

An Empirical Study on Teacher Retention in Guwahati City

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ABSTRACT: *Employee retention is one of the important aspect of Human Resource Management function. In simplest words employee retention can be defined as the initiatives or steps taken by the employing organizations so that the employees stay back in their jobs. Retaining the existing employees has become difficult for the organizations because of the competition that exist in the environment. Every organization always tries to keep its employees satisfied so that they render their services to the organizations on a continuous basis. Much work has been done in this area of study, however much more scope is still left for the researchers to work in this area. Services sector, including educational institutions, is one of the most important sectors in the society and it is also important to find out how an important part of these sector i.e., the teachers are managed by the organizations. Teaching profession is one of the most respectable professions in the society. Teaching profession is becoming very popular now- a- days because of the status it carries and due to many other associated advantages, but retaining them has also become difficult because of the large number of opportunities available in the environment. The present study tries to find out the association between the importance given by the employees to the retention effort and the pre identified individual retention factors as well as the relationship between the performance of the retention initiatives as per the employees and the pre identified retention factors. The present paper also tried to identify the relationship of the retention factors with that of job satisfaction among the teachers working in Guwahati city.*

KEYWORDS: *Employee Retention, Human Resource Management, Service sector, Educational institutes, Teachers.*

I. INTRODUCTION:

Teachers are the main ingredients in building a strong and excellent workforce in any country. These are the people who share their knowledge, expertise, intellect and experiences to build good and contributing human beings to the society. Teachers help in building up a strong human resources base of a country. Teaching has always been considered as an attractive profession because of the status and respect it carries in the society. In recent years it has been noticed that the number of schools and educational institutes has risen at a very rapid pace due to which the requirement of teachers has also risen at a very rapid pace. With the growing demand of quality teachers among educational institutes, schools and colleges are also feeling the pressure of retaining their teachers and satisfying them, as the teachers have a lots and lots of lucrative opportunities available in their hands. Proper retention initiative and satisfaction among the teachers will not only help in delivering their best to the students but will also help in uplifting and developing the educational scenario of the country. The issue of retention is directly correlated with job satisfaction. If the employees are satisfied with their jobs obviously they intend to stay in their present jobs or would like to retain it. But an employee will be satisfied with their jobs only and only when the organizations show an initiative and provide ample facilities to its employees to retain them. Jackson & Schuler (2004)[1] stated that retention can be defined as those attempts by the organization which ensures that the human resources stay in their jobs and voluntary turnover is minimized in the organization. Johnson (2000) [2] has forwarded the opinion that retention is nothing but the ability of an organization to keep its employees for a longer period than its rivals or competitors. Panoch (2001)[3] forwarded the view that organizations today take great care in retaining its valuable and good employees as they are increasingly becoming more difficult to find. Greenberg and Baron (2003)[4] concluded that every people want to be satisfied with their jobs. Job satisfaction makes the work pleasant and enjoyable which is very important for both the job as well as the employee. In this hard pressing competitive world every educational institute wants to attract the best students and the best teachers. Survival in this competitive environment requires attracting and retaining the best talents available in the environment. Taking into consideration the importance of talented teachers in our changing society, the study attempts to find out the association of various

individual factors of employee retention with that of the overall importance given by the teachers to the employee retention effort and the overall performance of the employee retention effort put by the organization.

