



DOI: 10.5281/zenodo.13700309

Theories Of Communication

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ABSTRACT

Communication is ubiquitous, understanding the processes and channel of communication is imperative because the survival of any organization is anchored on it. Theories of communication refer to the body of theories that constitute our understanding of the communication process. The paper succinctly explains the theories and models of communication and its relevance to education. It discusses the following; history of theories of communication, concept of communication, components of communication, types of communication, techniques for communication, educational communication, communication theories and models of communication.

Keywords: Communication theory, Models of Communication, educational communication and communication process.

INTRODUCTION

People relate with one another through communication in an organization. Therefore, communication has been an important and necessary social medium. The sub-system of education operates within a wider system of the society; to understand human behavior for proper teaching and learning, it is important to understand the process of human communication. Communication is a vital process for education between the individual and the society. Teaching and learning take place between the distance teacher and the distance learner through the process of mediated interaction and other means employed by the system in distance education. The aim of the paper is to understand the processes of communication and some theories of communication and their relevance in education.

History of Theories of Communication

The origin of communication theory is linked to the development of information theory in the early 1920s. The formal study of information theory began in 1924, when Harry Nyquist, a researcher at Bell Laboratories, published a paper "Certain Factors Affecting Telegraph Speed." Nyquist realized that communication channels had maximum data transmission rates, and he derived a formula for calculating these rates in finite bandwidth noiseless channels. The other pioneer was R.V.L. Hartley, whose paper "Transmission of Information" (1928) established the first mathematical foundations of information theory. Alan Turing in 1940 used similar ideas. But the real birth of modern information theory can be traced to Claude Shannon's paper "A Mathematical Theory of Communication" in the Bell System Technical Journal in 1948. An important aspect in Shannon's work was his realization that, in order to have a theory, communication signals must be treated in isolation from the meaning of the messages they transmit. This is in sharp contrast with the common conception of information, in which meaning has an essential role. Shannon also realized that the amount of knowledge conveyed by a signal is not directly related to the size of the message. This landmark paper paved the way for the development of communication theory. Shannon focused on the problem of how best to encode the information that a sender wants to transmit. He also used probability theory. Shannon developed information entropy as a measure of the uncertainty in a message while essentially inventing the field of information theory. Shannon realized that a useful theory of information would first have to

concentrate on the problems associated with sending and receiving messages, and it would have to leave questions involving any intrinsic meaning of a message - semantics - for later investigators. He realized that if the technical problem was not solved, then the semantic problem was not likely to be solved. Solving the technical problem was therefore the first step in developing a reliable communication system. Since Shannon worked for Bell Laboratories, the practical stimuli for his work came from the problems faced in creating a reliable telephone system. A key question was how to transmit the maximum number of telephone conversations over existing cables. Prior to Shannon's work, the factors in achieving maximum utilization were not clearly understood. Shannon defined and showed how to assign a capacity to communication channels, not only in the ideal situation where no noise was present but also in practical cases where channels were subjected to real noise. Shannon produced a formula that showed how the bandwidth of a channel (that is, its theoretical signal capacity) and its signal-to-noise ratio (a measure of interference) affected its capacity to carry signals.

Concept of Communication

Communication is derived from a Latin word *Communicare* which means to make common. Communication has undergone many changes that made its meaning broader and more complicated. For example, Theodorson and Theodorson (1969) stated that communication is a process of transformation of information, ideas, attitudes or emotions from one person or group to another or others primarily through symbols. Schramm (1971) conceived communication as a process of transferring feelings, motivations, ideas and knowledge from one mind to another in a way in which the receiver was seen as a passive agent. Keyton (2011) defined communication as the process of transmitting information and common understanding from one person to another. In a wider sense, communication is the procedure by means of which one mechanism affects another mechanism. The human relationship approach views communication as the mechanism through which human relations exist and develop. According to Reimers and Chung in Manafa (2018) communication, therefore, is not only a medium but also a fundamental aim of modern and globalized educational policy since the school of the 21st century, envisions people to be able to think critically and communicate effectively, people who would be able to solve problems and develop collaborations in many ways under difficult and various circumstances. Hunt and Marshal (2002) defined communication as the exchange of ideas or information that involves the decoding of intended message by the sender and receiver. They affirmed that through communication, needs, feelings, desires and ideas are expressed. Information is given and received through communication and in this way, one establishes one's own identity. According to Nilanjana et al. (2016) Communication is the activity of conveying information through the exchange of ideas, feelings, intentions, expectations, perceptions or commands by speech, writing, gestures and by other means between two or more participants. The process requires a source/sender who encodes information in the form of a message which is transmitted through a medium/channel to a recipient who then decodes the message and gives necessary response/feedback. The concept of communication has been defined in various ways by scholars. Udeze in Manafa (2018) defined communication as the exchange of informational transmission of ideas in organization to enhance the attainment of the stipulated objectives.

Communication is a two-way process in which people not only share ideas, feelings and information but also generate and share meaning that is aimed at arriving at a point of understanding. It is the exchange of ideas, thoughts, messages, which could be through speech, signals or writing. It is an act of transmitting information from the sender to the receiver through a medium that allows the message to be comprehended.

Communication is the expression or exchange of information by speech, writing, gestures, conduct or electronic medium. It is a process of passing information, ideas, facts, or opinions between two or more parties. It is the process by which an idea is brought to another's perception. The information that is so expressed or exchanged is also referred to as communication.

In a wider sense, communication is the procedure by means of which one mechanism affects another mechanism. The human relationship approach views communication as the mechanism through which human relations exist and develop. Schramm (1971) a noted communication theorist views it differently saying "it is the sharing of an orientation towards a set of information sign. This

communication is based on a relationship between at least two bodies- human, animals or even machines that are in tune with each other. This communication may not be face to face.

Components of Communication

Communication is made up of 8 main components. These are interwoven and are viewed as fundamental elements of any communication process. They include:

Source – this is referred to as that which generates a message or series of messages to be transmitted to the receiving end.

Sender: According to Chandler (2003) this is the transmitter, which operates on the message in some way to produce a signal suitable for transmission over the channel. According to Chandler (2003) Aristotle employed the term speaker (orator)’’ to mean to this component.

Channel: this simply means the medium used to convey the signal from transmitter to receiver’.

Receiver: is the one that decodes the message and sends feedback.

Destination: is the person (or thing) for whom the message is intended.

Message: it is a concept, information, communication or statement that is sent in different forms, which could be written, oral, and visual

Feedback is the loop of making a two-way communication process related to the response to the message. It is simply the reaction of the Destination back to the Source, direct and/or indirect.

Context: It refers to the background and the environment – immediate and far.

Types of Communication

Communication experience can be grouped into four according to the number of people involved.

(1) Intra-personal

(2) Inter-personal

(3) Group and mass communication.

Intra-personal Communication

This refers to a process when one communicates with one’s own self. Such communication is within the self and to the self. e.g. thinking, working out a problem, writing diaries etc. (Holmberg, 1981).

Inter-personal Communication

This communication occurs at least between two people, it can be face to face e.g. an interview, discussing with a friend or through telephone.

Group Communication

Group communication as the name implies has to do with a group of people, which may be small e.g. family or it can be large e.g. a committee.

Mass Communication

This type of communication is used or received by a greater number of people it can be radio or public concert for a large number of people. All the types of communication normally have almost the same purposes.

Purpose of Communication

There is always a reason for every type of communication. These reasons have to do with the needs which may be conscious or unconscious. One on one communication verbal communication reveals conscious reasons and the nonverbal types reveals unconscious purposes.

Communication can be intentional or unintentional when one’s word hurt another unknowingly to him it is seen as unintentional.

