

Combating Faculty Exodus from Private Higher Education Institutions: Implications for Enhanced Educational Management Directions

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ABSTRACT

Many studies have already been written about educational management. However, the literature is scarce about what faculty members want in order for them to sustain their loyalty to the institutions. This study addressed this gap by investigating the primordial needs to be met by educational leaders in Private Higher Education Institutions. The results are hoped to be used as a basis to enhance their retention directions and policies. This study used a cross-sectional survey design through a validated questionnaire. Participants were from 86 school administrators and 189 faculty members in 17 Private Higher Education Institutions in northern Philippines. The data obtained were treated using the weighted mean and t-test. Results showed that relatedness needs, growth needs, and existence needs are factors that most influence faculty members to continue serving the private higher education institutions. This study further posited that the practices of the schools that are often considered effective in retaining faculty members are: Compensation Program, Benefits Program, Professional and Growth Program, Social and Recreational Program, Recognition /Special Awards Program. School administrators are greatly encouraged to consider meeting these psychosocial needs by making a comprehensive set of policies to let the school community stay dynamic, productive, and competitive in the higher education sector.

Keywords

Faculty retention; Instructional Management, School administration, Faculty needs

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Introduction

Faculty members are considered the core human resources of any academic institution. Their high morale and inspiration in their beginning years of teaching may quickly fade due to increased stress and low satisfaction levels (Boice, 2000). Morale and retention are worse for female and diverse faculty (Cooper & Stevens, 2002; Garcia, 2000). The literature is rich with studies suggesting that the public-school sector, more so than independent schools, has given more weight and attention to the lack, and in some cases, a decrease of teachers of color in their schools (Achinstein, Ogawa, Sexton, & Freitas, 2010; Banks, 2006; Gay & Howard, 2000). However, very few studies conduct the same areas in private higher education institutions.

Most institutions desire to retain effective faculty. There is evidence that the retention of faculty improves the quality of institutions (Berry, Hammons, & Denny, 2001; Murray & Cunningham, 2004). However, there is a shortage of qualified faculty today (Bataille & Brown, 2006). As a result, the need for institutions to improve the retention of desirable faculty has increased over the years (Bataille & Brown, 2006). Poor quality of instruction could also be encountered if there are too many students to be coached by a few academic staff (Long, Xuan, Ismail, Rasid, & Kowang 2014).

Moreover, teacher turnover, especially within the first five years of teaching, has already been a well-researched topic, and the main causes and recommendations have been identified. The same trend in the notable gap of teachers from underrepresented groups, particularly compared to increasing student body diversity, is taking place in some independent schools. In addition to being underrepresented

in independent schools, teachers of color may also experience feelings of isolation and stereotype threat that can lead to their turnover.

Recommendations for reversing the trend include teacher education program reform, new teacher mentorship, salary increases, cross-cultural communication training, to school culture changes (Achinstein, Ogawa, Sexton, & Freitas, 2010). Most of the research regarding student and faculty diversity has been about public schools. There appears to be a research gap on faculty of color recruitment and retention when it comes to independent schools, with only a handful of recent studies on related topics published in the last few years.

Successful retention of faculty in higher education is a topic of increasing popularity encompassing multiple environmental factors and requiring research on best practices (Berry, Hammons, & Denny, 2001; Hagedorn, 2000). One way to improve the retention of desirable faculty at colleges and universities is through the development of procedures and policies that aim to improve satisfaction. Improved satisfaction may lead to an increase in desirable faculty and, ultimately, may contribute to the success of the institution (Hansel, 1991).

Many theoretical and empirical studies have focused on higher education faculty satisfaction. These studies have examined the theoretical factors that influence faculty satisfaction, including motivators and hygiene (Hagedorn, 2000), demographics (Huang & Hsiao, 2007), and the environment (Vecchio, Justin, & Pearce, 2008). In addition to paying attention to developing theories, some researchers have focused on empirical studies of faculty satisfaction. For example, studies have shown that faculty satisfaction is influenced by the institution (Hagedorn, 2000), employment

status (Jaschik, 2007), reward systems (Huysen, 2004), and students (Murray & Cunningham, 2004). Each of these studies adds to the understanding of the influences on satisfaction and retention in higher education. The problem with these studies, however, is that they do not have a large sample size, which limits their generalizability.

