

A STUDY OF TEACHERS RETENTION IN PUBLIC SECTOR UNIVERSITIES OF SINDH

Azadi Jamali, Tayyaba Zarif

Shaheed Benazir Bhutto University, Shaheed Benazirabad,
PAKISTAN.

azaadijamali@gmail.com

ABSTRACT

This research work carried out to study Teachers Retention in Public Sector Universities of Sindh. The general objective of this study is to evaluate the teacher retention in public sector of Sindh. The researcher designed two research objectives. The population for the study consisted of four (4) public sector universities of Shaheed Benazirabad (SBA). The sample of this research study were three public sector universities, the sample size was above the 90%. Therefore, three universities were selected from District Shaheed Benazirabad, the targeted sample was 70% teachers of public sector universities of Shaheed Benazir Abad. Simple random sampling was used for selection of sample. The survey research design was applied. The five point Likert scale close ended questionnaire consisted of 12 items was developed to collect the quantitative data. Before, collecting the data a pilot study was conducted. In this regard, the researcher used public sector universities. The data was collected by the researcher from the sample on the questionnaire by visiting personally to the targeted sample. The data was analyzed in percentages, frequencies and the mean score. The results of the study are given in tables and graphs. Major findings showed that inadequate salary, indifferent behavior of the administration, university environment affect teacher retention in the public sector universities of District Shaheed Benazirabad.

Keywords: Teachers retention, university, Sindh

1INTRODUCTION

Irshad, (2012) defined Employee Retention as a course of action in which the employees were hopeful to be part of an institution for the maximum period of time or until the achievement of job goals. Dr. Rashid Saeed, (2014) Retention of employees is important for both employees and for organization. Hammarskjöld, (1995) while employees feel disappointed they will switch over to the good chance. Billingsley, (2004) Consequently job of employer is to keep valuable and capable employees otherwise they will be left with no good employee. Ababu, (2015) described that the employee retention as a production effort to retain its current staff by sustaining a supportive working environment. The purpose of various employee retention policies is to enhance the job satisfaction which adds to retention rate and trim down the considerable expenses associated with employing and guiding fresh personnel. According to Chaminade, (2007), purpose of retention is to prevent the loss beard by Institutions in case when employees quit from their job and it negatively effects production and prosperity.

Rashid, (2014) indicated that those employees will be more committed and will decide to be part of organization for long period of time that think that their organization appreciates their efforts for organization and cares about their comfort and welfare. Perceived organizational support is negatively associated with turnover intentions. According to Noor, (2011),

explained that it is the general point of employees that they feel psychologically more empowered at their workplace when they have organizational support. Employees with perceived organizational support are more certain and positive that they have all of the resources required to perform their job efficiently, appreciation for their efforts and organizational association for their actions.

Providing skill recognition of personal job accomplishments is an effective retention strategy for employees at any age (Berry, 2008). A Study by Beardwell, (1997) show trends of an increased number of job applicants seeking out companies that encourage employee input, growth, education, and teamwork, beyond the traditional compensation/benefit packages offered by employers. Studies indicated that fulfilling peoples need for acceptance by acknowledging individual work accomplishments prolongs employment of employees (Redington, 2007). Individual skill recognition is restricted by age, and motivates positive behavior, ethics, teamwork, confidence, and growth in all employees (Assefa, 2011). Thus, both skill recognition (ranging from verbal praise to incentives/rewards) and learning opportunities (growth/development) enhance individual performance, effectiveness, and retention (Xerox, 2003)

OBJECTIVES OF THE STUDY

1. To find out the support of Administration affect the teachers' retention at universities of SBA?
2. To analyze the extent work environment affect the teachers retention at universities of SBA?

RESEARCH QUESTIONS

1. Do the support of Administration affect the teachers' retention at universities of SBA?
2. To what extent work environment affect the teachers' retention at universities of SBA?

RESEARCH METHODOLOGY

The study was quantitative by method and descriptive by purpose. It deal with quantitative dimensions. The aim of this study was to know the teachers retention in public sector universities of Sindh. The sample of this study was three public sector universities of District Shaheed Benazirabad. The purpose of this study was to come know about the teacher retention and its effect in universities of Shaheed Benazirabad. A self-designed five point Likert scale containing 12 items were used by the researcher to collect data from selected sample

The population of current study was all universities District Shaheed Benazirabad. Three universities were selected as sample of this study. The sample was selected through convenient random sampling method. The focus of this study is on public sector universities of District Shaheed Benazirabad (SBA). The sample size of this study from the three universities of District SBA the number of respondents became 248 A five point Likert scale was used collection of data from respondents along enough time was given to the respondents as they easily share their ideas.

