AN ANALYSIS OF FACTORS AFFECTING TEACHER RETENTION IN PRIVATE SCHOOLS

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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance:

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Candidate of **<u>Master of Philosophy</u>** at the National University of Modern Languages do hereby declare that the thesis **<u>"An Analysis of Factors Affecting Teacher Retention in Private Schools"</u>** submitted by me in partial fulfillment of M.Phil degree, is my original work, and has not beensubmitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis / dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

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ABSTRACT

Thesis Title: An Analysis of Factors Affecting Teacher Retention in Private Schools

This research was planned to investigate the factors affecting retention of teachers in private schools of Islamabad. The objectives were to assess the role of Growth Need Fulfillment, RelatednessNeed Fulfillment and Existence Need Fulfillment in retention of teachers as well as gender-based differences in retention of private secondary school teachers. The conceptual framework of this research is based on ERG theory by Alderfer in which three basic human needs are highlighted known as Growth needs, relatedness needs and existence needs. It was quantitative research by nature. This study included 490 teachers which is the whole population due to census sampling technique. The data was collected using two questionnaires. The items were adapted from Naseer (2014). The first questionnaire includes demographics and items based on variables highlighted by Alderfer's theory. The second questionnaire was based on teacher retention having closed ended questions. The responses were gathered on five point likert scale. Statistical techniques of Correlation and t- test were used to analyze the data. It was found that all three human needs (i.e. Growth Needs, Relatedness Needs and Existence Needs) measured in this study have a strong relationship with teachers' retention in Private schools of Islamabad. It was also found that there were gender based differences regarding Growth Needs, Relatedness Needs and Existence Needs with regards to retention of teachers in private schools. Retention of male teachers is more affected if Growth needs and relatedness needs are not fulfilled as compared to female teachers. However retention of female teachers is more affected by Existence needs in comparison to male teachers. It was recommended that schools may facilitate teachers and give consideration to job characteristics like adequate salary, safety measures, acknowledgment and praise for accomplishing tasks including promotions and avenues for professional development.

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LIST OF ABBREVIATIONS

ERG   Existence, Growth, Relatedness

PIERA   Private Institutions Education Regulatory Authority

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My biggest thanks is to my family not to mention, my parents, my kids and my husband for all the support they have shown me throughout. You all have been amazing and have acted as a big support.

DEDICATION

This thesis is dedicated to my husband for his continuous support and guidance at every stage of my life.

CHAPTER 1

INTRODUCTION

1.1. Background of Study

It is an established fact that nowadays many educational organizations are striving for their best to compete. Many factors contribute towards organizational excellence. Many organizations all over the world are focusing really hard to develop and design different strategies to retain their workforce which really is a key deciding factor towards the growth and success of any organization. As an entrepreneur, the most demoralizing factor is to lose the trained manpower, over whom huge amount of training expenditures have been invested by the top management. It is the most difficult task to retain and contain your skilled workforce. The retention of workforce is directly related to benefits which an organization necessitates (Ameen, 2018).

In today's scenario of intense competition, characterized by increasing awareness, advance technology, and incentive, the competition for the most qualified teacher is increasingly on the rise, more vigorous and intense. In this scenario, retention is becoming one of the prevalent issues in the educational set up, because most important capital which is the "teacher" can be incentivized to switch and migrate to better institutions for better opportunities.

The insight of teaching profession has changed significantly over the period of time. It was considered a decent and noble career but same is not viewed today, mostly by youth. The attraction of teaching as a profession is not tempting for college students due to various reasons, including low returns, lack of support, dissatisfaction at work place, behavior problems, lack of resources, and poor working environment (Palochko, 2016). The educational sector should compete with other sectors of the market to get brilliant people in teaching profession. University students have other career options instead of education that are more attractive and

profitable. The employment and retention of teachers is serious for the teaching profession. Private schools are facing challenges with teacher retention. Low salaries and teacher burnout are also one of the causes.

The excellence in teaching is not simply affected because of qualification, comprehension and skillfulness but also their eagerness, devotion as well as dedication in education. CEO and owners who are sharp and rationally smart understand the value of retention of multitalented worker (Prabhu & Jeyakumar, 2022). An educator's work and progress depends on inspiration, ability, understanding, preparation, capacity and a range of other factors. Internal factors having impact on teachers approach towards job and a external factors which control teacher performance are identified. Teacher motivation is a significant aspect affecting teacher attitude with regard to career and retention.

As teaching sector is solidly responsible for advancement of each individual teacher, teachers' retention becomes more linked with it. Similar to other business sectors, private educational institutions are similarly meeting a hard-hitting opposition and high-quality faculty is identified and approached by the ones who are in competition. In private educational organizations which comprise of female teachers employed mostly than the males as turnover has reasonably little intent and it is because of low career prospects for female teachers in different spares of life. Because of apprehension and dismay of not getting a quality faculty, private schools now try to offer enhanced remuneration and bring in good working environment for the teaching staff. This lesser turnover speed can be credited to various factors like environment and politics and issues and problems together with disproportionate lack of job and insecurity regarding continuity and added financial and economical reasons. Nevertheless, teacher who have great enthusiasm and love for their career, and proficient enough to instruct diverse topics try to find good opportunities cause of understandable reasons. During this research, study of the relationship was made between teachers' retention and growth needs,

relatedness needs and existence needs as teachers look for opportunities, facilitation at workplace and overall environment, managerial support, basic requirements and work-life balance etc. since the conceptual framework was based on Alderfer's ERG theory.

Employee retention is a serious factor to influence performance of the organizations. Retention is about remaining faithful to current place of work (Dhanpat et al., 2018). People have become demanding and expect more related to jobs. A few factors are recognized here. There are many factors on which studies have been done for e.g. rewards, career and growth to maintain pace with knowledge and skills, managerial support and work environment etc. Several researchers affirmed that employee retention is the key source of organizational competence. Research has shown that rewards, opportunities for career progression, a supporting manager and a significant work environment attracts more trained workers and retains the capable ones. In India it was observed that training, environment, flexible work hours, relations with bosses, in house discussions and benefits affect retention of work force (Prabhu & Jeyakumar, 2022)

Teacher is the most essential and vital asset in education system at any level, since the potency of an educational system mainly depends on the excellence and number of its teachers. Furthermore, no goal for any nation's progress can ever be achieved without a proper trained and motivated teaching staff. Therefore, to give optimum productivity, the satisfaction of teachers is of extreme significance. Due to motivation teacher can become devoted and faithful to their job and institution. Teachers are the creators, facilitators and mentor of information and skills for future leaders and only motivated teachers would execute well and generate high-quality results by delivering quality instruction and imparting appropriate skills to students. Superior quality leaders will not be created but will contribute to a sustainable progress of every nation. So, there is in fact a need to keep teachers contented with their jobs and careers. Every public or private school, strives to employ a team of competent and dedicated instructional

employees who would be able to carry on quality students and in turn produce high quality students. So, it is critical for organizations to retain the brilliant teaching team. When the trained teachers have intentions of leaving the school system or education field, it would leave a pessimistic impact on learners and the institution's overall product as well as achievement. Hence, it is vital towards retaining well trained and competent teachers in the school on constant basis for excellence in education and delivery. In many secondary schools in Nigeria, the work and living state of affairs of lots of teachers were very poor and were under privileged, especially those in the countryside, despite the fact that for progress of a nation these are the most central group of professionals.

Teachers at times ought to work under the most hazardous and harmful surroundings, leading to unconstructive results on the educational accomplishments of learners including motivation level of educators. The salary of teachers is also comparatively low when compared with employees working in other sectors. This has in a way interpret it as teachers' low drive and morale in the country. We can retain teachers successfully subject to their contentment with their jobs. Job contentment could lead to enhanced performance and retention both. The one of the most significant challenge for executives resulting deficiency of skillful manpower, fiscal growth and high employee return is employee retention (Michael, 2008). It has been established that work force is a vital asset of any organization and at the same time problematic too (Kumar & Rao, 2020).

1.2. Rationale of Study

It has been noticed that employee retention is very important for an organization, its goals and objectives. One of the factors serving as a potential reason for the researcher to choose this topic is that employee retention is a fundamental source of competitive lead for organizations in today's world. Thereby in this context, different needs were studied that play critical role in employee retention like growth, relatedness and existence. It has been researched

that it is quite costly to hire, train, attract and retain in the business or organisation. Appointment of employee is a procedure which is not easy and simple (Konwar, 2018). In order to achieve goals in the longer run factors affecting employee retention must be considered, (Gomathy,2022). A teacher's levels of contentment is related to their point of accomplishment, having choices in their schools, and administrators who offer direction and support. In this globalized world, retention is crucial to achieve goals and targets making it grow professionally in the field with a niche (Ameen, 2018).

This study focused on the key determinants that can affect the retention of the employees in private sector schools of Islamabad. The results of this study will be helpful to schools in formulating their human resource policies regarding teacher retention. It has been shown that employee retention is significant to the developing an organization's goals and accomplishing its objectives.

Private schools train teachers but unfortunately, teachers leave after that due to lack of teacher retention. This is the biggest setback to all private institutions as the time and efforts they invest are practically wasted. Deficiency of teachers causes trouble to students, fellow workers, and the learning over and above, (Weiss & whole, 2019). So, the researcher is studying the aspects which when catered to can lead to possible teacher retention. Hence, private schools can gain from this research as induction and training are an imperative part of every organization.

Employee retention is vital source of competitive advantage for organizations in today's world. This study tried to uncover the main aspects that contribute to teacher retention which exist in an educational organization. In this context it was felt to study those organizational factors that can play a pivotal role in employee retention like growth, relatedness and existence needs. This research enables school administrators to infer precise practices for the benefit of their schools and to positively influence teacher retention.. This study focused on the key

determinants that affect retention of the teachers in secondary level private schools of Islamabad. Many studies, especially those quoted in this research, have explored multiple aspects of teacher retention. They have often looked holistically, not always sufficiently exploring teacher retention in perspective of Growth Needs, Relatedness Needs and Existence Needs.

1.3. Statement of Problem

Private schools are struggling to retain trained employees. Soaring turnover of teachers uses economic resources which may be used in some other area to develop the organization. Building reputation and professional approach among other competitive organizations are becoming difficult. There is a need to understand the factors apart from financial incentives, which leads a teacher to stay with an institution so the researcher has conducted the research, and investigated the reasons and issues in teacher's retention. The study was focused on identifying human needs related factors affecting teacher's retention in a private school. Private schools with low fee structures were exclusive facing retention issues of their teachers.

1.4. Research Objectives

The objectives of this study are as follows

1. To assess the role of motivation with reference to "Growth Need Fulfillment" in retention of private secondary school teachers.

2. To appraise the role of motivation with reference to "Relatedness Need Fulfillment" in retention of private secondary school teachers.

3. To evaluate the role of motivation with reference to "Existence Need Fulfillment" in retention of private secondary school teachers.

4. To assess the gender based difference in motivation with reference to

"Growth Needs Fulfillment" in private secondary school teachers.

5. To assess the gender based difference in motivation with reference to "Relatedness Needs Fulfillment" in private secondary school teachers.

6. To assess the gender based difference in motivation with reference to "Existence Needs Fulfillment" in private secondary school teachers.

1.5. Null Hypotheses

The following hypotheses were put forward:

Ho1   There is no significant relationship of "Growth Need Fulfillment" with retention of private secondary school teachers.

Ho2   There is no significant relationship of "Relatedness Need Fulfillment" with retention of private secondary school teachers.

Ho3   There is no significant relationship of "Existence Need Fulfillment" with retention of private secondary school teachers.

Ho4   There is no significant gender based difference in teacher retention due to "Growth Needs fulfillment" in private secondary school teachers.

Ho5   There is no significant gender based difference in teacher retention due to "Relatedness Needs fulfillment" in private secondary school teachers.

Ho6   There is no significant gender based difference in teacher retention due to "Existence Needs fulfillment" in private secondary school teachers.

1.6. Conceptual Framework

Maslow (1970) in his philosophy of "hierarchy of needs" claimed that humans join organizations to satisfy their several needs. It is pertinent to mention that as minor needs are

fulfilled, advanced level needs become important. So every manager and subordinate must have understanding of the needs that are common for people. When teachers' morale and motivation level towards work is low, they become unhappy with their jobs and are more prone to deserting teaching. Alderfer (1969) extended Maslow's fundamental needs and developed them into existence needs, relatedness needs, and growth needs. He proposed the ERG theory based on experiential study to clarify the connection between contentment of needs and desires. Teachers need to be known as important citizens in any society, enabling them to build self-confidence and pride. Fulfillment of the esteem needs harvests self-confidence, respect, authority and expertise etc. ERG theory has three needs i.e. growth, relatedness and existence in which they are overlapping each other.
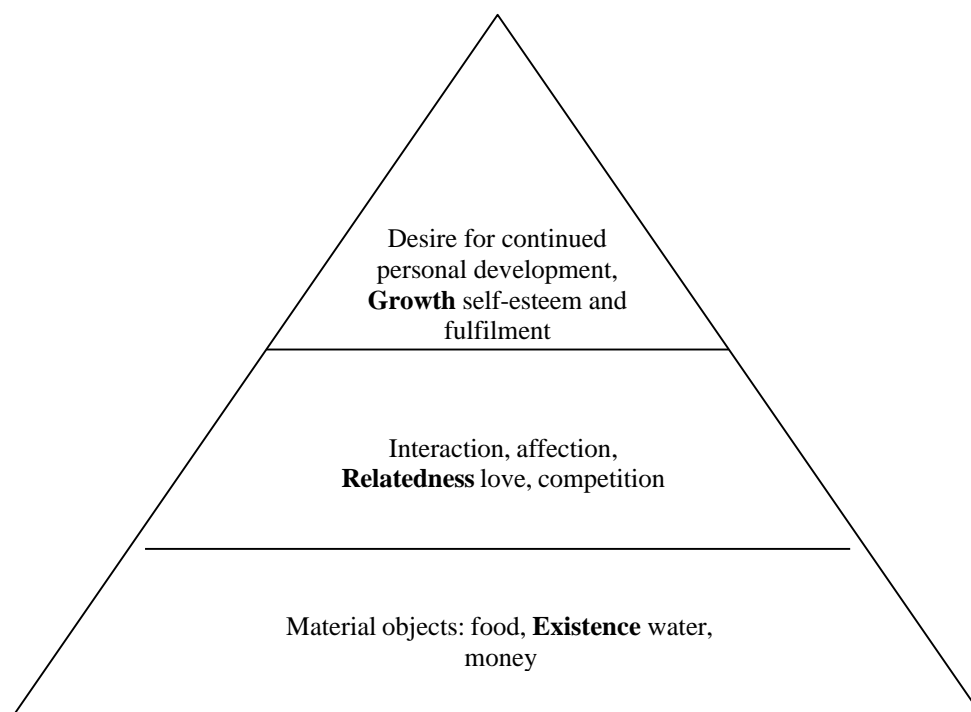
Figure: 1.1: Alderfer's ERG Theory, (Shikalepo, 2020)

ERG Theory of Clayton Paul Alderfer came in addition to Maslow's Needs theories, where Maslow's five needs are further combined in three areas i.e. Existence Needs, Relatedness Needs / Social Needs, and Growth Needs. It describes importance of each need. The conceptual framework of this research is based on this theory. Three main needs which are

growth, relatedness and existence are independent variable and teacher retention is dependent variable.
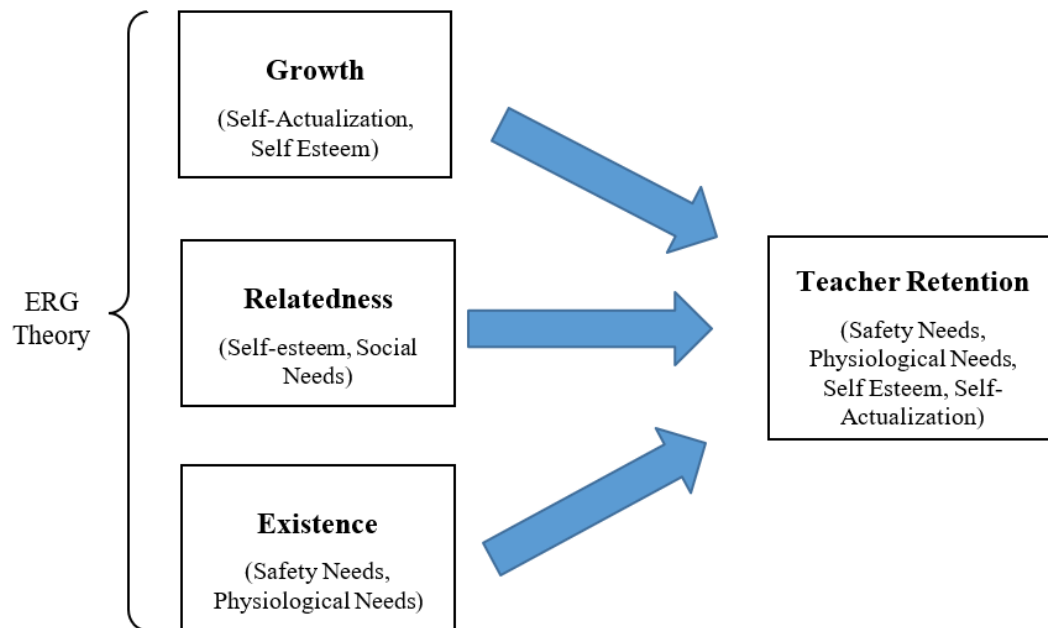
Figure 1.2: Conceptual Framework based on Alderfer's ERG theory (Shikalepo,2020)

1.7.   Significance of study

Teacher retention has long lasting impact on school results and completion of desired goals and objectives. Teacher retention affects each area of education. This research is useful for policy makers and educational administrators in the private sectors. It is related to motivational factors of teachers as a means of teacher retention. This study has extended the sphere of understanding regarding impact of retention on the success of a private school in this globalized era. The study has helped in understanding of retention strategies and human needs discussed by Alderfer.

