FACTORS RESPONSIBLE FOR FACULTY RETENTION

The personal, organizational and external factors responsible for Faculty retention- A lesson from SUKKUR IBA

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ABSTRACT

It's hard to put a figure on the cost of the loss of a teacher, intellectual, mind developer, conveyer, a bunch of skills, and knowledge. But such losses can create big problems for institutes, and prove to be devastating for small institutes.

This research work is an effort to explore and focus on the human resource side of Public sector universities of interior of Sind (i.e. excluding Karachi), specifically with the objective of exploring:

- What is the Faculty Turnover trend?
- What are the causes behind that?
- What variables severally affect the teachers, and they quitted jobs?
- In future what are the chances of same job quitting behaviors by the teachers?

Being more familiar with the culture of Sukkur IBA, as a permanent faculty member, Researcher has chosen Sukkur IBA for this study, as a sample institute to represent the total population of seven higher education institutions/Universities of interior Sind, recognized by Higher Education Commission of Pakistan.

Using a questionnaire, researcher has collected information from the ex-teachers of IBA Sukkur on the number of personal, organizational and external issues. On the basis of evaluation and analysis of the available data, researcher has recommended few suggestions to minimize the impact of the critical issues on Faculty Turn over.

Key words: Mind developer, Devastating, Hierarchy of needs theory, Job Retention

1. INTRODUCTION.

1.2. Background of the Study.

Human Resource Management is the area that is generally ignored in our Pakistani educational institutions. Human resource management is concerned with the study of those elements, which are designed to improve and enhance the effectiveness and efficiency of an organization's personnel. Managing human resource is very important in this era of competition and globalization. Every organization regardless of its place of origin, nature, and type of work faces so many problems related to human beings in daily routine.

There may be number of factors that contribute to employee turnover like: money, working conditions, personal problems, external opportunities etc. but the price that organizations pay in terms of higher costs against the employee turnover, could be:

- Cost for recruitment of replacements, including administrative expenses, advertising, screening and interviewing.
- Lost productivity associated with the interim period before a replacement can be placed on the job
- Cost of training, as well as the time that the worker/teacher in training must spend off the job.
- Cost associated with the period prior to voluntary termination, when worker/teacher tends to be less productive.
- Public relation costs in terms of spreading gossip about the organization by the worker who quitted the job.

Assessment of external, organizational, and personal factors that affect employee turnover, in this regard would be a very significant area of study for us to understand how the stability and growth of any organization/institution can be maintained consistently.

1.2. LITERATURE REVIEW.

In the context of human resource management, employee turnover typically refers to separations that require hiring a replacement.

"Voluntary and involuntary permanent withdrawal from the organization" (Robbins [1998]) is called turnover, which is synonymous to separations that require hiring a replacement. Separation may be in form of Quits (voluntary separations by employees), Discharges (in voluntary separations initiated by the employer), and Layoffs (in voluntary separations initiated by the employer with no intent to rehire).

Variables that affect turnover can be grouped into three broad categories: "External marketing influences, Organizational characteristics and practices, and Employee attributes. The first category encompasses local labor-market conditions, including the extent of employment alternatives, and the organizational market share-which would likely affect a business's attractiveness to potential employees. The second category includes organizational factors such as the employee's immediate work environment-unit size, work-group diversity, and quality of management. The third category relates to the employees themselves: their demographics, experience, educational background, job status, and pay and performance histories" (Nalbantian and Szostak [2004]).

Employee turnover research over the years has shown that the higher turnover has proven to be one of the most critical and seemingly intractable human resource challenges confronting organizations/institutions.

Literature review for this study found a diversified work of previous researchers. As Keith. P (1964) has worked on Administrative and Faculty Turnover and Diffusion of an Educational Innovation. He has suggested various factors contributing to job satisfaction. Milosheff. E (1990) has developed a model of faculty turnover intentions. David B. Balkin and Luis R. Gomez-Mejia(2002) have worked on Explaining the Gender Effects on Faculty Pay Increases: I an other Study of Investment Strategies in New York City Public Schools and Districts , Iatarola. P and Fruchte. N(1999) differences between high-and low performing community school districts, or

administrative subunits, within the NewYork City school system in terms of educational goals, instructional focus, leadership development, teacher recruitment and retention, and professional development.

According to Jacque T. and Claude H. (1978) faculty stability is a factor that contributes to effective schools, these researchers explain their study into the relationship of racial match to faculty stability. After further study, they plan to develop a set of variables for use in calculating a Faculty Stability Index. Study by David B. and Luis R(2002) examines the gender effects on faculty pay raises. The authors propose that other factors being equal, for a given pay increase, male faculty would experience lower levels of pay satisfaction and be more likely to quit their institution than females.

An other study by David E and Philip D(1982) investigated the impact of an MBO application in a university setting and the faculty turnover. suggest that performance increased as a result of the MBO application, while satisfaction generally declined. Kenneth W and John L. (2006) has worked on principal facilitation of decision making through sharing power with Faculty members, school wide networking facilitating "bottom-up" problem solving with staff and parents.

Through a Model of the Influences on Teacher Retention, David W. Chapman (1983) has studied the changing demography of public school teachers: and Some implications for faculty turnover in urban areas.

Paredes. J(2002), in his study brings into focus the importance of both professional autonomy ("I-ness") and shared identity ("we-ness") in professional community. Examining the findings through two lenses—professional community and micro politics—this study explores how, paradoxically, professional autonomy and attention to individual needs are necessary and salient conditions of strong professional communities. Furthermore, this study focuses on the important role that principals play in

balancing individual and organizational needs and fostering professional community

To study the Teacher Involvement in School Development Activity and its Relationships to Attitudes and Subjective Norms among Teachers: a Study of Norwegian Elementary and Junior High School Teachers was conducted by Unni Vere Midthassel (2004) examines associations between teacher involvement in school development activity (SDA). Results showed that teachers' perception of SDA as a relevant task was the strongest predictor of the variables examined. Furthermore, teacher perception of the innovation culture among staff and of a principal's involvement moderately accounted for teacher involvement in SDA. Results suggest that the relevance of SDA has a stronger effect on teacher involvement in SDA if the innovation culture is perceived to be positive and the principal is seen to be involved in SDA. Under the caption of "A Sane Approach to Staff Reduction"

Raymond.E.(1976) has focused on the financial side of the organization as a major component for faculty turnover such Fees from enrollments, financial exigency, inflation, etc. Studying the Academic Entrepreneurship, Alan M(2003) finds each employee pursues or supports those who pursue opportunities to build and improve their units, colleges, or universities. He presents ways that individual faculty members, program managers, department chairs, deans, and provosts can support academic entrepreneurship through helping to create opportunities, nurturing people who recognize and act on them, garnering resources to support opportunities, and creating a culture that supports the entrepreneurial activities of universities and control faculty turn over.

Stockard. J (2004), in his study on Influences on the Satisfaction and Retention of 1st-Year Teachers: The Importance of Effective School Management examined the influence of variables related to demographic characteristics, work assignment, effectiveness, social support, and school

management on the satisfaction and retention decisions of 1st-year public school teachers, the most important influence on retention decisions is job satisfaction he says.

Stephen L. (1988)has examined and compared teacher retention rates from 1974 through 1984 in school districts that used alternative practices of internal salary distribution. Although the data revealed positive correlations between district retention rates and salary improvements in two regions, he also found regional and gender-related differences in teacher labor market behavior.

In a study on Teacher Recruitment in a School Reform State: Factors That Influence Applicant Attraction to Teaching Vacancies, Paul A (2005) addressed applicant reactions to teaching positions announced in recruitment media. The independent variables were school classification based on standardized student achievement tests (in need of assistance, progressing, meets goal), signing bonus (10% initial signing bonus, no bonus), and teaching experience (experienced, inexperienced). Inexperienced teachers rated jobs more favorably than experienced teachers, holding all other factors constant Susan M & Susan J (2001) in their article “Counting on Colleagues: New Teachers Encounter the Professional Cultures of Their Schools” have considered the professional cultures that new teachers encounter in their schools. Using new entrants’ accounts, they have characterized three types of professional cultures or subcultures within schools: veteran-oriented cultures, novice-oriented cultures, and integrated cultures. In such cultures,(a) new teachers are described norms of professional interaction determined, with little attention to the particular needs of beginning teachers. (b) New teachers are described norms of professional with little experienced guidance about how to teach. (c) New teachers are described being provided with sustained support and having frequent exchanges with colleagues across experience levels. So the later the culture of the institution, the better the retention of faculty is observed.

Principals have also been proved to be important in developing and maintaining integrated professional cultures where the particular needs of new teachers were both recognized and addressed.