II. LITERATURE REVIEW:

Ting (1997)[5], in his study found factors like salary, promotional opportunity, task clarity, skills utilization, as well as organizational characteristics such as commitment and relationship with supervisors and co-workers, have significant effects on job satisfaction. Norton (1999) [6] believes that there must be a provision of special incentives for teachers over and above their normal compensation to increase their job satisfaction and retain them in the organization. Hull (2004) [7], Ingersoll (2001) [8], National Education Association (2004) [9] forwarded similar view that one of the biggest problems facing educational institutes today is obtaining and retaining quality teachers. There is a growing debate about whether the concern lies with a shortage of teachers entering the field or with retaining teachers once they begin their careers. Ossai (2004)[10] concluded in his study that factors like salaries, fringe benefits, educational policies, working conditions, career advancement opportunities, responsibilities within the job and recognition in job are some relevant factors for satisfaction in job. In a study by Gersten, Keating, Yovanoff, and Harniss (2001) [11] a total of 887 special educators were surveyed to identify factors that lead to their intent to stay or retention in their jobs. The researchers found that poor job design along with poor relationship with the administrators, led to high turnover among teachers. The researchers identified some important factors, necessary to keep the educators from leaving their positions. These factors include cooperation and support from the administrators and colleagues, professional and career development opportunities which lead the teachers to satisfaction with their current position. These factors were also identified as critical by other researchers such as Richards (2004)[12]; Billingsley (2004)[13]; Williams (2003)[14]; Minarik, Thornton, and Perreault (2003)[15] and Gersten et al (2001)[11]. Certo & Fox (2002) [16] regarded salary as an important contributory factor towards job satisfaction among teachers. McGlamory and Edick (2004) [17], in a project named Career Advancement and Development for Recruits and Experienced teachers (CADRE) Project, tried to examine the effectiveness of a teacher induction and retention program. It was found that the teachers who participated under the program expressed satisfaction with their jobs and tended to remain in their CADRE district. In another study, Tarnowski and Murphy (2003) [18] argued that the key area in retaining quality teachers requires positive pre-service experience, along with a positive mentoring experience. Billingsley (2004)[13] reported that if the school administrators take care of the needs of the teachers by creating a supportive environment and good relations between administrators and teachers and also by reducing the stress, clearly defining roles and providing them professional support, it will be possible to increase their job satisfaction, reducing attrition and ultimately increasing retention. Job satisfaction is an important variable in decisions made by teachers to remain in their jobs in the present organization. Mohamed Imran Rasheed (2010)[19], forwarded factors like job design, work environment, feedback, recognition, decision making participation etc as important factors for satisfying teachers involved in higher education. In a study by Kelchterman (1999)[20]; Van den Berg(2002)[21] it was concluded that overemphasis on standards, a lack of participation in decision-making, failure to provide instructional resources, lack of support from administration, and lack of trust in the expertise of teachers increase job dissatisfaction and lack of retention of teachers.

III. RESEARCH PROBLEM:

Job satisfaction is very important both for the employers as well as employees. It not only increases productivity but also decreases staff turnover which ultimately helps in retaining the people in the organization. Teachers nurture the competency of future leadership, they nourish the children and youths to be good human beings and also hold the potential to develop the society. Teachers prepare students to successfully carry out different responsibilities for social, economic and political development of the country. Teachers teaching at any level whether at primary level or at college level, their services are precious and invaluable. Now, it is also the responsibility of the organizations employing them to see that they are provided with every facility whether financial or non financial, tangible or intangible so that they are satisfied with their jobs and they don't think of shifting to other job. It is the responsibility of the organizations to look into the needs of the teachers and retain them in the organization. So the present study tries to find out the perception of the teachers with the overall retention effort put by the organizations and the association of the retention effort with that of the individual pre identified factors of employee retention.

IV. OBJECTIVES OF THE STUDY:

The research study is undertaken to attain the following objectives.

1. To find out the relationship between the overall importance given by the teachers towards the employee retention effort and the individual factors of retention.
2. To analyze the association between the overall performance of the retention initiative taken by the organization and that of the pre identified employee retention factors.
3. To study if any difference exist among teachers belonging to various sectors with respect to retention.

V. HYPOTHESES:

The following hypotheses are framed based on the objectives.

H1: Compensation results into higher employee retention.

H2: Reward and Recognition has a significant and positive relation with employee retention.

H3: Promotion or opportunity for growth results into higher employee retention.

H4: Participation in decision- making has a positive and significant with employee retention.

H5: Increased Work-life balance results into employee retention.

H6: Healthy work environment results into higher employee retention.

H7: Proper training and development has a positive and significant relation with employee retention.

H8: Good leadership and supervision results into higher employee retention.

H9: Job security has a positive relation with employee retention.

H10: The employees are satisfied with the various pre identified factors of retention.

VI. RESEARCH METHODOLOGY:

The present research study is an empirical study and is based on survey method. For collecting data the educational institutions are broadly divided into two strata i.e., schools and colleges. Again the schools and colleges are divided into public and private. The target population for the study consists of all the teachers working in schools and colleges in the city of Guwahati, Assam. Simple random sampling technique was adopted to select individual respondents from the target population. A total of 250 questionnaires were distributed out of which 227 fully completed usable questionnaires were received back. A structured questionnaire was framed consisting of both close ended and open ended questions. The questionnaire was designed on the principles of simplicity and understandability. The primary data collected from the respondents were analyzed with the help of statistical tools like correlation, t-test and ANOVA using SPSS software. A reliability test was conducted to find the consistency, accuracy and predictability of the scales of the questionnaire and the reliability index was ascertained with the help of Cronbach's Alpha. The reliability of the scales in the questionnaire was Guttman Split-Half Coefficient= 0.854.

