quality in academics takes different form, quality references inputs, processes and outputs including the university objectives and missions statements. These made academic quality to be seen as a concept that covers wide array of the aspects of university education among are the institutional research units, management information units, faculty-based units, sub-committees of faculty boards, programme boards (or sub-committees, programme directors), individual teachers and researchers, teaching-learning process, student organizations and formal or ad hoc groups of students at programme or course level. In the area of learning, teaching and research; curriculum, curriculum delivery, teacher performance, assessment (grading) of students, standards of academic attainment, standards of competence and employability of graduates appears to be the means to assess the level academic quality. AQ in Nigerian university could be assessed in these identified different areas but it could be important if quality which qualifies academic in this context is understood.

Quality may also be considered on the basis of how good and effective the lecturers are, how adequate and accessible the facilities and materials needed for effective teaching and learning are, and how well prepared the graduates are to meet the challenges of life and for solving the problems of society (Adeogun and Gboyega, 2010), (Commonwealth of Learning, 2009) and (Bassey and Bassey, 2008).

Studies have indicated that geo-political and national boundaries are no barriers at international labour market. Jaiyeoba and Atanda (2011) asserted that good quality of education requires efficient systems that would provide supportive learning environment, motivated staff with mastery of their subject matter, adequate access to resources, and students who are healthy and ready to learn. This reaffirms the submission of Babalola (2001) that Nigerian universities are currently in crisis as there is less money to spend on teaching, research and community services. Despite all these problems, the role

of universities in the provision and development of manpower required for the social, economic and technological advancement of any nation cannot be over-emphasized. By the unique nature of universities, these universities are expected to be a repository of the most specialized and skilled intellectuals. In view of these, academic staff becomes an important entity to realise university goals and objective. However, the quality and quality of these members of staff need to be looked into for effectiveness in university education.

In Nigeria's case, many skilled professionals such as medical doctors, pharmacists, lawyers, engineers, architects, surveyors, journalists, professors, nurses, who could have been useful in the country are outside the shore of this country. Different factors are responsible for this. These are political instability, lack of opportunities, health risks, personal conflicts ([www.Geminiseek.com](http://www.Geminiseek.com)); poor funding of educational system, social unrest/conflicts, poor pay package for lecturers, poor working environment, and inadequate research facilities in educational institutions Timilehin, Esohe, Osalusi, and Babatope (2010); low living standards, political and social instability or repression, lack of opportunities to utilize skills, natural disasters, and environmental/ecological deterioration Nunn (2005); internal and external factors such as lack of jobs, low wages, no constant electricity, unsatisfactory living and working conditions, limited career opportunities, lack of conducive environment for professional growth, poor social conditions, corruption, political instability, better job opportunities, flexible career, higher pay, unsatisfactory living/working conditions, higher standards of living, and increased prospects for professional development; poor conditions of service, human right abuses, misplacement of trained personnel, disregard for local talents, scarcity of jobs, limited access to education, poor healthcare services, and high level of crime (Adefusika, 2010) and (Yambalesa, 2004).

On yearly bases, Nigerian universities do produce graduates in large quantity of different classes of degree which include distinction otherwise known as first class. This category of graduate appears to be talented individuals to further improve the quality of academics in Nigerian universities. Although, the quantity of graduates being produced as first class seems to be few compared to second class upper and lower divisions; yet, it appears Nigerian universities up till now have not had a reflection of this quality set of people in her university

system as it should be to improving the quality of teaching and research. In some cases, people call these first class holders gifted or talented students (First Class Graduates-FCGs). These set of graduates categorically are more of being talented individuals than being called gifted since knowledge and skills are acquired. This makes it a resource that is relatively scarce. The table 1 shows a brief breakdown of first-class graduates be in some Nigerian universities.