Reasons for communication are to get, give or exchange information;

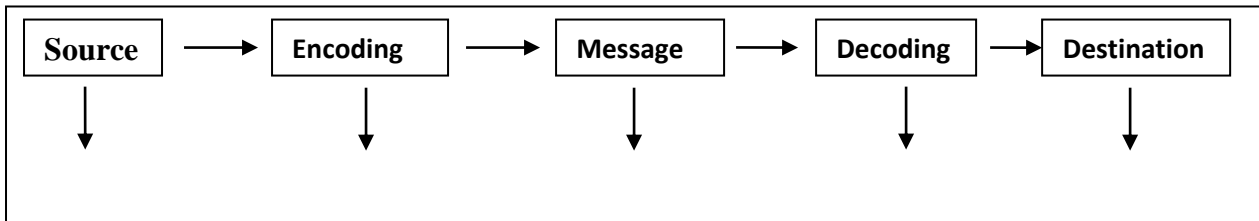
- Communication maintains and form relationship
- Communication makes one think and act in a way others think
- It influences our decision making
- It gives us upper hand above others
- We express our ideas to others through communication
- We relate and experience the world through communication.

Process of Communication

Understanding that the process of communication has to do with the different functions it serves is necessary. Changes on the communication processes occur due to changes on functions/ purposes which it is used for.

Schramm (1971) writes “Essentially the communication process consists of information processing organized around a shared orientation to certain signs”, information does not bring result when not communication properly. Therefore, it is necessary to study the process of communication and the different models that explain the processes from the simple to complex activities.

The process of communication requires two or more participants, one sends information and the other receives it. This is the simplest model of communication called the linear model of communication (Dimbleby and Burton, 1985), in which the sender sends messages to the receiver through one or the other channels

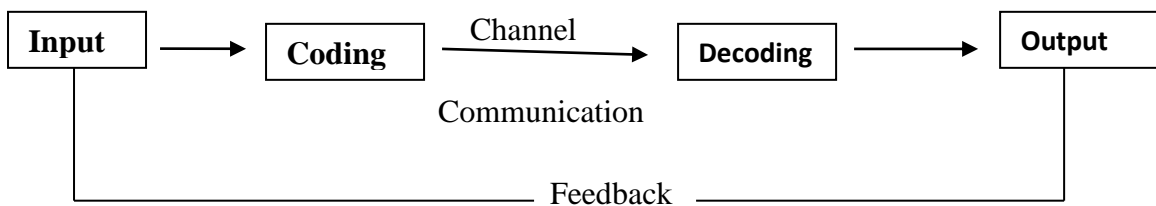


Source: Dimbleby and Burton, (1985)

Linear Model of Communication

The message is carried out with the aid of some codes (like verbal or nonverbal signs) which are decoded by the receiver. Any complex human behavior is not overtly expressed in simple process of communication. Communication is usually a two-way process where two persons relate with one another rather one-way process.

Let us examine the communication model of Shannon and Weaver (1949) that was originally applied to develop electrical system and now is applied to human communication.

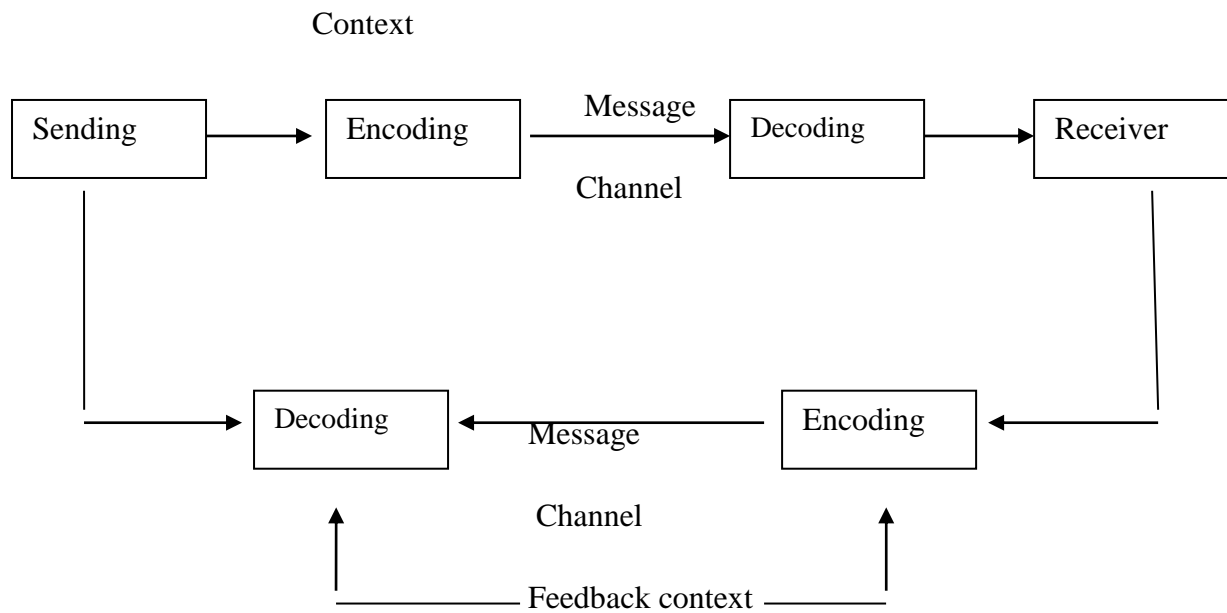


Engineering Model of Communication

The input is the event that provides a stimulus, through the sensory organs. Suppose A receives such stimulus, the resulting nervous impulses reach the brain causing reactions and preverbal feeling. According to the accustomed verbal patterns he/she translates them into words. He she then selects some words and speaks to B and conveys his / her reactions by means of sound and light waves; the reaction in terms of nervous impulses travels to B’s brain, then to his /her muscles and glands that produce reactions and preverbal feelings. He / she translate those feelings into words according to the verbal pattern which he / she is accustomed to. After selecting or abstracting some of those words, he /she arranges them in some fashion and speaks either to A or to somebody else and thereby offers a stimulus to him / her.

The process of communication goes on this way. This is called the exchange model of communication (Osgood, 1954) or the engineering model of communication (Shannon and Weaver, 1949) in which both the sender and the receiver are active agent during the process of communication. The contextualized model or linear model of communication has a content and feedback which is

extension of the exchange model when the dimensions of the situation or surroundings are added to the above process. The sender and the receiver have another dimension that of feedback.



Contextualized Model of Communication

The different processes of communication do not have the expected purpose of the sender when communication fails to achieve the expected purpose it is dysfunctional. It can be caused by any of these reasons.

1. When there is no adequate mutual attention
2. When the receiver did not understand the meaning of communication as expected by the sender.
3. When there are no clear-cut common goals by the sender and receiver
4. When the sender or receiver is emotionally disturbed.

Techniques for Communication

The following are some techniques for communication;

Symbols: Symbols constitute a significant means of communication; some of the most important of these are the use of metaphors, smiles, icons etc. Through symbols one's thought and perceptions is adequately communicated to others. This method is also called non-verbal or non-oral communication. In this type of communication, the message we convey are highly affected by such nonverbal factors as body movement, posture, gesture, facial expression, eye movement, eyebrows, and hand positions. Symbolic communication is encompassing, it includes: Raising of hands to ask permission to speak in a meeting, clapping of hands as a way of applauding someone's performance, the hitting of fists on the table to draw the attention of others or to express annoyances. Shaking of hands and waving of hands to express welcome or stoppage. Non-verbal communication is seen in all human field of endeavour. According to Chikwumah cited in Ojobor (2010) "communication is very powerful in determining the overall impact of message". When sensitive issues are touched, it could lead to loss of the eye contact during conversation, and in most cases when one is not satisfied or displeased with a particular act it can lead to silence.