In addition to measuring influences, there have been studies that measure the effectiveness of programs to improve faculty satisfaction. Some faculty satisfaction programs focus on overall institutional policies and procedures (Fuming & Jiliang, 2007; Solem & Foote, 2006), the orientation of new faculty (Cameron & Quinn, 2006; Rosse & Levin, 2003), and effectiveness of faculty (Creamer & Lattuca, 2005). Each of these studies adds to the understanding of effective practices for improving faculty satisfaction in higher education. The problem with these studies, however, is that they do not link satisfaction to retention.

Daft and Marcic (2013) explained that existence needs pertain to the basic human needs for food, clothing, shelter, and other physical requirements for the physiological well-being of an individual as well as the need to be free from the fear of physical, and psychological or financial harm. In the educational setting, school administrators can satisfy these needs of teachers by providing adequate salary, fringe benefits, safety programs, job continuity, security through medical insurance and retirement plans, and other similar benefits.

Robbins and Judge (2013) said that relatedness needs include the need for appreciation and maintaining a significant relationship with people directly involved in their lives (such as family, friends, colleagues, co-workers, and employers), public fame, and recognition. Daft and Marcic (2013) added that relatedness needs also refer to the desire for good relationships with co-workers, participation in a workgroup, and a positive relationship with supervisors. In the educational setting, school administrators can satisfy these needs of teachers through social interaction within workgroups in which people give and receive friendship. These also refer to the provision of appropriate office layout, recreational facilities, coffee, and lunch breaks.

Thus, this study attempted to assess the retention practices of Private Higher Education Institutions in the northern part of the Philippines. Specifically, it sought to determine factors that influence faculty members to continue to serve the school and the practices that are considered by the school as effective in retaining faculty members. The results of the study are hoped to be bases on enhancing retention practices, directions, and policies of private higher education institutions.

Method

This study primarily used a descriptive approach. It specifically used a cross-sectional survey design. A quantitative cross-sectional survey research study was an appropriate methodology because it allowed the researchers

to determine the factors that influence the faculty members' decision to stay in the private higher education institutions (Creswell, 2014). Besides, a quantitative cross-sectional survey research study can measure the variables by letting the participants answer the questionnaire at a time.

Participants of the study were composed of 86 school administrators and 189 faculty members from 17 private higher education institutions. The sample size was based on the computed value using the sample size calculator. The total population came from the official Management Information System document of the Commission on Higher Education.

This study utilized the validated questionnaire as the main instrument for gathering the data. The researchers designed the questionnaire based on the literature vis-à-vis the specific problem raised by this study. It went through content validation. Five experts rated the validity scale, and the S-CVI was 0.91. Internal consistency was also tested through pilot testing to seven randomly selected school administrators and 15 faculty members in private higher education institutions. The computed Chronbach's alpha coefficient was 0.86; meaning, the scale is reliable. The participants used for the pilot testing were excluded from the actual data gathering. Eventually, the final questionnaire was composed of a set of information that elicited responses on the factors that influence faculty members to continue to serve the school as perceived by school administrators and faculty members as to existence needs, relatedness needs, and growth needs. The items were scored on a Five-point Likert Scale ranging from 5 "Greatly Influence" to 1 "No Influence."

Data were collected by following the line protocol (Bulusan, Antonio, & Dumaga, 2019). Approval was sought first from the heads of the respective institutions. Prior to the administration of the questionnaire, the researchers oriented the participants. Informed consent was sought, and the administration of the questionnaire was done in the participants' most convenient time. A 96% response rate was achieved in the collection of data.

The collected data were then analyzed using weighted means and T-test. The T-test was used to identify the school administrators' and faculty members' differences of perceptions on the factors that influence faculty members to continue serving their respective institutions. The hypothesis was tested at 0.05 level of significance.

Results

This study aimed to determine the factors that influence faculty members to continue to serve the private higher education institutions. This study found out that relatedness needs, growth needs, and existence needs are primary factors that influence faculty members to continue serving the private higher education institutions. Three needs were found to be influential for faculty retention: existence needs, relatedness needs, and growth needs.