This study is significant because of its potential to contribute at two level. This study aspires to shrink the gap among the literature based on research with a focus on retaining

employees in private schools. At a practical level, this study aims at providing new solutions for management, especially in the private schools where the employees are moderately paid.

This study has given the outline to school owners and people on managerial positions about retention of employees especially teachers in private schools. It has also identified the weaknesses and human needs required to everyone.

Teachers, future researchers, and policy makers are primarily the stakeholders for whom the findings of this study would be beneficial. The result of this study enables the construction of a positive culture in an organization and provides the guidelines for the holistic organizational development structure.

1.8. Methodology

1.8.1   Research Design

This study used a Quantitative Research Approach, and the conceptual framework was based on ERG theory by Alderfer. Quantitative approach enables researchers to collect a significant amount of data and apply findings to a large population. This study's design was Descriptive Research Design and Survey Research Method.

1.8.2   Population

The population of the study was 490 teachers teaching in private secondary schools in Barakahu, Islamabad Capital Territory. Total number of male teachers were 237 and total number of female teachers were 253.

1.8.3   Sample

The whole population was 490 respondents and all of them were selected using a Census Sampling Technique. The total number of male teachers were 237 (N 490) and total number of female teachers were 253 (N 490).

1.8.4   Instrumentation

The data was collected using two tools i.e., Teachers Need Assessment Tool (A) in which items of variable Growth Needs were 8, items of variable Relatedness Needs were 7, and items of variable Existence Needs were also 7 & Teacher Retention Assessment Tool (B) in which items of variable Teacher Retention were 7. The items were adapted from Naseer (2014) having closed ended questions including demographics and items based on variables.

1.8.5   Data Analysis Techniques

The statistical techniques of Correlation and T- test were used to analyze the data in order to evaluate whether the means of the data sets differ significantly or not.

1.8.6   Delimitations

The study was delimited to low fee secondary level private schools of Barakahu sector, Islamabad registered with PIERA (Private Educational Institutions Regulatory Authority). The teacher retention was measured through variables of ERG theory by Alderfer (Growth Needs, Relatedness Needs, and Existence Needs).

1.9.   Operational Definitions

1.9.1.   Existence Needs

These needs refer to physiological and material desires. Employees need good work environment, safety, security and privacy apart from an adequate salary package. These are basic human needs which an organization should provide to all employees working with them.

1.9.2. Relatedness Needs

These needs are about relationships, work life balance, leaves, rewards and recognition. Every employee has a family to look after so HR policies must be devised while considering human limitations, desires and emotions. All those who are working need appreciation and care at their work place.

1.9.3. Growth Needs

It is the desire to grow as an individual and free to do creativity and productivity. It covers esteem needs as well as self-contentment. Human resource of any organization needs professional development, achievement of goals in life and freedom of thought and action.

1.9.4. Remuneration

Money paid to professionals by organisations is known as remuneration. People work to earn money. If they are not satisfied with the salary they start looking for other organization with increased salary packages.

1.9.5. Teacher Motivation

It refers to willingness and desire to work. It is an important need which influences teacher's performance. Teachers have to be motivated for outstanding performance. Many things affect teacher's morale and motivation which includes self respect, security, work life balance, recognition of work etc.

1.9.6. Job Turn–over

People leave job and switch to other organisations. This is known as job turn over. There are different reasons of job discontinuation like dissatisfaction with employers attitude, fulfillment of basic needs and self respect etc.

1.9.7. Retention

The ability of an organization to retain its employees is known as retention. Employees work for longer time and continue with one organization if their needs are generally fulfilled.

1.9.8. ERG Theory

Maslow's theory was modified by Alderfer (1972) and developed the ERG theory comprising of three levels of human needs i.e., existence needs, relatedness needs, and growth needs. He has also found that. individuals may require fulfillment of more than one need at one time.

1.9.9. Hierarchy

It is a system that puts things according to its significance. Here in the ERG theory Alderfer emphasized on hierarchy of needs in which different needs have different levels of importance.

1.9.10. Teacher Performance

It is linked with the systematic and measurable output in a class by displaying a positive behavior. A teacher accomplishes learning goals of students through his performance. It is measured on the basis of learning outcomes of students.

CHAPTER 2
LITERATURE REVIEW

ERG theory implies that individuals have multiple wants and needs. Clayton P. Alderfer proposed the ERG theory. In contrast to Maslow, Alderfer understood that all the needs may be required by an individual together at the same time. Teachers are a very treasured human resource in any school. Therefore, it is needed to retain them for longer periods of time. Sometimes teachers are not satisfied and look for different benefits. This impacts school's name and economy. In these days and age, teachers consider career advancements and improved positions. So the schools plan and take up measures to give attractive benefits to retain their employees more than the other schools in competition. Few of the key issues are lack of job security, learning activities, personal growth, and flexibility of the working hours and support from the managers. Finding these features and designing a list of best practices can help strengthen the teacher retention rates in their schools (Bielling, 2021). By addressing these factors they can look at increasing the employee motivation for teacher retention. Emerging themes for employee motivation were peer-to-peer interactions, administrative support, student interaction, independence, and motivation (Bielling, 2021). The impact of human resource management (HRM) practices and strategies on employee retention have a lot of significance in the field of management. Organizations have seen the significance of manpower and its retention.

In any school, teacher retention is a critical factor for the management of the organization. Teacher retention and its improvement serves to further develop the schooling system in general. Expanding teacher retention can uphold more noteworthy equity in the Pakistani schools. High turnover rates make consistent motion, making it altogether hard to change policies and approaches towards quality education. Large organizations are improving employee retention policies. The skill and talent of a teacher is very important for every school.

A positive and friendly culture within a school helps employees in developing skills, leadership, responsibility, and proper decisions leading to retention (Robbins & Coulter, 2017).

As per Alderfer, humans are inspired by core needs, namely Existence, Relatedness and Growth needs, hence naming it ERG theory. The existence needs consist of the individual's basic needs essential for existence, which are the physiological and the safety needs. The relatedness needs directs man's wish to keep up and continue essential interpersonal relationships. The final faction of needs is growth needs, symbolizing individual's longing for particular development and self-actualization. Employee turnover happens, due to pull, push and unavoidable factors including organizational influence. In order to keep workforce consistently, there is a need to support provision of continuous professional development by the employer in an organization (Gomathy et al, 2022). Educators are tempted with another substitute job. This is because the new job could provide enhanced salary and paybacks. We are not saying that salary is the biggest incentive for job switch. However, it is of fundamental importance, especially in under-developed countries like Pakistan. Turnover drive also occurs due to varying degrees of views, essentially negative like that of mistrust, about the employer. This is due to the requirements of an improved working environment so the employees are at ease. Unavoidable turnover is due to unforeseen or personal reasons away from employers reach. If employers look at the trends, they can maybe look at decreasing the amount of unavoidable turnover. For example, it is a trend that woman tend to leave during pregnancy. If employers are already considerate of that, and as a plus are also devising strategies to make pregnant mothers feel at ease while at work, the female employees can maybe consider working with that particular organization or institution despite pregnancy.

The retention of key workers is vital to the success and understanding of an organization's objectives and particularly, to expand reasonable benefit over other enterprises in the era of globalization. The need for teacher retention rates to improve is seen as student

achievement declines, new teacher training costs rise, and fewer new teachers enter the teaching profession (Weeks. J, 2019). Experienced educators who know about the requirements of a school and its pupils are best to give guidance on the acceptable and good options and the multiple ways to address this issue. When they leave, these voices are lost, and strategies and policies are not addressed properly since senior supervisors and managers don't really accept their criticism on the achievements or bottle necks in the process. Lessening turnover and dependence on transitory substitutes is an important step towards forming apt educational policies.

It is extremely significant for organizations to attract quality human resource. However, it is more important for administrators to develop strategies to keep hold of the capable human resources in order to gain from the investment already done in them. Retention is about managing its workforce and develops its relationship with its workforce. Hence employee retention explains a condition or a type of attraction as well as enables people to work and continue to work in same institutions. Retention is conceptualized as teachers staying and leaving. Retention of work force is the way of keeping them with in the company or organization for as much time as possible or till the completion of task (Kaur. R, 2017).

The major reason of retention is to stop experienced workers from parting ways with the institution as this could have negative effects on output and service delivery. There are a lot of factors that can influence teacher retention, which includes a high- quality work atmosphere, pay, rapport, prospects for progress and collaboration etc. Thus, teachers' retention helps to avoid any type of disturbance in schooling if they leave the profession during the educational year. It is clear that retention helps to make sure continuity and to avoid teachers' deficiency. In Pakistan, private schools are working in extremely competitive situation and this requires management styles that would improve employee retention in order to get competitive advantage. There are many issues faced by these private institutions leading to disillusionment

among the workforce due to intense workload and poor pay. The situation is diversified by poor working environment and lack of benefit packages given to the teachers. Brain drain of competent teachers has been recorded in many private schools. Demaki (2012) stressed the remuneration of workers that is certainly connected with occupational contentment since salary and advancement contain societal stature attached with work-related rank. As the pay and promotion are improved, the better they have the capability to fill in needs.

The conception of employee retention come into sight in 1970s and 1980s, as earlier to this time, mostly people entered into a job and stayed for a very long time even to the extent of their work life time. Retention is an intended thing by any institute towards making an atmosphere leading to staff engagement for long period. Retention of human capital refers to the effort to make sure that workforce continue in the organization. The key purpose of retention is to stop skilled employees from exiting the institute as this could have poor effects on efficiency and service deliverance (Chipunza, 2010). Retention allows higher authorities to attract and efficiently retain skilled and high performing staff. Retention of happy staff who is full of motivation and positive attitude play a pivotal role in the success of organization and overall improvement. The expenditure and morale of whole organization is affected negatively due to lack of retention. The management strategies including retention programme affects retention positively and significantly (Prabhu& Jeyakumar, 2022).The purpose of retention policies recognize and hold dedicated employees for as long as is equally beneficial to the organization and the employee. For groundwork on retention, it has to be based on the investigation about people work, leave or choose one company over another, and also the areas in which there is lack of dedication and contentment like unequal or unjust pay structure, (Musaazi,2005).

Teacher's devotion to the institutions where they are in employment has been recognized as one of the most significant factors for the future achievement of education and school.

Commitment of a teacher is directly connected to teacher's job performance and their capability to innovate and integrate and combine new ideas into their own performance, absence, staff turnover including having a significant influence on student's achievement and attitude toward the organization. Now days, when we want to make a just society, based on scientific approach and democratic beliefs, teacher's commitment is measured to be a key feature in achieving the goal as it greatly influences teacher's enthusiasm to engage in supportive, thoughtful and critical practice. A varied range of factors may influence the teacher's commitment.

Employee retention is very significant for Human Resource Management (HRM), especially in schools. In many organizations, workforce is considered as a source of advantage particularly in instances of tough competition. Different organizational managements invest in human resource as it is one of the most important, while others argue that is the most important asset of the organization. Teacher retention should be an important goal of any educational organization. Excess employee turnover have many adverse effects on an organization. Hidden costs of teacher turnover are mainly seen in the structure and quality of the teaching staff (Sorensen & Ladd, 2020.) Keen and trustworthy employees are the pillars upon which an organization stands, especially in education. Retaining skillful workers is extremely vital for the long-term growth as well as for the expansion of the business if you are looking for financial gain. Therefore, employee retention should be an utmost priority for most organizations.

Teaching staff leave teaching institutes due to different job-relevant pressures. The unavailability of basic elements of growth, relatedness and existence needs makes employees quit (Asif & Gul, 2021). Members of staff can be unhappy and frustrated with the institution due to many reasons such as less to no policy of reward and incentive, job safety, job independence, and liaison with the boss and other coworkers and associates etc. Teacher turnover has marked, and permanent negative effects on the quality of teaching staff and student achievement (Sorensen & Ladd, 2020).

Existence is a variable which is related to the human assets of any organization. Human resources are comprised of those individuals which form the workforce of any business sector, organization or economy. People form one of the most valuable asset of any organization owing to their dynamic characteristics and unique abilities eventually leading to the strong build of the organization. Significant among all the assets available to any organization, human capital is the most noteworthy. Retaining the competent and expert human resource of an organization is vital for its survival. Human resource is a challenging task for management of any educational institution or organization because of their dynamic characteristics. Every human is fundamentally different from the other, hence the challenge. Human resource deals with exceptional features like people dealing, their administration and contentment. With the advent of modern business practices, technologies and greater job opportunities, employee management has become even more difficult in the present times especially posing as a challenging job for managers in inculcating job satisfaction. In order to achieve its organizational goal, the institution has to be make its workforce content. Sorensen & Ladd (2020) highlighted the need for amplified policy attention in school-related teacher retention issues. Keeping employees satisfied is an aspect equally crucial for employees as well as the organization, as employees pass the main part of their waking hours at their work places but still don't feel fully satisfied from their work (Rafiq et al., 2012). Happy and content employees are the largest contributors to any organization's development and growth.

Interestingly, human resources are the only asset of an organization that can react to the changing situations. Employees can also openly express their satisfaction or otherwise look towards the job as being undertaken. The emotional state associated with self-actualization, accomplishment and liking towards work can be achieved when workforce is content with their profession.