**Table 1: Talents (First Class Graduates-FCGs from some universities in Nigeria from year 2010 to 2015 sessions**

University	2010	2011	2012	2013	2014	2015
University of Ibadan	82	NA	75	-	222*	53
Obafemi Awolowo University (OAU)	-	142**	78	-	127	45
University of Lagos	87	119	118	91	89*	125
University of Nigeria, Nsukka (UNN)	NA	NA	94	116	44	85
University of Ilorin	19	NA	36	41	48	69
Fed. University of Agric. Abeokuta	-	52**	39	-	81	NA
University of Benin	NA	62	57	-	118*	64
Fed. University of Agric. (FUTA)	33	NA	15	17	35	28
Adekunle Ajasin University	17	10	-	-	26*	18
Covenant University	95	89	88	114	82	104
The Bells University of Technology	-	-	-	14	18	21
Fountain University	-	-	12	12	10	NA

Source: Websites of the universities

- Convocation ceremony could not hold for that academic session
- \* Summation for 2011/12 and 2012/13 academic sessions
- \*\* Summation for 2008/2009 and 2009/2010 academic sessions

**NA** Not Available

Based on this category of graduate, FCGs could be refers to the academic potentials and the performance of graduates; undergraduate students with respect to the completion of their first degree programme. The reason for this is the class of degree these students graduated with. This is always regarded as distinction as known as first-class. The quantity of graduates in this class of degree seems to be very few compared with other classes of degree. This makes it a resource that is relatively scarce most especially in academics. It is on the bases of this that universities and other educational establishments are called '*academic*' institutions.

Talent is inherent, innovative and inspiring. Talent is referred to mental power, a natural endowment, an aptitude, ability, a natural capacity or a special gift. It means a person either has it or does not; which cannot be meaningfully understood without reference to its relationship with the environment or context of the individual. This made talent to be specific to situation, which is a function of competence, commitment and contribution. Competence refers to the knowledge, skills, and values required for today's and tomorrow's jobs. Without commitment, competence is discounted. Highly competent employees who are not committed are smart but do not work very hard (Oyedeki, 2016). According to Ulrich and Smallwood (2012), talented employees need to have element of competency (able to do work) and commitment (willing to do work), and the opportunity to make real contribution (finding meaning and purpose in their work). This contribution occurs when employees feel that their personal needs are being met through their active participation in their organization. However, talented employees must have skills, wills, and purpose which implies no matter how talented an individual may be such an individual may never be successful or effective if the environment is not conducive or appropriate for the utilization of the talent hence the need to manage talent.

In order to ensure academic quality improvement in Nigerian universities from its present status, the quality of teaching, quality of research being conducted and the quality of the service delivery to the nation need to be of great concern even in relation to the growth and development. These reaffirm that quality in academic could be seen in various ways. These various ways can be seen in the definitions of what constitutes quality, in the criteria and indicators used to measure

quality, in the measurement processes as well as in the presentation format. Other areas are impacting knowledge to learners, worth of research, employability of graduate, ranking of universities among others. The quality of functional lecturers in Nigerian university is fast becoming an important variable in quality of graduates that are turned out every year as Nigerian academicians were rated among the best in the world in terms of their innate ability, notwithstanding the impact of the environment in which they operated on their actual output (Otokunefor, 2011).

#### **Statement of the problem**

The ability to attract talent (FCGs) as skilled professionals is becoming one of the most important economic issues for organizations in developing countries like Nigeria in the 21st century. These organizations/institutions include universities; universities that produce these talents find it difficult to “*plough back*” the identified ones as there is no clear cut means to attract talents in academics. This has led to waste of talents. Brain-drain is another problem the sector is confronted with, which in some case regarded as human capital flight is said to occur when highly skilled and qualified people move from one country to another or from education sector to other sectors for better working conditions, earnings, and general opportunities. These problems have not enhanced the AQ of Nigerian universities. It is in view of this that study seeks to determine talent attraction factors in Nigerian universities.

