

Human Resource Management Strategies' Impact on Teacher Retention Intentions in Higher Education Management Institutions

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Abstract:

This study aims to investigate how faculty retention is impacted by human resource practices, namely the work environment, remuneration, training, and organizational support. With the use of the convenience sampling approach, a survey including 150 faculty members employed at higher education management institutions in Delhi, India, was carried out. 102 respondents submitted questionnaires that may be used for analysis. Descriptive statistics, categorical regression, part and partial correlation, and data analysis were all used. The main factor influencing faculty retention at the school was compensation. Training and development opportunities at work and intention to stay showed a favorable association. The study emphasizes the need for educational institutions to put more effort into offering a healthy work environment, competitive pay, and skill development for faculty members, leading to improved research and teaching, which would help institutions grow and advance in management education.

Keywords: human resource practices; compensation; work environment; training and development; organizational support; intention to stay.

1.0. Introduction

The cooperation and support of an organization's workforce is essential to its success. The most valuable asset for any organization is stated to be its human capital (Kumar 2012; Ng'ethe et al., 2012). Every organization requires a set of human resource practices to manage this human capital in order to properly manage the organization. These human resource practices aim to improve employee performance and organizational commitment in order to keep them on the long term. In the end, this will help the company gain a competitive edge in its industry (Chew and Chan, 2008; Mohammad et al., 2013).

Three methodologies have been used to emphasize human resource practices in theory. A universalistic strategy would involve HR procedures that would increase organizational commitment. According to configurationally approach, HR practices and business strategy should converge in such a way as to positively link HRM and company success. Contingency approach contextualizes HR practices according to organizational scenario (Chew and Chan, 2008). For the purposes of this study, compensation, work environment, training and development, and organizational support have been taken into consideration as a set of human resource practices whose impact on faculty members' intentions to remain in the field will be investigated. The article's literature review part analyses and elaborates on the methodologies and HR practices taken into account for this study.

The function of college professors is crucial for the institution as well as the student body and society at large. They act as a storehouse of information for developing and realizing students' potential so that they can go on to serve society and the nation in the future (Ng'ethe et al., 2012). Regarding this, a research

(Ababneh and Avramenko, 2016) looked at and emphasized the significance of human resource practices being in line with their religious beliefs at their regional universities. Higher education institutions are also more reliant on the knowledge and abilities of its faculty members, and the caliber of an institution is determined by the caliber of its faculty. Thus, maintaining teacher retention and satisfaction becomes crucial for these institutes (Pienaar and Bester, 2008). According to Mustapha et al. (2010) and Ng'ethe et al. (2012), faculty turnover has a detrimental effect on educational institutions in terms of staff loyalty, insecurity among current faculty members, and the expense of hiring and training new employees. Therefore, it is in the institutions' best interests to keep their current staff members. As a result, the outcome study variable has been chosen to represent the faculty's desire to stay.

2.0. Literature review

Depending on their own goals and objectives, firms apply different human resource practices. Theoretically, a universalistic approach to human resources may identify seven such HR practices, including internal career chances, formal training programmer, employment security, performance reviews, profit sharing, communication channels, and job description, that would increase organizational commitment. According to Delery and Doty (1996) and Chew and Chan (2008), configurationally approach emphasizes implementing HR practices that are in line with company strategy in order to establish a positive relationship between HRM and company performance. Contingency approach suggests adhering to HR practices in accordance with organizational circumstances. Compensation, training, career development, supervisor support, person-job fit, and performance evaluation are the most important HR practices that have been researched in the past by other researchers and that are shared by the three approaches as well (Chew and Chan, 2008; Johari et al., 2012; Kumar and Wei, 2012; Rasouli et al., 2013). Person-job fit is only marginally relevant in the education sector, and in India, evaluations in this sector are frequently focused on experience rather than merit, hence these two HR practices have not been taken into account as research factors. Compensation, work environment, training and development, and organizational support have therefore been designated as HR practices for the current study, and their effects on faculty retention intentions will be investigated.