Contentment with the work is associated to employee's plan to stay or depart from the organization. Many factors like growth, relatedness, existence relate to formation of satisfied or dissatisfied employees with the work. We can explain an employee's happiness about the several features of his work like the atmosphere of his or her workplace, job intervals, types of social group in interaction, roles and tasks, nature of business dealings with others, the support at the work and rewards and its system. This pleasure can be linked to extrinsic as well intrinsic factors. However, an employee's objective to continue with a job is largely due to external incentives rather than internal ones. A strong observation has been found that work enjoyment increases with the experience and years of service. Old age employees' age are more content with their jobs than their younger counterparts (Tausif, 2012). This age factor has also been calculated for private organizations and have been established through the study that older employees are more satisfied in private organizations as compared to younger ones. Although job satisfaction increases as one ages, but a disparity in the compensation of both age brackets exists. The major concern of business world is to hold trained, valuable and talented workers. They hunt for talent to induct in their office. A huge sum is spent on these employees to retain according to future outcome. Even the internal mechanism including working culture is transformed since job market is getting tougher day by day. Rivals keep an eye on your trained worker (Roy & konwar, 2018). So is the case of private schools.

It was established that retention is likely to be as a chance of improvement of expertise as a motivating force for employees. Results demonstrate that there is a distinction in genders as the two are differently apprehensive about professional development. Men are more disposed towards development, though for females, balance between activities, and numerous issues at work and family fundamentally alter their attention on growth.

It was additionally expounded that positive relationship, reasonableness of wages and workplace both influence retention of employees. Monetary and medical advantages given by

HR division assists in employee retention. Likewise the significance of relationship with individual partners at work and workplace is also a variable for progression of job at one spot.

Gender divide has extraordinary effect on teacher retention. Aside from that, it is noted that females switch on finding a better remunerating line of work. It is also observed that female educators fundamentally leave work due to child birth. Female instructors' retention is impacted by work-family clashes and they leave their profession early. However, teacher retention in one way or another is based on distinction in gender. Keeping employees longer with the organization may not be something very similar in various settings and regions. In spite of resemblances in certain viewpoints, the reasons and pace of female employee retention are not the same as men.

Balance of activities, daycare facility at office especially in setting of female employees, assistance, professional stability, and good environment are different elements contributing towards teacher retention in an association. There are different elements of employee retention. Rewards, adaptability in working hours and openings for advancement are a few different variables prompting teacher retention.

There are various issues in various regions or areas of the world. In Africa, female instructors leave their jobs more rapidly than males because of engagements in such work environments where their day-to-day daily routine is upset and they can't experience life with their spouse and family. Improvement in school organization is more contributing towards the retention of instructors.

Humans are resource and so employees management is a vital area in retention with in an organization (Ameen, 2018). He added that the major motivation to retain is sufficient wages in present spirited employment situation to pay and keep capable team required. Staff retention is of concern for employers due to cost of high workforce turnover. Retention of workers should be successfully managed through planning of payment, growth, career, work

situation, flexibility in time, performance management etc have an effect on retention of employees. It was established that remuneration influenced retention (Amutuhaire, 2010). It was also found that position clash, promotional chances and age were some of the factors that influenced worker's plan to give up (Kipkebut, 2010).These results reproduce a combination of intrinsic and extrinsic factors. Many researchers confirmed that job security is one of the main considerations. Teachers want reassurance that their jobs and income will continue until retirement. Once the teacher completes the trial stage of the job, the requirement for job security rapidly appears. Teachers were found to be contented with jobs having high job security and job satisfaction considerably linked to employee commitment and performance. Remuneration can be described as the sum an employee gets for doing his work. Desirable payment combinations are very important factors regarding retaining employees as this caters to economic and material needs. Monetary benefits or incentives is regarded as motivation across the world (Shikalepo, 2018). In the same viewpoint, salary is a basis of remuneration that is supposed as very central to working group, sufficient rewards can also define willingness to continue a profession. It is also established that we cannot deny that financial rewards are certainly among the factors that could be helpful in reducing teacher attrition. He further stated that lack of job satisfaction as a consequence of poor salary and other environment of service reduced employees' dedication to work and aid the efficiency of institution. It was experimented that the teaching profession, particularly in the private schools, is devoid of satisfaction. Hence, a lot of people find themselves in the teaching field by need rather than by design. He explained moreover that teacher's salary, timings, benefits and work environment as determinants of job satisfaction, which affects their productivity. Promotion is due to assessment of a worker which changes his present place in job taking him top resume bigger responsibility. Apart from having more money, promotion has an elevated encouraging effect and it is recognition of individual performance. So promotion can be seen as an incentive that the workers have performed well. Promotion gives opportunities for growth and is one of

the Herzberg's motivators which is important to enhance retention. However, despite the fact that promotion opportunities should be created at every learning level for professional growth and implemented on teachers' promotion accordingly, teachers who feel dormant in their positions are not motivated generally, and when this happens, they are depressed, annoyed and disappointed with their jobs. As a result, they will not stay in an unrewarding position and may look somewhere else for contentment. This disappointment can also be apparent in limited promise to occupation, early departure and resignation.

It was established that HR carves out strategies to improve the situation of complete labour force. In the course of exploration this was observed that higher number of workers were profoundly regarded by the administration and have been held for a really long time. They love to work for their association and are partaking in their ongoing position. The highest reasons for retention are learning climate, advancements and development, strengthening and feeling of responsibility, incentives (like clothing, subsidies, free clinics, tea, lunch and so on), chances of socialization and workouts, kindness, collaboration and participation, simplicity in correspondence, retirement plans, adaptability in work etc.

Worker retention is one of the principle challenge looked by any industry. In the present status of overall economy, holding insightful resources is one of huge concern experienced by any organization. For the most part the employees leave the organisation as a result of the shortfall of planning and improvement and insufficient compensation.

One more review was completed in Carolina where it was laid out that managerial help is a huge component affecting teacher retention. It was found that relatedness needs and existence needs are similarly significant and influence retention of teachers. It was laid out that security at the work spot will urge labor to work and continue working with their association. The administration utilize their true capacity and correspond accordingly for fulfillment of

essential requirements at the workplace. Work setting including offices and the administration ought to be assessed to improve the nature of workspace.

2.1 Employee Retention

Retention is often classified as being "the effort by an employer to keep desirable workers in order to meet business objectives". The House of Commons Committee of Public Accounts (2018) said that the number of high school teachers had dropped since 2010 and that the number of teachers leaving for non-retirement reasons had been growing since 2012 (Burge et al., 2021). The capacity to grasp your best employees so that they continue for longer time than your opponent is known as retention (Shoaib et al., 2009). There is a need to analyze retention at numerous stage. Retention is based on multiple factors regarding organization's individual resource policies. It starts through hiring required workers with running agendas to keep them occupied as well as loyal towards institution. It is established that management must provide inspiration by offering phenomenal initiatives and management solutions. It should be expected15 percent of workers leave if properly not managed by HR (Ameen. H, 2018).

Organizations may prosper with huge financial capital but can only make the difference with the best available human resources. You may contain your financial and geographical assets; however, to contain your human assets i.e. retaining your working brains proves to be the most difficult task. Employee retention is a tactical tool for the achievement of the institution (Gomathy, 2022).When it comes to school correlates, we constantly find that the various aspects of school organization such as student disciplinary issues, managerial support, and professional growth greatly influence teacher turnover (Nguyen & Springer, 2019) As an entrepreneur the most demoralizing factor is to lose the trained manpower, over whom huge amount of training expenditures have been made by the top management. It is the most difficult task to retain and contain your skilled workforce. Because upon the basis of their skill, they can get a job anywhere.

Organizations are following modern trends and HR designs to attract the best brains, develop them into a useful resource and then develop their loyalty and bonding towards the organization. Most of the organizations compensate their employees heavily through incentives, bonuses, best work environments, tension free atmospheres etc. and bargain their loyalty towards the organization, whereas others failing to do so result only in disasters and failures by losing their well-groomed employees, who get attracted towards other better opportunities in the market. Most of the organizations compensate their employees heavily through incentives, bonuses, best work environments, tension free atmospheres etc. and tame their loyalty towards the organization, whereas others fail to do so, resulting only in disasters and failures as they lose their well-groomed employees to attractive and better opportunities in the market. Many exploration was done in this field previously. A large portion of the new investigations were carried out in emerging nations. Among them, countless investigations were done in Asia followed by a small bunch of studies in Europe. Many researches in the field HRM were done in Pakistan. In past numerous parts of HR the board were covered and talked about in detail. The most well-known referred to practices of HR is about enrollment, reward and compensation, work evaluation, training and advancement, profession improvement, health and security and manager support. Siddiqui (2018) endorsed that training, work environment and performance evaluation affects retention of employees.

Retention of staff and employees has never been an administrative issue confined to the business sector; it also resonates with the non-business sector such as the academic sector. In this background, retention of teachers, who are the pillar of academic institution, is as pertinent as to any other sector. Retention of teachers is the capacity of any school to keep teaching staff working and to stay with them.

Retention is urge to stay in one organization for a longer period of time or till the time progress is happening (Hill 2018). In today's scenario of intense competition, increasing

awareness among all and advances in technology is playing a critical part in making the struggle more dynamic and powerful. In these circumstances, retention is becoming one of the prime issues for logistics industry because the most important capital is "people". They are the resources which generate the profits as they in fact are the true assets of the organizations. Over a span of research on school correlates, results have shown that teachers are the most important factor in school success with regards to student achievement (Nguyen & Springer, 2019). Losing instructional staff builds dependence on substitute instructors, who will quite often have less insight and lower certifications in contrast to a full-time teacher. Qualified educators know how to hold and set educational plan while keeping students connected and energized. Most substitute teachers don't plan well and teach properly and might be less prepared to prepare teaching lesson plans. At times when teachers leave during midyear, substitute teacher battles effectively to dominate.

Very less retention of teaching staff has been displayed to solidly affect students learning outcomes. Stanford University's investigation discovered that the student whose teacher left within one year had less accomplishment than others. One more review by the University Council for Educational Administration showed that in New York, the students whose teachers left frequently had lower grades in branches of knowledge like math. Experienced teachers who know about the necessities of a school and its pupils are best ready to give guidance on the acceptable and good options and ways to address this issue. When these teachers leave, these voices are lost, and the strategies and policies are not addressed properly since senior supervisors and managers don't really accept their criticism on the achievements or bottle necks in the process.

Leadership should focus on these regions. First of all, the teachers who have mentors in their first year easily return in their subsequent year. Mentorship programs pair new instructors with experienced ones, giving new educators admittance to counsel on exploring the everyday

difficulties of the job. Second is remuneration. When educators are satisfactorily paid, they are bound to stay in their positions. Advancement plans and salary increases can be essential for indispensable teacher retention techniques. Experts need to see the expected space for development in their field. The third can be the working conditions in schools as it can be impacted by innovation and basic facilities. School owners can consider expanding their spending plans for these costs to work on fulfillment among their instructors. Lessening turnover and dependence on transitory substitutes is an important step towards forming educational policies. When the work community or employees/ teachers are not satisfied, it becomes difficult to retain this valuable asset. Employees can, and will switch to other organization with better opportunities. Motivation is also linked with performance reviews and evaluations otherwise employee get discouraged and look for change. It is in the interest of organization to keep efficient workers as they are more loyal then the new ones (Raghavendra et al., 2022). A large turnover is negatively associated with student achievement and there is a financial (and personal) cost of substituting teachers (Nguyen & Springer, 2019). Motivation of a teacher is the enthusiasm, energy level, accountability and the amount of imagination that is brought to the organization by an employee on a daily basis.

An important question related to any employer could be about the factors that can retain his employees and improve their loyalty or commitment towards the organization. The employers need to design certain ways and means to attract the best lot for the task and to retain them by giving and providing them a work life balance, compensation and rewards etc in order to gain their loyalties and affiliation with the organization on a longterm basis.

Management of school, exclusively related with students and teachers, create a set of laws and guidelines as well as policies to manage the system of school. If we discuss about the administration of school, head teacher and employees realise that there is requirement to work together like a team of players for the development and growth of a child. It is maintained that

in a school, the Principal holds an important stature and high esteem in the school and is accountable for preparation, organization, coordination as well as the motivation of the staff and students to manage the school atmosphere. The head teacher has to be aware of materials including human factors affecting the morale of teachers. Material part consists of pay, medical leave, medical insurance, apparatus, supplies and facilities. Teachers who are not remunerated in time become discouraged to the extent of quitting teaching and leaving the school if the school does not meet the required needs. Consequently, management influences teacher's retention in schools. Principles are mainly the significant person in the schools who arrange, systematize, manage and motivate the employees' for continuation with the same system. It was agreed by researchers that dictatorial school leader solving problem himself or taking decisions single-handedly without consulting other staff members and employees are usually marked as the one having low staff retention.

2.2   Theories affecting teacher's retention and performance

The internal and external motivation is hidden in diverse theories. The different motivational theories concentrated on teacher motivation and its influence on retention. These themes are work, prizes, working dynamics and conditions as well as knowledgeable growth opportunities. Similarly, it was also revealed by findings of researches that teachers satisfied at school or profession get motivation to stay within the profession. On the other hand, researchers have disagreed with the notion of contentment at workplace by putting great stress on faithfulness in the profession. It was argued that teachers who choose this profession inherently have more professional ethics and loyalty and are more satisfied and motivated than those who joined for economic gains only. Satisfaction at job leads to motivation at work which results in a positive psychological effect since they are happy and content (Mahmood, 2010). Job satisfaction increases devotion and promise diverting towards best output by staff. So, motivated employees are the ones who are satisfied by their work and output. Maslow's

Hierarchy of Needs theory shows self-actualization as the highest need for humans. A duty which is challenging becomes a source of motivation making employees more competitive, efficient and capable. Work force look for an important job, adequate wages, job security, excellent relations with contemporaries, acknowledgment and praising work, promotion and development, a comfortable job environment, capable and just leader, and rational directions and instructions from chain of command. These traits and needs are relevant to the ERG theory, as it is correlated with workers needs for significant 'Existence', correspondence of meaningful work, salary and security of job. These characteristics regarding profession also involves employees' 'Relatedness' needs comprising of good relations among fellow workers, appreciation of efforts and also employees' Growth needs, which adds on opportunities for development and promotion. These convince owner to pay attention to signify and appreciate the self-esteem, effort, growth and sustained positive mind-sets of employees. There is a lot of significance of an optimistic mind-set regarding job and job place where you can hit upon individual sense of responsibility, consistency, encouraging relations and approach. The everyday change in the world of business is happening and it has been established to create happy workplace for retaining work force (Konwar, 2018).

The outcome of job satisfaction is higher levels of teacher retention and performance. Employee's face increased expectations from stakeholders to work extra on less compensation, meager funds and vague hopes in a situation where there is inadequate support (Shuck & Wollard 2008). Herzberg (1993) referred the same as hygiene factors as they cause discontentment at the place of work causing low morale and motivation. When service needs are not met, workers anxiety increases, causing disengagement of people at the place of work. Teachers are not physically there who are not engaged at the place of work so they do not have the vigor and passion to teach and compromise on output. Detachment from work consequently withdraws employees from their working groups and finally from the work.

A research at Nigerian schools about effects of teacher enticement on accomplishment of learners, showed that motivated teachers are more effective and produce results than those who are demotivated (Akpan, 2015). It has been stressed to create an efficient prize distribution structure to keep hold of high performers in the organizations linked with their productivity. Ehrhart & Kuenzi (2017) are of the view that hard working employees may not stay with an organization due to disappointment, lack of motivation and lack of retention endeavors in the organization etc. For getting best output of employees, organizations should develop a policy of incentives so that employees are sustained and motivated. According to Expectant theory employees should be rewarded who always focused endeavors to work due to   a reward anticipated for the work done. In fact teachers' pay and salary is essentially significant motivational factor which shows the hierarchy of Maslow's needs theory. School managers should make sure that they try to motivate teachers by remuneration which is a motivational factor. The feeling of lack of reward and remuneration demotivates staff, affecting learner's performance. It has been researched that connection with bosses, equity, stability at job and economic compensations decrease retention issues and increases quality (Ambrosius, 2018).