#### **Objective of the study**

The objective of the study is to improve the academic quality in Nigerian universities are through talent attraction are to:

- i. examine the talent attraction factors that predict academic quality of Nigerian universities.
- ii. explain the relationship among these factors as applicable to teaching, research and community service to improve academic quality in Nigerian universities.

**Research Questions**

1. What are the factors that attract talents to take up teaching appointment for improving academic quality in Nigerian universities?
2. What is the quality of academic in Nigerian universities as rated by talents already in the university?

**Research Hypothesis**

H<sub>01</sub>: Is there significant joint contributions of talent attraction factors to the academic quality of Nigerian universities?

**Methodology**

This study adopts a descriptive research method carried out “*ex post facto*” with mixed type. This method was adopted because information gathered described the factors that attract talents to take up teaching appointment for improving academic quality and to determine the current status of quality of academic. Data were collected from nine (three each of Federal, State and Private) universities within southwestern Nigeria using non-proportionate technique. 335 identified talents (First Class Graduates-FCGs) lecturers were identified out of which 287 were selected using purposive technique. The Schneider’s Attraction-Selection-Attrition and Herzberg’s two-factor theories served as the framework, while descriptive survey design was adopted. Developed Source Document was purposively selected. Talent Attraction Factors Instruments (TAFI) reliabilities were assessed as 0.91 and .90 for the Questionnaire and interview guide. 148 sessions of structured interview was conducted to collect data. Quantitative data were analysed using descriptive statistics and multiple regression analysis at 0.05 level of significance, while content analysis was used for qualitative data.

**Findings and Discussion**

**Research Question 1:** What are the talent attraction factors for academic quality in Nigerian universities?



**Table 4.4: Talents Attraction Factors (TAFs)**

Factors/ indicators	1	2	3	4	Mean	Std.D
<b>Worklife Balance</b>						
There is care about one's family during the course of work	101 (35.2)	7 (2.4)	44 (15.3)	135 (47.0)	2.742	1.357
There are opportunities for flexible working hours	100 (34.8)	5 (1.7)	40 (13.9)	142 (49.5)	2.781	1.365
There is high level of independency associated with lecturing	109 (38.0)	6 (2.1)	38 (13.2)	134 (46.7)	2.686	1.384
I feel satisfied because of the comfort I am provided at work	97 (33.8)	8 (2.8)	35 (12.2)	147 (51.2)	2.808	1.364
There is opportunity to balance work with personal wellbeing	82 (28.6)	7 (2.4)	53 (18.5)	145 (50.5)	2.909	1.292
<b>Weighted Average Remark Percentage/ Ranking</b>	<b>2.785</b>	<b>High</b>	<b>16.9% / 2</b>			
<b>Competitive Salary/Remuneration</b>						
Regular payment serves as a means of attraction to academic staff	105 (36.6)	24 (8.4)	42 (14.6)	116 (40.4)	2.589	1.337
There is opportunity for other monetary incentives	92 (32.1)	16 (5.6)	45 (15.7)	134 (46.7)	2.770	1.326
A job that	90 (31.4)	6 (2.1)	42 (14.6)	149 (51.9)	2.871	1.336



<b>Remark</b>	<b>16.7% / 3</b>					
<b>Percentage / Ranking</b>						
<b>Job Advancement</b>						
Opportunity for job improvement is certain	81 (28.2)	7 (2.4)	41 (14.3)	157 (54.7)	2.948	1.317
Stability on the job is high	93 (32.4)	7 (2.4)	44 (15.3)	143 (49.8)	2.826	1.340
A job that provides additional opportunity to learn new skills	70 (24.4)	10 (3.5)	64 (22.3)	143 (49.8)	2.976	1.230
A job that gives prospect for career planning	71 (24.7)	18 (6.3)	61 (21.3)	137 (47.7)	2.920	1.236
Opportunity to utilise acquired skills for talent advancement	88 (30.7)	7 (2.4)	52 (18.1)	140 (48.8)	2.850	1.312
<b>Weighted Average Remark</b>	<b>2.904 High</b>					
<b>Percentage / Ranking</b>	<b>17.6% / 1</b>					
<b>Promotion</b>						
Academic staff promotions are regular in this university	94 (32.8)	22 (7.7)	64 (22.3)	107 (37.3)	2.641	1.279
There are good opportunities for promotion in this university	94 (32.8)	7 (2.4)	60 (20.9)	126 (43.9)	2.760	1.312
The promotion criteria overemphasise on publications at the expense of teaching and	104 (36.2)	3 (1.0)	58 (20.2)	121 (42.2)	2.714	1.425