VII. SOCIAL SIGNIFICANCE OF THE STUDY:

Educational institutions are the foundation of a child's and youth's career as well as future. They play a very crucial role in building good personalities in our society. Terming an educational institute as 'Good' depends upon many factors and teachers are undoubtedly the most crucial and important factor. Good teachers can leave a long lasting impression upon the student and the student also regards the teacher as their role model. Although in the recent years we have witnessed that the number of educational institutes in society is rising very rapidly but still it is found that this institutes have failed to meet the needs of the teachers working their due to which there is frequent complaints among students as well as parents about the change of teachers. As the numbers of educational institutes are rising very rapidly, the teachers also have a lots and lots of lucrative opportunities. Thus this study tries its level best to find out the various initiatives taken by these institutes in maintaining as well as retaining the employees. The study also tries to highlight those important factors which motivates a teacher to stay with the organization or which can give satisfaction in their job.

VIII. RESULTS AND DISCUSSION:

8.1 Respondents' Profile:

A brief overview of the respondents' profile has been highlighted by the researcher with the help of Tables 1, 2, 3 and 4 below.

Table 1: Gender

Particulars	Gender of Respondents				Total	
	Male		Female		No.	Percentage
	No.	Percentage	No.	Percentage		
Private Schools	16	7.0	34	15.0	50	22.0
Central & State Govt Schools	16	7.0	45	19.8	61	26.9
Private Colleges	23	10.1	31	13.7	54	23.8
Provincialised Colleges	26	11.5	36	15.9	62	27.3
Total	81	35.7	146	64.3	227	100

Source: Field Survey

From the above table it is found that 35.7% of the respondents are male and rest 64.3% of them are female. If we break up the percentage on the basis of schools and colleges, we find that 7% of the male respondents belong to private schools, 7% belong to central and state government schools, 10.1% belong to private colleges and 11.5% belong to provincialised colleges. On the other hand 15.0%, 19.8%, 13.7%, 15.9% belong to private schools, central and state government schools, private colleges and provincialised colleges respectively.

Table 2: Age of Respondents

Particulars	Age of the respondent								Total	
	18yrs-29yrs		30yrs-39yrs		40yrs-55yrs		55yrs above		No.	%
	No.	%	No.	%	No.	%	No.	%		
Private Schools	2	.9	25	11.0	19	8.4	4	1.8	50	22.0
Govt. Schools	7	3.1	13	5.7	32	14.1	9	3.9	61	26.9
Private colleges	28	12.3	24	10.6	1	.4	1	.4	54	23.8
Prov. Colleges	21	9.3	26	11.5	14	6.2	1	.4	62	27.3
Total	58	25.6	88	38.8	66	29.1	15	6.6	227	100

Source: Field Survey

The above table depicts that maximum number of respondents belong to the age group of 29 years to 39 years of age group. 38.8 % of the respondents belong to the age group of 29 years to 39 years of the age group. 25.6%, 29.1% and 6.6 % of the respondents belong to the age group of 18 years to 29 years, 39 years to 55 years and 55 years above age group respectively.

Table 3: Job Experience

Particulars	Job Experience										Total	
	>1yr		1yr-5yrs		5yrs-10yrs		10yrs-15yrs		<15yrs		No.	%
	No.	%	No.	%	No.	%	No.	%	No.	%		
Private Schools	3	1.3	12	5.3	10	4.4	10	4.4	15	6.6	50	22.0
Govt. Schools	6	2.6	10	4.4	10	4.4	10	4.4	25	11.0	61	26.9
Private colleges	10	4.4	32	14.1	10	4.4	1	.4	1	.4	54	23.8
Prov. Colleges	7	3.1	24	10.6	14	6.2	6	2.6	11	4.8	62	27.3
Total	26	11.4	78	34.4	44	19.4	27	11.9	52	22.9	227	100

Source: Field Survey

The above table depicts that 11.4% of the respondent teachers have less than 1 year of job experience. 19.4 % of the respondents have 5 years to 10 years of teaching experience. And 11.9% and 22.9% of the respondents have 10 years to 15 years of experience and above 15 years of experience respectively.