A physical environment favorable for coaching and knowledge improves performance and motivates learners and teachers (Akpan, 2013). Numerous countries which are growing, have less encouraging work environment regarding teachers lowering their enthusiasm and promise towards teaching. Overcrowded classes also inhibit motivation and a positive teaching environment. Less supportive parents, community and lack of discipline in learners, results in demotivated teachers. There are examples where there is no facility like housing facility for teachers contributes as a demotivating issue.

It was found that the quality of school facilities forecast teacher retention and attrition. Teachers who are not happy and satisfied due to less quality of work situation start looking for employment at other schools where they get additional encouraging environment (Gatsinzi et

al., 2014). Class size should be reduced. There should be provision of adequate teaching materials and salaries sufficient enough to have a decent living including furniture etc for all students in class since this will help in improving working conditions (Salifu, 2013). This will attract and retain teachers of good academic excellence in the profession of education. The operational environment and its quality ensures the drive of leaving or staying in the teaching profession. Favorable work conditions may be provided for teachers to remain motivated and retained.

Various researches have reiterated that effective schools create environments that enable teachers to attain and take part in decisions, have reasonable independence to do their duties, find recognition and given respect with colleagues at work and provision of sufficient development   opportunities for advancement of staff (Gatsinzi et al., 2014). Resultantly this leads towards resourceful, determined and devoted teachers as their conduct and occupational performance is affected cause of motivational factors which are in alignment with professional needs (Nzulwa, 2014). It is important to develop professional development programs according to professional needs and teacher aspirations (Alam & Farid, 2011).

Other studies disclosed that teachers are likely to get motivated from training, growth opportunities and salary according to their skill and education, as they are not inspired and stays demotivated by student's behavior as well as less socio-economic condition of teachers (Alam & Farid, 2011). Henceforth, professional and compensation packages affects and retains good teachers who are greatly motivated (Nzulwa, 2014). Teachers' retention and less performance may be allocated   due to absence of professional independence and academics. Teachers' require academic challenge which can be associated to the Goal-Setting theory as clear-cut goals are required and helps in setting personal goals that confront intellectual capabilities of them. Common sense to be responsible and professionally committed enhances progress of learner.

Many theoretical frameworks are developed on motivation over the period of years which could be used to motivate and inspire teachers at schools. Similarly, Two-Factor theory described motivation as two factors known as motivators and demotivators. Next is Existence, Relatedness and Growth (ERG) theory which have reduced the five hierarchical levels of Hierarchy of Needs theory as existence needs, relatedness needs and growth needs. The next theory is Expectant theory which emphasized the level of labor in occupation, with the expectation of performance and rewards. The Equity theory is another motivational theory which sets equilibrium between the job and incentives given to workers or employees. The motivation theory of Goal-setting emphasizes that administrator and staff should set rational goals and stay motivated to attain them.

2.3 ERG Theory of Motivation

ERG theory was developed by Clayton Paul Alderfer, who was an American psychologist, and expert based on a study done in an industrial unit in Easton, Pennsylvania. He compressed Maslow's five needs into three major types i.e. Existence, Relatedness, and Growth and named it as ERG Theory of motivation.

Alderfer (1969) extended Maslow's fundamental needs and developed them into existence needs, relatedness needs, and growth needs. He proposed the ERG theory based on experiential study to clarify the connection between contentment of needs and desires. His hypothesis was supported by another empirical study. Alderfer (1969) criticized Herzberg's two- factor theory of motivation that laid stress on a range of needs than levels. Alderfer (1969) arranged in categories of needs into three types and named his theory as the ERG- theory. He arranged needs into three groups of fundamental needs as existence, relatedness, and growth. The existence needs are related to surviving. The relatedness needs emphasize on the significance of social and community associations. The growth needs are related to desires of

any person for individual's growth and development. Self-actualization was one of the part of this theory which is very important and crucial requirement as it displays potential of any individual to maximum level. A profession is not a single unit but comprises multifaceted inter-mixed activities with tasks, roles, duties, social dealings, encouragements, prizes etc. Thus a systematic figuration of job approach is required with regards to its essential elements.

The criticism on ERG theory is that it addresses a number of issues. Firstly, human motivation is individual. It is not necessary that a person can be satisfied by one need. Everyone has different requirements. Secondly, human behaviors also vary not only the needs.

ERG is a motivational theory related with consideration of factors contributing to specific human behavior. It believes in the basic factors causing an individual to work for fulfillment of needs. This understanding is valuable to commerce students and practitioners in search of understanding and improvement in performance in the workplace. ERG which is product of Maslow can clarify or forecast issues at place of work, affiliation patterns and individual advancement and growth preferences. The ERG Theory was established between 1961 and 1978, wherein the researcher analytically tested data. Alderfer explained in what way the experiential study that authenticated ERG was held at an Easton Pennsylvania factory and more over advanced afterwards with the creation of an additional   study in a bigger volume, with enhanced measurements and dimensions of study. The three needs of Alderfer i.e existence needs, relatedness needs, and growth needs are explained below.

2.4   Growth Needs

Growth needs include self-esteem and self-actualization. The prerequisite for confidence indicates to creation of useful and learned human. Every person strives to find out and seek information, to accomplish, to control, to be free and to feel gifted and skilled. Self-completion refers to self-achievements including accomplishing a person's objectives and nurturing the character. Growth needs are the highest considerable point. It varies from one individual to

another and extremely difficult to fulfill on regular basis. Needs harmonized in this category are important for self-completion. This stage comprise of the fourth and fifth levels of Maslow's hypothesis i.e. Self-esteem and self-actualization. The concept and practices related to grooming of human capital have expanded beyond the concept of mere training and development in the recent years. Organization have adapted to the changing paradigm by adopting a complete view which leverages learning at individual as well as company level in order to turn it into a competitive advantage. Rapidly changing administrative environment, coupled with advancement in technology has made it clear that learning is the only approach to deal with this change.

The common terms of knowledge economy and knowledge works which are used frequently these days have been understood and recognized. These new concepts have added new dimensions to the scope of human resource development. The educational organisations had a paradigm shift which has transitioned the human resource development by including training and development into every facet of an organization's structure and hierarchy. A company's competitive edge lies in the quality of human resource it holds. The only way to equip any institute now a days is only one, and that is the expertise to persist as this is the new age of competition which is focusing to groom its human resources more than anything.

Professional development is known as a major cause of job continuation in any organisation. Employees are conscious and find out opportunities to grow. Hiltrop (1999) linked professional development with organizational capacity to make workers stay in their positions. Individual skill development is a vital factor of retention. These advancements open and expands workers agreement to remain in same organization. A direct relationship between resignation from work and issues connected with professional improvement has been tracked down. Herman (2005) likewise noticed direct relationship between development opportunities and continuation of job. It has likewise distinguished that progress and openings for

development are a significant description of workers choice to leave or remain in an organization. He illustrated further by recognizing improvement plans and internal progression as components of professional development in career. Retention is high where constant learning is discouraged. It has been discovered that advancement emphatically impacts continuation or retention. In associations where the legitimate instruction and training is given to workers, degrees of consistency are high. Kroon and Freese (2013) tracked down that opportunities for growth can build commitment of employee to keep working with the organization.

2.5   Relatedness Needs

Relatedness needs incorporate feeling of wellbeing, security, having a place, and esteem. Thinking that all is well and respectable, incorporates common trust of individuals. Feeling of having a home refers to inhibition from a variety of discomforts, like depression, loneliness and detachment. The need for belongingness consists of affection given or accepted from others. The requirements for belongingness comprise of warmth given to other people or acknowledged from others. Feeling of regard just means regard from others, like popularity societal position, strength, importance and praise. Such type of need offers worth to the presence of individuals. Relatedness needs are related with more than one individual. Needs incorporated in this class are social and esteem needs. This need gathers the third and fourth levels of Maslow's hypothesis for example belongingness and self-esteem needs.

Presently employees long for adaptable plans for completion of work which let them to deal with their own private and professional life. The balance among individual and professional lives is expressed by the quantity of success, the individual is ready to make at the expense of different fragments of life. It was established that an occupation which gives opportunities to employee to look after his/her family and obligations of children, the worker continues to work there resulting in retention of trained individuals. A few people first focus

on the profession and later devote more opportunity to additional aspects of their life which was named the pattern of "downshifting". Osman (2013) set up that commitment towards emotional help to labour force entirely through balance between job and home activities decreases their intention to leave their place of employment. Eugene et al., (2017) referred to a straight connection between workers choice to proceed with a similar association and balance between work and personal life was observed. There is a strong need to build connection and association with colleagues at the workplace. Association with colleagues is by all accounts determinant factor of retention.

2.6   Existence Needs

Existence needs comprise of various kinds of safety, physiological and material requirements. Safety needs refer to fear, uneasiness, hazard, risk, stress and so forth Physiological requirements refer to a person's quest for satisfaction like unwinding, work out, rest. Material necessities refer to resources needed for a person's source of income, food and apparel. These necessities are basically physical and easy to verify. These incorporate lower level necessities like food, water, rest, cover and so on. It comprises of the two initial levels of Maslow's theory that is the physiological and the safety needs.

A conductive work atmosphere emerged as a crucial factor in employee retention. Bodjrenou (2016) collected evidence supporting the uplift of working climate which contributes towards worker retention. A climate which is helpful can be considered as a functional experience which is pleasant and assets are sufficiently given. There is a strong need to give value to human resource voices with a strong communication for engaging them for longer period of time by the supervisors or administration (Gomathy et al., 2022).

Deficiency of professional commitment, aspects related to system of school and workload are important reasons regarding teacher retention (Räsänen et al., 2020). Adaptability plays a vital part, primarily in the retention. If we talk about place of work as a great factor, it

ought to be fulfilling and attractive. It appears that contributing factors for good working environment are flexibility, a happy workplace and accessibility of resources.

2.7 Hierarchy of Needs
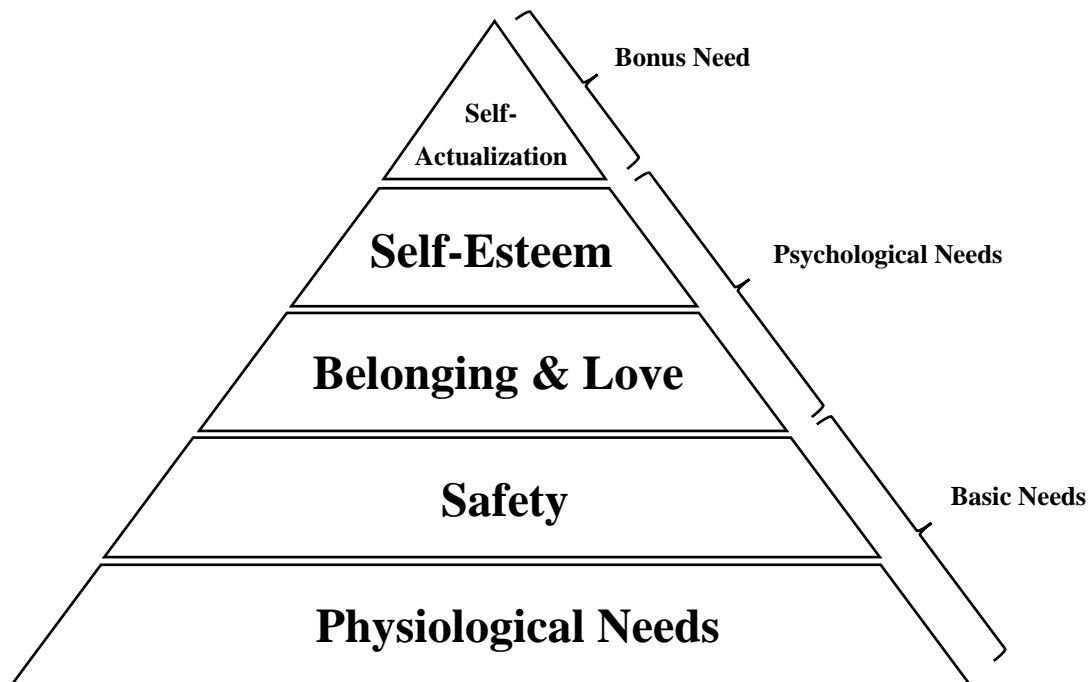
Figure: 2.1: Maslow's Hierarchy of Needs

Abraham Maslow an accredited and recognized theorist developed a theory of human motivation known as Hierarchy of Needs theory. The motivation theory was based on three assumptions in Maslow's theory. Maslow analyzed that a few human needs are more dominant and significant than others. Subsequently he divided human needs into five kinds stretching the most pressing needs towards most higher-level needs. According to Maslow's group of human needs consist of physiological needs, safety needs, social needs, esteem needs and self-actualization needs. The main point in Maslow's Hierarchy of Needs theory is about lowest level of needs that these must be met initially prior to meeting advanced needs.

Despite the appreciation of Maslow's Hierarchy of Needs theory, different researchers analyzed critically. Human beings are socially oriented in plan, nature and content, and this helps in determining their inclination and directions. The sample for universal application of a specific group may not represent needs due to the different social nature of people. Another

issue with the Maslow's hierarchy is that a member of staff is motivated to improve and go to the advanced level needs after satisfying a lower level need. Alderfer (1972) was not in agreement to Maslow's assumption of progression with satisfaction and conflicted that achievements of needs at the same time and needs which are not satisfied results frustration and regression, as a worker discovers satisfaction of a lower level need if the more elevated level need isn't accomplished. A secondary need in Maslow's theory could be a major need for some one. A feeling of welcome could be more important than food and shelter in different people. It is also noted that Maslow's classification of physiological and safety needs may not be applicable to contemporary institutions as these are covered through legislation.

2.8 Herzberg's Two Factor Theory

Two-factor theory gave a significant contribution towards school Heads about motivation factors of teachers with the help of differentiating between intrinsic and extrinsic factors. For example, teacher's motivation was low due to weak interpersonal relationships with pupils and fellow teachers, unhelpful leadership and unsuccessful school policies and administration. Consequently, the theory helped Heads of institutions about raising hygiene factors to serve employees to improve performance.

Similar to Maslow's Hierarchy of Needs theory, critics of Herzberg's Two-Factor theory claimed that pivotal point of Herzberg's Two Factor theory was employee satisfaction, instead of employee motivation and employee performance. It was criticized that the methodology used by Herzberg was too subjective (Malik & Naeem, 2013). It was also discussed that hygiene factor could be a motivators for a person if it is not for another one.

To differentiate between hygiene factors and motivators, hygiene factors are environmental factors, in the context of theory. On the other hand, motivators are factors in relation to the work done by the employees.