Diana G., & Rodney T. (!995) have reported that The leadership of principals and the leadership of groups of teachers were positively related to organizational latency, or commitment, which was positively associated with the perceived effectiveness of schools and negatively associated with teacher turnover. In an other study of the school leadership, Norton W. & Joseph J. (2006) The findings analyze the origins of the reforms, school site roles, costs and benefits, the role of the district, and the long-term stability of the approach. Leadership Functions and Instructional Effectiveness by Daniel L. (1982) describes what instructional leaders should be doing in light of recent research on teacher retention and school effectiveness.

1.3. PROBLEM STATEMENT.

It is very obvious that the most vital and important corner in the education triangle is occupied by the teachers, who set standards and make a definitive impact on the life and psyche of the developing minds. They are the face of an institution, with a direct contact with the students (and in some cases with their parents too) to whom they have to impart quality education, and in most of the cases institutions are known for their teaching faculty. But unfortunately the historical data specially from 1993 to 2002 is indicating that the teacher's separation rate in all over Pakistan has been increased, as it rose from 3.1% to 8.4%. Labor Gazette (2003).

The separations rate is the number of total separations as a percent of total employment.

This is an alarming situation for all the educational institutions to focus on. As the case of Sukkur IBA has been selected for this study. Therefore the researcher wants to explore those groups of **external, organizational, and personal factors that trigger the growing "Faculty Turnover"** especially at Sukkur IBA, if the turnover is high over there, what are its **root causes?** And

finally what ought to be done as **a solution?** These are the different questions which need to be addressed.

Sukkur IBA has remained the only institute in interior of Sindh, having an affiliation with IBA Karachi. Students from all over Pakistan are studying at Sukkur IBA. This institute is in fact a golden opportunity for the people of remote areas of Sindh to get quality education at relatively lower cost.

2.4. OBJECTIVES AND SCOPE OF THE STUDY.

As the quality of education is mostly revolve around the teachers, but unfortunately it has been generally observed and widely believed that most of the highly qualified and experienced teachers are either more interested to work in big cities of Pakistan or foreign countries due to different reasons which may vary from person to person, and very few are interested in staying in rural areas of Pakistan.

Ideally in the best of worlds, teachers would love their jobs, like their coworkers, work hard for their employers and students, get paid well for their work, have ample chances for advancement, and flexible schedules so they could attend to personal or family needs when necessary. And never leave.

But then there's the real world. And in the real world, teachers, do leave, either because they want more money, hate the working conditions, hate their coworkers, want a change, because their spouse gets a dream job in another city or their parents are migrating to somewhere else. So, what does that entire turnover cost?

It's hard to put a figure on the cost of the loss of a teacher, intellectual, mind developer, conveyer, a bunch of skills, and knowledge. But such losses can create big problems for institutes, and devastating for small institutes.

This research work is an effort to explore and focus on the human resource side of Public sector universities of interior of Sind (i.e. excluding Karachi), specifically:

- Teacher's turnover trends, if high,
- What are the causes behind that?
- What variables severally affect the teachers, and in result they quitted their jobs.
- In future what are the chances of same job quitting behaviors by the teachers?

Being more familiar with the culture of Sukkur IBA, as a permanent faculty member, Researcher has chosen Sukkur IBA as a representative quality institute for this study.

Using a questionnaire, researcher has collected information from the ex-teachers of Sukkur IBA on the number of personal, organizational and external issues. On the basis of evaluation and analysis of the available data, researcher has recommended little suggestion to minimize the impact of the critical issues on Faculty Turn over.

2.5. RESEARCH METHODOLOGY.

Based on the nature of this research study, researcher has gone through the descriptive and analytical (ratio analysis) type of research.

For the purpose at hand researcher have approached 20 (sample size, by convenience sampling) ex-teachers of Sukkur IBA. The questionnaire was the basic tool for collection of the desired data. The respondents were approached personally and by e-mail and they were requested to select from the five point Likert-type interval scale variables for each of the fifteen (15) variables, that they considered to be a cause for leaving Sukkur IBA.

After collection of responses, researcher has applied the Ratio Analysis Technique with the help of MS Excell package.

To avoid the biasness researcher has collected some additional and supportive information in shape of views and opinions from the present

management of Sukkur IBA by telephonic interviews (unstructured) and e-mails.

For this case study secondary data has been collected through literature review by consulting research journals, books, magazines, newspapers, and internet surfing. Where as the primary data has been collected through interviews, survey and discussion with ex-teachers of Sukkur IBA besides management views.

The major sources for secondary data were: libraries of SZABIST, Sukkur IBA, Public Liberary Khairpur and the internet.

3. HUMAN RESOURCE MANAGEMENT; AN OVERVIEW.

2.3. Importance of Human Capital.

"It is generally believed that the use of assets make things possible. However, human resources make things happen. Mind is considered as the ultimate weapon in harnessing everything to one's advantage. When machines are used, these depreciate. When mind is used, it appreciates". Seed (2002).

If any organization wants to have a competitive advantage over others they have to properly manage human capital, because other kinds of capital are readily accessible, and technology is easily copied. So it's difficult to deny the importance of human capital and in today's world human resources challenges are growing at a faster rate than any other. An indication of the importance of human capital now and in near future is the:

- Increase in the numbers of research articles and books written about human resource and personnel management related topics.
- Many universities and institutes who offer MBA degree base their programs around human resource related topics.

- Multinational companies bound their business executives to equip themselves for tackling and overcoming human resource problems by having short courses on HRM.
- World Bank is also advising now a days to different enterprises to spend minimum 3% of their revenues on human resource department.

In researcher's opinion, employers should recall and memorize the well known proverb "a bird in hand is worth more than two in the bush" when they are developing employee retention and recruiting strategies, because it is much more cost-effective to keep a current employee on board than it is to hire and train a replacement. Key employee retention is critical to the long term health and success of any organization, because retaining the best employees ensure customer satisfaction, product sale, satisfied coworkers, and many more, and if not, organizations have to confront with issues like; training and investment, lost knowledge, sorrow, insecure coworkers, and above all costly candidate search.

Employee retention is one of the primary measures of the health of any organization. If organization is losing key staff members, it can be predicted that other employees in different departments will try to imitate them, if not now may be in future. Interviews with ex-employees provide valuable information to any organization to retain remaining employees.

2.4. Commitment and Motivation of Employees.

"Organization commitment is defined as a state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization" (Robbins [1998]).

In fact research work over years has demonstrated that "employee's commitment level is a much better indicator of turnover than any other factor and previous research has established a correlation between employee commitment and behaviors such as turnover, absenteeism, and tardiness"

(Welch and Welch [2005]). In this day and age where “flattened organizations and empowered workers serve as strategies for improving productivity and performance, employee commitment is crucial” (Dessler [1999]). As its obvious that, not all the employees are committed to their organizations, therefore its necessary for the managers to be aware of the individual and situational factors that build commitment to the workplace. Building employee commitment to the workplace is one important goal of human resource policies and practices. Research shows commitment has a positive effect on productivity, turnover and employees willingness to help co-workers. But the downsizing, wage erosion and productivity demands of recent years have reduced this commitment**.**

Where as the motivation is concern, according to Oran and Shafritz (1998) motivation is “an emotional stimulus that causes a person to act. Work motivation is an amalgam of all of the factors in one’s working environment that foster (positively or negatively) productive efforts, and reduce the employee Turn over”

There is old saying, you can take a horse to the water but you con not force it to drink; it will drink only if its thirsty. The same case is with people who are actually free in their will, which makes them do, what they want to do or otherwise motivated to do, either they are motivated by themselves or through external stimulus.

There is no doubt that we live in a money motivated world, in which any amount of human relations cannot compensate for a lack of monetary reward. Even the dedicated sports players no longer play for their own country but opt for the highest bidder. Therefore it’s important for a manager to understand motivation by understanding the human nature, which can be very simple, yet very complex too. Motivating for high performance can cost lots of money, but not every one can be motivated by money alone, Maslow’s hierarchy of needs theory is a good example of that.

So finally researcher can assume that: Job Retention = f (commitment) (motivation).