Table 1. Mean perceptions of participants according to existence needs

Existence Needs	School Administrators	Faculty Members
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	Mean	QI	Mean	QI
Quality of compensation program	4.13	Influence	4.11	Influence
Quality of benefits program	4.09	Influence	4.02	Influence
Quality of incentive program	3.93	Influence	3.94	Influence
Quality of work environment/conditions	4.34	Influence	4.31	Influence
Clear and well-defined policy in salary increases	4.05	Influence	3.95	Influence
The link between pay and faculty work performance	3.95	Influence	4.04	Influence
Level of financial support from the school administrators	4.12	Influence	3.98	Influence
Administrations' responsiveness to faculty members' request for financial assistance relative to their programs, projects, and activities	4.17	Influence	4.09	Influence
Security of teaching job	4.14	Influence	4.15	Influence
Presence of sound and functional compensation policies	4.05	Influence	3.97	Influence
Overall Mean	4.09	Influence	4.05	Influence

Range	Qualitative Interpretation
4.50 - 5.00	Greatly influence
3.50 - 4.49	Influence
2.50 - 3.49	Moderately influence
1.50 - 2.49	Slightly influence
1.00 - 1.49	No influence

Table 1 presents the mean perceptions of respondents according to existence needs. The faculty members and the school administrators are in one accord in saying that all items under existence needs "influence" teachers to stay in the private education institutions. Also, it can be gleaned on the table that both the sets of participants have the same items marked with the highest and lowest mean scores. The lowest mean scores are 3.93 and 3.94 from administrators and teachers, respectively. They refer to the quality of the incentive. Meanwhile, the highest mean scores are all related to the quality of work or environment conditions.

Relatedness needs are the desires of a human being for affection, support, and a sense of belonging, which may be satisfied through social interaction, good interpersonal relationships, and connections with other people in the workplace. In this study, relatedness needs refer to the needs of faculty members for good relationships with school administrators, co-faculty members, fair treatment, trust, respect, and open communication within the school community, among others.

Table 2 shows the mean perceptions of the faculty members according to relatedness needs for them to continue to serve their respective higher education institutions. Under relatedness needs, both sets of participants mark all items as having "influence." However, they differed in marking the items with the lowest and highest mean scores. For the school administrators, the highest mean score was Quality of relationship with school administrators (4.42), and the lowest is the fairness of school administrators in the conduct of performance evaluation system (3.95). As regards the perceptions of the faculty members, the highest mean score is on quality of relationship with co-faculty members. The lowest score is

appreciation, recognition, and reward to faculty members' outstanding performance (3.92), and the highest mean score is the quality of relationship with co-faculty members. Comparing the overall mean scores of the two sets of participants, one could surmise that the school administrators have a higher degree of agreement that the items are influential (4.18) than the teacher participants (4.14).

Table 2. Mean perceptions of respondents according to relatedness needs

Existence Needs	School Administrators		Faculty Members	
	Mean	QI	Mean	QI
Quality of relationship with school administrators	4.42	Influence	4.19	Influence
Quality of relationship with co-faculty members	4.33	Influence	4.30	Influence
Quality of relations between school administration and faculty	4.36	Influence	4.20	Influence
Quality of relationship within the school community	4.20	Influence	4.16	Influence
Level of cooperation with co-faculty members	4.12	Influence	4.22	Influence
Appreciation, recognition, and reward to faculty members' outstanding performance	4.01	Influence	3.92	Influence
Fairness of school administrators in the conduct of Performance Evaluation System	3.95	Influence	4.01	Influence

Work treatment of school administrators to faculty members	4.24	Influence	4.19	Influence
Trust and respect between school administrators and faculty members	4.30	Influence	4.26	Influence
Compatibility of faculty members with workgroup or team	4.23	Influence	4.22	Influence
Sense of belongingness to the school community	4.21	Influence	4.22	Influence
Well-defined organizational structure	4.06	Influence	4.11	Influence
Well-defined roles and functions of faculty members	4.14	Influence	4.15	Influence
Well-defined lines of channels of communication	4.06	Influence	4.02	Influence
Opportunities to express feedback and concerns	4.10	Influence	3.99	Influence
Overall Mean	4.18	Influence	4.14	Influence

3.50 - 4.49 Influence
 2.50 - 3.49 Moderately influence
 1.50 - 2.49 Slightly influence
 1.00 - 1.49 No influence

The last factor is growth needs. They are the needs of a human person for personal fulfillment, independence, status, recognition, appreciation, including creative efforts to achieve full potential in the existing environment. In this study, growth needs refer to the needs of faculty members' professional career growth and development, promotion, the balance between teaching and personal life, and the like.

