
Influence of factors like Conflict, Progressiveness and Development, Risk Taking and Institutional Control in retention of Arts & Science Stream teachers of Degree Level Colleges

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Introduction:

The Indian education system is one of the largest systems in the World. It is estimated that during the XII Five Year Plan period (2013-18), there will be a remarkable pressure of population on this system and a large number of additional students will be tapping at the doors of education institutions in the country. There is also new challenges of management and regulation being faced by these institutions, which require serious attention by both public sector and private sector institutions. Now a days private sector institutions are growing at a fast pace.

With the growing demand of education and educational institutions, public funding seemed insufficient to meet up the challenging requirement of expansion and diversification of the education system in India. This called up the situation for the rise of private educational institutions to fill this gap. This started a new era of growing number of private educational institutions getting affiliation/associated to the various State Universities in almost every part of India.

Quality of academic programmes largely depends on teachers. Thus recruitment and retention of good and quality teachers in private institutions is one of the core requirements. National Policy on Education (1986) rightly states “*No people can rise above the level of its teachers*”. As a person a teacher imbibes, interprets and disseminates the relevant items of culture and traditions of the past, and creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures, sifts the grain from the chaffe, and strengthens social and economic fabrics of the nation.

Teacher exerts the influence on the students entrusted to his care and through his positive influence imparts education. The best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher that’s why an effective teacher is required in the classroom. Hence retention of high quality teachers becomes important. Thus, the recruitment and retention of quality teachers is a crucial issue in education. It is also important to understand the factors behind the retention of the good teachers.

Certainly there could be many reasons for the turnover of teachers. For some teachers- salary, status and working conditions may be decisive reasons for them to join and stay or leave the teaching profession. The present study attempts to examine teachers' perceptions of teaching as a career in terms of their motives and commitment to teach and how they are related. The findings would provide useful information for teacher educators and college authorities to address the problems of recruiting and retaining quality teachers with appropriate measures.

Some of the identified factors of teachers' retention for the research purpose have been mentioned below keeping in mind the concept of self-financing degree level teachers

- (i) **Conflict**
- (ii) **Progressiveness and Development**
- (iii) **Risk Taking**
- (iv) **Institutional Control**

Review of Related Literature:

The study of *Smithers, Alan and Robinson, Pamela (2018)* had two main purposes. First, to provide an accurate and up-to-date picture of the current extent of teacher loss from schools in England, in particular whether it was increasing or falling. Secondly, to go beyond mere description and get behind the figures to tease out the underlying motivations of teachers leaving the profession. Five main factors were found to influence teachers' decisions to leave: workload, new challenge, the school situation, salary and personal circumstances. Of these, workload was by far the most important, and salary the least.

The study of *Tolliver, Janice Lea (2018)*, employed a causal-comparative design to determine if working conditions in Title I schools versus non-Title I schools were associated with teacher job satisfaction and teacher retention using the North Carolina Teacher Working Conditions (NC TWC) Survey. The data were analyzed using a t-test for independent means to determine whether the means of the two groups were statistically significant from one another in job satisfaction and a chi-square test to determine whether teacher turnover rate was distributed differently between the Title I schools and non-Title I schools. No significant difference was found in any subcategory for job satisfaction and no significant difference was found in teacher retention.

The study done by *Tehseen, Shehnaz and Noor Ul Hadi (2021)* with the purpose to review the literature relevant to teacher's performance and factors that reduce teacher's turnover intentions from schools. This study also aimed to review the effects of intrinsic and extrinsic motivational factors to assess teacher's performance and their staying intentions. Dimension for intrinsic motivation is the satisfaction derived from teaching, recognition, enjoying teaching, career development, the challenging and competitive nature of teaching, teaching as one goal in life and control over others. On the other hand, extrinsic motivation mainly includes the award applied externally as a salary or wages, free accommodation, educational progress in paying premiums, meals, additional payments in case of financial problems, paid leave and free medical assistance. The existing literature has identified major influential factors such as working conditions, administrative support and student behavior impacting teacher's performance and their retention.

Need of the Study:

It must be remembered that when good teachers quit, on one hand they take with them teaching skill and experience and on the other push an institution to spend time as well as money in recruitment, selection, and training of new faculty. Besides their leaving increases workloads for existing faculty at least till the appointment of new faculty.

These days there are lots of colleges, which claim to have a wonderful and proper climate and committed teachers. Even though in many of these colleges one can find that in one session or after the end of one session many teachers leave the job. Besides these cases there are many colleges which are able to retain their teachers.

To identify the factors that influences the retention of teachers of arts and science streams teaching at degree level colleges, the researcher decided to undertake the research work to study the factors influencing teachers' retention in self-financing institution. The researcher wanted to study the colleges of repute for retaining teachers for the longer period.