DATA ANALYSIS

S. No.	Items	Responde r	Percentage					Mean
			SDA	DA	N	SA	A	
1.	Insufficient salary will affect teacher retention in university in the university	Teacher	34%	36%	17%	8%	5%	3.5
2.	An acquiring loan the university has easy procedures for retention of the teachers in the university.	Teacher	12%	26%	52%	8%	2%	2.6
3.	Salary factor is the most important to retain teachers in the university.	Teacher	5%	6%	4%	37%	48%	4.15
4.	University Administration support teachers for teacher retention in the university	Teacher	9%	11%	16%	37%	27%	3.6
5.	The performance of teachers is evaluated on merit basis for teacher retention in the university	Teacher	11%	4%	12%	29%	44%	3.9
6.	The indifferent behavior of administrative personnel's' with the teacher affects teacher retention in the university	Teacher	7%	3%	13%	34%	44%	4.03
7.	Teachers' sufficient pay influences teacher retention in the university	Teacher	-	4%	22%	34%	40%	4.07
8.	Extra work load affects teacher retention in the universities of SBA	Teacher	4%	10%	10%	52%	24%	3.81
9.	The working environment of university retain teachers in the university.	Teacher	1%	4%	17%	42%	35%	4.08
10.	Work environment factor teachers believe is the most important to retain teachers in the university	Teacher	4%	2%	2%	40%	51%	4.3
11.	inappropriate working environment factor, makes teachers to retain in the university	Teacher	32	42	17	7	2	2.04
12.	Supervisors & learning facilities effect on work performance in university for their retention in the university	Teacher	7%	-	12%	50%	31	3.98

Item No: 1 *insufficient salary factor*

The results which can be predicted from above drawn table and Figure that 34% from the respondents strongly disagree, 36% disagreed, 17% remained neutral, 8% agreed and 5% from the respondents strongly agreed with the statement that Insufficient salary will affect teacher retention in university in the university and the score in mean is 3.9 is also tilted towards agreement with the statement mentioned above.

Item No: 2 *Acquire loan the university*

The results which can be predicted from above drawn table and Figure that 12% from the respondents strongly disagree, 26% disagreed, 52% remained neutral, 8% agreed and 2% from the respondents strongly agreed with the statement that An acquiring loan the university has easy procedures for retention of the teachers in the university and the score in mean is 2.6 is also tilted towards disagreement with the statement mentioned above.

Item No: 3 *Salary factor in the university.*

The results which can be predicted from above drawn table and Figure that 5.5% from the respondents strongly disagree, 5.5% disagreed, 4% remained neutral, 37% agreed and 48% from the respondents strongly agreed with the statement that Salary factor is the most important to retain teachers in the university and the score in mean is 4.15 is also tilted towards agreement with the statement mentioned above.

Item No: 4 *University Administration support teacher*

The results which can be predicted from above drawn table and Figure that 9% from the respondents strongly disagree, 11% disagreed, 16% remained neutral, 37% agreed and 27% from the respondents strongly agreed with the statement that University Administration support teachers for teacher retention in the university and the score in mean is 3.6 is also tilted towards agreement with the statement mentioned above.

Item No: 5 *The performance of teachers*

The results which can be predicted from above drawn table and Figure that 11% from the respondents strongly disagree, 4% disagreed, 12% remained neutral, 29% agreed and 43% from the respondents strongly agreed with the statement that the performance of teachers is evaluated on merit basis for teacher retention in the university and the score in mean is 3.9 is also tilted towards agreement with the statement mentioned above.

Item No: 6 *Indifferent behavior of administrative*

The results which can be predicted from above drawn table and Figure that 7% from the respondents strongly disagree, 3% disagreed, 13% remained neutral, 33% agreed and 43% from the respondents strongly agreed with the statement that The indifferent behavior of administrative personnel's with the teacher affects teacher retention in the university and the score in mean is 4.03 is also tilted towards agreement with the statement mentioned above

Item No: 7 *Sufficient pay influences teacher retention*

The results which can be predicted from above drawn table and Figure that 0% from the respondents strongly disagree, 4% disagreed, 22% remained neutral, 34% agreed and 39% from the respondents strongly agreed with the statement that Teachers' sufficient pay influences teacher retention in the university and the score in mean is 3.5 is also tilted towards agreement with the statement mentioned above.