Table 3 shows the mean perceptions of the two sets of participants on the growth needs that influence faculty members to continue to serve the academe. It is a surprising finding that both the school administrators group and the faculty members group's scores are interpreted as having "influence" to faculty retention. Moreover, the same items were scored the lowest and the highest. The lowest item is the level of recognition and reward for teaching work (3.91, 3.94) for school administrators and faculty, respectively. On the other hand, the highest is love, enjoyment, and satisfaction for teaching the job itself (4.27, 4.39). The overall weighted means for the two groups are almost the same at 4.11 and 4.12, respectively.

Range 4.50 - 5.00
 Qualitative Interpretation Greatly influence

Table 3. Mean perceptions of participants according to growth needs

Growth Needs	School Administrators		Faculty Members	
	Mean	QI	Mean	QI
Opportunities for professional growth and development	4.26	Influence	4.17	Influence
Opportunities for career growth, promotion, and advancement	4.21	Influence	4.10	Influence
Presence of functional faculty development program	4.02	Influence	4.09	Influence
Support of school administrators for faculty members career development	4.17	Influence	4.13	Influence
Presence of challenging teaching tasks	4.06	Influence	4.13	Influence
Presence of interesting teaching responsibilities	4.13	Influence	4.12	Influence
Level of meaningful teaching work	4.22	Influence	4.20	Influence
Diversity of teaching activities	4.10	Influence	4.10	Influence
Level of recognition and reward for teaching work	3.91	Influence	3.94	Influence
Balance between teaching and personal life	4.12	Influence	4.08	Influence
Flexibility in teaching job arrangements	4.13	Influence	4.12	Influence
Personal sense of accomplishment as a teacher/faculty member	4.17	Influence	4.23	Influence
Love, enjoyment and satisfaction for teaching job itself	4.27	Influence	4.39	Influence
Autonomy (freedom to direct teaching work)	4.01	Influence	4.17	Influence
Participation in school / college level decision-making	4.00	Influence	3.97	Influence
Overall Mean	4.11	Influence	4.12	Influence

Range 4.50 - 5.00
 Qualitative Interpretation Greatly influence
 3.50 - 4.49 Influence
 2.50 - 3.49 Moderately influence

1.50 - 2.49 Slightly influence
 1.00 - 1.49 No influence

Table 4 shows the mean perceptions of respondents on the factors that influence faculty members to continue serving their respective institutions. School administrators and faculty members considered relatedness needs (4.18), (4.14), growth needs (4.11), (4.12) and existence needs (4.09), (4.05), respectively, as factors that influence faculty members to stay and serve their institutions.

Table 4. Mean Perceptions of Participants on the Factors that Influence Faculty Members to Continue serving the Private Higher Education Institutions.

Factors	School Administrators		Faculty Members	
	Mean	QI	Mean	QI
Existence Needs	4.09	Influence	4.05	Influence
Relatedness Needs	4.18	Influence	4.14	Influence
Growth Needs	4.11	Influence	4.12	Influence
Overall Mean	4.12	Influence	4.10	Influence

This study also aimed to compare the two groups' perceptions on the factors influencing faculty retention in private higher education institutions. Table 5 presents the test of difference by using the T-test. It should be noted, too, that this study hypothesized that there is no difference between the perceptions of the school administrations and the teachers. As shown in Table 5, although slightly higher, the school administrators' mean response of 4.133 is not significantly different from the teachers' mean response of 4.110, as indicated by a computed t-value of 0.67 with a probability of .5506 ($p > .05$). Hence, the null hypothesis is accepted. This computation suggests that there is no significant between the perceptions of the school administrators and faculty members as to the factors that influence faculty members to continue to serve the school.

Table 5. Test of difference between the perceptions of the school administrators and faculty members on the factors that influence faculty members continue to serve the school.

