



Retention Strategies and Performance of Teachers: A Path Analytic Approach.

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ABSTRACT

It is a reality that teachers need motivation to perform, which would only be possible through retaining them. This study is conducted to understand the major factors which affect the retention of teachers in management institutions in Bengaluru and ways to convert that into Professional, Academic and Co-curricular performance. The data was collected from 261 teachers coming under Bangalore University through a structured questionnaire. Initially ten factors of retention were considered and deduced to three factors using factor analysis. It was found that Effective Leadership, Empowerment and Work Environment are the major factors of retention. Effective leadership was also found to impact Professional, Academic and Co-curricular Performance of teachers.

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1.0 Introduction

1.1 According to Herzberg (1959), intrinsic elements of the job are achievement, recognition and reward. The extrinsic elements such as working conditions, salary, supervision, company policy, and interpersonal relationships are referred as “hygiene factors” or “context” factors. All these factors play significant role in increasing job satisfaction of teachers as well which in turn increases the performance level of teachers in the higher education.

According to Olowu and Adamolekun (2005), it is becoming more essential to secure and manage competent human resource as the most valuable resource of any organization, because of the need for effective and efficient delivery of goods and services by organizations, whether in public or private sector. Therefore, for an organization to realize its goals, appropriate strategies for employee recruitment and retention are sine-qua-non for enhanced performance. Researcher such as Kaliprasad (2006) has confirmed that despite the fact that a company may try to bring many factors into play to enhance employee retention, an employee can still choose to leave the workplace because of, for example, bad management. Kaliprasad (2006) pointed out that an organization’s ability to retain its employees completely depends upon its ability to manage them. He found out four interlinked processes that can be utilized for an effective human resource management system: the motivational process; the interaction process; the visioning process; and the learning process. Baker (2006) gave stress on the fact that hiring new employees are far difficult as well as costlier than to keep the current employees in the organization. That is why the core issue in any organization is to give a continuous ongoing effort to identify and try to keep all the best performers irrespective of their age.

1.2 Factors affecting retention:

Cascio (2003) describes retention as initiatives taken by management to keep employees from leaving the organization, such as rewarding employees for performing their jobs

effectively; ensuring harmonious working relations between employees and managers; and maintaining a safe, healthy work environment. Literature surveys conducted by McNee et al.(1998) and Döckel (2003) identified the following six critical factors that need to be considered in the retention of high technology employees: compensation (base salary); job characteristics (skill variety and job autonomy); training and development opportunities; supervisor support; career opportunities and work/life policies. Money is still the primary incentive used to lure high technology professionals. This study brought in a few more factors which would help in retaining employees in any organization.

A. Employee empowerment

Empowered employees tend to be more confident and try to give their best to employer because they are given more authority in decision-making process (Hummayoun Naem and Muhammad Iqbal Saif, 2010). Employee empowerment can create a feeling of obligation among employees to stay in organization. Hence, the employees will tend to remain in the organization even when face pressure from others to leave the organization because they feel that they are a part of the organization (Choong, Wong and Lau, 2011). In essence, the intention to remain or leave the organization among the employees is based on the job satisfaction of employees. The individual with higher job satisfaction tend to be more committed to the organization. They will be more likely to remain in the organization.

B. Compensation

Many research had shown that employee position and length of employment were traditionally what determined wages in most companies. And there are numbers of research explained with evidence show that compensation satisfaction plays an important part in employee retention. Williams et al. (2007) found that if employees are satisfied with how the company operates and communicates its compensation policies, they remained committed to the organization.

C. Training and development

According to Goldstein (1980) and Latham (1988), training is defined as the systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform an assigned job or task to boost performance in the job environment. Training should impart new knowledge and skills if the training is relevant, meet employee and organizational needs, efficiently and effectively designed and delivered (Salas, 1999).

According to Landsman (2004), training is a valuable activity for enhancing skills and improving staff performance. Training can define roles more clearly to employees, thereby minimizing job stress. Organization with sufficient training opportunities should thus have higher retention rate.