Language: language is the commonest means of communication. It an important field of study. Various disciplines like linguistics philology semantics, phonetics etc., have come out to master verbal and written languages. Written and spoken languages transmit meaning through words, sentences and grammars.

Motion Pictures: Motion pictures create impressions that are permanent in the viewers mind because it constitutes a strong communication technology and also communicate in an effective way.

Broadcasting: the technique of broadcasting began from the technological revolution of the nineteenth century. Radio broadcasting came first and later television broadcast. Radio and television

broadcasting serve as the most developed mass communication of today, reaching a greater number of people compared to group communication techniques.

Educational Communication

Education is seen as a communication process which links individuals and the society in which they live. Knowledge, values, skills and standards of the society continues to exist from generation to generation through communication.

“In educational communication, the input is knowledge, skills, standards and values of a society provided in a particular subject matter, and this input is supplied and managed by the teacher when she puts forth facts, ideas attitudes statement etc. Coding takes place as messages are encoded into sound, visual images, printed words and non-verbal messages. So coding is the process of making the desired visible and audible to the learners. The channels of communication are the sound signals or the visual signals produced by the teacher, chalk and board or even the audio-visual signals that accurately and clearly convey the message to the learners.”

The key for being successful in the contemporary school is the ability of the school administrator to work with other school stakeholders (faculty, support staff, community members, parents, central office); and develop a shared sense of what the school/school district is attempting to accomplish – where it wants to go, a shared sense of commitments that people have to make in order to advance the school/school district toward a shared vision and clarity of goals. As school administrators are able to build a shared mission, vision, values, and goals, the school/school district will become more effective. Building a relationship between school administrators and other school stakeholders requires effective communication. For example, research indicates that principals spend 70 to 80% of their time in interpersonal communication with various stakeholders (Sergiovanni, 2009; Tareilo, 2011; Ubben et al., 2011). Effective principals know how to communicate, and they understand the importance of ongoing communication, both formal and informal: faculty and department meetings; individual conversations with parents, teachers, and students; and telephone calls and e-mail messages with various stakeholder groups. The one constant in the life of a principal is a lot of interruptions – they happen daily, with a number of one- and three-minute conversations in the course of the day. This type of communication in the work of the principal has to be done one on one - one phone call to one person at a time, one parent at a time, one teacher at a time, one student at a time; and a principal needs to make time for these conversations. For example, a principal may be talking with a parent with a very serious problem. She may be talking with a community member. She may be talking with the police about something that went on during the school day. The principal must be able to turn herself on and off in many different roles in any given day.

Hindrances to Communication

Noise hinders communication: The teaching environment can generate noise in the classroom ranging from the furniture, marker, board and teachers' voice quality. A higher-teacher ratio creates an obstacle to learning as does the teacher when not clear about the purpose. The learner decodes the message and the output depends on the learners' previous knowledge of the subject being taught. The learner is central to educational communication. The channels of communication are very necessary in regulating communication through the feedback from the learner to the teacher. According to Krammer in Manafa (2018) there are many things that hinder effective communication in secondary school. One of these hindrances or barriers is the behavior of the sender. The character or personality of the sender may create negative influence or feeling on the audience and thereby causing barriers to communication. If the sender's behavior creates harmful organizational climate which may generate fear, hatred, and lack of trust, there will be alteration of communication. Tutar cited in Ojobor (2010) categorizes factors that prevent the effective communication as personal, language and expression difficulties, listening and perception inefficiencies, lack of knowledge, sexual and cultural differences, misconception, and psychological barriers. Akinjide as cited in

Ojobor (2010) asserts that another problem that makes up barriers to effective communication in the school is decoding of message passed. According to him, the following are some of the factors usually affect decoding; receivers past experience, personal assessment of the symbols and gestures, used expectation and mutuality of meaning with the sender. The lack of proper specification or the reason of the message and the nature of the channel by which the information is sent across may alter the intended information

Communication Theories

The term theory of communication refers to the body of theories that constitute our understanding of the communication process (Littlejohn, 1983). Theories represent various ways in which observers see their environment and as Littlejohn claims (1983, p-12), because theories are abstractions, every theory is partial. Each theory delineates a way of looking and therefore, it can only be measured on how well constructed. This is because of the disagreement on what comprise of adequate theory of communication.

It has been difficult on what communication or to communicate means. Communication theory is a field of information theory and mathematics that studies the technical process of information as well as a field of psychology, sociology, semiotics and anthropology studying interpersonal and intrapersonal communication (Wikipedia).

Four theories will be discussed, two that are directly related to education i.e. (Mathematical theory and information theory) and two of which have only indirect relationship on education which is free press theory and social responsibility theory.

i. Mathematical Theory

The early theoretical bases of communication originate from the views of Shannon and Weaver (1949) which is the mathematical theory of communication.

Shannon also discovered that the quantity of knowledge conveyed by a signal is not directly related to the size of the message. The article encouraged the development of communication theory. Shannon focused on the problem of how best to encode the information that a sender wants to transmit. He also used probability theory. Shannon developed information entropy as a measure of the uncertainty in a message while essentially inventing the field of information theory. Shannon realized that a useful theory of information would first have to concentrate on the problems associated with sending and receiving messages, and it would have to leave questions involving any intrinsic meaning of a message - semantics - for later investigators. He realized that if the technical problem was not solved, then the semantic problem was not likely to be solved. Solving the technical problem was therefore the first step in developing a reliable communication system. Since Shannon worked for Bell Laboratories, the practical stimuli for his work came from the problems faced in creating a reliable telephone system. A key question was how to transmit the maximum number of telephone conversations over existing cables. Prior to Shannon's work, the factors in achieving maximum utilization were not clearly understood. Shannon defined and showed how to assign a capacity to communication channels, not only in the ideal situation where no noise was present but also in practical cases where channels were subjected to real noise. Shannon produced a formula that showed how the bandwidth of a channel (that is, its theoretical signal capacity) and its signal-to-noise ratio (a measure of interference) affected its capacity to carry signals. He suggested strategies for maximizing the capacity of a given channel and showed the limits of what was possible with a given technology.

Shannon also made the surprising finding that it is always possible to transmit signals randomly close to the theoretical channel capacity even in the presence of noise. Before Shannon, engineers lacked an organized way of analyzing and solving such problems. His discovery encouraged engineers to device practical techniques to enhance performance in signal transmissions as Shannon's work plainly differentiated between gains that could be realized by adopting a different encoding scheme from those that could be realized only by changing the communication system itself. Though information theory does not specify how to achieve specific results, people now know which questions are worth asking and can focus on areas that will yield the highest return. They also know which questions are difficult to answer. Since the 1940s and '50s the principles of classical information theory have been applied to many fields. Their views are based on developments in electrical systems and electronics. They see telephone cables and radio waves as the main channel of communication. The process of

communication is divided into; the source, the transmitter, the signal and the receiver. A message is transformed to a signal for the channel to be used. The channel is the medium by which information is sent from the sender to the destination through signals. Example, during a discussion the sender's brain is the source, the voice mechanism produces signals through spoken words and it is transmitted through air which is the channel and the receiver decodes the message from the signals.

It is originally applied to the engineering and mathematical field; the theory is used in other field of human communication. Mathematical theory of communication helped present day educational thought and practice.