Motivators

Achievement
Recognition
The work itself
Responsibility
Advancement
Growth

Hygiene Factors

Company policies
Supervision
Relationships
Work Conditions
Remuneration
Salary
Security
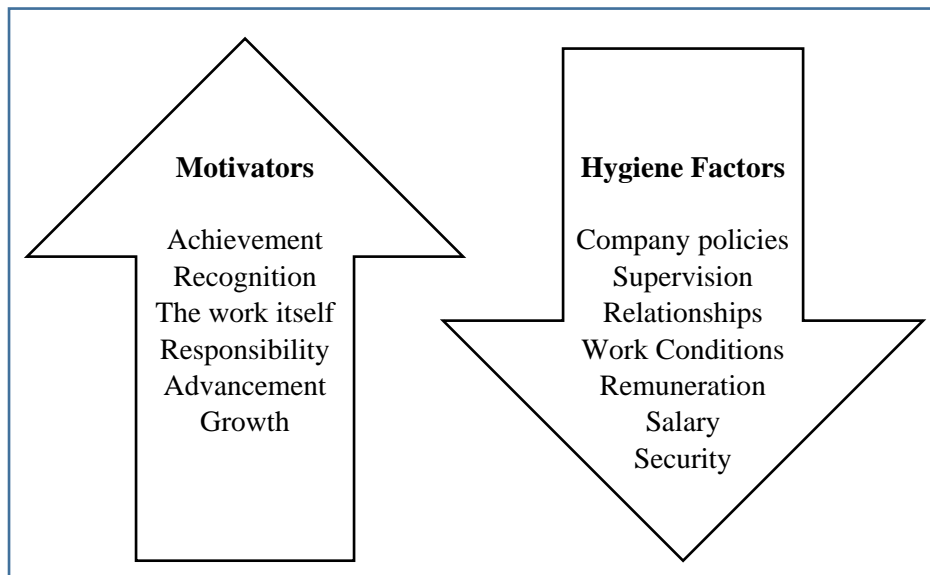
Figure: 2.2: Herzberg's Two Factor Theory

Human performance is affected by several types of motivation. Motivation is due to individual priorities for choosing a certain behavior. Motivation is dissimilar from needs as someone could have strong need of success and little fear of failure whereas others have a strong fear of failure but no need of success. Basic motives are physiological, biological, or primary. They are hunger, thirst, gender, sleep, body temperature, etc. Some secondary level motivation is power, achievement, and affiliation. Relationship plays a very intricate but critical role in human behavior.

Motivation factors are the aspects on job that can accomplish employees' needs for psychological growth. They are intrinsic to the work related to the job when there in a job situation, these essentials cause feelings of satisfaction in employees and their absence, causes negativity. Growth is also a motivation factor as changes in the situation according to the performance of an individual leads to satisfaction.

2.9   Factors Affecting Teacher Retention

Teacher retention is same as to workers retention in the corporate world. It is perhaps the most concern in education. By and large, 30% of educators leave their profession with in initial five years of teaching. As indicated by Ariely (2008) schools are being pressed hard to market norms instead of social practices by having state administered testing and carrying out performance-based salary. The United States of America spends more capital per child in contrast with other western countries. He is of the view that additional testing and additional pay won't help the educational quality in the U.S. Increase in pay will just assist for a short period. It won't further improve learning and school. Ariely (2008) recommended that educational policies that help in accepting practices in school are bound to work to improve quality of education. The standardized tests are not the only essential proportion of student learning. He proposed that schooling ought to be centered around the principles being instructed leading to achievement of social objectives like poverty eradication, access to basic rights, and successful achievement of innovative and scientific objectives. Such innovative and scientific objectives including technology might save our natural resources, investigation of space and achievement in medicinal purposes eg remedial measures for diabetes, weight gain, and tumors etc. Airely contended as it will lead to a bigger picture of education taking teachers, administrators, parents and students to a new height. Education policies are burning creativity in teaching by governing the school according to market norms. Teacher evaluations are leading to view students like raw materials in a production line instead of people with social abilities and capacities that ought to be formed and shaped. Mostly educators see their children the other way. Many educators need to teach life skills but time is very much calculated. Educators need to teach as to how students can upgrade their natural abilities, but standardized curriculum puts aside the desire to shape the students rather than a climate just like a factory is

created. Years of research have shown that teachers are one of the important factors in learning achievement of students. Teacher turnover is one of the issues as it is associated with learning achievement as well as monetary cost required in teacher attrition.

It is important to understand why teachers leave. There are various factors that influence teacher retention. Individual characteristics such as age, gender and qualification may shape teachers' decisions to leave a school. In school factors like working conditions, organizational characteristics and funds affect retention.

It was also found in studies that female teachers don't like to leave in comparison to male teachers as well as graduate teachers continue to work in contrast to teachers without graduate degrees. It has been found that continuity in teaching profession is related to teacher satisfaction. Moreover, specialized and qualified teachers are less likely to leave teaching than those teachers who entered through unusual and exceptional routes. It is not unexpected that extra incentives are required to keep teachers in school.

Intensifying teacher loads, declining requisite resources, working environment, and reduce status of teachers emerge as vital factors that creates disappointment, less commitment, low self-esteem and distract from the enjoyment of teaching. In recent period the soaring hopes placed on teachers are also captivating their morale. It seems that the paradox between the community expecting lofty outcomes from teachers while having a low status in a profession has a deep effect on the way teachers believe and feel about their work. Teachers have high morale and are more invested in their work when they are given power, have a voice and meaning and significance of their work in contributing towards a higher goal, and positive feedback and support from the community. Researchers have revealed that the school heads and administrators are very significant in developing teacher morale. They can develop and improve teacher morale provided if the conditions in the schools make the most positive interactions with students. This mostly predicts teacher morale and satisfaction as well as

opportunities for encouraging interaction with colleagues, as well as social interactions for example allowing professional autonomy by giving opportunities to make their own curriculum, teaching programmes and timelines for assessment to the level that is reasonable. A lot of reforms and initiatives have been done in different countries for attraction and recruitment of teachers in schools. There is a complete evidence that money encourages people to join teaching but this does not mean that they continue with this profession hence proving it a short term benefit. Abdi et al (2020). Empower them by including them in decision making about policies and practices. Teachers should involve teachers in leadership so that they can contribute to achieve higher goals in school. There should be a voice to recognize teachers and encourage them. Teacher morale can be lifted by extrinsic rewards such as increase in remuneration and opportunities for advancement. It has been observed that the workload of teaching staff influences their decision to continue or leave the school. In England, a study was conducted about retention factors in which it was found that that work load affects teacher retention the most (Abdi, 2020).

The time has changed and other jobs in the market are portrayed to be more lucrative as teachers can get more opportunities for successful career. Teachers wish for opportunities to develop and grow in leadership and management, team up with their colleagues, receive good compensation, but most significantly, teachers need to believe that they are valued. A current study on teachers who have left this career found that work-life balance and workload are main reasons for leaving teaching (Abdi, 2020).

Teachers who worked in an encouraging and supportive environment where they get a little independence to make decisions and probability to nurture professionally demonstrate a greater chance of retention. Remijan (2014) establishes that teachers who had a chance to practice personal or professional growth inside an organization leads to higher levels of intrinsic and extrinsic motivation. Community members, administrators, and teacher's training

programs involve in encouraging novice to improve his or her course design, communication with all stakeholders, and a safe place to articulate inevitable frustrations. Retention among more qualified and experienced teachers may progress through hybrid program, which allows them to teach part-time while managing managerial responsibilities or as a main mentor

Job satisfaction is an employee's personal and emotional reaction to work. It shows the level to which expectations and rewards are parallel, and is affected by various variables, including quality of environment in terms of physical level where they are working and cordial relationships with the manager including level of satisfaction and so on. To sum it up internal and external elements affect the satisfaction of teachers. Teachers were intrinsically motivated by their own teaching styles, their intelligence, and their overall approach about education. Motivated teachers give many benefits to the educational environment. When teachers are devoted, pleasant, happy, and dedicated all stakeholders gets benefit. This motivation can be internal or external, but mixtures of both can generate better outcomes.

A transparency and diversity should be encouraged as it keeps the morale and motivation high (Charan et al., 2022). The writing recommends that educators' energy to work in this battleground is destabilized by complex factors like student's absence of devotion, discipline issues, deficient instructor information and pressing factor over school strategies and not having support. With progressively great freedoms accessible outside throughout some stretch of time, the nature of the educating staff has crumbled throughout the time and is presently collection of a tiny measure of successful people. Turnover is especially a test in the earlier years where absence of help is the significant justification other than misery and trouble, which can constrain them to think outside alternatives solutions. The private sector makes an organizational culture where generally employees are happy by management as they train and hire competent individuals but again if they fail to retain their cost increases many fold (Ameen, 2018).

Instructor motivation and inspiration is influenced above everything by the vocation pathway and construction of compensation bundle set up. There are multiple types of pay structure: individual-based prizes that are there because of understudy accomplishment (and school-based execution remunerates which is because of the aggregate exertion of instructors. School-based honors make energy for bunch work and encourage cooperation among educators to achieve consolidated objectives. It is normal said that instructors don't get great compensation and compensation. This is exacerbated by late and clumsy installment, which forces greater misfortune. Educators can just accomplish their maximum capacity in the great working air. There is a wide agreement in the writing that strategies ought to plan to create the right association of remunerations and difficulties just as help for proficient development and amazing execution at undeniable levels. It is likewise important to change the school culture and start accepting support and tutoring program. It was found that instructors who initially work in staff field position schools and figure out how to teach are less expected to leave from the get-go in their professions. They likewise have a positive result of understudy accomplishment. Subsequently, an obliging workplace towards the beginning of an educator's profession can assume a critical part in further developing standards for dependability. Giving a consistent and rational educator preparing is a vital advance for fostering their abilities and great quality instructing. The pre-administration preparing isn't sufficient in agricultural nations. The in-administration preparing happens yet arrives at just a little part of educators and is excessively improvised to give an expansive and exhaustive learning. These trainings can be made really winning in case educators are made up for movement to the instructional hub just as true acknowledgment and confirmation for their interest. Additionally, manageability is one of the significant worries for a drawn-out informative program. In any case, the writing has not yet drawn a general investigation of assorted types of preparing and their individual expenses and long-haul manageability prospect.

Educator whittling down is higher among prepared instructors or among those subject experts who have higher appeal in the external market since they have better freedoms to change to a generously compensated business. This depletes the showing workforce of competent and splendid people and depressingly affects generally schooling quality. Numerous nations have, thus, embraced approaches to keep hold of instructors through agreements, pay raises or upgraded workplace. Notwithstanding it a few nations acquainted strategies with ensure that showing staff ought to improve convenience, added local area backing and directing.

Characteristics and Turnover of Teacher is anticipated by background and work experience. For instance, turnover is high among youth and more seasoned educators in contrast with moderately aged ones and in less experienced teachers in contrast with the experienced ones. Teachers' training experiences and road to teaching also predicts attrition behavior. Scientists additionally have related teacher quality measures to teacher attrition. Educators with strong education and background leave teaching more likely. However, educators who are more effective as projected by the grade of the students are less expected to leave teaching. The examinations connected with sex, race, or identity of educator show less instructor turnover reliably.The studies linked with gender, race, or ethnicity of teacher show less teacher turnover consistently (Allensworth et al., 2009).

Excellent teachers are required in all education systems but attracting and retaining them is a problem which is most challenging and not easy to manage around the globe. Numerous components are associated with teacher retention. These components are work fulfillment, pay, advancement, working climate, administration, connections and so forth. The current writing shows the explanation about individuals entering in jobs and significant variables affecting instructor maintenance. There is exceptionally less information accessible on the effect of inspiration on teacher's performance on regular routine. There is a significant sign that teachers

join because of inherent nature of the work, to make difference, to appreciate and upgrade young minds. In any case, instructors who were focused and committed faced difficulties inside and outside school which cause them to think if teaching is great to them. A lot of teachers enter to make a difference and to improve human conditions. The central point that impacts the choices concerning teaching is enrollment and retention of magnificent teachers drop into six major classes.

Professional acknowledgment is quite possibly the most huge and powerful incentive for better performance. Recognizing self-motivated, independent, and significantly useful individual energizes and helps the continuity and progress of employees which turns as a guide to follow. It is vital to comprehend that educator offer a significant and fundamental occupation for advancement of society. The status and value of teachers varies as per different age groups and levels taught by them. There is an absence of regard from various sectors having various stages of experience (Sara, 2015). The profession of educating others doesn't have high regard in comparison with other professions e.g. designing, medicine etc. Therefore, capable individuals are not attracted and leave when they get another job which is worth it. So less capable instructors join, which influences negatively.

The reward structure is a fundamental instrument that a head can use to direct employee inspiration as required. Prizes might be essential or supplementary. Primary rewards relate to physiological necessities like food, water, rest and the elimination of pain and secondary rewards are associated with social requirements like cash, acknowledgment and pride. We get extrinsic reward by outside sources like associates, managers, or the association and so forth. Monetary assistance is a type of extrinsic rewards, including compensation, rewards, benefits and impetuses and so on. Extrinsic rewards are related with the work and positive sentiments which people acquire by working.

Eminence and prestige can be described as the position which an individual holds in a group, an association or public. The term 'status' has three segments. They are professional prestige, status, and regard. The elements which impact retention of teaching staff are individual, peripheral, and occupational factors. The individual elements include socioeconomics, family, and professional choices. The external factors are cultural, monetary, and institutional. Job factors are qualification identified with work, work conditions, and responsibility (Billingsley, 2002). Recognition helps in connection with local area, and one feels that he is a part of that area and community. A significant factor in the retention could of teachers is the position and status in society (Tye & O'Brien, 2002).

Researchers have been done with the help of various perspectives for studying teacher performance. Performance of teachers stays a multifarious spectacle depending on multiple aspects. So, there is a need to study it with a multidimensional approach. The standard for being professional is skills and knowledge required to professionals for consideration as competent in the field. It was found that the quality of teaching is linked by students with their teaching quality and academic standards. It was established that age, number of children, subject of instructor, level of class, training level, insight and pay are the elements which influence teacher retention. In addition to it female teachers continue more likely than male teachers in teaching. It was analyzed that leaving or continuing teaching profession is emotional factor including compensation and benefits and cultural difference. Rewards, incentives, self-confidence, economic and financial status affects the performance of teachers, as stress of exam and teaching by choice affects very lesson the performance of teachers (Alam & Farid, 2011). Pay matters a great deal when goes to its effect on the choice to remain or leave the profession for female instructors. Apart from that graduation and showing experience are indispensable determinants of pay, causing a constructive outcome on teacher retention. It was argued about environment and conditions in school as it is vital like pay while taking retention decision. The

school management, students' attitude and duties apart from teaching influence new comers than experienced instructors as experienced educators are more intrigued for autonomy. The absence of resources in a school brings job dissatisfaction, leading to attrition.

Leadership affects performance and contentment of colleagues and attempts to expand inspiration in the work environment. It is duty of a leader to extend connections with the subordinates and builds trust and optimistic relationship, inspiration, confidence and great decisions (Hassan and Ahmed, 2011). The team leader plays a vital part in dissecting and adjusting group work and its levels in proportions i.e. efficiency, fulfillment, employee development and Success. Leaders encourage his coworkers and subordinates for change. Honesty and trust permit leaders to help employees without confidence of employee's weakens. An inspirational attitude is indispensable for a Head of organization. Teacher's morale is related with the approach and mind set of principal. Positivity in attitude changes negativity caused by experiences. Give a personal touch and make an effort to call teachers by name at least. Give respect to each teacher and appreciate his abilities as everyone is unique and can contribute. Friendly and supportive Head of institution creates supportive relationship with staff members for a favorable working environment. School Heads should realize about routine tasks that motivates and satisfies teachers on job. Head teacher should be calm and work professional as well as responsibly and develop personal relationships. A good leader persuades, motivates, and influences subordinates to attain common goals.

Educational Organizational culture turns out to be more significant as normal convictions, with a positive climate influence output of staff. A positive and well-disposed culture expands fulfillment and effectiveness of the work force in association. Positive and valuable workplace makes inspirational perspectives and diminishes feeling of anxiety of representatives. School atmosphere relates qualities, nature, and attitude of teachers the school culture is influenced by individuals' reasoning, professionalism and quality of work. School

culture is affected by teacher's perspectives, work and usefulness. Organizational climate is a strong area identified related to job satisfaction, professional responsibility and impression of nature of work-life by individuals. The environment at job increases feeling of competency and productivity in teacher's work-life aspect. In this way, educators who see the workspace are inclined to view teaching profession as a lifelong career. Negativity blocks creative minds and creativity and promotes pride and self-praise or may cause the dissatisfaction in individuals from teaching and look for employment beyond teaching profession.