3.0. Compensation

According to Mondy and Noe's definition from 2005, compensation is the "total of financial and non-financial rewards given to employees in exchange for their services." Compensation has been used in several research as a predictor of desire to stay or quit. According to several study (Chew and Chan, 2008; Johari et al., 2012), salary is highly connected with employees' intentions to stay and organizational commitment. Furthermore, a research of female employees in commercial banks indicated that salary was one of the key factors influencing job satisfaction and that it was also inversely associated to employees' intentions to quit (Ajaz and Mehmood, 2015). Contrarily, one of the authors did a study on Iranian faculty members and found that salary had an impact on the faculty's work satisfaction, but no meaningful relationship with the faculty's desire to remain was found (Rasouli et al., 2013). This shows that compensation factor relevance cannot be generalised since it depends on the demographics and kind of respondents.

3.1. The workplace

According to Ng'ethe et al. (2012), the physical surroundings of the workplace include things like office space, furnishings, equipment, recreational activities, room temperature, and other things. One factor that affects employees' productivity and efficiency is the work environment. According to Herzberg's two-factor theory, it is referred to as a hygiene factor. According to Ajaz and Mehmood (2015), the aspect has also been emphasized as one of the markers of work satisfaction, which in turn affects employees' intentions to stay. In several previous research (Marvel et al., 2007; Ahmad and Riaz, 2011; Tickle et al., 2008; Tehseen and Hadi, 2015), the working environment was found to be a significant predictor of teacher turnover and a critical element to keep them. Here, we can observe a gap where a direct association between work environment and intention to stay has not been focused upon much. This study has been added to be evaluated from that angle.

3.2. Training and development

The formal actions done by a company to assist staff in gaining the knowledge and expertise necessary to perform current or future positions are referred to as training and development. The importance of training and development in human resource management has been acknowledged (Mondy and Noe, 2005; Mishra and Sharma, 2015). The capacity to learn via the use of information technology has considerably improved overall workplace capabilities (Saravani and Clayton, 2013). Although the respondents did have training chances, one of the researchers noted that this had no impact on their decision to remain (Johari et al., 2012). However, other research (Chew and Chan, 2008; Kumar and Wei, 2012; Mohammad et al., 2013) acknowledged that training and career growth had a substantial positive link with employee's intention to stay. According to higher education institutions, faculty professional development improves the standard of research and instruction at their institutions, which benefits both the students and the institution as a whole (Tetty, 2006).

3.3. Organisational support

Another element that is said to influence faculty members' inclination to remain is their role in management. In fact, Mishra and Sharma (2015) defined and examined management assistance as one of the essential human factors. According to Beardwell and Claydon (2007) and Teimouri et al. (2016), employees are more likely to stay with an organisation if they receive positive organizational support, rewards and recognition, merit-based performance evaluations, an appropriate job role, and security from the organization. Organizational support was shown to have a substantial impact on intention to stay in one study done in Iran (Rasouli et al., 2013). According to another study (Ajaz and Mehmood, 2015), supervisor support is inversely connected to the intention to quit. Organizational support has been examined in light of working relationships between employees and their bosses. These research (Ahmad and Riaz, 2011; Michael, 2008) showed a bad link between employees' intentions to depart and their relationships with their managers. This suggests that the chance of an employee quitting the company decreases as the connection with superiors improves, and vice versa. We see organizational support as one of the four determinants of intention to stay based on the aforementioned studies.