Educational Implication

Information is transferred from the teacher to learners. During teaching and learning one can communicate with 50-100 learners at once. Mathematical theory of communication helped in increasing the number of people you can communicate to and it also help in enhancing the electronic media in order to reach to larger populations. Information has developed very much because of communication technologies. Video and computer technologies have queried the role of teachers as the main authority teaching –learning process. Satellite technology has greatly helped to process instructional technology.

ii. Information Theory

The mathematical theory gave rise to information theory of communication which says that communication as a means by which one's mind is influenced by another. It transmits signals, like written language, spoken words, body movement etc. there are provision for feedback in different forms that flows from the destination to the source that helps the communicator connect other output. Chute (1987) adapted the Shannon-Weaver Model by adding examples of message transmission. While retaining the basic form of the communication, Chute suggested that various media could potentially serve as the source in a communication. His Model is perceived as the initiator of interactive communication. Wagner (1994) stated that the models developed by Schramm and Chute can be used to help distance educators to conceptualize the mechanics of interactive telecommunication.

Educational Implication

The information theory of communication has highly contributed to the process of teaching –learning in terms of the effect of teacher on the learners' mind and the process of feedback being available by the learners so as to improve learning. Class room feedback takes many forms it can be negative such as tired look and signs like yawning which shows they need to change discussion or stop for a little while. Feedback in distance learning is to be used to advance every system administrative, academic and industrial.

iii. Free Press and Social Responsibility Theories

These are theories that influence the education system partially. It is from the liberation theory of Siebert and others; its emphasis is on printing press freedom and the liberation from seventeenth century official control. The theory says that an individual should not be intimidated in speech but should be given freedom to express himself and give information to the press and also publish any information as desired as long as it doesn't harm others or nation. Educational systems are influenced by this theory indirectly as it helps the reality close to the learners in a learning society. It helps one to have knowledge of his rights and responsibilities. Free press advances the socio-economic and political development of the nation through education.

iv. The Social Responsibility Theory

This theory originates from the commission of freedom of press on the United States. It states that the media, print and broadcasting have a social responsibility which is taking care of by the society. It talks about (1) individual freedom and choice (2) media obligation to the society (3) media freedom all are to be regulated within their limit and avoid communal disturbance.

Contribution to knowledge is that it encourages moral ideas and values among individuals thereby providing information to them. It delivers accurate information to learners in the process of moral development.

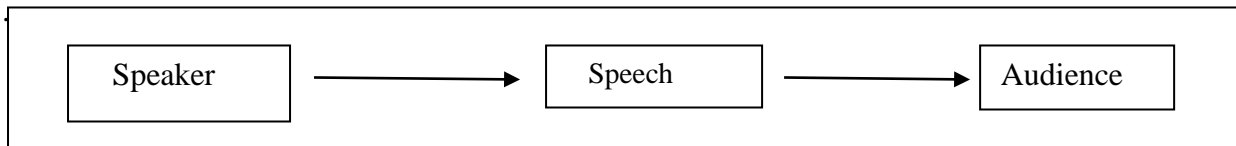
Communication Models

A communication model is mainly a process in which information is enclosed in form of a package and is channeled then imparted by the sender to the receiver through a medium. When the information reaches the receiver, he or she decodes the message and gives the sender certain feedback. Models of communication link to the conceptual model used to illustrate human communication process.

Several models exist in communication, some of which were developed by noted theorists of different disciplines. Among them are: Aristotle, Lasswell, Shannon, Weaver, McLuhan, MacLean, Rileys, Westley, Gerbner, Rothstein, Schramm, Berlo, Osgood, Johnson, Cherry are the renowned ones. But we shall only explain Aristotle model

a. Aristotle's Model of Communication

This model is centered on public speaking than interpersonal communication. This model is still relevant, widely used and accepted. In this model of communication, the sender sends the message to the receiver in an attempt to influence them to respond accordingly. The message has to be very impressive and convincing. Therefore, the sender must know and understand their audience well. In this model, the sender is an active participant and the receiver is passive. This concept is used in public speaking, seminars, and lectures. Aristotle advises speakers to build speech for different audience on different time (occasion) and for different effects. Speaker plays an important role in public speaking. The speaker must prepare his speech and analysis audience needs before he enters into the stage. His words should influence in audience mind and persuade their thoughts towards him. The Aristotle Model of Communication is formed with three fundamentals. The speaker, the speech and audience.



Source: Aristotle's Model of communication

Types of Models

The following are the types of models;

1. Linear model.
2. Interactive model
3. Transactional Model

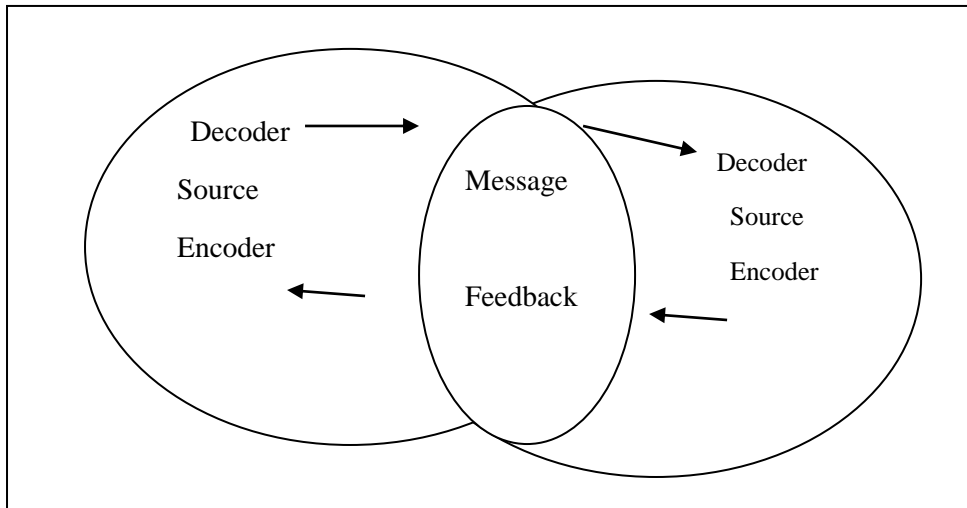
Linear Model

The linear model views communication as a one-way or linear process in which the speaker speaks and the listener listens. It is a one-way model to communicate with others. It consists of the sender encoding a message and channeling it to the receiver in the presence of noise. Its major drawback is that it assumes that there is a clear-cut beginning and end to communication. It also displays no feedback from the receiver; e.g. Mass communication - television, radio, newspapers. It is any method in which there is no possible way for feedback (even nonverbally). Letters, text messages, and email can be responded to. A lecture would not fit in this model because listeners can still give feedback nonverbally.

Interactive Model

The main flaw in the linear model is that it depicts communication as a one-way process where speakers only speak and never listen. It also implies that listeners listen and never speak or send messages. Schramm (1955) in Wood (2009) came out with an interactive model that saw the receiver or listener providing feedback to the sender or speaker. The speaker or sender of the message also listens to the feedback given by the receiver or listener. Both the speaker and the listener take turns to speak and listen to each other. Feedback is given either verbally or nonverbally, or in both ways. This model also indicates that the speaker and listener communicate better if they have common fields of experience, or fields which overlap. Effectively, this is two linear models stacked on top of each other. The sender channels a message to the receiver and the receiver then becomes the sender and channels a message to the original sender (feedback). This indicates that communication is a two-way

process. Feedback is not simultaneous, e.g., Instant Messaging (IM). The sender sends an IM to the receiver, and then the original sender has to wait for the IM from the receiver to react.



Source: Wood, J. T. (2009). *Communication in our lives* (4th ed.). Belmont, CA: Thomson-Wadsworth.