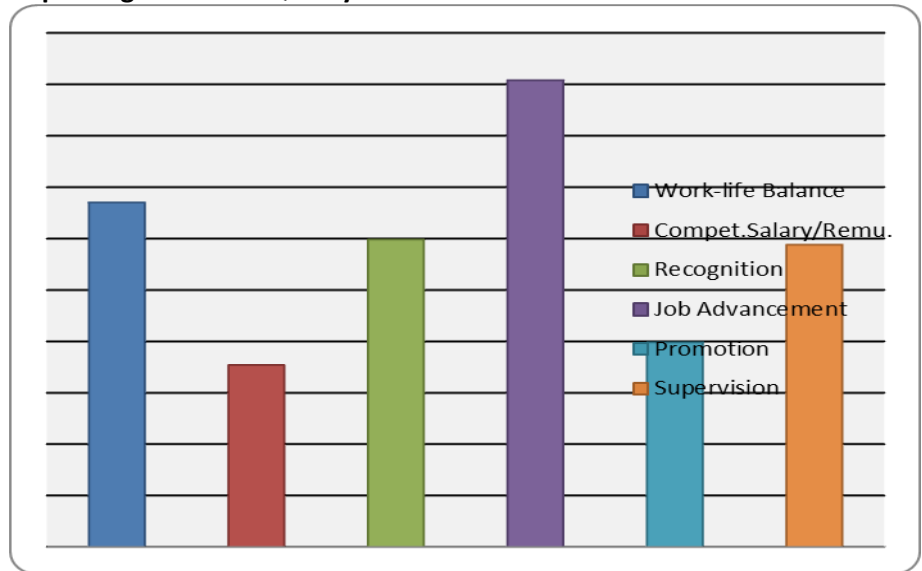
other duties						
Promotions are always based on merit	103 (35.9)	12 (4.2)	59 (20.6)	113 (39.4)	2.634	1.320
Internal promotion is more regular compared to external recruitment	89 (31.0)	48(16.7)	69 (24.0)	81 (28.2)	2.495	1.200
<b>Weighted Average Remark Percentage / Ranking Supervision</b>	<b>2.649</b>					
					<b>High</b>	
					<b>16.1% / 5</b>	
Availability of supervisor gives room for feedback on the job	98 (34.1)	10 (3.5)	52 (18.1)	127 (44.3)	2.725	1.332
Performance could be improved due to support from supervisors	101(35.2)	8 (2.8)	44 (15.3)	134 (46.7)	2.735	1.356
I feel satisfied at work because of my relationship with other lecturers	100 (34.8)	6 (2.1)	42 (14.6)	139 (48.4)	2.767	1.360
My supervisor(s) is/are trustworthy leader(s) for career advancement	109 (38.0)	7 (2.4)	36 (12.5)	135 (47.0)	2.686	1.386
The behaviour of my supervisor attracted me to academics as a lecturer	97 (33.8)	8 (2.8)	35 (12.2)	147 (51.2)	2.808	1.365
<b>Weighted</b>	<b>2.744</b>					

<b>Average Remark Percentage Ranking</b>	<b>High 16.7% / 4</b>
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Source: Fieldwork

Table 2 reveals the rating of the factors that attract talents to take up teaching appointment in Nigerian universities. The weighted average values show that the lecturers agreed that the entire six factors do attract talent to take up teaching appointment. Job advancement was rated highest (Weighted Average {WA} = 2.90). This is followed by work-life balance (WA = 2.79), followed by recognition (2.75), followed by supervision (WA = 2.74); followed by promotion (WA = 2.65) and lastly competitive salary/remuneration (WA = 2.63). The implication of this result is that job advancement, work-life balance, recognition, supervision, promotion and competitive salary/remuneration are attractive factors for talents in other to improve quality of university academic.