3.4. Intention to stay

According to Tett and Meyer (1993), an employee has an intention to stay if they are willing to do their current work for an extended period of time. According to Rosser (2004), intention to leave is considerably adversely associated with intention to stay. As opposed to investigating turnover intention or departure intention, intention to stay is now employed more frequently, on the theory that it is a positive construct (Nancarrow et al., 2014). According to the literature reviewed above, it can be concluded that the variables used in this study have been examined by a number of researchers as indicators of an employee's intention to stay (Chew and Chan, 2008; Ng'ethe et al., 2012; Rasouli et al., 2013; Mohammad et al., 2013; Ajaz and Mehmood, 2015). But these investigations have provided Various outcomes dependent on sector and demographics. A research on the topic can be done because there haven't been many studies done in an Indian environment, particularly for workers in the education sector.

4.0. Research methodology

4.1. Research objectives

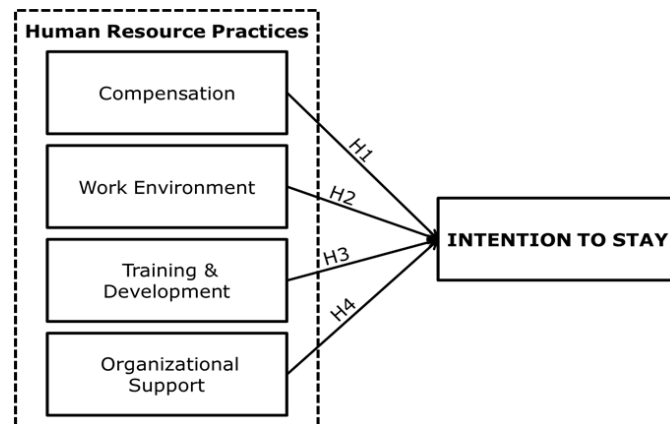
- To investigate how the human resource aspects of pay, the workplace, training, and development, as well as organizational support, affect faculty members' intentions to stay.
- To identify any statistically significant relationships between the aforementioned parameters and faculty retention intentions.

4.2. Conceptual framework

The theories offered by Armstrong and Herzberg, the three approaches to human resource practices, and a number of actual investigations by other researchers, as mentioned above, all served as the foundation for the conceptual framework for the study. Armstrong (2006)'s reward system model identifies salary, training and development, and work environment as human resource elements that have a beneficial

impact on employees' motivation to work for the business. Herzberg's motivation-hygiene theory, published in 1959, further classified pay, company policies, fringe benefits, physical working conditions, status, interpersonal relationships, and job security as hygiene factors, while motivational factors included recognition, a sense of accomplishment, growth and promotion opportunities, responsibility, and the significance of the work. Figure 1 shows the conceptual framework for the investigation, which is based on the aforementioned assumption.

Figure 1 Conceptual framework



Regarding pay, the workplace, training and development opportunities, and organizational support elements, the aforementioned framework may be strengthened in human resource policies of different sectors and education management industries. The stronger the intention of employees to stay, the better the matrices mentioned above. However, additional variables connected to the aforementioned matrix of HR inputs that make up the conceptual framework that guarantees employee stability are also important.

4.3. Hypotheses

- H₁ Compensation and other incentives paid to the faculty positively affect intention to stay.
- H₂ Work environment provided by the institute has a direct influence on intention to stay.
- H₃ Training and development opportunities have a positive effect on faculty's intention to stay.
- H₄ Organizational support directly affects intention to stay of faculty members.

4.4. Population and sample

Regarding pay, the workplace, training and development opportunities, and organizational support elements, the aforementioned framework may be strengthened in human resource policies of different sectors and education management industries. The stronger the intention of employees to stay, the better the matrices mentioned above. However, additional variables connected to the aforementioned matrix of HR inputs that make up the conceptual framework that guarantees employee stability are also important. A total of 102 fully completed questionnaires were received, yielding a response rate of about 68% that could be used for data analysis. Of these, 22 (21.5%) were recognized as professors, 44 (43.1%) as assistant professors, 36 (35.2%) as associate professors, and 44 (43.1%) as associate professors. When the respondents are aware of or can easily understand the purpose of the study, a direct method is utilized. Academic journals, white papers, novels, and survey reports were used to gather secondary data. SPSS 16.0 was used to evaluate the raw data. Due to accessibility and the faculty members' consent, convenience sampling was employed to gather the survey results.