3. HUMAN RESOURCE MANAGEMENT AT SUKKUR IBA.

3.1. Organization Structure.

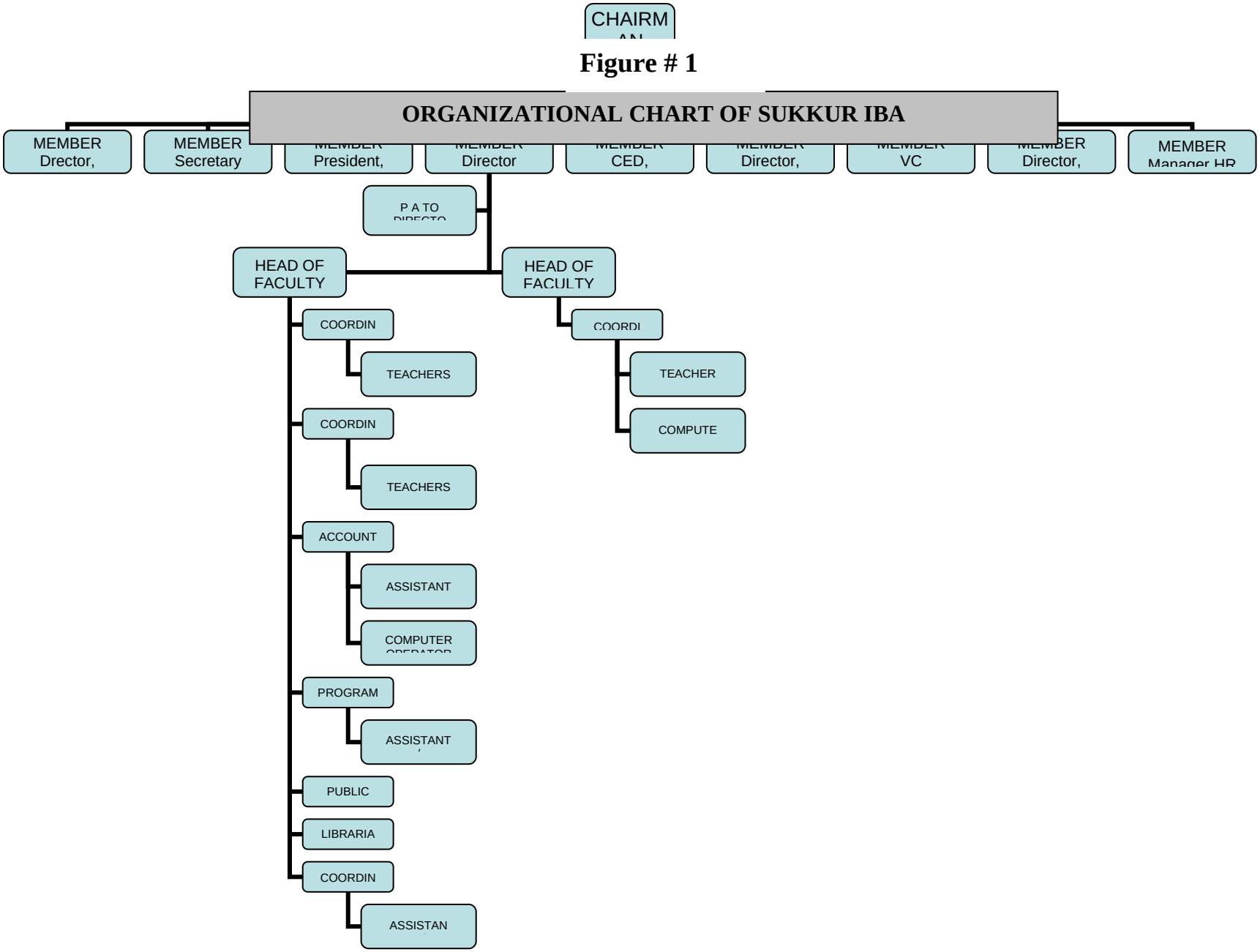
"Organizational structure is a formal pattern of interactions and coordination designed by management to link the tasks of individuals and groups in achieving organizational goals". Bartol and Martin (1998).

Therefore organizational structure organizes teams with clear responsibilities, titles and lines of authority, and organization chart lets everyone know how to reach their personal, and company's objectives by working together as a team. The organization chart is a good starting point to explore any organization. It communicates the leadership of an organization, how it is constituted to reach its goals. It defines responsibilities, dependencies and relationships. No other document carries in it such important information, so concisely, as does the organization chart.

Organizational chart of Sukkur IBA (figure # 1) is clearly indicating the same responsibilities, titles and line of authority as by empowering people by sharing the strategic vision, and by showing how that vision will be attained. Sukkur IBA in order to maintain total merit beyond any shadow of doubt has an independent management style. It is run by BOG headed by sitting judge of high court, then the members like Secretary of Education, Director IBA Karachi, Director Sukkur IBA, President Chamber of Commerce, and other educationists are on its list of board members.

Most of the decision-authorities and responsibilities revolve around the Director, then the H.R manager. All the teachers (also serving as Coordinators of MBA, BBA, and BCS Program), the Accounts Officer, Program manager, Public Relation Officer, Evening In charge, and Librarian are directly reporting to the Director of Sukkur IBA.

Figure # 1


ORGANIZATIONAL CHART OF SUKKUR IBA
CHAIRM
MEMBER Drector,
MEMBER Secretary
President,
Director
CED,
Director,
VC
Director,
MEMBER
P A TO
HEAD OF FACULTY
HEAD OF FACULTY
COORDIN
TEACHERS
COORDIN
TEACHERS
ACCOUNT
ASSISTANT
COMPUTER
PROGRAM
ASSISTANT
PUBLIC
LIBRARIA
COORDIN
ASSISTAN
TEACHER
COMPUTE

3.3. Work and Conduct of Faculty at Sukkur IBA.

All the faculty members have passed through a very hectic phase before they become a part of IBA family. All the members went through a written test held at IBA Karachi and then undergone an extensive group interview by selection board comprising of professionals from their respective fields. Group interview is not the last step as these selected people are also bound to complete their training program at IBA Karachi during the Summer Program, in which they have to assist senior professors in teaching different subjects of their interest, and after the approval of those senior professors they finally become the part of IBA family. The core competence of Sukkur IBA would be its students and high caliber, professional faculty members. Along with teaching at Sukkur IBA, the faculty also facilities the corporate sector in the fields of research and consultancy. They also render their services to facilitate the administration of Sukkur IBA, as the members of different committees and teams like: BASC Election Committee, Student Coordinators Committee, Assurance and Academic Diversification Committee, Admission Monitoring and Promotion Committee, Disciplinary Committee, Evening Program Committee, Marketing Team, Research Team, etc.

Even though different teams have different objectives, but ultimately all are directed towards the main objective of Sukkur IBA, i.e. “To become a centre of excellence in interior Sindh”.

Such a code of conduct and work of employees at IBA is developed through the continuous training programs as part of FDP-Sukkur IBA, to encourage a safe, tolerant and disciplined environment within which employees and students can prepare to be active and reflective citizens with a disposition to lifelong learning. To nurture students who are able to participate in and shape community, economic and political life and the nation, and engage confidently with people from a range of cultures, both at home and abroad.

The requirements of their Code of conduct apply at all times, including while employees are on leave. While the code focuses primarily on how employees have to perform their work duties, it is important to note that misconduct determines liability for disciplinary action.

Central to Sukkur IBA employees work is the attainment of optimum learning outcomes for students. And they are bound to the following statements:

- According to this permanent, temporary, casual or contract faculty of the institute are bound to arrive at the institute 15 minutes before the commencement of first class/period that is 09:00 am.
- Faculty will inform the management minimum three days before the actual leave day, and specially the teachers will conduct their classes in advance and exchange their classes with other teacher (which they certify by signing on the leave application), so that designated teacher will conduct their classes during their absence.
- If any faculty member wishes to leave the job shall serve notice 30 days in advance or forfeit 30 days salary.
- In addition to their own duties, faculty will also have to perform any job assigned to him from time to time and will undergo training sessions time to time.
- Faculty shall not take part in any anti-institutional activities.
- Faculty will avoid harming students; harm to a student includes minor harm that is cumulative in nature that would result in a detrimental effect of a significant nature to the student if allowed to continue. Harm can be caused by amongst other things:
    - physical, psychological or emotional abuse or neglect; or
    - sexual abuse or exploitation; or
    - domestic or family violence; or
    - student bullying; or
    - self harm.
- Faculty should take care of Intellectual property rights which includes documents, publications, manuscripts, audio-visual presentations,

inventions, original research, products, and any other materials recorded in any form that are developed for institutional use in the course of employees work duties.

- Information contained within institutional records, or imparted in an official capacity will be kept secrete.

- Faculty should avoid fiduciary relationship in which trust and confidence is necessarily reposed by one party, investing in the other party a corresponding amount of power. A fiduciary relationship exists where, as a result of one person's relationship to another, the former is bound to exercise rights and powers in good faith and for the benefit of the latter.

3.3. Faculty Motivation and Commitment.

One of the many strengths of the Sukkur IBA is its faculty's strong commitment to the education and skill development of students at Sukkur IBA. The contribution that each faculty member makes to support this objective, makes a difference to the future well being of students, the social and economic success of Sindh, and the over all future of our nation. Sukkur IBA can feel justifiably proud of its sustained efforts in creating a high quality education system in interior Sindh.