**Graphical illustration 1: Talents Attraction Factors (TAFs) for Improving Academic Quality**



The talent attraction factors in graphical illustration 1 shows that worklife balance Weighted Average 2.785 while this covers 16.9% and was ranked second out of the six factors. The next was Competitive Salary/Remuneration with Weighted Average 2.627; percentage and ranking as 16.0% and sixth respectively. Recognition for work and Job Advancement were 2.749 and 2.904 with 16.7% / third and 17.6% / first respectively. Promotion and supervision were assessed as 2.649 and 2.744 while the percentage/ranking was 16.1%/fifth and 16.7%/fourth respectively. All the factors have their remarks as high. The interview conducted revealed the factors that attracted talents into academics in which respondents were with the view that flexibility of the job is one of the factors. In the view of the respondents, "I just love the job.....teaching and research...", "I have passion for the teaching", "...my level of curiosity to acquire knowledge..." I have good mentors who encouraged me to become academic instructor at the university" but many of these talents were not so lucky to have good mentor(s). In addition, job satisfaction, family/society background and as a last resort due to condition(s) were the factors that attracted them into academics.

**Research Question 2:** What is the quality of academic in Nigerian universities as rated by talents already in the university?

**Table 3: Quality of Academic in Nigerian University as Rated by Lecturers**

Factors (Items)	1	2	3	4	Mean	Std.D
To what extent has the university appropriate criterion for determining the course contents?	92 (32.1)	16 (5.6)	57 (19.9)	122 (42.5)	2.728	1.302
To what extent has the participation of the academic staff in decision taken by the faculty/school administration improve academic quality	95 (33.1)	11 (3.8)	43 (15.0)	138 (48.1)	2.780	1.342

There is relevance in the course objective for academic quality improvement	103 (35.9)	10 (3.5)	48 (16.7)	126 (43.9)	2.686	1.348
To what extent is the adequacy of teaching methodology	82 (28.6)	7 (2.4)	42 (14.6)	155 (54.0)	2.934	1.319
Having clear job descriptions for the academic staff	93(32.4)	8 (2.8)	44 (15.3)	142 (49.5)	2.818	1.339
There is high students involvement/participation for academic quality improvement	70 (24.4)	9 (3.1)	65 (22.6)	143 (49.8)	2.979	1.228
Having sufficient number of academic staff in departments lead to academic quality improvement	71 (24.7)	20 (7.0)	59 (20.6)	137 (47.7)	2.913	1.239
Having sufficient number of qualified supportive staff leads to academic quality improvement	88 (30.7)	7 (2.4)	51 (17.8)	141 (49.1)	2.854	1.314
The teaching pedagogical inquiry leads academic quality improvement	94 (32.8)	23 (8.0)	64 (22.3)	106 (36.9)	2.634	1.277
Dissemination of pedagogical experiment facilitate academic quality improvement	94 (32.8)	7 (2.4)	61 (21.3)	125 (43.6)	2.756	1.310
Collaborative teaching brings about academic quality improvement	104 (36.2)	3 (1.0)	59 (20.6)	120 (41.8)	2.711	1.423
Quality of publication is responsible for academic quality improvement	103 (35.9)	10 (3.5)	59 (20.6)	115 (40.1)	2.648	1.324