4.5. Measures

Using Likert's five-point continuous rating scale with a range of 'strongly disagree' to 'strongly agree,' a structured questionnaire with 26 items was created. The study has taken into account four independent variables: the work environment, pay, training and development, and organizational support. Human resource practices are these autonomous factors. The 'intention to stay' outcome/dependent variable has been taken into consideration.

Peer relationships, the physical work environment, and personal characteristics were all sought to be included in the assessment scale of the work environment (Baker et al., 1992; Ekbladh et al., 2014). It was composed of sentences based on five criteria: emotional connection, bodily comfort, safety precautions, and support from colleagues. Six criteria including extrinsic and intrinsic awards were used to evaluate the compensation factor (Seashore et al., 1982). These criteria were salary expectation, competitive compensation, regularity of salary payment, non-monetary perks, questioning handling of pay difficulties, and bonus awarded. Five questions made up the training and development variable, which sought to explore how faculty perceived the learning and professional development possibilities available to them at work (Delery and Doty, 1996). Five factors make up this scale: availability of pedagogical resources, career advancement prospects, suitable training budget, usefulness of training programs, and role-specific training. A six-item scale that was modified from earlier research on perceived organizational support (POS) (Shumaila et al., 2006; Kurtessis et al., 2015) was used to study organizational support. Six criteria made up the measurement scale for this: reward and recognition, participation in decision-making, consideration of proposals, dealing with professional issues. The items were based on Nancarrow et al.'s (2014) study on the intention to remain and depart for the intention to stay (dependent variable). Using a four-item scale, the following variables were evaluated: likelihood of working for the same institution in the upcoming year, in the upcoming five years, effect of HR elements on staying intention, and prospects with the existing institute in the future. The 26-item instrument's validity was evaluated by seasoned academics in the field, and the reliability was assessed using the Cronbach's alpha reliability test. Data analysis was carried out via categorical regression, descriptive statistics, part and

5.0. Findings and discussion

5.1. Reliability test

Applying the Cronbach's alpha reliability test, the 26-item scale's alpha coefficient was determined to be 0.908. This shows that the items' internal consistency is rather high. Table 1 lists the values for each research variable. The chart makes it evident that for all of the variables—work environment, salary, training and development, organizational support, and intention to stay—the dependability score is more than 0.5. The Cronbach alpha for the organizational support variable is 0.895, which is higher than the values for the other variables, including work environment (0.681), pay (0.751), training and development (0.718), and intention to stay (0.704).

Table 1 Reliability statistics

<i>Variable</i>	<i>No. of items</i>	<i>Cronbach's alpha</i>
Work environment	5	0.671
Compensation	6	0.761
Training and dev.	5	0.728
Organisational support	6	0.885
Intention to stay (DV)	4	0.714

5.2. Descriptive statistics

Out of the aforementioned four categories, compensation had the highest mean (3.48), according to a sample group of 102 people. The mean for organizational support is the lowest, 3.29. It can be noted that the respondents considered pay and benefits to be of the utmost significance and expressed satisfaction with the institutions' pay practices. The dependent variable (intention to stay) had a high mean value, showing that teachers had a strong propensity to remain at the institute.

Table 2 Mean and standard deviation values

<i>Variable</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. deviation</i>
Work environment	102	2.3	4.3	3.54	0.524
Compensation	102	2.1	4.5	3.68	0.674
Training and dev.	102	2.7	4.32	3.833	0.335
Organisational support	102	2.2	6	3.529	0.776
Intention to stay (DV)	102	3.1	4	3.59	0.555

5.3. Categorical regression

A study of 102 participants found that among the aforementioned four categories, compensation had the highest mean (3.48). Organizational support has the lowest mean (3.29). It should be mentioned that the respondents thought salary and benefits were extremely important and were pleased with the institutions' pay practices. Teachers had a significant inclination to stay at the institute, as evidenced by the dependent variable's high mean value (intention to stay).