Underpinning these efforts is the professionalism and adherence to high standards of ethical conduct. In an increasingly complex and challenging environment characterised by ongoing change, delivery of educational services must be supported by a clear articulation of what is expected from faculty in the way they conduct it and perform their work.

According to the management of Sukkur IBA, the teachers are committed and motivated to:

- High Quality Education - providing a high quality education that makes a positive difference to the lives of all rural areas students.
- Respect and Dignity - treating each other, our partners and our clients with respect and dignity.
- Partnering – working as in partnership with families, industry, government agencies, and the education and training community to prepare young people for life.
- Diversity and Inclusiveness - Celebrating diversity and encouraging inclusiveness so that all rural areas students can participate and succeed in education and employment.
- Leadership and Accountability - Demonstrating leadership by being responsible and accountable for both educational and financial outcomes.
- Professionalism and Ethical Conduct - acting with professionalism that is based on sound ethical behaviour.

But the discussion with the employees revealed some thing else as they do not seem to be so much motivated and committed and the historical data regarding the turnover faculty is the clear evidence of that. Unfortunately within a small span of 11 years Sukkur IBA is unable to retain its faculty members as 28 of the permanent and 13 of visiting faculty members left the institute even though they were getting very handsome salaries and fringe benefits, which ultimately creates an averse impact on the institute but also create more hurdles in the way of attaining goals set by different teams at Sukkur IBA.

4. FACULTY TURNOVER TREND AT SUKKUR IBA.

4.2. Faculties at Sukkur IBA

At present there are Two Faculties at Sukkur IBA:

- Faculty of Business Administration
- Faculty of Information Technology (I.T)

Sukkur IBA claims to have:

- Highly competent Faculty, Foreign & Locally Qualified.
- Six Faculty Members MS Degree holders working on their PhDs.
- Selection of Faculty purely on Merit Basis

4.4. Faculty Turnover Trend at Sukkur IBA.

Turnover trend of teachers in Sukkur IBA can be found in the table # 1, given below, and followed by the graphic presentation of the turn over rate for last 11 years:

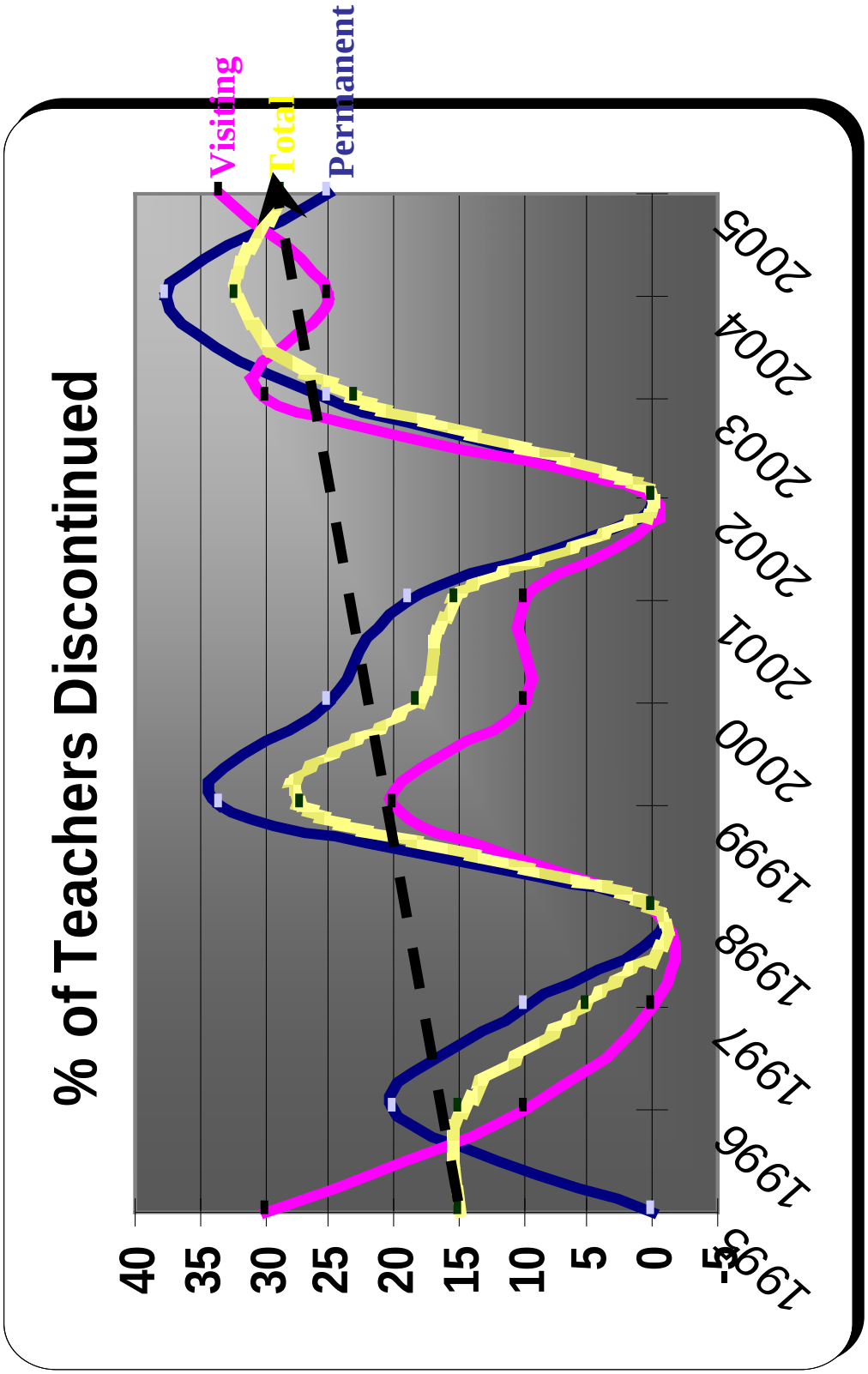
Table #1

Faculty Turnover

Total # of Permanent Teachers	Number of Permanent Teachers Discontinued	% of Permanent Teachers Discontinued	Total # of Visiting Teachers	Number of Visiting Teachers Discontinued	% of Visiting Teachers Discontinued	Total # of Teachers	% of Teachers Discontinued
10	0	00.00	10	3	30.00	20	15.00
10	2	20.00	10	1	10.00	20	15.00
10	2	10.00	10	0	00.00	20	05.00
12	0	00.00	10	0	00.00	22	00.00
12	4	33.33	10	2	20.00	22	27.27
12	3	25.00	10	1	10.00	22	18.18
16	3	18.75	10	1	10.00	26	15.38
16	0	00.00	10	0	00	26	00.00
16	4	25.00	10	2	30.00	26	23.08
16	6	37.50	12	3	25.00	28	32.14
16	4	25.00	12	4	33.33	28	28.57
		17.68909			**15.30273**		**16.32909**

Average teacher – Turnover %

Figure # 2
Turnover of Teachers



The Average turnover ratio of teachers at Sukkur IBA has been calculated in table # 1. For Permanent Faculty it is about 17.68909 %, for Visiting Faculty it is 15.30273% and The Overall turnover has turned out to be 16.32909 which is much higher then the overall teachers turnover rate in all over Pakistan that is 8.4%. Figure # 2 further shows that the overall faculty turn over trend seems growing at Sukkur IBA.

To analyse the reasons behind that growing turnover 20 ex-teachers were approached through a questionnaire (available in appendix) composed of three groups of factors, each comprising five questions along with five options for each question to facilitate the corresponding responses of the respondents.

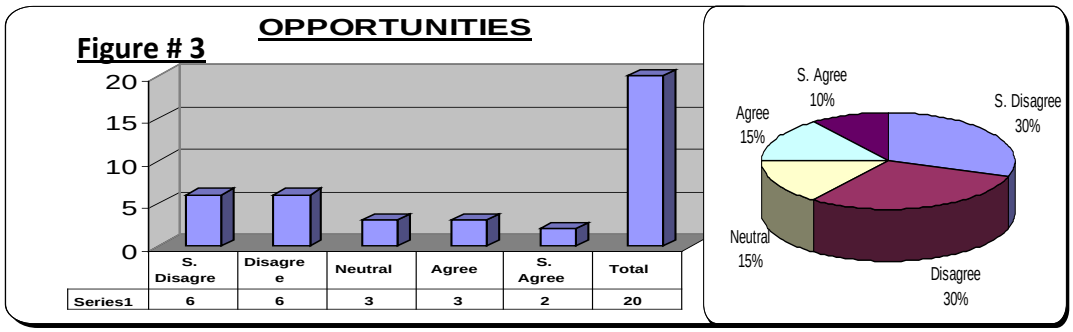
In the next portion of this report, the answers of these respondents have been analysed through the ratio analysis. Bar charts and the Pie charts have been plotted to give a descriptive support for the reader