Item No: 8 Work load

The results which can be predicted from above drawn table and Figure that 4% from the respondents strongly disagree, 10% disagreed, 10% remained neutral, 52% agreed and 24% from the respondents strongly agreed with the statement that Extra work load affects teacher retention in the universities of SBA and the score in mean is 3.81 is also tilted towards agreement with the statement mentioned above

Item No: 9 Working environment of university

The results which can be predicted from the above drawn table and Figure that 1% from the respondents strongly disagreed, 4% disagreed, 17% remained neutral, 40% agreed and 38% from the respondents strongly agreed with the statement that the working environment of university retain teachers in the university and the score in mean is 4.08 which is tilted towards agreement with the statement mentioned above.

Item No: 10 Work environment factor teachers in the university

The results which can be predicted from above drawn table and Figure that 4% from the respondents strongly disagree, 2% disagreed, 2% remained neutral, 40% agreed and 51% from the respondents strongly agreed with the statement that Work environment factor teachers believe is the most important to retain teachers in the university and the score in mean is 4.3 is also tilted towards agreement with the statement mentioned above.

Item No: 11 Inappropriate working environment factor

The results which can be predicted from above drawn table and Figure that 32% from the respondents strongly disagree, 42% disagreed, 17% remained neutral, 7% agreed and 2% from the respondents strongly agreed with the statement that inappropriate working environment factor, makes teachers to retain in the university and the score in mean is 2.04 is also tilted towards disagreement with the statement mentioned above.

Item No: 12 learning facilities

The results which can be predicted from above drawn table and Figure that 7% from the respondents strongly disagree, 0% disagreed, 12% remained neutral, 50% agreed and 31% from the respondents strongly agreed with the statement that Supervisors & learning facilities effect on work performance in university for their retention in the university and the score in mean is 3.98 is also tilted towards agreement with the statement mentioned above.

FINDINGS AND DISCUSSION

The results showed that the insufficient salary, acquiring loan procedures, Extra work load University Administration support to teachers, the injustice in evaluation of performance of teachers on merit basis, the indifferent behavior of administrative personnel's' with the teacher affects teacher retention in the university. Furthermore the inappropriate working environment and the Supervisors & least learning facilities affect on work performance of teachers and ultimately affect teacher retention in public sector universities of Sindh.

CONCLUSION

In the light of findings from the study it is therefore concluded that the results reveal that in the areas of insufficient salary, Acquire loan, Inappropriate working environment, faculty makes the teachers to strive for better jobs somewhere else because the mean score with the statement mentioned aboves range from 2.50 to 3.50, the mean score of the results suggest

that the above factors affect teachers retention in the public sector universities of Shaheed Benazirabad.

In the areas of, University Administration support to the teachers, the performance of teachers and work load as per the mean score which ranges from 3.6 to 3.9 the results seem to be moderately affecting factor to teacher retention.

In the areas of Salary as a factor in the university, Indifferent behavior of administrative staff, insufficient pay affects teacher retention, Working environment of university, learning facilities, the mean score with the statement mentioned above ranges from 4.00 and above. The results seem to highly affecting factors for teacher retention in the public sector universities of the District Shaheed Benazirabad of Province Sindh.

REFERENCES

- [1] Ababu, A. (2015). *Causes of teachers' turnover and its impacts on quality education in government secondary and preparatory schools Of Bishoftu Administrative Town*. Aabdisa Ababu: Author.
- [2] Assefa, H. (2011). *Major causes of teachers' turnover in selected government and private secondary schools in Addis Ababa: A comparative study*. Ethiopia: Addis Ababa University.
- [3] Beardwell, I. (1997). *Human resource management: A contemporary perspective*. Ethiopia: Pitman publishina.
- [4] Billingsley, B. (2004). Special education teacher retention and attrition. *Special education*, 38(1), 39-55.
- [5] Chaminade. (2007). *A retention checklist: how do you rate?* Ethiopia: Author.
- [6] Rashid, S. (2014). Factors influencing job satisfaction of employees in telecom sector of Pakistan. *International Journal of African and Asian Studies*, 1.
- [7] Irshad, M. (2012). Factors affecting employee retention: Evidence from literature review. *Abasyn Journal*.
- [8] Nor, Y. B. (2011). *The impact of motivational factors on employee commitment in the oil and gas industry in Malaysia*. Malaysia: Open University.