To what extent has the university having the possibility of providing enough time for research	90 (31.4)	49 (17.1)	68 (23.7)	80 (27.9)	2.481	1.200
To what extent has the university appropriate criterion for determining the number of courses taught by lecturer for quality improvement	99 (34.5)	9 (3.1)	52 (18.1)	127 (44.3)	2.721	1.335
University having good level of communication between academicians and students leads to academic quality improvement	101 (35.2)	7 (2.4)	45 (15.7)	134 (46.7)	2.739	1.355
How important are lecture rooms to the attainment of academic quality in this university?	100 (35.8)	6 (2.1)	41 (14.3)	140 (48.8)	2.770	1.362
Qualitative research is an indicator of academic quality improvement	109 (38.0)	6 (2.1)	37 (12.9)	135 (47.0)	2.690	1.386
To what extent has the university having the possibility of providing enough time for publications	98 (34.1)	9 (3.1)	34 (11.8)	146 (50.9)	2.794	1.368
To what extent does the academic staff course load affects academic quality	82 (28.6)	8 (2.8)	52 (18.1)	145 (50.5)	2.906	1.293
Social relevance is important for academic quality improvement	104 (36.2)	23 (8.0)	43 (15.0)	117 (40.8)	2.603	1.336



How important has the university determined priority research fields.	93 (32.4)	17 (5.9)	44 (15.3)	133 (46.3)	2.756	1.329
To what extent has the university having sufficient relations with the industry.	92 (32.1)	6 (2.1)	40 (13.9)	149 (51.9)	2.857	1.345
Publication of academic papers in Anglophone countries is advisable for academic quality improvement	97 (33.8)	12 (4.2)	44 (15.3)	134 (46.7)	2.749	1.343
Research collaboration with other expertises enhances academic quality improvement	116 (40.4)	7 (2.4)	42 (14.6)	122 (42.5)	2.592	1.381
Academic quality improvement is a reflection of its positive impact on the society	87 (30.3)	22 (7.7)	50 (17.4)	128 (44.6)	2.763	1.298
The quality of graduates produced is an indicator of academic quality	85 (29.6)	18 (6.3)	57 (19.9)	127 (44.3)	2.788	1.285
Quality of employment skills is a determinant for academic quality improvement	92 (32.1)	16 (5.6)	57 (19.9)	122 (42.5)	2.728	1.302
Quality of employment attributes is a determinant for academic quality improvement	95 (33.1)	10 (3.5)	44 (15.3)	138 (48.1)	2.784	1.341
To what extent has the university supported financial	104 (36.2)	11 (3.8)	47 (16.4)	125 (43.6)	2.673	1.350

the academicians for  
their participation in  
academic  
international  
conferences

To what extent has the university having sufficient relations with other universities for academic quality improvement	81 (28.2)	7 (2.4)	42 (14.6)	156 (54.4)	2.944	1.316
<b>Weighted Average</b>	<b>2.759 (68.98%)</b>					

**Source:** Fieldwork

Table 3 reveals the academic quality in Nigeria universities as rated by the lecturers. The mean values show that the academic quality is rated little above average. For instance, the following were rated above average: adequacy of teaching methodology (mean = 2.93); clear job description for the academic staff (mean = 2.82); high students' involvement/participation (mean = 2.98); sufficient number of academic staff in the departments (mean = 2.91); dissemination of pedagogical experiment (mean = 2.76); collaborative teaching (mean = 2.71); quality publication (mean = 2.65) and so on. The weighted average of the table is 2.76 which, when converted to percentage gives 68.98%. This is an indication that the academic quality in Nigerian universities is rated above average.

### Research Hypothesis

**H0<sub>1</sub>:** There is no significant joint contributions of talent attraction factors to academic quality of Nigerian universities?