4.5. Analysis of the factors affecting "Faculty Turnover" at Sukkur IBA.

A. EXTERNAL MARKET INFLUENCES

1. Opportunities: better employment alternatives.

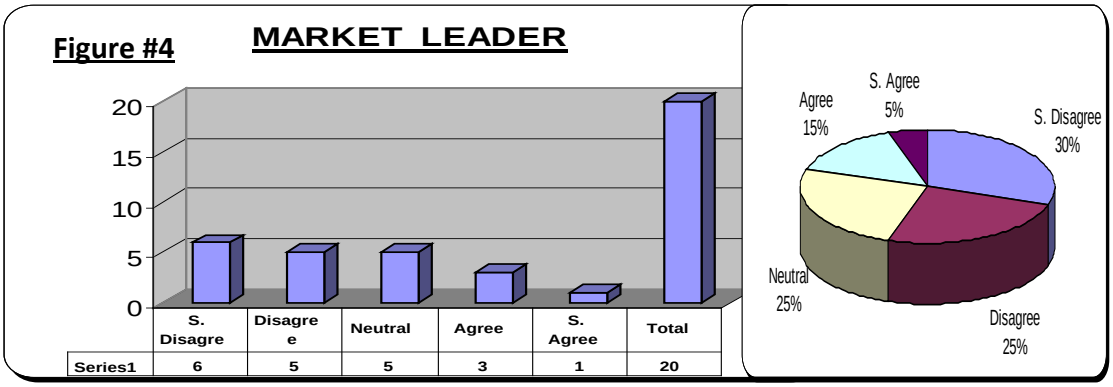
Table # 2	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	6	6	3	3	2	20
Percentages	30	30	15	15	10	100



Looking at the 1st factor above we may find majority of respondents i.e. almost 60% to be closer to the disagreement. so we may conclude this factor, not to be a significant cause of turn over.

2. Market leader: opted to join institute, as market leader.

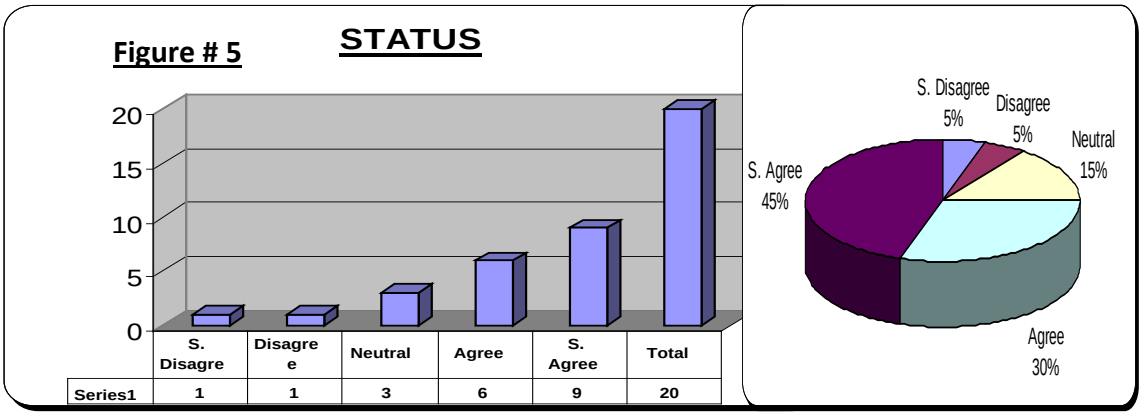
Table # 3	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	6	5	5	3	1	20
Percentages	30	25	25	15	5	100



Viewing the 2nd factor above we may discover majority of respondents i.e. almost 55% to be closer to the disagreement. Where as almost 20% of the respondents have also indicated this to be a strong factor to cause them go for a switch over, concluding that the issue of joining a market leader is not so significant.

3. Status: your current job is more respectable in view of society.

Table # 4	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	1	1	3	6	9	20
Percentages	5	5	15	30	45	100

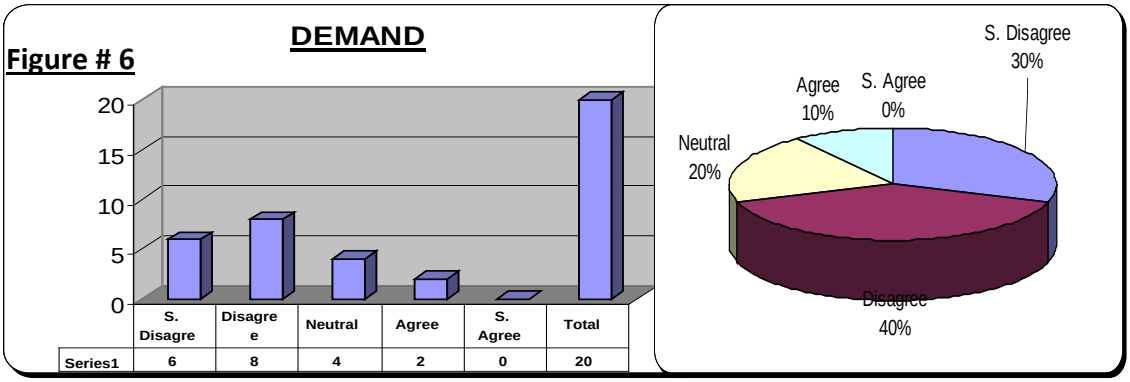


In the external factors "status" of other jobs has turned out to be a very significant factor in switchovers of the faculty from Sukkur IBA, as a sizable chunk of respondents i.e. 45% have strongly agreed along with a 30% have agreed with it.

4. Demand: low expected market demand for teachers in future.

Table # 5	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	6	8	4	2	0	20
Percentages	30	40	20	10	0	100

Figure # 6

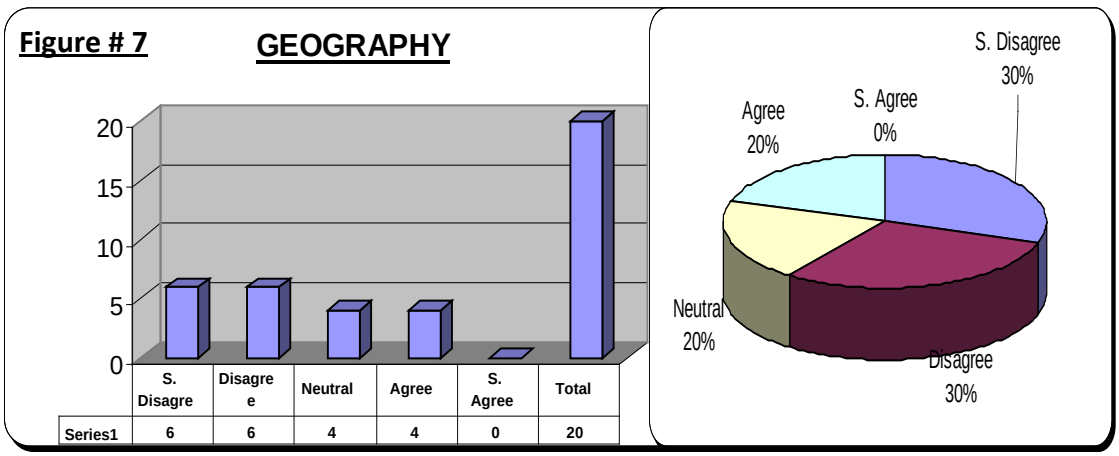


The expected demand decline is not so strong determinant of switchovers of the faculty from Sukkur IBA. As only 10% of the respondents agreed and 0% have strongly agreed with it.

5.Geography. Better climate of present working area (city).

Table # 6	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	6	6	4	4	0	20
Percentages	30	30	20	20	0	100

Figure # 7



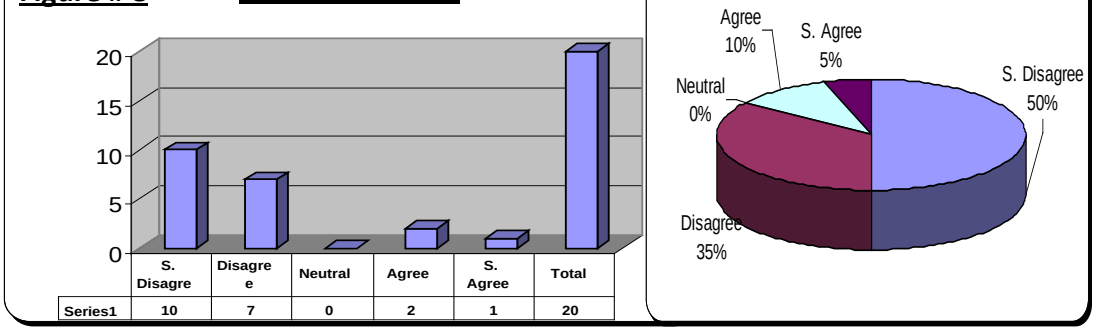
The Geography in terms of better climate of present working area (city) is not so strong determinant of switchovers of the faculty from Sukkur IBA. As only 20% of the respondents agreed and 0% have strongly agreed with it.