As per contemporary educational theory, a major reason of inadequate performance of school is their inability of staff their classrooms adequately with qualified teachers. The contemporary theory also states that the main cause of these staffing problems arises from shortages of teachers, which in turn are mainly because of the high teacher turnover rate. This study attempts to understand the effects caused in a private secondary school in Pakistan due to teacher turnover experienced in these institutions. Various studies have found firstly, that recruiting and retaining teachers is a challenge for schools. Secondly, that turnover of teachers has a negative impact on the rapport between the school, parents of students, and the community. Thirdly, it directly impacts professional development of teachers and the worth of their teaching. Fourth, the turnover hinders teamwork within the school. Fifth, the continuity of curricula is disrupted. Finally, and most importantly it has an adverse impact on the general and academic development of students. Turnover is defined as "any departure beyond organizational boundaries". Turnover has been measured the most grave and far-reaching problem that many learning formations suffer everywhere in the world. It is developed by professional knowledge, abilities, core competencies, instructive assets and procedures as they are the genuine determinants of any system's success and working procedures. Information, skills and abilities of a profession happen when one feels compelling in one's conduct.

Professional competencies and abilities should be visible when one is taking on and working to achieve success.

Ingersoll, (2001) has explained further the instructors' turnover from an organizational perspective, while bearing in mind the movement of teachers. He documented that the turnover states differ based on the characteristics of individual teachers. For example, teachers might be more inclined to leave those schools where they face problems of administrative effectiveness, or deficiency of resources or where they lack a feeling of satisfaction. Such teachers might be leaving the teaching profession forever or they might instead be moving to an alternate education institution where their requirements are satisfied. In both scenarios, he termed the turnover to be a severe disaster on the part of the school's organization. A number of researchers have come to the conclusion that due to turnover of teachers, not only is the level of students' achievement lessened, but the entire organization of the school is also put into a state of disorder.

Ingersoll and Smith (2003) observed that the turnover of teachers can be distributed into two main categories: Attrition, and Migration. Attrition is related to a change in occupation while migration is associated with movement of a teacher from one school to another within, that profession. There has been listed three major drawbacks of high level of teacher turnover: a) It is not easy task to replace an outgoing teacher, b) There is a cost factor associated with recruitment of new teaching staff, c) The new teacher hired to replace the outgoing one will need to be trained. This is crucial.

Ingersoll (2004) states that greater attention needs to be given towards resolving turnover of teachers, that instead encouraging schools to increase their recruitment of new teachers. As per this suggestion, the turnover should be addressed by increasing the salary of teacher, giving importance and value to their views in making decisions and addressing or eradicating any problems associated with discipline of students. Private schools have options to fine tune their

strategies, by revision of salaries for experienced staff, giving formal encouragement to their efforts and giving them proper help in addressing any cases of student misbehavior – all with a direct impact on minimizing turnover of teachers.

Candle, J. (2010) states that to seek employment is in the nature of all human beings, provided that their needs are satisfied in such organization. As per these observation, humans' beings do not have loyalty to any organization, but they do associate with places where their needs are fulfilled and where they are able to lead a contented life. As per Wise, to transform the education and assist students in meeting the standards of high performance – those demanded by higher education and career-centric education, it is imperative that we change the culture of how to provide support to teachers. For such changes to be brought about there is a need to adopt new initiatives and implement new structures for attracting, developing, and retaining the best teaching talent. Such teachers will serve the students with the greatest needs. It is also imperative to have a system which ensures that all incoming teachers are given a comprehensive induction and that they are provided with access to collaborative learning within the school. Considering that pay, incentive, professional stability, and working conditions are the most important determinants of teacher's fulfillment and increased performance, the school owners ought to work to make policies accordingly. In this respect, equality in compensation and salary can ensure teachers are in quality with other areas and fields of economy. Teachers have low confidence and feel that they are not regarded by society in general, their economic wellbeing could be enhanced through a two-prong approach. One is by providing teachers with good professional training, fair working conditions and improved compensation. Secondly by sensitizing all main stakeholders for improvement of status and respect of profession of teaching and education in general. The concerned authorities should plan one salary structure for all type of officials, office holders and teachers to ensure that individuals in various foundations with equal qualifications, information, abilities, and

experience with similar work liabilities are set on the same scale to keep away from class difference and kill the perception of disparity and injustice which will lead to retention of teaching staff.

It has been observed the worth of complete teacher education courses. A teacher has the most important place in the spectrum of all educational activities. Teacher education should be with great expertise and care, and it is the teacher who influences the lives of people socially and economically as well as their personal lives. A teacher has a vital role in giving a positive shape to and honing the thoughts, beliefs, attitudes, manners, habits and most importantly the character of their students. Their roles are likened to that of a social engineer. One who is responsible for constructing a social order, the entire values and belief system? Through a teacher are transmitted all technical skills and intellectual traditions from one generation to the next. It is this teacher who keeps the torch of civilization. People who adopt the teaching profession join with the commitments, beliefs, values, personalities, and moral codes acquired from their schooling and upbringing. These factors impact their personalities as teachers and consequently what they can acquire and learn from their new profession vis a vis teacher education and teaching. A central task for teacher education is to help these candidates for teaching profession to examine their beliefs critically as well as their values, and how these relate to the teaching profession, learning activities and the subject matter. With the afore mentioned the teacher candidates can be helped to form a vision of what is good teaching and in turn to guide them and inspire them in their learning and in turn their professional work. Darling-Hammond (2006) further stated that education has become increasingly important for the success of nations as well as individuals. There is a rising body of evidence which shows the most critical factors contributing towards student learning is the abilities of teachers. This in turn has a direct impact on the success of nations in terms of advances in various important spheres such as economy, social and politics.

2.10 Employee retention and motivation

Motivation has a significant role in achieving success. It is the chief duty of the team leaders, to regularly influence and inspire their staff. In this globalized world retention is crucial to achieve goals and targets making it grow professionally in the field with a niche (Ameen, 2018). Exceptional performance must be valued and respected straightaway. The best performers must be given additional benefit and put in spotlight, which would make the employee feel that he is a crucial member for the company; hence, he matters. Simple appreciating words like 'Well done' and 'good' etc. also serve as highly motivating utterances for the employees. Employee retention pays back equally to the owner and employees. Maicibi (2003) shared those individuals have needs and might work for the organization to meet those desires. A need is a deficiency of something required. This deficiency asks you to move in satisfaction of that thing. Employees' most deep persuasions are typically the most grounded inspirational rudiments. They display common characteristics like acknowledgment, integrity, interest, wanting to advance etc. If their requirements are fulfilled, organizational staff remains steady in their organization.

Research has shown that commendation increments birth inspiration, so does positive criticism and feedback. It has been established by Jadon & Upadhyay (2018) that employees continue to work in places where they feel pride and work with full potential there. Prizes, learning, development, and adjustment of work life motivates them to stay. However, it should be generally done with some moderate approach. There is a high possibility that a separate individual will lose his motivation if you overstate any of these. Balance is essential. So being an administrator, it is important to be deliberate in your input and praise. Ensure that your representatives are able to comprehend your expectations from them. External inspiration implies that a single person's inspiration is stimulated by outside factors like rewards and acknowledgment. Motivation of external things can work certain individuals to finish the

assignments given to them if they are never motivated from inside. Research says external prizes can sometimes progress the readiness in an individual. Rewards like monetary benefits, scholarships, etc can spur people to give considerable input. In any case, you ought to be careful with such prizes as well. Excess of anything can be unsafe and being the boss, you out to know how far you will propel the workers to attain the commanding aims.

Inspiration plays an important element in a person's existence, whether it is tied to working on ourselves or our institute or not. Motivated workers don't need advice by what means they need to complete things; they are determine, and are concerned to take up extra liabilities, are creative and firm workers. Motivated employees try to bring in a constructive air in the institute. Their fellow workers are happy and have a good safe environment at work. They guarantee that the clients are glad. They usually achieve preferred results above their associates too. Motivation is an important variable that guarantees workers stay-at-work environment and enables them to add their very best to their institution. Besides, a great degree of inspiration brings about a lesser level of employee turnover. Show your workers that you support them, and encourage them by motivating them in different ways like personally thank them for working really hard verbally and ensuing a written acknowledgement from time to time as well. Make sure to meet them and pay attention to them. Give them as much time as they need and discuss everything with them in detail, so they feel heard and respected.

Motivated workers are directly correlating with to an organization's success. Innovation is immaterial, difficult to estimate and astonishingly hard to regulate, though very simple to engage if done correctly. Everything really moves around expectations, influence, and determination. To retain teachers, a mechanism should be made that ensures that the demands of teachers, whether new or old should be met by the school. For example, immediate payment helps teachers meet their basic needs. A few factors that affect teacher retention are student behavioral issues, work load and extra assignments, poor peer relations including supervisory

staff, high expenses required for family and professional growth etc. It has been suggested by Gomathy (2022) that forte and area of interest of employees must be considered while assigning roles in the organization. Disputes at the workplace which last longer stimulate workers to switch to other organizations. A school as an organization must divide labor and duties of all staff.

Teaching is an honorable profession which accompanies with a lot of liability and obligation towards students. Instructors don't just educate and confer information but also intellectually move and inspire them forever and enable them to make significant strides throughout their everyday lives. They continue to attempt to support the certainty of students and direct them the correct way. There were numerous educators who committed for their entire life in engaging their students and making them a superior and effective person in their life.

Professionalism is referred to people indicating outstanding expertise, skillfulness and comprehension but also continuously conducting themselves with elevated standards and values. It has been established that right man for the right job is the essence of employee retention (Gomathy et al., 2022). This profession requires the maximum rank of proficiency related to knowledge, skills, mind-set and performance to deliver better results. Professional approach of teachers mainly depends on one's own uniqueness and ability. It appears greatly interconnected, as teaching profession requires specific demonstration of one's mental power, wish to excel, extensive professionalism, in-service development for a good quality teacher.

The idea of motivation was explained by a variety of intellectuals. Inspiration and motivation are usually referred as behavior which is related to the behavior of employees at the place of work (Legotlo, 2014). Motivation is defined as a reason effecting employees' primary and continuous commitment related to work. Therefore, drive and enthusiasm are the basics powers to having best possible output of employees. Räsänen et al., (2020) mentioned that emotional exhaustion, administrative workload like meetings etc. and economic issues

influence retirement of teachers. Salifu and Agbenyega (2013) emphasized that the initiative and drive refer to having a concrete as well as a substantial work situation, and having potential for directing teachers towards desirable behavior regarding excellent quality and expertise. Quality teaching is the growing focus of education system around the world. Due to non-availability of teacher motivation, deficiency of teachers in schools occur and deteriorates functioning. One of the approaches for retaining teachers can be professional development and support at early stage in the profession Abdi et al (2020). Digitalisation has reshaped us and the work which impacted the retention of trained and talented manpower. It is extremely important to make workplace, a source of inspiration and motivation with happiness among employees (Konwar, 2018).

Educating people is a profession that requires an exceptional sort of individuals who are worried about others and genuinely wants to connect with his students and some way or another leave them better than they were. The most extravagant compensation for an educator is to observe development and improvement in his pupils.

Since teaching can be extremely challenging and nerve burdening, one ought to painstakingly see his personal inclinations, capacities, and objectives prior to choosing a job in school. Assuming he views himself as firm and keen about keeping up to date about latest information and appropriate for research about hidden facts proves to be a better one in this noble profession. There is a common belief is that employees with higher level of satisfaction from their jobs will not leave their organizations. One of the prerequisites for creating an appropriate atmosphere in an institution is providing the right rewards and training. These contribute towards forming a performance evaluation system. A study of academics in Malaysia found that there was a positive effect of personal job-fit and the support provided by the organization on the career success of individuals (Sulaiman et al., 2015). Some of the reasons of employees choosing to stay are acknowledgement, obligation, achievement,

development, and work motivation. These have a strong and positive relationship with increase in productivity and creativity. There is a lot of empirical evidence complied from private universities in Bangladesh that summarizes that working conditions determine how much job satisfaction an employee feels in the academic's profession. With respect to teaching staff, the following factors can be considered as job stressors and should be taken into account: a) lack or absence of office facilities, excessive and unnecessary official paperwork b) lack of professional career development opportunities. Any improvement in training should look for the interest of teachers thus private schools and their management may allocate some portion of the funds and utilize to work on the motivation and quality of work and output to ensure that they stay to put strong efforts. Teachers are concerned with transport issues and medical stipend which needs to be increased since they are basic variables for retention. Enrollment, internal postings, moves and promotions should be based on performance and not seniority. The absence of a proper system of measuring performance and achievement can cause less motivation among staff. Hence a proper system of performance measurement needs to be created for effective employee retention in schools.

Human relationship has valuable, important, and positive effect on empowerment of staff, their commitment to their profession as well as their institution, and creating and promoting communities of teaching and learning in higher education institutions. Other aspect which activates job satisfaction among teaching workforce are opportunities for training and development (Baig, 2015). Monetary advantages are a boosts influencing capacities, limits, uplifting outlook and lead of laborers (Rahmawati, 2018). Apart from that trainings and progression strategies like hands on training, position, educating & mentoring. Hands on training further creates work efficiency, makes interest in work, gives satisfaction, and supports the obligation towards the affiliation heading to employee retention. Training and Mentoring is one of the fruitful getting ready and progression procedure. This strategy establishes

coordination. This will accelerate in development of affiliation. Besides specialist improvement practices has a basic and constructive outcome regarding motivation and dedication in employees towards profession and organization.

The 1970s and 1980s saw an emergence of the awareness of employee retention with regularity. The main reason is that it was in this period when maximum people joined organizations and remained with them for extended durations sometimes for the entire duration of their working lives. With the changing economic environment and job culture job mobility and voluntary job switching saw a dramatic increase. Consequently, bosses found themselves faced with a new issue of staff turnover. This in turn saw the development of management tools called employee retention.

The aim objectives of an organization's retention policies should be the identification of committed employees and their retention for as long as it is equally lucrative for both parties i.e., the employee and the organization. Its main focus is on the study of various factors like teachers' demographics, characteristics of institutions and government policies and their impact on whether a teacher stays in a school, decides to shift to some other one or put down the career entirely prior to retirement. As per Musaazi (2005), retention plan for teachers should be centered on exploration of questions like why people choose to work, why do they quit their organization, and why they select alternate employers. He further states that any retention plan should cater all those areas in which dissatisfaction or lack of commitment arises. These may include inequitable pay, unfair pays systems or uncompetitive pay scheme. He further stressed that in today's competitive employment market retention is of utmost importance to an organization if it intends to employ and retain the talent staff as per their requirements. High staff turnover has a direct and major cost implication for organizations. For this reason, the area of staff retention is what is required by employers. Addressing retention of employees requires a multipronged approach by employers for effective management through strategic

initiatives like work environment, self-development, career opportunities and remuneration. Factors like performance management, work-family balance and flexible work timings are also areas which provide a direct and substantial impact on employee retention.

As verified by most researchers, the top consideration for most workers is and has been their job security. Teachers want assurance that their job and associated income will be sustained till they retire. It is interesting to note that once a teacher passes his or her probation period, the factor of job security recedes in terms of importance as compared to other factors. It has been found that teachers are more contented with those jobs which provide good protection and job contentment and had a direct bearing on teacher commitment and their performance. Chipunza et al., (2009) have reported that for working in government owned secondary schools has more meaning for teachers – as compared to private schools. The main reason for this is the high assurance of a permanent job and subsequent pension after retirement.