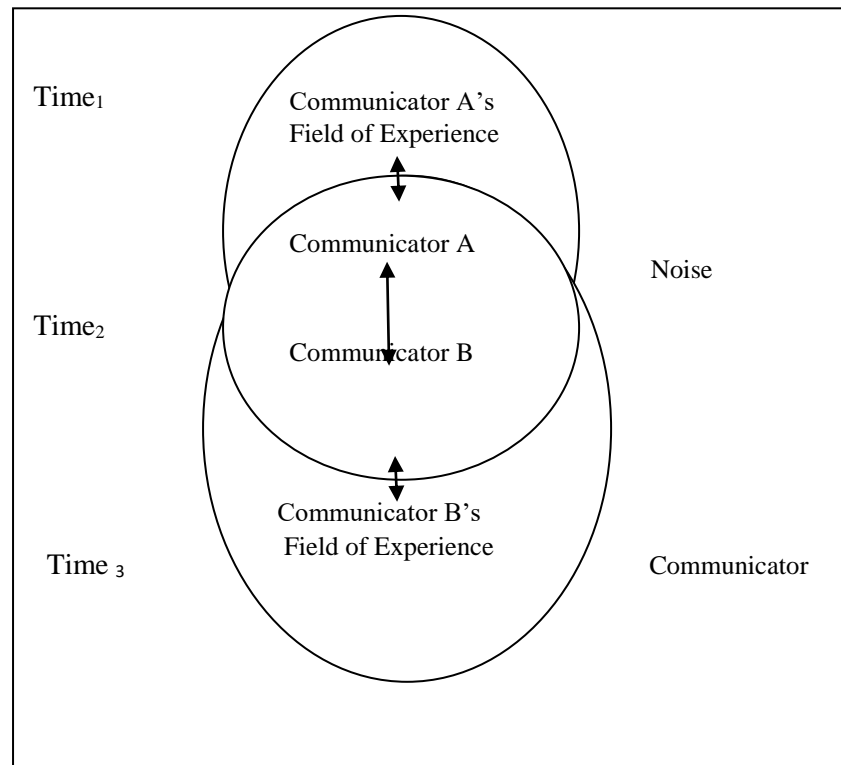
Transactional Model

The main drawback in the interactive model is that it does not indicate that communicators can both send and receive messages simultaneously. This model also fails to show that communication is a dynamic process which changes over time. The transactional model shows that the elements in communication are interdependent. Each person in the communication act is both a speaker and a listener, and can be simultaneously sending and receiving messages. The model implies:

- “Transactional” means that communication is an ongoing and continuously changing process;
- In any transactional process, each element exists in relation to all the other elements. There is this interdependence where there can be no source without a receiver and no message without a source;
- Each person in the communication process reacts depending on factors such as their background, prior experiences, attitudes, cultural beliefs and self-esteem.

This model assumes:

- That people are connected through communication;
- They are engaged in transaction.
- It recognizes that each of players is a sender-receiver, not just a sender or a receiver.
- It recognizes that communication affects all parties involved.
- The transactional model also contains ellipses that symbolize the communication environment.



Transactional Model of Communication

Source: Wood, J. T. (2009). *Communication in our lives* (4th ed.). Belmont, CA: Thomson-Wadsworth

Importance of Communication

According to Ojobor (2010) communication in an organization promote administrative climate which result to high productivity and job satisfaction in the organization. Ogunsaya as cited in Ojobor (2010) asserts that if communication is effective, roles and duties are carried out more efficiently and challenges are tackled solved swiftly. Hence, there is a significant positive relationship between communication and the attitude of members of staff in an organization like the school. Furthermore, Okeke cited in Ojobor (2010) posits that effective communication enhances learning and teaching activities to create understanding and determined cooperative effort among all the interacting subunit in the education process. According to him effective communication in school makes the principal to make good decisions, think out of the box, initiate plans and produce sound school structures. Kolawale (2003) posits that when the climate of a school is conducive, it has a triple effect down the line by promoting the academic performance of the students. He went further and buttressed this point by asserting that good and sequestered school ambient that leads to better academic performance is one that allow for freedom of action.

- Communication helps employees to understand their roles clearly and perform their job effectively.
- It helps in achieving co-ordination and mutual understanding which in turn leads to educational harmony and increased productivity
- Effective communication helps in molding attitudes and building up teacher's morale
- Communication improves educational efficiency and ensures cooperation of the staff
- Communication is the means through which delegation and decentralization of authority is successfully accomplished.

CONCLUSION

Communication remains the life blood of any organization; this implies that for any organization to thrive, become successful there must be effective communication amongst the interacting staff. When there is barrier or lacuna to information flow, subordinates may become obscure in the discharge of their roles and duties in the organization. Understanding communication theories and the tenet become necessary as to know how each function and how to apply it.

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DOI:

Retirement Plan And Employee Retention In Multinational Oil And Gas Companies In Nigeria

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ABSTRACT

This study examined the relationship between retirement plan and employee retention in multinational oil and gas companies in Nigeria. The study adopted the cross-sectional research survey design. Primary data was generated through structured questionnaire. The population for this study was 10,238 employees of five multinational oil and gas companies in Nigeria. The sample of 385 was determined using the Taro Yamen's 1970 formula. The reliability of the instrument was achieved by the use of the Cronbach Alpha coefficient with all the items scoring above 0.70. The hypotheses were tested using the Spearman's Rank Order Correlation Statistics. The tests were carried out at a 0.05 significance level. Findings revealed that there is a significant relationship between retirement plan and employee retention in multinational oil and gas companies in Nigeria. Therefore, the study concludes that retirement plan positively enhance employee retention in multinational oil and gas companies in Nigeria. Thus, the study recommends that multinational companies invest in improving their retirement plan packages to make them more attractive to employee and significantly contribute to their decision to stay with the company long-term.

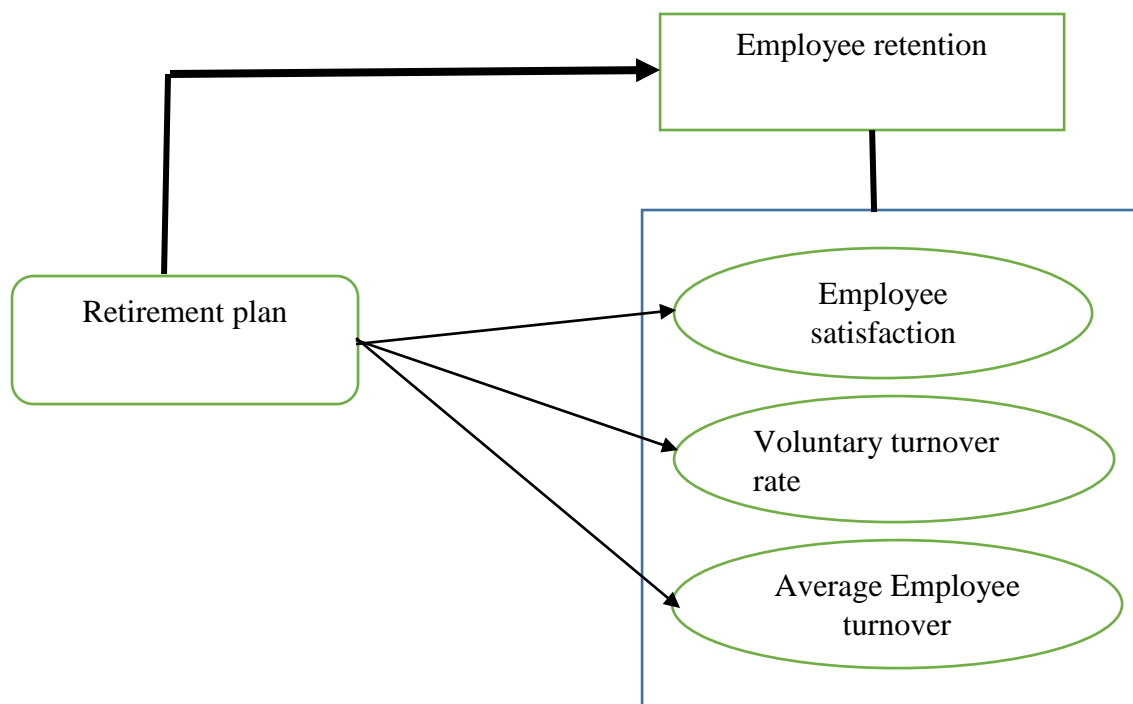
Keywords: Retirement Plan, Employee Satisfaction, Voluntary Turnover, Average Employee Turnover

INTRODUCTION

Employee retention can be described as a systematic effort by organizations or employer to create and foster an environment that encourage current employee to remain employed by having policies and practice in place that address their diverse needs (Nazia and Begum, 2013). Employee retention is a critical HR manager's challenge in multinational oil and gas companies in Nigeria. Employee leaving the organization will reduce the organizations performance and goodwill. Replacement costs for competent employees are very high more than the current employee annual salaries. The level of employee turnover in multinational oil and gas companies is attracting a great concern for HR managers to devise various strategies to retain competent employees.