B. EMPLOYEE PERSONAL ATTRIBUTES

6. Satisfaction: low personal satisfaction in teaching.

Table # 7	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	10	7	0	2	1	20
Percentages	50	35	0	10	5	100

Figure # 8 **SATISFACTION**

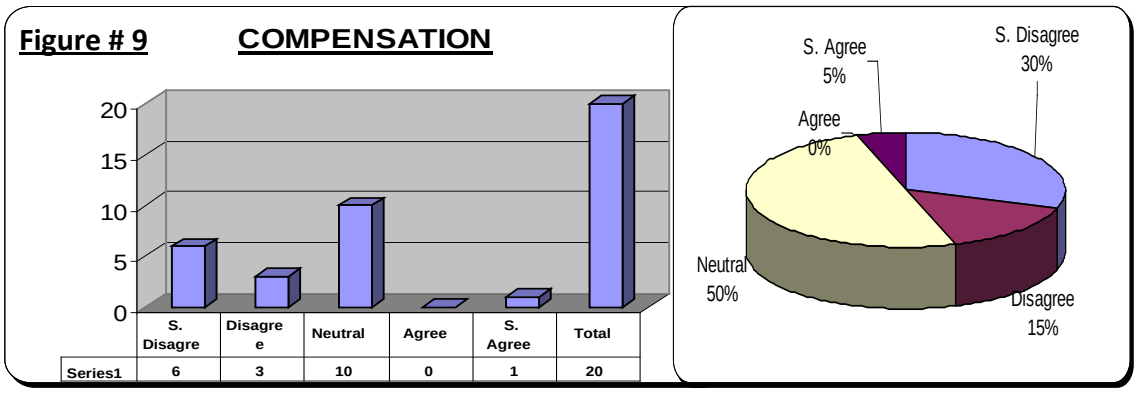


Almost 85% of the respondents have denied this factor to be responsible for their job switchover as a teacher from Sukkur IBA. Yet a small portion of respondents do agree with the teaching profession not to be the source of personal satisfaction.

7. Compensation: low salary and/or benefits.

Table # 8	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	6	3	10	0	1	20
Percentages	30	15	50	0	5	100

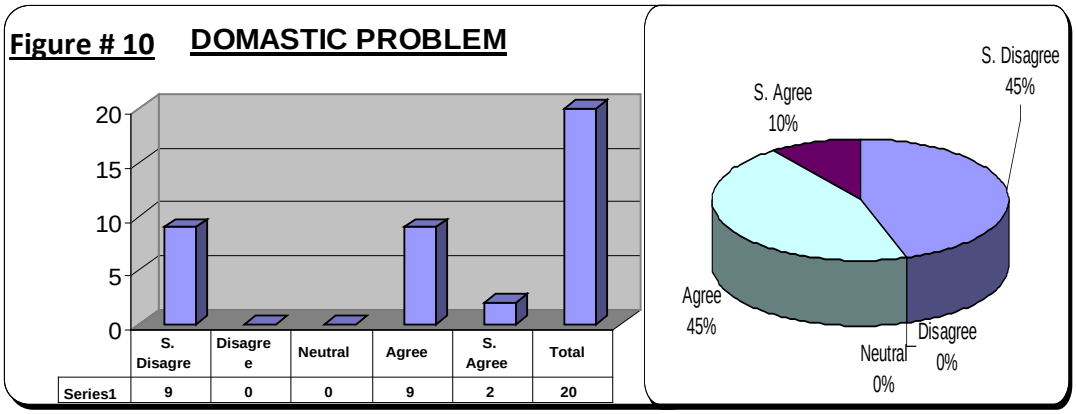
Figure # 9 **COMPENSATION**



Majority of respondents i.e. 50% remained neutral or with mixed or fifty-fifty response, leaving the compensation to be neither very significant, nor very insignificant. But still the remaining majority seems disagreeing with the compensation to be a strong cause of their job switch over.

8. Domestic problem: family member or spouse got ideal job in another city or due to the children education (quality schools in city now you reside).

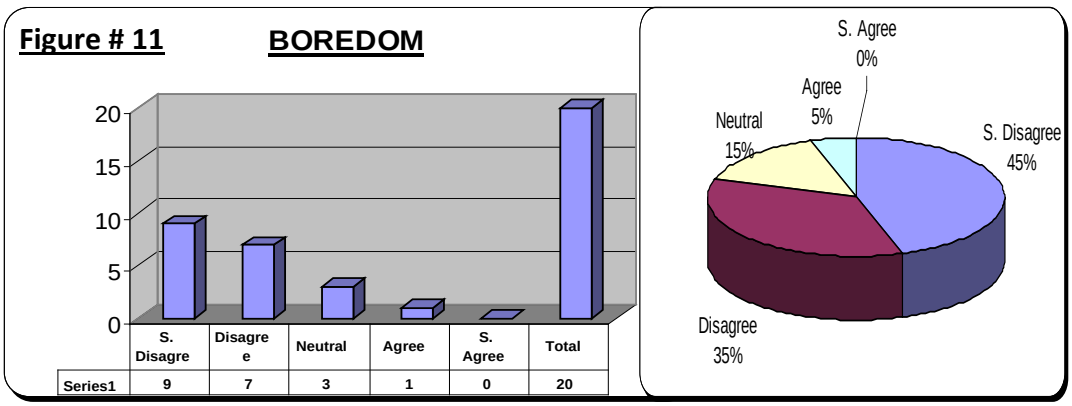
Table # 9	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	9	0	0	9	2	20
Percentages	45	0	0	45	10	100



In terms of family concerns this factor has appeared to be significantly influential in the decision to quit teaching at Sukkur IBA, as more than 50 % of the respondents have shown agreement to it.

9. Boredom: just for the sake of change.

Table # 10	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	9	7	3	1	0	20
Percentages	45	35	15	5	0	100

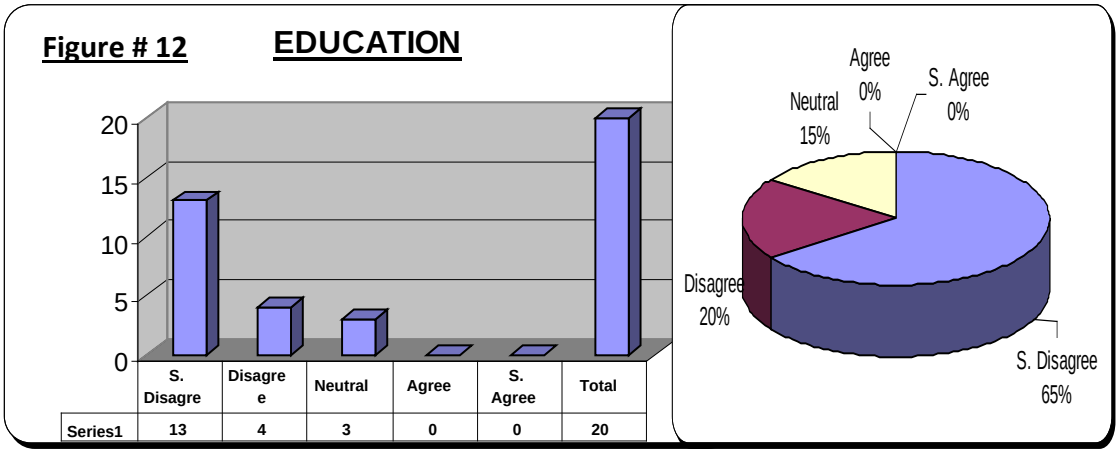


Only 5% of the respondents have agreed with the issue of need for change or the boredom to make them try for other job. This concludes this factor to have a very negligible impact on leaving the faculty job from Sukkur IBA.