D. Performance appraisal

Performance appraisal is a process of inspecting and evaluating an individual's performance in his duty to facilitate the decision of career development of the individual. It evaluates the individual overall contribution to the organization through assessment of his internal characteristics, working performance and his capability to pursue higher position in organization (Gruman & Saks, 2011). In order to enhance organizations' ability to survive through turbulent environment, mostly top corporations take great concern on managing the performance measures of their employees. It is common understanding that top talents are keys to business success today, but how a company manages its talents or human resources would be the fundamental to all the success.

As extracted from the literature review, performance appraisal plays the role as medium of communication between management and employee. An effective appraisal would result in enhanced employee development from feedback as well as better employee satisfaction comprehension by company.

E: Reward and recognition

Research studies highlighted the linkage between rewards and employee retention (Watson Wyatt, 1999; Tower Perrin, 2003; Mercer, 2003) and give insights into what workers want to do, their words about the rewards and their feeling regarding the work and reward matters. The recent research studies on talent management also support assumption that well and broad implemented reward practices help in talent retention and management.

F. Work environment

Work environment is considered one of the most important factors in employee's retention (Zeytinoglu & Denton, 2005). The interesting part of work environment is; work environment characteristics in services sector differ from production sector, because services sector directly deal with consumers / clients (Normann 1986).

The interaction between employees and client / consumer move from physical to Psychological dimension. Psychological work environment consist of work load, decision, support, stressors, latitude and decision etc. It is much important to know and recognize the emerging needs of employees and provide good work environment as required to keep the employees committed with organization.

G: Career opportunities

Employees career advancement is a phenomenon which is formalized, organized and it is planned effort to accomplish the balance between requirement of organization work force and individual career needs. The rapidly rising awareness makes it evidence that employees can give leading edge to the organization in market place. It is challenge for today's HR

Managers to identify the organization developmental strategies which enthuses the employee commitment to the organization vision and values to motivate the employees and help the organization to gain and sustain the competitive advantage (Graddick, 1988). Greller(2006) states that people always work for a reason and the cause should be provided by work, organization, co-workers or from within.

H: Work-life balance

Of the 101 "Work life Balance" retention and attraction strategies identified for the Government Health sector, the following have been identified as the ten most essential strategies.

The ten Most Essential Work Life Balance, Retention and Attraction Strategies are:

1. Flexible working hours - providing more flexible and consultative arrangements and working hours to all employees, including shift workers.
2. Part time work - providing more part time jobs with less hours or fewer shifts, or job sharing arrangements to all employees.
3. Reasonable working hours - reducing excessively long working hours and double shifts.
4. Access to childcare - improving access to childcare with onsite childcare facilities and giving shift workers, who need access to childcare facilities, regular fixed shifts.
5. Flexible leave arrangements - providing greater flexibility in leave arrangements to suit employees' personal circumstances, including leave for school holidays through purchased leave arrangements and extended leave without pay to provide full time care to family members.
6. Leave in single days - allowing employees to request and take leave in single days and accrued hours as time off in lieu of payment.
7. Job mobility - providing increased mobility for employees to transfer between wards, hospitals, work areas and health services to find more suitable working arrangements that will assist them to better balance their current work and family/personal responsibilities.

I: Superior support

The leadership style consider affective factor in employee retention. The relationship between supervisor and worker play pivotal role in employee turnover intention. The organization's "human face" is supervisors. Leaders are the human face of the firm. Eisenberger and associates (1990), suggested that a employees view regarding organization is strongly concerned to their relationship with supervisor. If supervisor support, open communication and have good relationship with employees, the employees turnover intentions are likely to be less and more engaged with organization (Greenhaus, 1994).

J: Effective leadership

According to Mat (2008), leadership definitions keep evolving as scholars try to simplify the definition to enable people to understand the concept easily and to make it less complicated and more practical in daily business. For centuries leadership studies have been obsessed with leaders, and with identifying the characteristics required for effective leadership. Even though it is clearly stated that it is difficult to give leadership a single definition, people keep exploring this area of study. It shows that there is no stopping point for leadership study and it has become an essential element in social science.

According to Okumbe (1998), leadership is a process of encouraging and helping others to do something of their own

volition, neither because it is required nor because of the fear of consequences of non-compliance. Leadership is thus a process of encouraging and helping others to work enthusiastically towards objectives. It is the human factor that binds a group together and motivates it towards goals transforming the group's potentials into reality.