Owing to the importance of employee retention, several empirical studies have been conducted around the globe on this subject (Adeneyi, 2014, Wageeh, 2014). They have sought to examine different variables in a bid to reduce the turnover rate. In spite of the several studies and importance placed on employee retention, studies have shown that one significant problem faced by multinational oil and gas companies in Nigeria is in retaining skilled employees. This leads to increased recruitment costs, decreased productivity and potential loss of institutional knowledge.

Research has focused on factors such as job crafting, organizational factors, organization reward system, organization justice etc. as a strategy to mitigate against these challenges. While it is true that these factors may possibly help reduce turnover rates and lead to employee retention, one other factor is neglected, which is the indirect compensation policies amongst them is the retirement plan. Therefore this study will fill the gap created in literature by studying the relationship between retirement plan and employee retention in multinational oil and gas companies in Nigeria.



The conceptual framework in Figure 1 illustrates the relationship between retirement plan and employee retention. - Dimensions of Retirement plan adopted from the work of (Slimani, Douli & Berbaoui, 2017) Measures of employee retention adopted from the work of (Vulpen, 2016).

LITERATURE REVIEW.

Total Reward Theory

Total reward theory is the total values of each element of an employee's reward package (Fernandes, 1998). According to Armstrong and Brown (2001) in *World at Work*, and the Total Reward Association of U.S, defines total rewards as all of the tools available to the employer that can be used to attract, motivate and retain employees. It further indicates that total rewards include everything employee perceives as valuable, which results from the employment relationship (World at Work, 2006). This theory emphasizes the importance of a comprehensive approach to compensation and benefits, considering both financial and non-financial reward systems. The theory suggests that an effective compensation system goes beyond basic salary and includes other elements, such as health insurance, retirement plans, life and other insurance etc. By offering a well-rounded total rewards package, companies or organizations can create a competitive advantage, promoting employee satisfaction and reducing turnover. Kantor and Kao (2004), in a study titled "Total rewards" revealed that total rewards combine an organization's employee offerings into a systematic way of viewing compensation retirement and other human resource disciplines.

The relevance of this theory is that it supports indirect compensation strategies by providing a framework for designing indirect compensation strategies that complement direct compensation and support employee retention. By applying total reward theory, organizations like multinational oil and gas companies can develop a more holistic approach to indirect compensation system i.e. retirement plans and employee retention, one that considers the diverse needs and preferences of their employees.

Retirement Plan

Hansen (2010) in his opinion gave two distinctive meanings of retirement which are: - Retirement is an American term for repayment of public debt and one of the benefits due employees over 65 after faithful services. Retirement is stopping work because you have reached a particular age (Hornby, 2015). There is a version from Wikipedia which is in line with the human resource dictionary and both defined retirement as when a person stops working after the service of a certain period of time. According to Wang (2007), retirement plan can be conceptualized as an adjustment process that

incorporates both the retirement transition and post-retirement trajectory, that is from employment to retirement which includes post retirement development in life. Retirement plan is a system set up between an organization and its employees that provide continuing income to qualified individuals upon their retirement (Crain, 2023). Crain further explain that retirement plan represents a promised benefit to employees to assure them that their time and work will be recognized long after they finish working for the organization.

Employee Retention and its measures

Employees or professionals who work for long periods in an organization add significant value to the organization, because they understand the organization's vision at a deep level and know how well to fulfill their roles expectations. Furthermore, they have acquired all the important skills needed to effectively handle their tasks on daily basis. So, retaining skilled and reliable employees give financial benefit to an organization. Employee Retention can be described as the process by which employees are encouraged to stay within an organization for a longer period or until completion of project. (Armstrong, 2010). According to workforce planning for Wisconsin State Government (2005), defined employee retention as a systematic effort to promote and foster an environment that motivate employees to stayed employed with the organization by having policies and practices in place that address their diverse employee's needs. It is becoming more essential to maintain and manage competent human resource which is the most valuable resources of any organization for effective and efficient delivery of goods and services and also for competitive advantage (Olowu & Adamolekun, 2005). For any organization to achieve its goals, appropriate strategies for employee retention and recruitment are necessary for enhancement of performance.

Employee Satisfaction

Employee satisfaction can be defined as the degree of contentment that organization members experience concerning the workplace (Alig, 2023). According to Morse (1997) satisfaction is the degree of contentment or fulfillment of employee's needs, wants and desire. Employee satisfaction can be a measure of how happy and satisfied an employee or employees are towards their job and workplace. Hunter and Tietzen (1997) in their view posited that employees are more loyal when they are satisfied and stay with the organization without harboring the intention of leaving. Employee satisfaction is a term used in describing whether the workers are happy, contented and feeling fulfill of their desires and needs at workplace. Employee satisfaction (ES) is combination of affective responds towards different perceptions of employee's expectations compared with what they actually received (Cranny, Smith and Stone, 1992). It can also be described as how pleased workers are with their position of employment (Moyes Shao & Newsome, 2008). According to Stoop (2019), there are three forms of employee satisfaction, such as; the emotional state of the employee, the degree of satisfaction with the overall job circumstances, the feelings and attitudes that the employee has towards the job.

Voluntary Turnover Rate

Voluntary turnover can be described as when employees quit an organization or when employees decide to end their relationship with the organization on their own due to dissatisfaction or other circumstances of willingness (Hausknecht and Trevor, 2011). Turnover rate can be described as how fast the organization loses employees (Chikwe, 2009). According to Mondy (2010), turnover rate is how many new employees were hired to replace resigned employees. Turnover occurs when employee resigned and a new replacement is hired. Price and Mueller (1981) classified two types of turnover such as voluntary turnover and involuntary turnover. In this study, voluntary turnover is the basic type used as a measure of employee retention. Organizations are made with people, so when employees decide to leave for another job, their companies need to find other employees to replace. Finding an employee to take fill in the gap of resigned employees can cost more than twelve-month salary, that is to say that any organization looking to save money need to be able to retain employees (Hay group, 2014).

Average Employee Tenure

The average employee tenure refers to the average length of time that an employee stays with their current employer (Harris, 2017). Generally, employee tenure is recognized as a driving tool towards enhancing employee experience. Employees who stayed in an organization for longer period are not just employees at the organization, they are the organization. Employee tenure can also lead to

creation of saving environment. The long tenure employees have experiences in areas that result in quality development, efficient and resource wastages, which can help identify ways to channel resources to achieve maximum outcome with little resources (Bates, 2004). Employee tenure is a faithful commitment to an employee, who has proved his worth, or who simply has had a long-term relation with the current organization.