Table 4: Sector wise division of educational institutes

Particulars	Public/Private Sector				Total	
	Public		Private		No.	Percentage
	No.	Percentage	No.	Percentage		
Private Schools			50	22.0	50	22.0
Govt. Schools	61	26.9			61	26.9
Private Colleges			54	23.8	54	23.8
Prov. Colleges	62	27.3			62	27.3
Total	123	54.2	104	45.8	227	100.0

Source: Field Survey

Table No.4 shows that 50 numbers of respondents belong to private schools, 61 belongs to government schools 54 respondents belong to private colleges and 62 respondent teachers belong to provincialised colleges.

8.2 Respondents' interest to opt for a new career

Understanding human interest and satisfying them is a difficult work. Very often it has been observed among people working in various organizations and engaging themselves for years in a single profession that they start disliking their existing profession or they are open for adopting a new career if they get the appropriate opportunity. Due to this a very simple question was put to the respondents' to know whether they would opt for a totally new career if they get the chance, the results of which are tabulated below.

Table 5: Respondents' view to select a new career

Particulars	Respondents' view to select a new career						Total	
	No		Yes		Can't Say		No.	Percentage
	No.	Percentage	No.	Percentage	No.	Percentage		
Private Schools	7	3.1	28	12.3	15	6.6	50	22.0
Govt. Schools	12	5.3	40	17.7	9	3.9	61	26.9
Private Colleges	4	1.8	37	16.3	13	5.7	54	23.8
Prov. Colleges	7	3.1	44	19.4	11	4.8	62	27.3
Total	30	13.2	149	65.6	48	21.1	227	100

Source: Field Survey

The above table shows that 12.3% of the respondents in private schools have revealed that they would go for a new career, 17.7% of the government school teachers wanted to opt for a new career. Besides the above 16.3% and 19.4% of the respondents in private colleges and provincialised colleges respectively answered positively towards the question.

8.3 Association between importance given to the employee retention effort and various factors:

Employee retention is undoubtedly important for any employee and the organization in which they are employed. Good employee retention effort put by the organization can have long lasting effect upon the employees. But very often it is observed that the degree of relevance of various factors upon retaining or attracting the employees varies from person to person, since the perception of each and every employee relating to each factor is different. An organization may provide huge packages to its employees but still they may fail to retain the employees. The table below tries to find out the association between the importance given by the employees to the retention effort put by their employers and the various factors under consideration.

Table 6: Pearson Correlation between Importance given to the Employee retention effort and other Factors

Factors	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10
F1	1									
F2	.259(**)	1								
F3	.263(**)	.609(**)	1							
F4	.286(**)	.635(**)	.639(**)	1						
F5	.242(**)	.597(**)	.880(**)	.602(**)	1					
F6	.206(**)	.298(**)	.374(**)	.412(**)	.316(**)	1				
F7	.302(**)	.614(**)	.718(**)	.606(**)	.641(**)	.376(**)	1			
F8	.353(**)	.777(**)	.693(**)	.741(**)	.590(**)	.316(**)	.686(**)	1		
F9	.231(**)	.536(**)	.770(**)	.591(**)	.782(**)	.331(**)	.653(**)	.631(**)	1	
F10	.146(*)	.455(**)	.324(**)	.213(**)	.320(**)	.163(*)	.369(**)	.389(**)	.222(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

(F1= Employee retention effort, F2= Compensation, F3= Reward, F4= Promotion, F5= Participation in Decision making, F6= Work Life Balance, F7= Work Environment, F8= Training & Development, F9= Leadership/ Supervision, F10= Job Security)

Table No:6 clearly shows a positive and significant relationship between importance given to the employee retention effort made by the educational institutes and the various relevant factors such as compensation(.259**), reward(.263**), promotion(.286**), participation in decision making(.242**), work life balance (.206**), work environment(.302**), training and development(.353**), leadership and supervision(.231**) at 0.01 level of significance and job security(.146*) at 0.05 level of significance.

8.4 Performance of the employee retention effort:

All the effort put by the employers to retain and satisfy the employees would be of no use if it fails to perform. Performance can be accurately measured only after knowing the views of the people on whom the policies or the initiatives are applied. Table 7 tries to find out the relationship between the performance of the employee retention effort and the various retention factors under study.