1.3 Academic Performance

Academic Performance is term related with achieving excellence in the field of learning or any discipline which one intends to acquire Knowledge. Academic performance is attaining the point of realization of knowledge. It is a journey of upward movement from information to knowledge.

Academic Performance is indicated by

1. Realization
2. Continuous learning
3. Upward movement towards excellence
4. Contribution to the field of knowledge
5. Learning finer point of any particular field of Knowledge

Philosophy of academic performance

1. The foundation of academic performance is based on a triad
2. Academic excellence
3. Different facets of learning
4. Continuous learning
5. Strive for Knowledge

Concept of academic performance

Academic performance is indicated by achievement and contribution of person in the field of learning or academic which he belongs. It may even be extended to other areas of learning, if a person has contributed in other field by exhibiting special interest, skills and research contribution.

2.0 Literature Review

Eric Ng Chee Hong (1996): An effective human resource management practices namely employee empowerment, training and development, appraisal system compensation are the main factors for the success of a firm on employee retention. In this study, we aim to study how employees regard importance of their empowerment, equity of compensation, job design through training and expectancy toward effective performance management on their retention. Quantitative data was collected using the non probability self administered questionnaire that consist of questions with 5-points Likert scales distributed to our samples of 278 individuals. By using a multiple regression analysis, it is found that, training and development, appraisal system compensation is significant to employee retention except employee empowerment. Based on the results, training, compensation and appraisal is a fundamental consideration for University of Y lecturers' retention decision; while empowerment is less fundamental to lecturers' consideration as this can be attributed to the Asian culture characteristic of higher authority conformity.

Dolly Lavania, Himanshu sharma, Nidhi Gupta (2011). Attracting, developing and retaining employees with assured pipeline of qualified people is essential for success of any organization which we called as talent management. Leveraging and nurturing these assets for continuous growth of the organization is equally important for someone serving in a corporate to someone serving in academics. The excellence of educational sector depends on the kind of people able to enlist and retain of its faculties, it is the faculty that sets the tone of an educational institution to move forward. It is of utmost importance that institutions should design and pursue policies / mechanisms so as to compete well in market place to attract and retain for them the best faculty talent.

Reuben M Baron and David A Kenny (1986): The mediator function of a third variable, represents the generative mechanism through which the local independent variable is able to influence the dependent variable of interest. The difference in the properties of moderator and mediation variable is brought.

3.0 Research Methodology

3.1 Objectives

1. To study the factors affecting retention of teachers in management institutions in Bengaluru.
2. To determine the impact of factors of retention on performance of teachers.
3. To obtain a model on factors of retention and performance of teachers.

3.2 Hypothesis of the study:

There is significant relationship between factors of retention and performance of teachers

3.3 Sampling Design

Quota sampling technique which is a non probability sampling technique is used. Respondents were 261 teachers from various Management Institutions in Bengaluru. This included Asst Professors, Associate Professors and Professrs from unaided colleges and universities in Bengaluru.

3.4 Scope of the study

The data was collected for a period of 10 months from March 2015 to December 2015 from teachers in Management Institutions in Bengaluru.

3.5 Sources of Data

The Primary data is collected by using structured questionnaire. This included 67 items. The form of question is of both closed and open ended type. The measurement scales used to evaluate questions are: Nominal scale and Interval scale in the form of 5 point Likert scale

3.6 Limitations of the study

- a) Responses may not reveal the actual fact for certain questions
- b) The Sample size is restricted and quota sampling may not have given the actual picture as compared to probability sampling method.
- c) The questionnaire consisting of 67 items would be lengthy for a person to answer.

3.7 Data Analysis Tools

➤ Model Fitness is done using Structural Equation modeling (SEM) by AMOS and Path analysis.

➤ Factor analysis was used as a dimension deduction technique. Both EFA and CFA were used. The Principal Component Analysis (PCA) was the Extraction method and Direct Oblimin was the Rotation technique.

3.8 Research Gap Analysis

After the University Grants Commission (UGC) guidelines for Maintenance of standards in Higher Education through Performance Based Assessment System (PBAS) no study was done to find the impact of factors affecting retention on teachers' performance. It is important to know the right strategies for their improved performance.