Retirement Plan and Employee Retention

Retirement plan is viewed as benefit for long servicing employee who will get it as a reward after attaining retirement, either early retirement or getting to retirement age (Otieno, 2010). It is also known as guaranteed pension fund which an organization contributes a certain percentage toward employee retirement as a result of increasing employee intention to stay. Example is when a company have an understanding with pension scheme provider where they deposit a percentage of ten to fifteen sum of money to employee's gross salary monthly and employee also put in some percentage of about five percent of their contribution, which is used as an employee retention strategy (Appelbaum 2014). It is used as a strategy to influence employee behavior in a way that when employee having the understanding that the contributions made by employers and employee have no percentage of taxation during retirement, it motivates employee to stay in the organization. According to Butler (2011), evidence has shown that organizations that operate good structure of retirement plans attracts qualified employees that portray a desirable behavior towards remaining in the organization without any intention of leaving. In the view of Ippolito (1997), research shown that the effects of 401(k) plans greatly shaping the employee behavior to the intention of to stay or leave the organization. Organizations need to apply the current and trending retirement plan or package to retain the talent needed in the organization (Perrin, 2005). Furthermore, for an organization to successfully retain their valuable employee will depend on how they treat older workers who have retired. For some employee, a good retirement plan is a motivating factor for them to stick to their job without much basic salary. For organizations to improve employee intention to stay or work attitudes, provision of traditional benefits (retirement plan) is the ultimate (Ko & Hur, 2014). Employees working in an organization that refuse to offer retirement plan in their benefits package are most likely to leave the organization before their retirement. In a study conducted by Environics Research Group in 2012, it was found out that most employees attached a lot of importance to organization that offer savings and retirement plan and view as a factor for remaining with the organization. (Larson, 2014). An empirical evidence by Mitchell and Piggott (2016), indicates that pensions influence the type of workers an organization well have, because it helps the organization to attract employees who will have desirable behavior patterns and willingness to stay in the organization for longer time. They suggested that employee find retirement plan hard to execute in practice because of behavioral shortcomings, markets fault, and financial ignorance, so when joining an organization which is able to implement retirement plans in the employment terms, give the employee the desire to stay with the organization. Any work environment-based earnings affiliated to saving programs can keep employees and be an attractive medium to generating retirement plan.

Retaining top talents lies in offering comprehensive retirement packages. (Glaze, 2022). It provides a sense of long-term financial security which foster employee loyalty to stay and be committed to the organization. It is a strategic tool for retaining high performance in the organization.

H₀₁: There is no relationship between retirement plans and employment satisfaction in multinational oil and gas companies in Nigeria

H₀₂: There is no relationship between retirement plans and voluntary turnover rates in multinational oil and gas companies in Nigeria

H₀₃: There is no relationship between retirement plans and average employee tenure in multinational oil and gas companies in Nigeria

METHODOLOGY

The population of the study was 10,238 employees drawn from the five (5) multinational oil and gas companies in Nigeria. The sample of 385 was determined using the Taro Yamene's 1970 formula. The reliability of the instrument was achieved by the use of the Cronbach Alpha coefficient with all the items scoring above 0.70. The hypotheses were tested using the Spearman's Rank Order

Correlation Statistics while the partial correlation was used to test the moderating effect. The tests were carried out at a 0.05 significance level.

UNIVARIATE ANALYSIS.

Table 1 : Descriptive Statistics for Retirement Plan

	N	Minimum	Maximum	Mean	Std. Deviation
The company's contribution to my retirement funds is generous.	328	1	5	3.52	1.261
I am satisfied with my company's retirement plan program	328	1	5	3.27	1.304
I clearly understand how my retirement plan works	328	1	5	3.51	1.386
My company retirement fund is easily accessible	328	1	5	3.47	1.325
Valid N (listwise)	328				

Source: SPSS Output

The data Table 1. Illustrates that there is a high level of affirmation (where $x > 2.50$) as regards the indicators of retirement plan. The construct examined the context and manifestations of retirement plan within the target organizations with indicators aimed at examining respondents' perception of retirement plan through its indicators. The results affirm to all five indicators of retirement plan within the target organizations as also supported by the low disparity in response ($SD < 2.00$). The implication of these responses is that the respondents in multinational oil and gas companies in Nigeria are strongly of the opinion that retirement plan is an observed phenomenon in their organizations and hence are largely on the agreement range of the scale.

Criterion Variable –Employee Retention

In generating the data on the operationalized variables, the research study used a 5-point Likert scale instrument. Therefore, to interpret the mean values, this study is relying on Asawo's (2016) categorization of responses with mean (x) thus: $1 < x \leq 2.5 =$ low; $2.5 < x \leq 3.5 =$ moderate; $3.5 < x \leq 4.5 =$ high and $4.5 \geq x =$ very high. In order to ascertain the responses on Employee Retention, the measures, namely; employee satisfaction, voluntary turnover rate and average employee tenure on a set of multi-item instruments, all scaled on a five points Likert scale and are as presented.

Table 2: Descriptive Statistics for Employee Satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation
I feel value by the company I am working with	328	1	5	3.75	1.260
My company invest in their employees	328	1	5	3.25	1.300
There is enough benefits when it comes to employee welfare	328	1	5	3.43	1.139
Employee wellbeing are very important in my company	328	1	5	3.87	1.207
Valid N (listwise)	328				

Source: SPSS Output

The data Table 2. Illustrates that there is a high level of affirmation (where $x > 2.50$) as regards the indicators of employee satisfaction which is a measure of employee retention. The construct examined the context and manifestations of employee satisfaction within the target organizations with indicators aimed at examining respondents' perception of employee satisfaction through its indicators. The results affirm to all five indicators of employee satisfaction within the target organizations as also supported by the low disparity in response ($SD < 2.00$). The implication of these responses is that the

respondents in multinational oil and gas companies in Nigeria are strongly of the opinion that employee satisfaction is an observed phenomenon in their organizations and hence are largely on the agreement range of the scale.

Table 3 : Descriptive Statistics for average turnover rate

	N	Minimum	Maximum	Mean	Std. Deviation
Employee effort are being recognized	328	1	5	3.77	1.194
The company has a well-managed grievances system for employee	328	1	5	3.96	1.175
Company employee policies are properly and equally administered in all department	328	1	5	3.89	.888
If there is other job opportunities, I will likely choose one of them	328	1	5	3.98	1.170
Valid N (listwise)	328				

Source: SPSS Output

The data Table 3 illustrates that there is a high level of affirmation (where $x > 2.50$) as regards the indicators of voluntary turnover rate which is a measure of employee retention. The construct examined the context and manifestations of voluntary turnover rate within the target organizations with indicators aimed at examining respondents' perception of voluntary turnover rate through its indicators. The results affirm to all five indicators of voluntary turnover rate within the target organizations as also supported by the low disparity in response ($SD < 2.00$). The implication of these responses is that the respondents of multinational oil and gas companies in Nigeria are strongly of the opinion that voluntary turnover rate is an observed phenomenon in their organizations and hence are largely on the agreement range of the scale.

Table 4.: Descriptive Statistics for Average Employee Tenure

	N	Minimum	Maximum	Mean	Std. Deviation
Many employees have the intention to work with the company for more years	328	1	5	3.76	1.251
Even if I have worked with the company for 5 years, I still want to work for another 5 years	328	1	5	3.59	1.180
My companies foster workplace inclusion and healthy work culture.	328	1	5	3.74	1.218
Do to the sense of connection have with company makes it difficult to leave for another	328	1	5	3.29	1.327
Valid N (listwise)	328				

Source: SPSS output

The data Table 4. illustrates that there is a high level of affirmation (where $x > 2.50$) as regards the indicators of average employee tenure which is a measure of employee retention. The construct examined the context and manifestations of average employee tenure within the target organizations with indicators aimed at examining respondents' perception of average employee tenure through its indicators. The results affirm to all five indicators of average employee tenure within the target organizations as also supported by the low disparity in response ($SD < 2.00$). The implication of these responses is that the respondents in multinational oil and gas companies in Nigeria are strongly of the opinion that average employee tenure is an observed phenomenon in their organizations and hence are largely on the agreement range of the scale.