C. ORGANIZATIONAL CHARACTERISTICS & PRACTICES

Table # 11 **10. Education: mismatch of your educational background with teaching.**

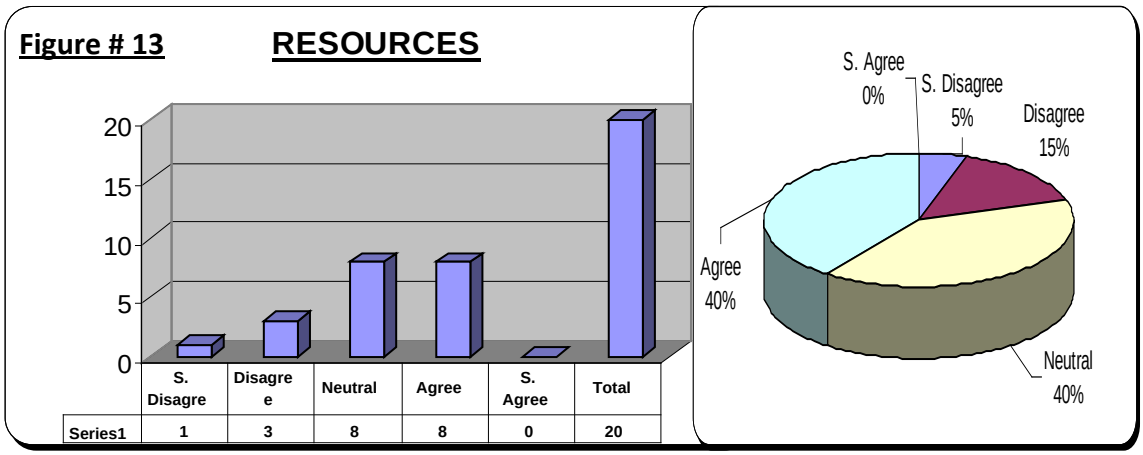
	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	13	4	3	0	0	20
Percentages	65	20	15	0	0	100



Educational mismatch seems to have no influence as not even a single respondent has agreed with it. Rather almost 85% of the respondents have denied this fact to affect their choice of job.

Table # 12 **11. Resources: lack of supplies, materials and resources.**

	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	1	3	8	8	0	20
Percentages	5	15	40	40	0	100

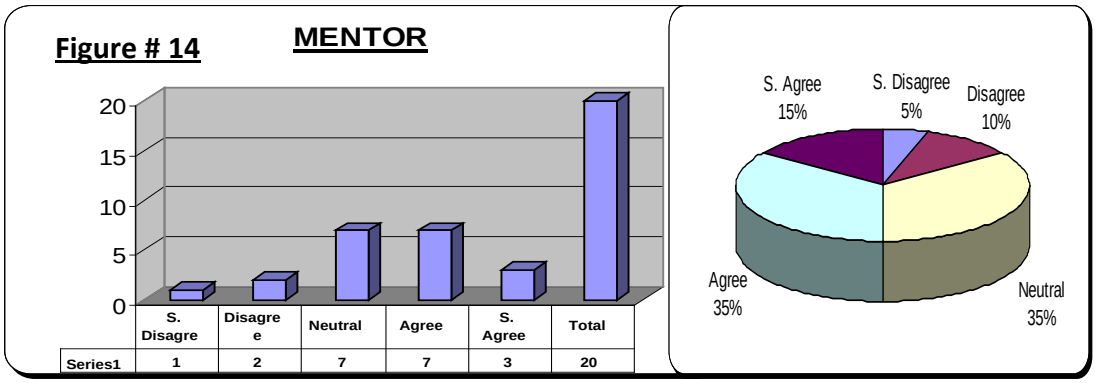


Lack of resources has been pointed out by 40% of respondents to be the factor affecting their switchover decision. Yet not more than 20% have disagreed. This shows that the lack of resources has also some significance.

12. Mentor: lack of institute mentoring program to ensure early success in teaching.

Table # 13	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	1	2	7	7	3	20
Percentages	5	10	35	35	15	100

Figure # 14

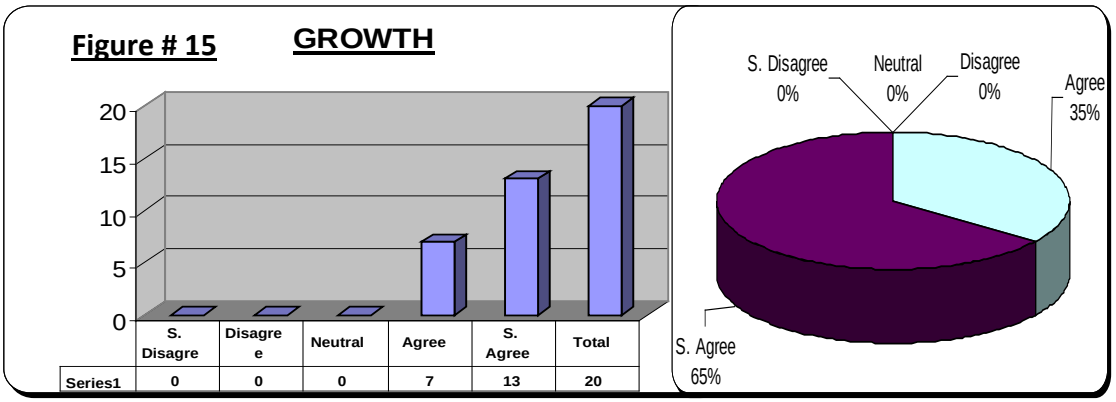


Lack of institute mentoring program to ensure early success in teaching has been pointed out by 50% of respondents to be the factor affecting their switchover decision. Yet not more than 15 % have disagreed. This shows that the lack of institute mentoring program has also some strong significance.

13. Growth: lack of opportunities for professional growth as part of institute.

Table # 14	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	0	0	0	7	13	20
Percentages	0	0	0	35	65	100

Figure # 15

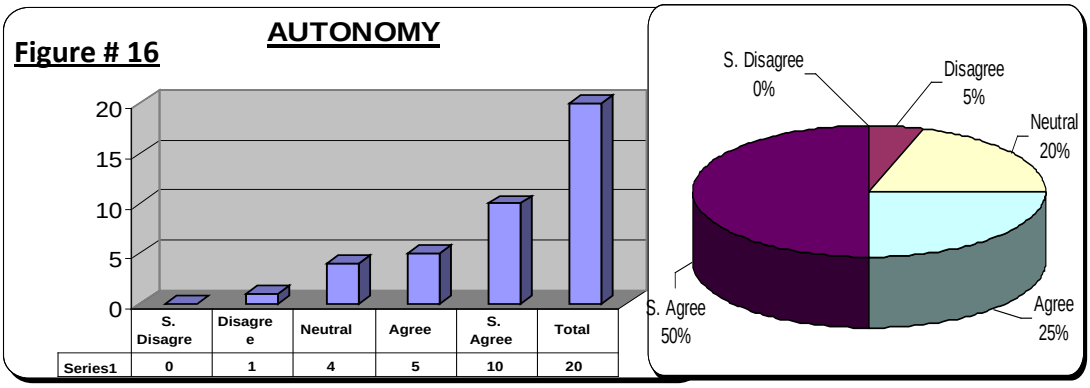


Lack of growth opportunities has turned out to be the most significant factor in triggering the respondents to switch over from Sukkur IBA. This conclusion is based on the responses i.e. no response corresponds to disagreement. On the other hand 65% of them corresponds to strongly agreed. The remaining 35% corresponds to the agreed option.

14. Autonomy: lack of autonomy to make my own professiona decisions.

Table # 15	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	0	1	4	5	10	20
Percentages	0	5	20	25	50	100

Figure # 16

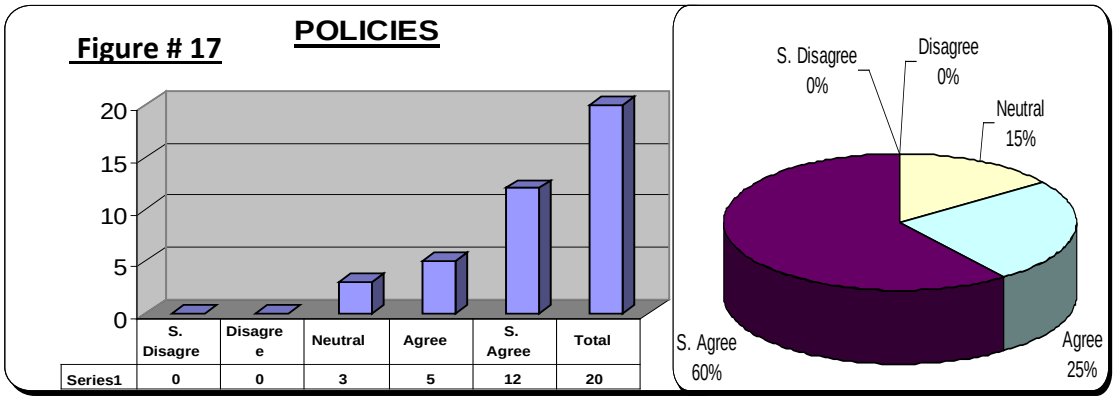


Lack of autonomy has turned out to be a very significant factor in triggering the respondents to switch over from Sukkur IBA. This conclusion is based on the responses i.e. only 5% of responses corresponds to disagreement. On the other hand 50% of them corresponds to strongly agreed. 25% from the remaining responses corresponds to the agreed option.