4.0 Data Analysis

Table 4.1. Total Variance Explained.

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total
1	2.815	35.183	35.183	2.794
2	1.822	22.780	57.963	1.697
3	1.130	14.130	72.092	1.440
4	.820	10.254	82.346	

5	.582	7.279	89.625	
6	.437	5.468	95.093	
7	.207	2.592	97.685	
8	.185	2.315	100.000	

Extraction Method: Principal Component Analysis.

Table 4.2. Pattern Matrix^a

	Component		
	1	2	3
LD 2	.894		
LD 1	.885		
LD 3	.804		
LD 4	.684		
EMP 2		.871	
EMP 1		.841	
WE 1			.840
WE 2			.753

a. Rotation converged in 5 iterations.

Extraction Method: Principal Component Analysis.

Table 4.3. Component Correlation Matrix.

Component	1	2	3
1	1.000	.032	.078
2	.032	1.000	.200
3	.078	.200	1.000

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

Table 4.4. Total Variance Explained.

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	
1	3.246	32.458	32.458	2.960
2	1.893	18.930	51.388	2.116
3	1.684	16.840	68.228	2.055
4	.911	9.111	77.339	
5	.858	8.584	85.923	
6	.443	4.435	90.357	
7	.411	4.110	94.467	
8	.307	3.069	97.536	
9	.167	1.674	99.210	
10	.079	.790	100.000	

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table 4.5. Pattern Matrix^a

	Component		
	1	2	3
PR 1	.871		
PR 2	.841		
PR 3	.784		
PR 4	.736		
AC 1		.884	
AC 2		.767	
AC 3		.691	
CC 1			.871
CC 2			.736
CC 3			.685

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

Table 4.6. Component Correlation Matrix

Component	1	2	3
1	1.000	.163	.119
2	.163	1.000	.100
3	.119	.100	1.000

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

Maximum Likelihood Estimates:

Regression Weights: (Group number 1 - Default model)

Table 4.7

			Estimate	S.E.	C.R.	P	Label
PROF	<--	LEAD	.223	.081	2.753	.006	
PROF	<--	EMP	-.408	.082	-4.961	**	
ACADEMIC	<--	LEAD	.175	.063	2.783	.005	
ACADEMIC	<--	EMP	.051	.064	.803	.422	
PROF	<--	WE	.286	.080	3.580	**	
COCURRICULAR	<--	LEAD	.721	.057	12.686	**	
COCURRICULAR	<--	EMP	.207	.058	3.591	**	
ACADEMIC	<--	WE	.375	.062	6.052	**	
COCURRICULAR	<--	WE	-.011	.056	-.188	.851	

Table 4.8 . Standardized Regression Weights: (Group number 1 - Default model).

			Estimate
PROF	<---	LEAD	.160
PROF	<---	EMP	-.290
ACADEMIC	<---	LEAD	.159
ACADEMIC	<---	EMP	.046
PROF	<---	WE	.211
COCURRICULAR	<---	LEAD	.611
COCURRICULAR	<---	EMP	.174
ACADEMIC	<---	WE	.350
COCURRICULAR	<---	WE	-.009

Table 4.9. Means: (Group number 1 - Default model).

		Estimate	S.E.	C.R.	P	Label
LEAD		3.709	.047	78.430	***	
EMP		3.749	.047	80.059	***	
WE		2.906	.049	59.766	***	

Table 4.10. Intercepts: (Group number 1 - Default model).

	Estimate	S.E.	C.R.	P	Label
PROF	2.274	.446	5.099	***	
ACADEMIC	1.556	.346	4.493	***	
COCURRICULAR	.476	.313	1.522	.128	

Table 4.11. Covariances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
LEAD	<-->	EMP	.017	.036	.475	.635	
EMP	<-->	WE	.101	.037	2.711	.007	
LEAD	<-->	WE	.081	.037	2.175	.030	
e1	<-->	e3	.213	.044	4.843	***	
e1	<-->	e2	.094	.045	2.087	.037	

Table 4.12. Correlations: (Group number 1 - Default model).