There are factors that are affecting employee retention. In quite a few studies incentive is what that organization presents to the workforce in reply to performance and useful contributions and at the similar moment the wishes of workforce (Agarwal, 1998) .There are a range of rewards in an organization like cash bonuses, appreciation awards etc. which has long lasting impacts. Earning is considered achievement of hard work and skills in a job (Shoaib et al., 2009). Reward system aspires to continue employment. A good compensation put forward the monetary needs. Knowledge workers take part significantly in the organizations; therefore they are given compensation packages as a substitution of loyalty. Retention is influenced by rewards and has satisfactory impact. Successful compensation strategies, offers enhance the ability to attract and retain employees. Compensation and benefits are the mainly renowned factors for retention. Enormously competitive salaries support the employee commitment and resultantly attract and hold greater staff. Employees stay in an organization if it serves their self-interest.

Developmental strategies developed for the motivation of employees is the rising concern among the managers of human resource (Shoaib et al., 2009). Employees distinguish skill advancement opportunities and professional development as major attraction. Hall (2002) clarify about developmental opportunities and emphasizes that these are crucial for organization and individuals. To maintain competition with other organizations, talented employees are needed who have career and competence development opportunities (Shoaib et al., 2009). It was debated in research that information, skills and the abilities are enhanced by career-related functions, leading to improved retention of quality workers (Ameen, 2018) establishes that in order to minimize or stop losses employers must train and develop employees with efficient programmes and use latest technology. They should recognizes possible reasons to workers quitting the company and understand ways and means to pull on and continue with them. Some projects may be introduced for retention. Promotion brings an optimistic change in work force. If we want to continue existing jobs, career growth and learning, are the main points. A supportive manager gives opportunities to learn challenges, and growth related to abilities and dreams, affirmed that developmental opportunities controlled strictly keep employees separate from their bosses. In current researches it has been found that workers have a less tendency to leave only if they sense that they are gaining knowledge and on the rise upwards.

Proficiency in skills and its development is important attraction. Development is key motive behind employee resignation, if any institute\ion do not identify the desires and aspirations to nurture. One of the main reasons for staying in job is career growth and skill development. A good manager gives opportunities for learning and growth. A true supervisor supports employees to develop their skills and stay well versed with latest developments in their area of specialization. A professional growth prospect is joint advantage as it offers noteworthy results in favor of both i.e., employee and employer (Hall, 1996). Many researchers

have revealed that employees are less prone to giving up job, if they experience learning and professional growth. However, career development opportunities affect employee retention in a positive manner.

Evaluation of a teacher's performance is a course of assessing worker's output regarding allocated work with additional professional improvement. It is the correspondence between the employee and the executives. A portion of the key parts of performance evaluation are correspondence, objective setting, performance evaluation, and intermittent audit. Feedback from worker helps in changing the conduct and improves the drive to perform and retention. Similarly, it spurs the worker to enthusiastically take part in the evaluation process leading to a positive result of retention of staff. The goal setting process gives clarity of mind to employees and stay with the organization if it is meaningful and full of challenges. This inspires workers to complete work according to objectives and complete in time. Likewise, job assessment contributed to employee retention as it gives the certainty to workers that the management is committed about them. In this way the organization distinguishes the lack of capacity, and progress considering strategies and guidelines to improve employee retention.

Award and remuneration are the types of advantages and monetary returns that an employee gets, but with the arising economy and the current work environment the prizes and acknowledgments take in various structures. These incorporate rewards based on workers acknowledgment, non-money related motivators, outward rewards, and intrinsic rewards. Compensation based on performance further develops, persuades and engages employee causing retention.

In employee recognition process, employees are praised which is a vital as workers look for the need to be esteemed and regarded. This interaction expands individual efficiency, dedication, retention and high employee fulfillment and satisfaction. Non-money related motivations attract, motivate, and hold human asset in the association who are capable enough.

Extraneous prizes expand the degree of worker performance and brings in a solid component of satisfaction for inspiration and motivation of workers (Saeed et al., 2013).

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Introduction

Through this study, the impact of growth, relatedness and existence needs on teachers' retention in private schools at secondary level was analyzed. Research on the aforementioned variables was descriptive in nature, with the objective of describing the relationship and gender base difference of impact of these variables on teacher's retention.

3.2 Research Design

The study's Research design is descriptive in nature and approach was quantitative in nature. The study was carried out by survey method. Data was analyzed on SPSS software. The researcher delivered both questionnaires physically by visiting the schools to gather data. This dissertation systematically measured variables of ERG theory by Alderfer and teacher retention. The data was gathered by survey method from teachers of private schools in Barakahu sector, Islamabad. The questionnaires used as tools had different items based on Growth, relatedness and existence needs as well as Teacher retention. The respondents replied on five point Likert scale. The findings and conclusion were based on the results analyzed through data gathered.

3.3 Population

The population of this study were 490 teachers in secondary level private schools of Barakahu sector, Islamabad Capital Territory. Both male & female teaching staffs, were selected as the population of this study.

Table 3.1

Population of the Study

	Name of Institution	Number of Teachers
1	The Spectrum School & College	22
2	The Educators	25
3	Al Buraq School System	30
4	AVON International Education System	22
5	Pearl Chanab School & College	40
6	Commodore`s Learning Foundation	12
7	Sana Green land Public School	15
8	Wisdom School of Islam and Sciences	11
9	All City Leadership School & College	19
10	The Spirit School	14
11	Pakistan Askari School & College	16
12	Fauji Foundation Model School	17
13	Usman Model School	15
14	The Citizen Foundation Secondary School (TCF)	20
15	Tree of Life School	20
16	The Milestones International School	20
17	Regional Model School	15
18	Federal Capital Model Secondary School	17
19	The Falcon School	12
20	National Public Secondary School	21
21	The Guardian School	16
22	Allama Iqbal Model School	40
23	Sir Syed Education System	11
24	Al Farabi Islamic School	12
25	Creative Mind School	14
26	Hira Public School	14
	Total	**490**

As per data obtained from PIERA, the total number of teachers working in registered secondary-level private sector institutions in Bhara Kahu sector of ICT was 490.

3.4 Sampling Technique

A list of secondary-level private schools operational in ICT was obtained from PIERA (Private Institutions Education Regulatory Authority) and Bhara Kahu sector was shortlisted for data collection. Census sampling technique was used. The researcher tried to distribute maximum questionnaires in schools. Detail of received responses has been given in the table 3.2.

3.4.1 Sample Size

The population of teachers working in sample schools situated in Bhara Kahu sector of ICT were 490 according to data received from PIERA. Sufficient margin was kept in the quantity of questionnaires to cater for non-responses and invalid responses. The number of teachers were 490. However, the researcher received responses from 359 respondents only.

Table 3.2

Sample of the Study

Group	N (population)	n (Desired Sample)	n (Return Rate)
Male Teachers	237 / 490	237 / 237	171 / 237
		100%	72%
Female Teachers	253 / 490	253 / 253	188 / 253
		100%	74%

Table 3.3

Responses Collected from the Sample

	Name of Institution	Number of Teachers	Responses Received	Fraction
1	The Spectrum School & College	22	16	68%
2	The Educators	25	19	76%
3	Al Buraq School System	30	26	74%
4	AVON International Education System	22	14	68%
5	Pearl Chanab School & College	40	32	80%
6	Commodore`s Learning Foundation	12	10	83%
7	Sana Green land Public School	15	11	73%
8	Wisdom School of Islam and Sciences	11	8	82%
9	All City Leadership School & College	19	13	68%
10	The Spirit School	14	5	56%
11	Pakistan Askari School & College	16	12	75%
12	Fauji Foundation Model School	17	14	82%
13	Usman Model School	15	12	80%
14	The Citizen Foundation Secondary School (TCF)	20	15	75%
15	Tree of Life School	20	16	80%
16	The Milestones International School	20	15	75%
17	Regional Model School	15	12	80%
18	Federal Capital Model Secondary School	17	15	88%
19	The Falcon School	12	11	92%
20	National Public Secondary School	21	13	62%
21	The Guardian School	16	8	50%
22	Allama Iqbal Model School	40	26	65%
23	Sir Syed Education System	11	8	73%
24	Al Farabi Islamic School	12	9	75%
25	Creative Mind School	14	10	71%
26	Hira Public School	14	9	64%
	Total	**490**	**359**	**73%**

3.5 Verification of tool

The questionnaire drafted was put through proper validity, reliability and pilot testing for validation. Primary data was used for this research. The primary data was collected using two questionnaires adapted from (Naseer, 2014). Owing to the sample size required for the correlation study and the quantitative nature of this research, the questionnaires offered the best means for collecting the required data. The first questionnaire covering teacher needs assessment had four sections. The first was about demographics pertaining to gender, age and experience. The second section of the questionnaire covered 3 independent variables which were further divided into sections; Growth Needs, Relatedness Needs, Existence Needs. The second questionnaire covered variable of teacher retention having 7 items. This questionnaire was also closed-ended based on five likert scale. There were 7 items in it.

The tools were on 5 point Likert scale which is as follows;

1. Strongly Agree

2. Agree

3. Neutral

4. Disagree

5. Strongly Disagree

There were 24 items developed considering the variables in first questionnaire and 7 items in second questionnaire measuring teacher retention.

3.5.1 Instrumentation

The first tool was divided into two parts: Part 1 and Part 2. Part 1 covered general information about the respondent and the context of his / her job. Part 2 was further sub-divided into three parts which covered the independent variables (Growth, Relatedness and Existence). The second tool covered the dependent variable of Teacher Retention. The second questionnaire was also made on 5 Likert scale. Attitude of respondents towards various aspects of the job was measured through multiple choice questions employing a 5 point Likert scale. The Likert Scale was chosen as it can help in indicating the intensity of the respondent's attitudes towards the different variables. Having variation in ranges from 'Strongly Agree' to 'Strongly Disagree', the Likert scale allows the respondents sufficient room to gauge their response and as a result we can make a fine distinction between their attitudes at the time of data analysis. The structure of the questionnaires was made such that respondents would fill out their general / demographic information first and then move on to the questions which brought out deeper aspects of their commitment and loyalty towards their job.

Table 3.4

Summary of teacher Needs Assessment Tool

Sr. No	Sections	No. of Items	Coding Range
1.	Growth Needs	8	G1-G8
2.	Relatedness Needs	7	R1-R7
3.	Existence Needs	7	E1-E7

Teacher need Assessment Tool consist of variables of growth needs, relatedness needs and existence needs. The number of items finalized after piloting (N-40) was 8 related to Growth needs and 7 items covering Relatedness Needs and Existence Needs. Teacher Retention Assessment tool also had 7 items after piloting.

Table 3.5

Summary of Teacher Retention Tool

Sr. No	Sections	No. of Items	Coding Range
1	Teacher Retention	7	TR1-TR7

The number of items related to teacher retention were 7 in number. Piloted final questionnaire is given as Appendix A.

3.5.2 Piloting of Tool

The items included in the questionnaires were adapted. The validity of the questionnaire was checked by professors and educationist. Apart from that a reliability study of proposed questionnaires was carried out. A total of 40 respondents were included in the pilot study of the questionnaires. The questionnaires were posted online using Google Forms in order to facilitate quick gathering of responses and Covid-19. Results were downloaded in raw form and then coded into SPSS.

3.5.3 Tool Reliability

Reliability analysis of the items was carried out using Cronbach's Alpha. The items of Teacher needs Assessment questionnaire was grouped into 3 independent variables (Growth, Relatedness, Existence) The second tool covered dependent variable (Teacher Retention). Items related to each variable were used for calculating their Cronbach's Alpha. Cronbach's Alpha's accepted value is 0.7; but, values above 0.6 are also acceptable (Taber, 2018).

Table 3.6

Reliability of Teacher Needs Assessment Tool

Sr No	Variables	Total items	Reliability
1.	Growth Needs	8	.741
2.	Relatedness Needs	7	.721
3.	Existence Needs	7	.865

Table 3.7

Reliability of Teacher retention tool

Sr No	Variables	Total items	Reliability
1.	Teacher Retention	7	.828

Detailed statistics related to correlation and Cronbach's Alpha for all items are reproduced above. The reliability of items in the questionnaire has been checked. The Cronbach Alpha of all items was between 0.655 to 0.828. The items were adapted from existing research. However, the reliability was checked again to avoid any loopholes.

Initially 8 items were included against the variable Relatedness Needs. The Cronbach's Alpha for the 8th items was below the threshold of 0.7. Further analysis was done by referring to the Item-Total Statistics. The value of Cronbach's Alpha for Relatedness Needs was increased to 0.721 by excluding item R8. Hence item R8 was dropped. The value of Cronbach's Alpha for Relatedness needs increased to 0.721. For the variable Existence needs, the value of Cronbach's Alpha for its 7 items came out to 0.865, which was above the acceptable limit. Finally, running the analysis of the 7 items of the dependent variable Teacher Retention gave a Cronbach's Alpha of 0.828. This again was acceptable so all 7 items used for this variable were retained in

the questionnaire. Overall, the values for Cronbach's Alpha of all items related to 3 variables was found to be higher than 0.7. For the variable Relatedness, one item (R8) had to be deleted to bring Cronbach's Alpha value to 0.721. So in total growth has 8 items. Relatedness, existence and teacher retention has 7 reliable items.

3.5.4 Item Total Correlation Analysis

Correlation analysis for the total items was carried out as pilot testing was done. The correlation for only one item was found to be negative which was excluded from the tool.

Table 3.8

Item Total Correlation Analysis of Tool

Sr	Code of Items	Correlation
1	G1	.538
2	G2	.513
3	G3	.468
4	G4	.537
5	G5	.705
6	G6	.321
7	G7	.433
8	G8	.430
9	R1	.431
10	R2	.325
11	R3	.359
12	R4	.556
13	R5	.446
14	R6	.451
15	R7	.581
16	R8	-0.28

17	E1	.632
18	E2	.539
19	E3	.503
20	E4	.599
21	E5	.454
22	E6	.706
23	E7	.720
24	TR1	.772
25	TR2	.651
26	TR3	.343
27	TR4	.653
28	TR5	.593
29	TR6	.575
30	TR7	.477

The correlation of item regarding Relatedness needs (R8) was showing negative result so it was deleted. All others items had strong correlation(N40) after piloting the data.

3.5.5 Inter section Correlation of Teacher Needs Assessment Tool

Table 3.9

Inter section correlation of Teacher Needs Assessment

	Growth Needs	Relatedness Needs	Existence Needs
Growth Needs	1.000		
Relatedness Needs	.704	1.000	
Existence Needs	.751	.850	1.000

This table indicates a strong correlation between the three sections highlighting teacher needs in the tool.

3.6 Research Ethics

This research is a product of highly ethical research processes. The data was reported with honesty and not fabricated. All researches quoted directly or indirectly have been added in the references. Formal permission for adaption of tool and data collection was taken. The respondents data was not used for any other purpose except this research.

3.7 Delimitations of research study

Due to the limitations of time, finances and resources, the researcher delimited this research which is as follows;

1. The study was delimited to secondary level private schools of Barakahu sector, Islamabad registered with Private Educational Institutions Regulatory Authority (PIERA).

2. The present study was delimited to low fee secondary schools of Bhara Kahu sector in Islamabad.

3. The study was delimited to ERG theory by Alderfer. The teacher retention was measured through variables which were Growth needs, Relatedness needs and Existence needs.

CHAPTER 4
ANALYSIS AND INTERPRETATION OF DATA

The researcher planned the analysis of the objectives and hypotheses in order to reach a conclusion. Data collected through survey (or any other means) requires interpretation for it to give intelligible information. It is a process by which logical meaning is assigned to the collected information and then logical conclusion is formed, which further helps in showing the significance of various factors and highlight the implications of the findings. The analysis & interpretation of any study has plenty of significance. This chapter is based on section- wise analysis of data. There are seven sections:

Section I is related with displaying Demographic Data regarding Respondents.