According to Table 3's beta coefficients, if all other variables remain constant, the desire to stay increases by 0.116 standard deviations when the work environment changes by one standard deviation. The intention to stay also increases by 0.161 standard deviations when training and development are altered by one standard deviation, assuming that all other variables remain unchanged. Provided that all other variables remain constant, the desire to stay drops by 0.142 standard deviation if organizational support reduces by one standard deviation. The compensation component has the highest coefficient, which suggests that if all other predictors are held constant, a change in compensation of one standard deviation will result in a change in intention to remain of 0.940 standard deviations.

Table 3 Standardised coefficients

Standardised coefficients

<i>Independent variables</i>	<i>Beta</i>	<i>Std. error</i>	<i>df</i>	<i>F</i>	<i>Sig.</i>
Work environment	0.126	0.03	4	2.756	0.15
Compensation	0.93	0.057	5	138.95	0.10
Training and dev.	0.151	0.069	1	7.563	0.02
Organisational support	-0.152	0.783	2	2.959	0.056

Table 4 Model summary

<i>Multiple R</i>	<i>R square</i>	<i>Adjusted R square</i>
0.951	0.875	0.859

According to Table 4, the R square value is .885, meaning that the four variables account for 88.5% of the variation in the dependent variable, or desire to remain. The standardized regression coefficients are shown in Table 3. Only standardized coefficients are shown as a result of categorical regression's standardization of the variables. It is common to think of standardized coefficients as expressing how significant each predictor is. According to each coefficient, the expected response will vary by how many standard deviations for every time one predictor's value is changed while the other predictors stay constant.

Table 4 shows that the four factors explain for 88.5% of the variation in the dependent variable, or willingness to stay, with a R square value of .885. Table 3 displays the standardized regression coefficients. Because categorical regression standardizes the variables, only the standardized coefficients are displayed. Standardized coefficients are frequently understood to represent the relative importance of each predictor. Each coefficient indicates how many standard deviations the predicted response will differ each time the value of one predictor is altered while the values of the other predictors remain the same.

5.4. Part and partial correlation

Correlation and tolerance levels have been computed in order to assess the role of independent variables. The correlation between transformed independent and transformed dependent variables is known as the zero order. According to Table 5, the compensating component exhibits the strongest connection..

The partial correlation for compensation is 0.893. Compensation explains $(0.893)^2 = 0.797 = 79.7\%$ of the variance in the dependent variable, i.e., intention to remain, when the effects of the other factors on compensation (predictors under investigation) and intention to stay (response) are taken into account. Instead of eliminating the impacts of variables from both the answer and the predictor, which were represented by part correlation, we may instead remove the effects of variables from simply the predictors. The remaining compensation $(0.671)^2 = 0.450 = 45\%$ of the variation in intention to stay is explained by the compensation factor, according to a partial correlation (semi-partial correlation), controlling the effects of other predictors on compensation. If we remove the effects of training and development, work environment, and organizational support from compensation Pratt's significance measure does not have any significant negative values, which rules out multicollinearity. Additionally, tolerance values show that each predictor is not near to zero.

6.0 .Discussion

The mean value for compensation is the highest of the four predictor variables, showing that faculty members are generally happy with the remuneration, particularly with the prompt delivery of salary. The management interactions are not well-liked by the academics, who are least happy with them. The response variable "intention to stay" has four predictors, which together account for 88.5% of the variation. This illustrates how crucial these elements are in determining an employee's intention to stay. As observed in Table 2, the compensation variable has the highest beta coefficient, indicating that it has the most impact on the dependent variable (intention to stay). Organizational support is statistically insignificant for further investigation because its p-value is beyond 5% (0.066). Training and development opportunities at work as well as intention to stay have a moderate impact. The compensating component, which has the greatest impact on the response variable (intention to stay), is likewise highlighted in the correlation and tolerance table. Compensation accounts for 79.7% of the variation in the "intention to stay" variable after taking into account the effects of all other factors The remaining variation is explained by work environment and training and development. As a result, while H4 is rejected, Hypotheses H1, H2, and H3 are accepted.