Bivariate Analysis

The level of significance 0.05 was adopted as a criterion for the probability of accepting the null hypothesis in ($p > 0.05$) or rejecting the null hypothesis in ($p < 0.05$).

Table 5 : Correlations for Retirement Plan and Employee Retention Measures

			Retirement Plan	Employee Satisfaction	Voluntary Turnover Rate	Average Employee Tenure
Spearman's rho	Retirement Plan	Correlation Coefficient	1.000	.587**	.265**	.541**
		Sig. (2-tailed)	.	.000	.000	.000
		N	328	328	328	328
	Employee Satisfaction	Correlation Coefficient	.587**	1.000	.651**	.454**
		Sig. (2-tailed)	.000	.	.000	.000
		N	328	328	328	328
	Voluntary Turnover Rate	Correlation Coefficient	.265**	.651**	1.000	.551**
		Sig. (2-tailed)	.000	.000	.	.000
		N	328	328	328	328
	Average Employee Tenure	Correlation Coefficient	.541**	.454**	.551**	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	328	328	328	328

** . Correlation is significant at the 0.01 level (2-tailed).

H₀₁: There is no relationship between retirement plan and employee satisfaction in multinational oil and gas companies in Nigeria.

Table 5. Shows a Spearman Rank Order Correlation Coefficient (rho) of 0.587 on the relationship between retirement plan and employee satisfaction. This value implies that a moderate relationship exists between the variables. The direction of the relationship indicates that the correlation is positive; implying that an increase in employee satisfaction was as a result of the adoption of retirement plan. Therefore based on the findings, there is a moderate positive correlation between retirement plan and employee satisfaction in multinational oil and gas companies in Nigeria. Based on this finding the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a significant relationship between retirement plan and employee satisfaction in multinational oil and gas companies in Nigeria.

H₀₂: There is no relationship between retirement plan and voluntary turnover rate in multinational oil and gas companies in Nigeria.

Similarly, Table 5 shows a Spearman Rank Order Correlation Coefficient (rho) of 0.265 on the relationship between retirement plan and voluntary turnover rate. This value implies that a weak relationship exists between the variables. The direction of the relationship indicates that the correlation is positive; implying that an increase in voluntary turnover rate was as a result of the adoption of retirement plan. Therefore, there is a weak positive correlation between retirement plan and voluntary turnover rate in multinational oil and gas companies in Nigeria. Based on this finding the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a significant relationship between retirement plan and voluntary turnover in multinational oil and gas companies in Nigeria.

H₀₃: There is no relationship between retirement plan and average employee tenure in multinational oil and gas companies in Nigeria

Also, Table 5 shows a Spearman Rank Order Correlation Coefficient (rho) of 0.541 on the relationship between retirement plans and average employee tenure. This value implies that a moderate relationship exists between the variables. The direction of the relationship indicates that the correlation is positive; implying that an increase in average employee tenure was as a result of the adoption of retirement plan. Therefore, there is a moderate positive correlation between retirement plans and average employee tenure in multinational oil and gas companies in Nigeria. Based on this finding the null hypothesis earlier stated is hereby rejected and the alternate upheld. Thus, there is a

significant relationship between retirement plan and employee tenure in multinational oil and gas companies in Nigeria.

DISCUSSION OF FINDINGS

Retirement plan and Employee Retention of Multinational Oil and Gas Companies in Nigeria

The findings showed that there is a strong positive significant relationship between retirement plan and employee retention of multinational oil and gas companies in Nigeria. This is in alignment with Oguejiofor, Chinyere, Umeano, and Ngozi (2018), who conducted research on retirement plan and employee performance in selected firms in Anambra State. Their study revealed, among other findings, that retirement plan enhance employees' commitment to their jobs in the two selected firms. Additionally, Chalmers, Johnson, and Reuter (2014) investigated the impact of pension design on employer costs and employee retirement choices in Oregon. They found that Oregon's Public Employees Retirement System (PERS) provides employees with a pension plan that is both generous and complex.

Moreover, this current finding is consistent with the earlier research of Haan and Prowse (2014), who estimated a structural lifecycle model of individuals' employment, retirement, and consumption decisions in Germany. Their analysis indicated that an increase of 3.76 years in the pension age threshold or a reduction of 26.8% in the per-year value of public pension benefits would offset the fiscal consequences associated with the anticipated increase in life expectancy over the next 40 years. Additionally, Solem, Syse, Furunes, Mykletun, De Lange, Schaufeli, and Ilmarinen (2016) explored the effect of retirement plans on employee behavior and found that retirement plans influenced employee satisfaction and retention decisions.

The current finding also corroborates with Even and Macpherson (1996) conducted a study that revealed how retirement plan serve as a key incentive for employees to stay with their employers over the long term. As employees near retirement age, the promise of receiving deferred retirement plan becomes a compelling factor in their decision to maintain loyalty to their current organization. This aligns with the findings of the current study, indicating that retirement plan indeed play a significant role in enhancing employee retention. Moreover, Salolomo and Agbaeze (2019) conducted research specifically within the banking sector of South-South Nigeria and found similar results. They emphasized the importance of deferred retirement plan in attracting and retaining skilled employees within the competitive banking industry. The provision of these benefits not only serves as a tool for differentiation among banks but also provides employees with a sense of financial security and stability, leading to higher levels of job satisfaction and retention.

Building on this, the study by Asikhia et al. (2022) also highlighted that one of the main challenges facing the oil and gas industry in Nigeria is high employee mobility rates. The researchers found that employee mobility components, such as reward systems, have a strong positive relationship with employee productivity and enterprise-first behavior in international oil companies in Rivers State, Nigeria. This further emphasizes the importance of providing competitive employee benefits, including robust retirement plans, to enhance employee retention and commitment in the industry. Additionally, the research by Udejaja and Onyia (2018) investigated the impact of the economic environment, which includes factors such as employee benefits, on the performance of multinational companies in Nigeria. The findings revealed a significant relationship between compensation and worker commitment in oil servicing companies, suggesting that providing competitive employee benefits, including retirement plan, can contribute to improved employee retention and overall organizational performance.

A study by Zirra (2019) on benefits' influence on employee performance at the NASCO group, Jos Plateau State concluded that retirement plan significantly influence employee productivity. Pensions highly determine the behavior of workers and encourages retention of young employees in the organization and the older worker are encouraged to retire timely since their financial security is guaranteed. Haan (2014) sought to estimate the structural lifecycle model of employment, retirement and consumption decisions made by individual employees in Germany. The findings indicated that a 3.76 increase in years in the pension age and that there was a reduction of 26.8% in the annual value

of public pension benefit which would cause a balance in the fiscal consequences that are related to increase in the life expectancy anticipated to occur in the next forty years.

CONCLUSION AND RECOMMENDATIONS.

The study concludes that retirement plan positively enhance employee retention in multinational oil and gas companies in Nigeria. This implies that retirement plan are highly valued by employees and significantly contribute to their decision to stay with the company long-term. By providing robust retirement plan, multinational oil and gas companies can create a sense of financial security and stability for their employees, which fosters loyalty and commitment. It was recommended that multinational companies invest in improving their retirement plan packages to make them more attractive to employees. This may include increasing employer contributions, offering additional retirement savings options, or providing access to financial planning resources.

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