			Estimate
LEAD	<-->	EMP	.029
EMP	<-->	WE	.171
LEAD	<-->	WE	.136
e1	<-->	e3	.312
e1	<-->	e2	.124

Table 4.13. Variances: (Group number 1 - Default model).

	Estimate	S.E.	C.R.	P	Label
LEAD	.581	.051	11.402	***	
EMP	.570	.050	11.402	***	
WE	.615	.054	11.402	***	
e1	.972	.085	11.419	***	
e2	.586	.051	11.402	***	
e3	.479	.042	11.402	***	

WE	EM P	LEA D	COCURRICULA R	ACADEMI C	PRO F
.000	.000	.000	.000	.000	.000

Model Fit Summary
CMIN

Model	NPART	CMIN	DF	P	CMIN/DF
Default model	26	1.434	1	.231	1.434
Saturated model	27	.000	0		
Independence model	12	270.483	15	.000	18.032

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.995	.920	.998	.975	.998
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.067	.066	.067
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

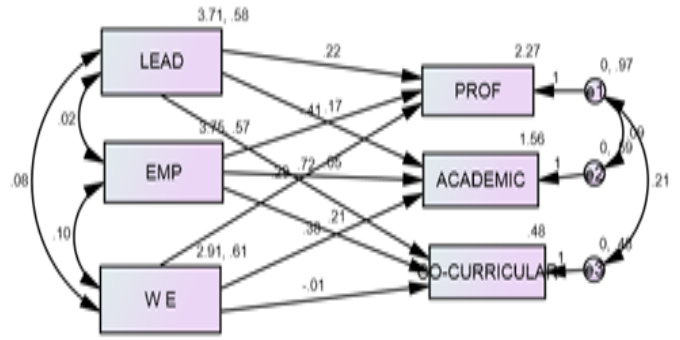
Model	NCP	LO 90	HI 90
Default model	.434	.000	8.078
Saturated model	.000	.000	.000
Independence model	255.483	205.800	312.601

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	.006	.002	.000	.031
Saturated model	.000	.000	.000	.000
Independence model	1.040	.983	.792	1.202

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.041	.000	.176	.370
Independence model	.256	.230	.283	.000



5.0 Findings and Conclusions

5.1 Findings

1. From Table 1, total variance explained through three components under factors of retention was 72.092 using Principal component analysis as the extraction method and Eigen Value more than one.

2. Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.555, which is moderate and would be sufficient as a complex social environment is considered with 10 factors initially.

3. Pattern Matrix revealed that there are three components which contribute to factors affecting retention of teachers, which are i) Effective Leadership II) Empowerment and iii) Work Environment.

Component correlation matrix gave a maximum correlation of only 0.200 between Components 2 and 3 which is Empowerment and Work Environment.

4. Total variance explained through three components under performance of teachers was 68.228% using Principal component analysis as the extraction method and Eigen Value more than one.

5. Pattern Matrix revealed that there are three components which contribute to performance of teachers, which are i) Professional ii) Curricular and Co-curricular performance. Component correlation matrix gave a maximum correlation of only 0.163. between Components 1 and 2.

6. Effective Leadership makes significant impact on Professional, Academic and Co-curricular performance of teachers.

7. Empowerment makes significant impact on Professional and Co-curricular performance of teachers but not on Academic performance as p value 0.422 is > 0.05.

8. Work Environment makes significant impact on Professional and Academic performance but not making significant impact on Cocurricular performance of teachers as p value is 0.851 and is > 0.05.

9. The CMIN value is 1.434 which is not significant, GFI is 0.998 which is close to 1, CGFI is 0.945 which is above 0.9, CFI is 0.998 which is close to 1 and RMSEA the error factor is 0.041 which is low. Since all values fall under acceptable limits we conclude that the model is a good fit.

10. Path Diagram showing impact of Factors of retention on Professional, Academic and Co-curricular Performance of teachers is shown in the diagram.

5.2 Conclusions:

1. The major factors affecting retention of teachers in management institutions in Bengaluru are i) Effective Leadership II) Empowerment and iii) Work Environment.

2. Effective leadership is the most important retention factor and this has a direct influence on all three aspects of performance of teachers in Management Institutions.

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