Table 7: Pearson Correlation between Performance of the Employee retention effort and other factors

Factors	R1	F2	F3	F4	F5	F6	F7	F8	F9	F10
R1	1									
F2	.494(**)	1								
F3	.521(**)	.609(**)	1							
F4	.417(**)	.635(**)	.639(**)	1						
F5	.431(**)	.597(**)	.880(**)	.602(**)	1					
F6	.209(**)	.298(**)	.374(**)	.412(**)	.316(**)	1				
F7	.516(**)	.614(**)	.718(**)	.606(**)	.641(**)	.376(**)	1			
F8	.539(**)	.777(**)	.693(**)	.741(**)	.590(**)	.316(**)	.686(**)	1		
F9	.409(**)	.536(**)	.770(**)	.591(**)	.782(**)	.331(**)	.653(**)	.631(**)	1	
F10	.326(**)	.455(**)	.324(**)	.213(**)	.320(**)	.163(*)	.369(**)	.389(**)	.222(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

(R1= Rating given to employee retention effort, F2= Compensation, F3= Reward, F4= Promotion, F5= Participation in Decision making, F6= Work Life Balance, F7= Work Environment, F8= Training & Development, F9= Leadership/ Supervision, F10= Job Security)

Table No: 7 attempts to show the rating given by the teachers towards the employee retention effort given by the organizations and the various factors which influences their decision. It clearly shows that here also there is a moderate and positive relationship between the dependent variable i.e., rating given to employee retention variables and other independent variables such as compensation(.494**), reward(.521**),promotion(.417**), participation in decision making(.431**), work life balance (.209**), work environment(.516**), training and development(.539**), leadership(.409**) and job security(.326**) at 0.01 level of significance.

8.5 Findings of Hypotheses:

Hypothesis H1 assumed that compensation results into higher employee retention. The correlation table supported the prediction and the correlation was found to be $r=.494$ at 1% level of significance. As such we accept the hypothesis H1.

Hypothesis H2 stated that reward and recognition has a positive and significant relation with employee relation. This prediction is also accepted as the correlation table revealed a positive and strong relation of .521 at 1% level of significance.

Hypothesis H3 predicted that promotion and opportunity for growth results into higher employee retention. The correlation between promotion and opportunity for growth and retention is .417 at 1% level of significance. Thus hypothesis H3 is accepted.

Hypothesis H4 proposed that participation in decision- making has a positive and significant relation with employee retention. The correlation table revealed that the correlation between participation in decision making and that of employee retention is .431 at 1% level of significance due to which, hypothesis H4 is accepted.

Hypothesis H5 stated that Increased Work-life balance results into employee retention. If we observe the correlation between the two variables, we find that the correlation value $r=.209$ at 5 % level of significance which is not so good. But still we accept the hypothesis H5.

Hypothesis H6 assumed that healthy work environment results into higher employee retention. The hypothesis is accepted as the correlation between work environment and employee retention, $r=.516$ at 1% level of significance.

Hypothesis H7 and H8 stated that and development has a positive and significant relation with employee retention and leadership and supervision results into higher employee retention. Both the hypotheses are accepted as the correlation was found to be $r= .539$ and $.409$ respectively.

Hypothesis H9 proposed that Job security has a positive relation with employee retention. The correlation table shows a positive correlation, $r= .326$ at 1% level of significance. Thus we accept the hypothesis H9.

Table 8: Difference in various factors depending on the sectors in which the respondents belong.

Factors	Sectors	N	Mean	S.D	F	Sig
F2	Private Schools	50	14.20	3.326	2.983	.020
	State Govt Schools	31	14.42	3.784		
	Central Schools	30	16.20	2.797		
	Private Colleges	54	15.35	2.489		
	Provincialised Colleges	62	14.18	3.467		
	Total	227	14.76	3.246		
F3	Private Schools	50	19.08	3.492	1.192	.315
	State Govt Schools	31	19.61	3.528		
	Central Schools	30	20.50	3.501		
	Private Colleges	54	20.46	3.468		
	Provincialised Colleges	62	19.55	4.555		
	Provincialised Colleges	227	19.80	3.820		
F4	Private Schools	50	12.46	2.288	5.782	.000
	State Govt Schools	31	11.55	4.114		
	Central Schools	30	13.83	2.379		
	Private Colleges	54	14.00	1.863		
	Provincialised Colleges	62	13.10	2.468		
	Total	227	13.06	2.692		
F5	Private Schools	50	16.46	3.327	1.418	.229
	State Govt Schools	31	16.81	3.270		
	Central Schools	30	17.40	2.634		
	Private Colleges	54	17.74	2.466		
	Provincialised Colleges	62	16.65	3.799		
	Total	227	16.99	3.207		
F6	Private Schools	50	10.20	1.471	.552	.698
	State Govt Schools	31	10.10	2.508		
	Central Schools	30	10.33	1.583		
	Private Colleges	54	10.41	1.677		
	Provincialised Colleges	62	9.97	1.504		
	Total	227	10.19	1.710		
F7	Private Schools	50	22.36	2.768	1.158	.330
	State Govt Schools	31	22.68	3.370		
	Central Schools	30	23.63	2.341		
	Private Colleges	54	23.06	2.269		
	Provincialised Colleges	62	22.60	3.211		
	Total	227	22.80	2.833		
F8	Private Schools	50	18.24	3.701	6.619	.000
	State Govt Schools	31	19.03	4.207		
	Central Schools	30	21.43	3.137		
	Private Colleges	54	19.28	3.171		