Objective:

To study the influence of factors like Conflict, Progressiveness and Development, Risk Taking and Institutional Control in retention of Arts & Science Stream teachers of Degree Level Colleges

Hypothesis:

There will be no significant differences in factors influencing Arts & Science Stream teachers' retention in Degree Level Colleges.

Research Methodology:

Research Type: The research is of Descriptive type research. Survey method followed for the study.

Population: All the teachers of Private Degree Level Colleges of Lucknow city were the realistic population of the study.

Sampling: The researcher's choice of sampling technique for the proposed research was Simple Random Sampling. The sample selection procedure done in two stage. In the first stage Private Degree Level Colleges of Lucknow City were selected, which truly represent the examples of teachers' retention for longer period. Then in second stage those teachers were selected who already completed atleast 3 years in the Selected Degree Level Colleges.

Sample Size: Total 200 teachers. 100 each from Arts and Science stream.

Tool: A Self-prepared tool (Rating Scale) was used to study the "Factors Influencing Teachers' Retention." Reliability and Face Validity of the tool was also established. Reliability level of the rating scale was calculated to be .81

Statistics: 't' test was applied for the analysis of the data collected.

Discussion and Data Analysis:

Sub-Hypothesis-1.1

There will be no significant difference in factor of positive conflict influencing Arts & Science Stream teachers' retention in Degree Level Colleges.

Table-1.1

Positive Conflict

Positive Conflict	N	M	Sd	t
Arts Stream Teachers	100	16.21	4.17	1.98
Science Stream Teachers	100	18.67	5.29	p<.05

Result:

Table 1.1 shows that the mean values of scores of positive conflict of Arts and Science Stream teachers are 16.21 and 18.67 respectively, with S.D. value of 4.17 and 5.29 respectively. ‘t’ value between two means is 1.98, which is statistically significant ($p < .05$). Thus the sub-Hypothesis 1.1 is rejected. It means that there is significant difference in factor of positive conflict influencing Arts and Science Stream teachers’ retention. On the basis of mean value score it can be said that positive conflict factor is stronger in Science Stream Teachers than Arts Stream Teachers.

Sub-Hypothesis-1.2

There will be no significant difference in factor of progressiveness & development influencing Arts & Science Stream teachers’ retention in Degree Level Colleges.

Table-1.2

Progressiveness & Development

Progressiveness & Development	N	M	Sd	t
Arts Stream Teachers	100	19.12	4.09	.66
Science Stream Teachers	100	20.12	4.79	$p > .05$

Result:

Table 1.2 shows that the mean values of scores of Progressiveness & Development of Arts and Science Stream teachers are 19.12 and 20.12 respectively, with S.D. value of 4.09 and 4.79 respectively. ‘t’ value between two means is .66, which is statistically not significant ($p > .05$). Thus the sub-Hypothesis 1.2 is accepted. It means that there is no significant difference in factor of Progressiveness & Development influencing Arts and Science Stream teachers’ retention.

Sub-Hypothesis-1.3

There will be no significant difference in factor of risk taking influencing Arts & Science Stream teachers’ retention in Degree Level Colleges.

Table-1.3

Risk Taking

Risk Taking	N	M	Sd	t
Arts Stream Teachers	100	18.67	4.09	2.11
Science Stream Teachers	100	21.06	4.77	$p < .05$

Result:

Table 1.3 shows that the mean values of scores of Risk Taking of Arts and Science Stream teachers are 18.67 and 21.06 respectively, with S.D. value of 4.09 and 4.77 respectively. ‘t’ value between two means is 2.11, which is statistically significant ($p < .05$). Thus the sub-Hypothesis 1.3 is rejected. It means that the factor of Risk Taking influences Science Stream teachers’ retention more than Arts Stream teachers.

Sub-Hypothesis-1.4

There will be no significant difference in factor of institutional control influencing Arts & Science Stream teachers’ retention in Degree Level Colleges.

Table-1.4

Institutional Control

Institutional Control	N	M	Sd	T
Arts Stream Teachers	100	20.17	4.96	.71
Science Stream Teachers	100	22..59	4.61	p>.05

Result:

Table 1.4 shows that the mean values of scores of institutional control of Arts and Science Stream teachers are 20.17 and 22.59 respectively, with S.D. value of 4.96 and 4.61 respectively. 't' value between two means is .71, which is statistically not significant ($p>.05$). Thus the sub-Hypothesis 1.4 is accepted. It means that there is no significant difference in factor of Institutional Control influencing Arts and Science Stream teachers' retention.

Conclusion:

Above tables clearly shows that Progressiveness and Development and Institutional Control are the factors which equally influence the retention of Arts and Science stream teachers. Whereas Positive Conflict and Risk Taking are the strongest factor which is influencing the retention of Science stream teachers than Arts stream teachers.

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