Groups Compared	Mean	Std. Deviation	p-value	Interpretation	Decision
School Administrators	4.123	.0416	.5506	Not Significant	Accept Ho
Teachers	4.110	.0436			

Discussion

This study primarily aimed to quantitatively identify the perceptions of the administrators and faculty members on the factors that need to be met in faculty retention. The context is private higher education institutions. The findings imply that the school administrators and faculty members share similar perceptions and that there is no significant relationship between their perceptions.

Results also show that both faculty members and administrators believe that meeting the existence,

relatedness, and growth needs of the teachers in the private higher institutions can impede the teacher exodus. This has ramifications to instructional leaders and managers in private higher education institutions. It should be noted that existence needs are the essential needs of an individual for physiological well-being to ensure survival as well as the need to be free from physical and psychological harm. In this study, existence needs refer to the needs of faculty members for compensation, benefits, incentives, good and safe working environment, and security of teaching jobs. Using the ERG Theory of Gutterman and Alderfer (1972) as a primary theoretical underpinning, this study posits that instructional managers should aspire to meet these faculty needs. The ERG Theory states that different needs can emerge simultaneously, and people can move backward and forward through the needs continuum as circumstances change. Moreover, Alderfer's ERG Theory is a motivational model used as a motivational construct within an organization.

It was found out in this study that the quality of the incentive program and the level of recognition and award were the lowest influential items for retention in the private higher education institutions. Meaning, monetary value is not the primordial item considered for faculty retention. This finding is in accord with those of Boyd, Lankford, Loeb & Wyckoff (2005), who underscored that the teaching profession generally does not provide enough financial rewards to dramatically lower teacher attrition problems.

Rather, this study finds that love, enjoyment, and satisfaction for teaching the job itself and the quality of relationships among administrators and fellow faculty members are of paramount consideration for them not to leave the institutions. Educational managers, therefore, must focus on programs and policies that result in harmonious relationships among the human resources in the higher educational institutions. This finding is parallel to some studies like that of Sinha and Shukla (2013). They pointed out that to assure organizational development, quality of education, and healthy nurture of faculty members, transformational leadership alone seems to best suit for an institute of higher learning for the fulfillment of the cherished vision to find a place in the global arena. Ashraf (2019) even implied that in order to excel in quality education, the authorities of the private universities should focus more on a friendly and enjoyable working environment for prolonging faculty retention and excelling in quality education.

In the parlance of educational management, other researchers have found fewer instances of teacher attrition and migration in schools where more administrative support for teachers, fewer student discipline problems, and higher levels of faculty involvement in the decision-making process exist (Hofstetter, 2014; Huysman, 2007; Kearney, 2011). In this way, the administration can develop faculty members' retention motivations, which further confirm the critical nature of purpose, mastery, and autonomy (Pink, 2011). This type of administrative support is influential on teachers' intrinsic motivations to remain in the profession.

The T-test yielded a not-significant difference between the administrators' perceptions and the faculty members'. This means that both the sets of the participants agree to meet these needs. Participants' almost similar level of agreement

could relate to the desire to change or the resistance to change. Rust, Stewart, Miller, and Pielack (1996) said that employee turnover is highest among employees who are not satisfied with their jobs. Thus, organizations need to focus on increasing employee satisfaction because qualified employees are becoming scarcer, and they are difficult to retain.

Conclusion And Implications

Akin to the major purpose of this study, the researchers conclude that both administrators and faculty perceive the harmonious relationship among the personnel and managers as the prime factor for faculty retention in private higher education institutions. Both of them least consider the monetary aspect of needs for faculty retention. The findings of this study may assist educational institution administrators to focus on policies and programs that may redound to enhancing the harmonious relationship of faculty members. One useful approach for increasing employee satisfaction is to view them as customers. This approach may yield actionable results that managers can implement to increase employee satisfaction and, thereby, retention.

There are a few limitations of this study. First, this study was unable to extract the reasons for the participants. Their views should have played an essential role in understanding the phenomenon of not leaving the private educational institutions. Hence, future researchers may want to delve into this topic by using appropriate qualitative design for us to understand faculty retention better. Second, the study is limited to a small-scale population; thus, generalizability is quite weak. Subsequent researchers may want to consider including more participants later to increase the power of the generalizability of the findings. Third, a study on the reasons of those who went out in private higher education institutions could be a potential topic vis-à-vis the results of this research.

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