	Provincialised Colleges	62	17.40	4.022		
	Total	227	18.79	3.859		
F9	Private Schools	50	16.70	3.610	2.044	.089
	State Govt Schools	31	17.35	3.564		
	Central Schools	30	18.03	3.873		
	Private Colleges	54	18.63	2.722		
	Provincialised Colleges	62	17.63	3.997		
	Total	227	17.68	3.598		
F10	Private Schools	50	7.66	1.206	4.376	.002
	State Govt Schools	31	8.81	1.352		
	Central Schools	30	7.97	1.542		
	Private Colleges	54	7.80	.833		
	Provincialised Colleges	62	7.94	1.436		
	Total	227	7.96	1.306		

Table No: 8 depict the difference in various factors depending on the various sectors of educational institutes to which they belongs. The table shows that there is significant difference in factors like compensation where F value is 2.983 and significant level is .020, promotion where F value is 5.782 and significant value is .000, training and development where F value is 6.619 and significant value is .000 and job security where F value is 4.376 and significant value is .002.

Table 9: Correlation between job satisfaction and various factors

Factors	Q1	F2	F3	F4	F5	F6	F7	F8	F9	F10
Q1	1									
F2	-.119	1								
F3	-.146(*)	.609(**)	1							
F4	-.028	.635(**)	.639(**)	1						
F5	-.154(*)	.597(**)	.880(**)	.602(**)	1					
F6	.002	.298(**)	.374(**)	.412(**)	.316(**)	1				
F7	-.105	.614(**)	.718(**)	.606(**)	.641(**)	.376(**)	1			
F8	-.102	.777(**)	.693(**)	.741(**)	.590(**)	.316(**)	.686(**)	1		
F9	-.053	.536(**)	.770(**)	.591(**)	.782(**)	.331(**)	.653(**)	.631(**)	1	
F10	-.164(*)	.455(**)	.324(**)	.213(**)	.320(**)	.163(*)	.369(**)	.389(**)	.222(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

(Q1=Quitting the present job will give satisfaction, F2= Compensation, F3= Reward, F4= Promotion, F5= Participation in Decision making, F6= Work Life Balance, F7= Work Environment, F8= Training & Development, F9= Leadership/ Supervision, F10= Job Security)

The researcher tried to find out if the respondents are satisfied with the pre identified factors of retention which may lead to job satisfaction among them. The above Table 9 clearly shows that facilities like, compensation, reward, promotion, participation in decision making, work environment, training & development, leadership and supervision and job security are available in their organization but the correlation of Q1 with all the pre determined factors under investigation is very low and poor. Thus the pre identified factors of retention does not seem to play any role in satisfying the teachers. Thus the hypothesis H10 is rejected.

IX. CONCLUSION:

Retention of employees has become one of the burning issues at present. There is no dearth of educational institutes in Guwahati city. In every nook and corner of the city we can find schools and colleges. With increasing level of education among people every one is employed in one place or the other. Now the rising number of schools and colleges has no dearth of educated, qualified and experienced teachers and similarly the experienced as well as less experienced teachers also have lots of opportunities in their hand to switch over from one place to another. Retention of teachers is to be taken seriously by the educational institutes as frequent change of teachers hampers the quality of education in an organization. Besides this if employees take appropriate retention measures it will help in satisfying them. In the above discussion and analysis it was found that compensation, reward, promotion, participation in decision making, work life balance, work

environment, training and development, leadership and job security are important factors which helps in retaining teachers in educational institutes in Guwahati city and a positive correlation exist between employee retention effort made by the organizations and the various factors under study. But unfortunately in the end of the study, it was found that although the teachers regarded the pre identified factors as important for retaining qualified teachers in the organization, but the respondent teachers under investigation were not fully satisfied with the facilities that were provided by the organizations in the form of retention factors. Thus the organizations and educational institutes have to take this into account and work towards satisfying their employees.

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