15. Policies: lack of clear institute policies/practices.

Table # 16	S. Disagree	Disagree	Neutral	Agree	S. Agree	Total
Responses	0	0	3	5	12	20
Percentages	0	0	15	25	60	100

Figure # 17



Lack of clear institute policies/practices has also turned out to be a very strongly significant factor in triggering the respondents to switch over from Sukkur IBA. This conclusion is based on the responses i.e. only 5% of responses corresponds to disagreement. On the other hand 50% of them corresponds to strongly agreed. 25% from the remaining responses corresponds to the agreed option.

Respondents also pointed out few other variables during the interview (non structured), which caused them to discontinue from Sukkur IBA.

According to them, Institute is not doing so well regarding the research work and have no research journal, and that when ever teachers were showing their interest in research, according to respondents, they have been discouraged, whereas the publications are required for promotions. Most of the respondents have claimed about the negative behavior of the Director (of that tenure) and the sense of insecurity developed by him, as he himself was not sure abut the future of Sukkur IBA. According to respondents staff room politics is also creating hurdles in the way of teacher's motivation.

When the present management of Sukkur IBA was approached to share their true feelings regarding this teacher's high turnover rate, according to the management, the major reasons behind teacher's high turnover might be:

1. Dislocation of teachers: people from other areas cannot stay at Sukkur (remote area with limited exposure).
2. For some time it was felt that there are financial crisis at IBA, so the teachers felt insecurity and left.
3. Some people didn't see the growth opportunities at IBA, as IBA has not yet developed its service policies.
4. lack of coordination by IBA Karachi as control authority.
5. Lack of reward and recognition, and delay in promotions.

5. CONCLUSIONS.

Following are the conclusions that researcher has derived from the analysis.

1. There is a lack of freedom about setting work targets and they are to be achieved and teachers are not fairly treated in terms of delegation of authority and responsibilities.

2. The relationship between junior and senior teachers is not very much supportive that is hindering the way of junior's personal and career development, even the leader of the institute is not conscious about it and keeping no eye on the staff room politics.

3. Ex-director Sukkur IBA (with coercive leadership style) demanded immediate compliance to his orders. His style is termed to be "Do as I Tell You" that has created a reign of terror. Bullying, and demeaning his employees and roaring his displeasure at the slightest misstep in achieving the institute's goals.

4. Institute is lacking the predetermined written procedures and policies (guidelines for specific behavior) to guide employees functioning, which lead these employees towards dissatisfaction and when this satisfaction wells up they try to detach themselves from that whole.

5. Teachers are at the heart of meaningful change in the way institute educate pupils, that's why it is the most respectable profession of the world but unfortunately image of teachers in the eyes of employer at Sukkur IBA is not telling the same story, as they are not getting the due respect from their employer in a result respondents think that their present job (no one is in teaching profession) is more respectable then teaching and ultimately they try to avail opportunities available in the external market.

6. Lack of motivation for research work, as none of the respondents have any publication, and during their stay at IBA they were kept busy in teaching different courses and fulfilling non-productive additional duties.

7. Dislocation of teachers: people from other areas cannot stay at Sukkur (remote area with limited exposure).

8. For some time it was felt that there are financial crisis at IBA, so the faculty felt insecurity and left.

9. There is lack of coordination by IBA Karachi as control authority.

6. SUGGESTIONS.

Looking at the conclusions, following suggestions will help Sukkur IBA to overcome the problem of high turnover of teachers.

1. It is all about the empowerment of teachers, employee should allow participation of teachers in decision making on equality basis in which all the teachers should have an equal chance of participation. This will help in keeping teachers motivated, charged, involved, and to develop the self-confidence.

   Empowerment can be practiced in Sukkur IBA in the following forms (equality basis).

   - By forming Work Committees for Medical services, Safe work conditions, lighting, Temperature etc.
   - By forming Joint Management Council, consisting of employee and employer representatives who receive information to discuss and offer suggestions and to shoulder administrative responsibilities like maintaining welfare measures, safety measures, training schemes, working hours, payment of rewards etc.
   - By forming Quality Circles (QC), that should be made of smaller group of teachers belonging to the same department of the institute, who after receiving training take up solving quality and productivity related problems of their departments.

2. Employer should appoint a Faculty Advisor/Mentor to strength the personal and professional relationships between junior and senior teachers by

facilitating an environment in which an individual grows both personally and professionally, In a result teachers will feel comfortable in the institute and more importantly feel wanted [You (teachers) are more important to the future of the institute], and above all director should ask personally to that mentor about the performance of each teacher and if needed personally guide and motivate him/her. Whereas the staff room politics is concern teachers found guilty or involved in such kind of activities should be penalized by the employer.

3. The Coercive style of leadership specially in educational institute is least effective because of the top-down decision making, it snuffs the ideas and the creativity from the bottom rung of employees, so leader should adopt Affiliative leadership style by paying respect and value to teachers/employees and their emotions more than task and goals, and should create harmony among the teachers which will lead to sharing ideas, inspiration, and trust building, and ultimately teachers/employees will work in the direction of institutional goals and objectives. It is also better to use Affiliative style in close conjunction with the Authoritative Style.

4. Institute should have a clear written code of conduct and policies, if the institute does not have the ability to develop its own written ground rules and policies, its can hire a third party for this purpose, but for the same purpose it necessary that every one in the institute should agree and share responsibility for ensuring that they are followed.

5. Instead of giving more priority to students and administrative staff, employer should keep its teachers on its first priority by paying them due respect. Otherwise none of the teacher will stay for a longer period of time at Sukkur IBA and the image of teacher will lose its real value completely.

6. There should be a research a development committee that should compel all the teachers to have minimum of one publication in a year. Besides that

institute should publish its own research journal and assist different organizations in that close vicinity for their customer and organizational based research problems.

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APPENDIX

QUESTIONNAIRE

ON

TURNOVER TRENDS OF TEACHERS;
A CASE STUDY OF SUKKUR IBA.

Dear respondent, I Faiz Mohammed Khuwaja, student of MS/MS at SZABIST Karachi, conducting research on above-mentioned topic, your cooperation in this regard will be highly appreciated and the secrecy of information you share is ensured.

INSTRUCTIONS

Questionnaire consist a series of 18 statements that could be used to describe teachers turnover causes. Using a scale from1 to 5, with 5 being "Strongly Agree" and 1 being "Strongly Disagree," to what extent do you agree or disagree that each statement describes your discontinuation from Sukkur IBA.

Name (optional): _____Age: _____ Marital Status: S or M

Designation: _____ Present Employer: _____ Qualification: _____

Your total job period at Sukkur IBA was of: _____.

NOTE: For the following statements, please give weightage by encircle the desired scale.

a) EXTERNAL MARKET INFLUENCES

1. **Opportunities: better employment alternatives.**

   Strongly Disagree 1 2 3 4 5 Strongly Agree

2. **Market leader: opted to join institute, as market leader.**

   Strongly Disagree 1 2 3 4 5 Strongly Agree

3. **Status: your current job is more respectable in view of society.**

   Strongly Disagree 1 2 3 4 5 Strongly Agree

4. **Demand: low market demand for teachers in future.**

   Strongly Disagree 1 2 3 4 5 Strongly Agree

5. **5.Geography. Better climate of present working area (city).**

   Strongly Disagree 1 2 3 4 5 Strongly Agree

Any other reason in your perspective in relation to external market influence

_____

_____

_____

b) EMPLOYEE PERSONAL ATTRIBUTES

6. **Satisfaction: low personal satisfaction in teaching.**

   Strongly Disagree 1 2 3 4 5 Strongly Agree

7. **Compensation: low salary and/or benefits.**

   Strongly Disagree 1 2 3 4 5 Strongly Agree

8. **Domestic problem: family member or spouse got ideal job in another city or due to the children education (quality schools in city now you reside).**

   Strongly Disagree 1 2 3 4 5 Strongly Agree

9. **Boredom: just for the sake of change.**

Strongly Disagree 1 2 3 4 5 Strongly Agree

10. Education: mismatch of your educational background with teaching.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Any other reason in your perspective in relation to your personal attributes

_____

_____

_____

_____

C. ORGANIZATIONAL CHARACTERISTICS & PRACTICES

11. Resources: lack of supplies, materials and resources.

Strongly Disagree 1 2 3 4 5 Strongly Agree

12. Mentor: lack of institute mentoring program to ensure early success in teaching.

Strongly Disagree 1 2 3 4 5 Strongly Agree

13. Growth: lack of opportunities for professional growth as part of institute.

Strongly Disagree 1 2 3 4 5 Strongly Agree

14. Autonomy: lack of autonomy to make my own professional decisions.

Strongly Disagree 1 2 3 4 5 Strongly Agree

15. Policies: lack of clear institute policies/practices.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Any other reason in your perspective in relation to your personal attributes

_____

_____

_____

_____

THANKS