The monetary element, which is also reiterated in the study above, is the factor that current research indicates will have the most impact on employees' decisions to stay with the company. It is clear that the subsequent research serve as additional confirmation of the favorable correlation between remuneration and intention to stay.

Compensation therefore has the greatest mean value and the strongest positive correlation with the intention to stay, making it the most important component. Studies been out by a few additional academics lend credence to this finding. In a research on academic staff at Makerere University, Amutuhair (2010) found that compensation was a significant predictor of desire to stay. Similar findings are also shown by research carried out by Chew and Chan (2008), Kumar (2012), and Johari et al. (2012). Furthermore, the setting in which this study was done is another explanation for why money is a very relevant component. The study was carried out in Delhi, India, where people's social status expectations and cost of living are high, making money a significant source of income for them.

Workplace conditions and training and development programs also show a favorable relationship with the intention to stay. The findings agree with the literature study that has already been done. According to Mohammad et al.'s (2013) evaluation of the effects of several HRM activities on organizational commitment and intention to remain, there is a highly substantial positive correlation between the two. According to Frazis et al. (1998) and Oakland and Oakland (2001), increasing one's skill set would boost productivity and provide better possibilities and incentives, which would raise one's intention to stay. The faculty's lack of participation in the decision-making process can be explained to the non-significant connection between organizational support and intention to stay.

7.0. Conclusions

Through this study, we have attempted to draw attention to the necessity of improving human resource management in higher education institutions in order to raise the caliber of instruction and research, particularly in developing nations like India. Many academics have researched the idea of human resource practices and aim to stay across various sectors. Less attention has been paid to college professors and the education sector in general, though. On the aforementioned principles, there have only been a few research done in India.

The quality of the organization's human resources, its infrastructure, as well as the digital technologies used in its pedagogy for teaching, may all have an impact on the theoretical and managerial implications. This study sought to determine the impact of human resource practices on faculty retention, including pay, the workplace climate, training and development, and organizational support. Compensation, work environment, and training and development all showed a strong and favorable correlation with academicians' intentions to remain employed by higher education management institutions. Compensation turned out to be the one that had the biggest influence of these three.

In India, compensation is determined by government regulations, and it rises with experience and education. Premier Indian educational institutions like Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs), along with the Ministry of Human Resource Development, Government of India, can work towards introducing ways to raise funds from various possible sources for all the higher educational institutions operating in India so that they can concentrate on motivating and energizing their students. India is the only country in the BRICS (Brazil, Russia, India, China, and South Africa) group that does not have a university listed in the top ten institutional rankings published by Times Higher Education BRICS and Emerging Economies Rankings, 2016, emphasizing the need to concentrate on research and forging alliances with other countries in order to advance in this direction. Therefore, it is crucial for institutions to offer a healthy work environment, concentrate on faculty skill development, and endeavor to provide better remuneration packages in order to increase their employees' job satisfaction and intention to stay with the institution.

By integrating other human resource practices like performance evaluation, person-job fit, recognition, job security, communication mechanisms, and the like with the purpose of employees staying, the study may be furthered. In order to obtain a more accurate generalization, a bigger sample size may also be obtained by taking into account higher educational institutions distributed throughout several places. To investigate the variations in results based on several locations or by any other parameter, comparative studies can be carried out. Intention to remain and HR practices can also be studied in connection to other variables, such as work satisfaction, organizational commitment, and employee engagement, which function as mediators or dependent variables.

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9.0. References

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