**Table 4: Summary of Multiple Regression Showing Composite Contribution of Talent Attraction Factors (TAFs) and Academic Quality (AQ)****Coefficients<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	140992.113	6	23498.686	4348.567	.000 <sup>b</sup>
	Residual	1513.058	280	5.404		
	Total	142505.171	286			
R = 0.995; Adjusted R <sup>2</sup> = 0.989 R <sup>2</sup> = 0.989;						

a. Dependent Variable: academic quality

b. Predictors: (Constant), supervision, promotion, competitive salary/remuneration, recognition, job advancement, work-life balance

Table 4 shows that there is a joint relationship between the independent variable (Talent attraction factors) and the dependent variable (Academic quality) ( $R = 0.99$ ). This led to the fact that the talent attraction factors accounted for 98.9% of the total variance in the academic quality in Nigerian universities (Adjusted  $R^2 = 0.989$ ). This joint contribution is significant ( $F_{(6, 280)} = 4348.57$ ;  $p < 0.05$ ). This implies that there is a joint contribution of talent attraction factors to academic quality in the Nigerian universities.

**Table 5: Summary of Multiple Regression Showing Joint Contribution of Talent Attraction Factors (TAFs) and Academic Quality (AQ)****Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.631	.543		-1.161	.246
	work-life balance	.579	.088	.130	6.596	.000
	competitive salary/remuneration	.933	.042	.182	22.202	.000
	Recognition	1.631	.042	.336	38.953	.000

job advancement	1.297	.047	.251	27.790	.000
Promotion	1.006	.041	.208	24.449	.000
Supervision	.621	.092	.135	6.754	.000

*a. Dependent Variable: academic quality*

Table 5 shows the joint contribution of each of the talent attraction factors and all were shown to have significant relative contribution ( $p < 0.05$ ). Recognition has the highest contribution ( $\beta = 0.34$ ;  $t = 38.95$ ;  $p < 0.05$ ); followed by job advancement ( $\beta = 0.25$ ;  $t = 27.79$ ;  $p < 0.05$ ); followed by promotion ( $\beta = 0.21$ ;  $t = 24.45$ ;  $p < 0.05$ ); followed by competitive salary/remuneration ( $\beta = 0.18$ ;  $t = 22.20$ ;  $p < 0.05$ ); followed by supervision ( $\beta = 0.14$ ;  $t = 6.75$ ;  $p < 0.05$ ) and then work-life balance ( $\beta = 0.13$ ;  $t = 6.60$ ;  $p < 0.05$ ). It can be inferred then that all the talent attraction factors have significant relative contributions to the academic quality in the Nigerian university.

### Summary

The study revealed that job advancement, work-life balance, recognition, supervision, promotion and competitive salary / remuneration were factors to reckon with as regards talent attraction factors for improving academic quality in Nigerian universities. Other factors are to impact knowledge and curiosity for knowledge, love for teaching, love for research/innovative thinking, love for teaching and research, fulfilment in modelling life, passion, willingness, prestige, need for academic achievement, quality of mentors and mentoring (encouragement by lecturers) and aspiration for academic life. Academic quality in Nigerian universities was assessed to be 68.98%. Meaning academic quality in Nigerian universities is rated above average. The study also shows that there significant joint contributions of talent attraction factors to the academic quality of Nigerian universities.

### Conclusion

Since job advancement, work-life balance, recognition, supervision, promotion and competitive salary/remuneration are factors responsible for talent attraction for improving academic quality in Nigerian universities, it is therefore imperative for university authorities and government (Federal and State) ensure that this talent attraction

factors are put in place with element of sustainability. These will keep identified talents on the job and at the same time improve university academic quality.

### **Recommendations**

The findings of the study have established that job advancement, work-life balance, recognition, supervision, promotion and competitive salary/remuneration are factors responsible for talent attraction for improving academic quality in Nigerian universities. However, Nigerian universities should pay more attention to these factors in order to attract talents to the academia. Government through the National Universities Commission should ensure that adequate attraction mechanism is in place for identified talents. Also, recognition and competitive salary/remuneration which commensurate with other related disciplines outside education (academics) should be ensured. Talents should be provided the opportunity for advancement and be rewarded; through incentives and promotion for their performance. They should be provided the opportunities of career advancement and exposure to innovation and capacity enhancement in their field. All these should be at par with the provision made available in other sectors such as the oil, telecommunication and the banking sectors.

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