Section II is related to objective no. 1 of the study: To assess the role of motivation with reference to "Growth Need Fulfillment" in retention of private secondary school teachers.

Section III is related to objective no. 2 of the study: To appraise the role of motivation with reference to "Relatedness Need Fulfillment" in retention of private secondary school teachers.

Section IV is related to objective no. 3 of the study: To evaluate the role of motivation with reference to "Existence Need Fulfillment" in retention of private secondary school teachers.

Section V is related to objective no. 4 of the study: To assess the gender based difference in motivation with reference to Growth Needs Fulfillment in private secondary school teachers.

Section VI is related to objective no. 5 of the study: To assess the gender based difference in motivation with reference to Relatedness Needs Fulfillment in private secondary school teachers.

Section VII is related to objective no. 6 of the study: To assess the gender based difference in motivation with reference to Existence Needs Fulfillment in private secondary school teachers.

This study is based on six objectives. The first three objectives focused on analyzing the role of motivation in private schools of Islamabad hence correlation is applied accordingly, covering the three variables; Growth Needs, Relatedness Needs and Existence Needs. The next three objectives looked at assessing the gender-based difference in teacher retention keeping in view the three variables; Growth Needs, Relatedness Needs and Existence Needs.

Table 4.1

Hypotheses and relevant Statistical Applications

Sr. #		Hypotheses	Statistical Tests
1	Ho1	There is no significant relationship of the role of motivation with reference to "Growth Need Fulfillment" in retention of private secondary school teachers.	Correlation
2	Ho2	There is no significant relationship of the role of motivation with reference to "Relatedness Need Fulfillment" in retention of private secondary school teachers.	correlation
3	Ho3	There is no significant relationship of the role of motivation with reference to "Existence Need Fulfillment" in retention of private secondary school teachers.	correlation
4	Ho4	There is no significant gender-based difference in teacher retention due to Growth Needs Fulfillment in private secondary school teachers.	t-test
5	Ho5	There is no significant gender-based difference in teacher retention due to Relatedness Needs Fulfillment in private secondary school teachers.	t-test
6	Ho6	There is no significant gender-based difference in teacher retention due to Existence Needs Fulfillment in private secondary school teachers.	t-test

Section I: Demographics

This section covers demographic data from the respondents. Following information was acquired; Gender, Age and Experience.

Table 4.2

Gender of respondent teachers

		N	Percentage
Gender	Male	171	47.6%
	Female	188	52.4%
	Total	359	100.0%

Of the total 359 respondents, 47.6%(n=171) were males. A total of 52.4% (n= 188) were female respondents who participated in the survey. The number of male & female respondents was roughly the same, with the number of females being greater than male respondents.

Table 4.3

Age of respondent teachers

	N	Percentage
21– 25yrs	74	20.6%
26–30yrs	63	17.5 %
31–35yrs	69	19.2%
More than 35 yrs	153	42.6%
Total	359	100.0%

Respondents were of different ages. 74 respondents were of age 21-25. 63 respondents were between ages 26-30 yrs. 69 respondents were between the ages of 31-35 yrs. The remaining 153 of the 359 respondents were more than 35 years of age. As can be seen, the category with more than 35 years of age has the highest number of respondents – almost double the youngest age bracket. The second highest category is the youngest age group. Teachers aged 26 years to 35 years have almost equal number of respondents.

Table 4.4

Experience of respondent teacher

	N	Percentage
1−5 yrs	62	17.3%
6−10 yrs	69	19.2%
11−15 yrs	79	22.0%
More than 15 yrs	149	41.5%
Total	359	100.0%

The respondents were private school teachers. Those of 1-5 yrs of experience were 17.3% (n=62) in number. Those of 6-10 years of experience were 69. Those of 11-15 years of experience were 79. Teachers/ Respondents having more than 15 years of experience were 149. Majority of the respondents fell into the last category. The highest experienced bracket (more than 15 years) has the highest number of respondents, whereas the least experienced teachers have the lowest strength.

Table 4.5

Item total correlation (tool A & B)

Sr No	Item code	Correlation	Sr No	Item code	Correlation
1	G1	.719	16	E1	.629
2	G2	.876	17	E2	.629
3	G3	.703	18	E3	.843
4	G4	.782	19	E4	.636
5	G5	.748	20	E5	.840
6	G6	.839	21	E6	.628
7	G7	.706	22	E7	.738
8	G8	.800	23	TR1	.708
9	R1	.754	24	TR2	.850
10	R2	.894	25	TR3	.873
11	R3	.688	26	TR4	.834
12	R4	.843	27	TR5	.844
13	R5	.835	28	TR6	.803
14	R6	.854	29	TR7	.807
15	R7	.868			

In the above table the values of Cronbach alpha of all items included in two scales were greater than 0.7(N=359)

Table 4.6

Inter-section Correlation of Teacher Need Assessment tool

	Growth	Relatedness	Existence
Growth	1.000		
Relatedness	.704	1.000	
Existence	.751	.850	1.000

The intersection correlation results have shown linear relationship between items based on variables assessed in this research (N=359)

Section II: Analysis of Growth Need Fulfillment (Objective 1)

It measures statistically to show the extent to which two variables are related linearly. The following tables are showing simple relationships about cause and effect.

Table 4.7

Correlation of Growth Needs with Teacher Retention

	Growth	Retention
Growth Needs	1	
Retention	.151**	1

The Pearson correlation between the variables Growth Needs and Teacher Retention shows that Growth Needs are positively correlated with Teacher Retention. There is a strong relationship between Growth Needs and Teacher Retention since .151** shows a positive relationship.

Section III: Analysis of Relatedness Need Fulfillment (Objective 2)

Table 4.8

Correlation of Relatedness Needs with Teacher Retention

	Relatedness	Retention
Relatedness Needs	1	
Retention	.485**	1

The Pearson correlation shows a significant relation between teacher retention and relatedness needs as .485** shows a positive linear relationship.

Section IV: Analysis of Existence Need Fulfillment (Objective 3)

Table 4.9

Correlation of Existence Needs and Teacher Retention

	Existence	Retention
Existence Needs	1	
Retention	.135*	1

There is a relationship between retention of teachers and existence needs as .135*shows significant result. Correlation is significant at the 0.05 level (2-tailed).

Section V: Analysis of gender based difference in Growth Needs Fulfillment (Objective 4)

Independent-sample t-tests were conducted to verify Ho4, Ho5 and Ho6. For these tests only respondents scoring more than 21 points in the Retention variable were selected. This was meant to include only the respondents who had scored high in the retention part of the questionnaire and eliminate the respondents who had exhibited intentions to leave their current school. The results for t-test to study the difference in growth needs fulfillment of male and female is reproduced below:

Table 4.10

Independent Samples t-Test for Growth Needs Comparing Mean Difference between Male and Female Teachers

	Gender	N	Mean	MD	t	p-value
Growth Needs	Male	115	31.43	1.931	7.894	.000
	Female	129	29.50			

To test the hypothesis that there is no statistical difference in the retention of male and female teachers based on their growth needs. There were significant differences ($t(242)$ = 7.894, p =< .001) in the scores with mean score for male teachers (M= 31.43, SD = 1.906) higher than female teachers (M = 29.50, SD = 1.867). Mean difference = 1.931, 95% CI: 1.455 to 2.407 was statistically significant. Hence, Ho4 is rejected.

Section VI: Analysis of gender based difference in Relatedness Needs Fulfillment (Objective 5)

Result of t-test to analyze the difference in the variable Relatedness among male and female teachers, which captures their social requirements, is as follows:

Table 4.11

Independent Samples t-Test for Relatedness Needs Comparing Mean Difference between Male and Female Teachers

	Gender	N	Mean	MD	t	p-value
Relatedness Needs	Male	115	26.23	1.218	3.682	.000
	Female	129	25.01			

An independent-sample t-test was conducted to compare the retention based on Relatedness needs fulfillment for male and female teachers in private secondary schools. There were significant differences ($t(242) = 3.682$, $p =< .001$) in the scores with mean score for male teachers ($M= 26.23$, $SD = 2.332$) higher than female teachers ($M = 25.01$, $SD = 2.782$). The magnitude of the differences in the means (mean difference = 1.218, 95% CI: .567 to 1.870) was statistically significant. Hence, Ho5 is rejected.

Section VII: Analysis of gender based difference in Existence Needs Fulfillment (Objective 6)

Following are the results of t-test conducted to study the difference in existence needs fulfillment of male and female teachers:

Table 4.12

Independent Samples t-Test for Existence Needs Comparing Mean Difference between Male and Female Teachers

	Gender	N	Mean	MD	t	p-value
Existence Needs	Male	115	24.25			
				-1.709	-6.840	.000
	Female	129	25.96			

An independent-sample t-test was conducted to compare the retention based on Existence Needs fulfillment for male and female teachers in private secondary schools. There were significant differences ($t(242) = -6.840$, $p =< .001$) in the scores with mean score for male teachers ($M= 24.25$, $SD = 1.919$) lower than female teachers ($M = 25.96$, $SD = 1.974$). The magnitude of the differences in the means (mean difference = -1.709, 95% CI: -2.201 to -1.217) was statistically significant. Hence, Ho6 is rejected.

CHAPTER: 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Summary

It has been established that the motivation and retention of teachers in private schools was affected by various factors. This study was based on Alderfer's ERG theory. The dependent variable was teacher retention and independent variables were Growth needs, Relatedness needs and Existence needs.

The objectives of this research were based on studying correlation and gender wise analysis of teacher retention. Data collected through questionnaires was analyzed to see the relationship between the variables covered in the research. Quantitative data was represented and analyzed in numerical terms. Statistical tools of correlation and T Test were used for analyzing quantitative data. Male and female responses were also analyzed separately to understand difference between them. Respondents from different age groups and service. Data was collected from 171 males &188 female teachers. The age bracket of respondents was 21 years to 35 plus. 74 respondents were of age 21-25. There were 63 respondents between ages 26-30 years and 69 respondents were between the ages of 31- 35 yrs. Respondents with more than 35 years were 153. Growth needs were responded well and the histogram showed distribution in a bell curve. The independent variable of Relatedness was responded very well showing skewness towards a higher peak. Existence needs also showed bi-modal distribution showing two groups of respondents having different attitude towards this variable. Teacher retention variable displayed a bimodal behavior indicating towards two groups and two different behaviors which should be further studied on various demographic factors by segmenting the data.

The variables were correlated by Pearson's correlation which showed cause and effect relationship. The Growth needs correlation was .151** showing strong relationship with

teacher retention. The Pearson correlation between teacher retention and relatedness needs was .485** which showed significant relationship between them. The existence needs were also positively correlated with a Pearson correlation of .135*.

Overall the results gathered so far are that null hypothesis is rejected. All the independent variables have positive correlation with the dependent variable of retention. The results of t- test also show statistically significant differences in male and female teachers. The study suggests to further investigate the demographics to understand the impact of ERG theory on teacher retention.

Findings

The findings from the demographics, correlation and gender based analysis are as follows:

Demographic Findings

The findings of demographic data are as follows:

1. Data was collected from 171 males &188 female teachers.

2. The age bracket of respondents was 21 years to 35 plus. 74 respondents were of age 21-25. There were 63 respondents between ages 26-30 yrs and 69 respondents were between the ages of 31-35 yrs. Respondents with more than 35 years were 153.

3. Growth needs were responded well and the histogram showed distribution in a bell curve. The independent variable of Relatedness was responded very well showing skewness towards a higher peak. Existence needs also showed bi-modal distribution showing two groups of respondents having different attitude towards this variable.

When we look at the definitive analysis of the overall population, Ho1 (i.e. no significant relationship in teachers' retention based on their growth need fulfillment in private secondary schools), Ho2 (i.e. no significant relationship in teachers' retention based on their social need fulfillment in private secondary schools), & Ho3 (i.e. no significant relationship in teachers' retention based on their existence need fulfillment in private secondary schools), Null Hypothesis is rejected. Growth needs, relatedness needs and existence needs equally matter and affect retention. It has a strong relationship with retention of teachers in private schools of Islamabad.

Findings of Growth Need Fulfillment (objective No:1)

The Pearson correlation between the variables Growth and Retention showed that Growth is strongly correlated with Retention. Growth and Retention analysis showed a strong relationship of .151** reflecting that as one variable increases, the other increases too.

Findings of Relatedness Need Fulfillment (objective No:2)

The Pearson correlation shows a significant relation between teacher retention and relatedness needs as .485** shows a positive linear relationship. When one variable increases, the other variable also increases.

Findings of Existence Need Fulfillment (objective No:3)

There is a relationship between retention of teachers and existence needs as .135*shows significant result. Correlation is significant at the 0.05 level (2-tailed).

Findings of gender based difference of Growth Needs Fulfillment (objective no:4)

There were significant differences (t(242) = 7.894, p =< .001) in the scores of Growth needs with mean score for male teachers (M= 31.43, SD = 1.906) higher than female

teachers (M = 29.50, SD = 1.867). The magnitude of the differences in the means (mean difference = 1.931, 95% CI: 1.455 to 2.407) was statistically significant. Hence, Ho4 is rejected.

Findings of assessment of gender based difference in Relatedness Needs Fulfillment (objective no:5)

There were significant differences (t(242) = 3.682, p =< .001) in the scores of Relatedness Needs with mean score for male teachers (M= 26.23, SD = 2.332) higher than female teachers (M = 25.01, SD = 2.782). The magnitude of the differences in the means (mean difference = 1.218, 95% CI: .567 to 1.870) was statistically significant. Hence, Ho5 is rejected.

Findings of assessment of gender based difference in Existence Needs Fulfillment (objective no:6)

There were significant differences (t(242) = -6.840, p =< .001) in the scores of Existence needs with mean score for male teachers (M= 24.25, SD = 1.919) lower than female teachers (M = 25.96, SD = 1.974). The magnitude of the differences in the means (mean difference = -1.709, 95% CI: -2.201 to -1.217) was statistically significant. Hence, Ho6 is rejected.

Discussion

Employee retention can be interpreted as an intentional volunteer initiative by any organization towards creating a situation aimed at engaging its workforce for long periods of time. Bidisha (2013) defined employee retention as a system where employees are supported to stay with their company for a longer time. It is one of the difficult job for HRM to retain staff as well as retain their enthusiasm and ambitions (Roy & Konwar, 2018). The study was based on six objectives covering ERG Theory.

The objectives of this study can be divided into two main categories:

1. **To assess the role of motivation with reference to "Growth Need Fulfillment" in retention of private secondary school teachers.**

2. **To appraise the role of motivation with reference to "Relatedness Need Fulfillment" in retention of private secondary school teachers.**

3. **To evaluate the role of motivation with reference to "Existence Need Fulfillment" in retention of private secondary school teachers.**

Retention is linked with motivation. It is a major tool helpful for retention of employees. It creates excitement among representatives and eliminates dissatisfaction and fears on works that show higher usefulness &involvement. The results of this study have shown that teacher retention is affected by motivation. Motivation fills in as a tonic and helps in retention of work force and prompts an increment in the employee's wellbeing and takes a business endeavor to new heights. Shoaib et al., (2009) depict thus the positive relationship of professional development openings, managerial support, working environment, rewards, and occupation life arrangements with retention of employees.

The idea of motivation was explained by a variety of intellectuals. Inspiration and motivation are usually referred as behavior which is then related to the behavior of employees at place of work (Legotlo, 2014). Motivation is defined as a reason effecting employees' primary and continuous commitment related to work. Thus drive and enthusiasm is the basic power for best possible output of employees. It is always not affordable to bring in new ones than holding the already prepared and selected ones. There is a strong need to create retention techniques and foresee it in advance(Ameen, 2018).

Salifu and Agbenyega (2013) emphasized that the initiative and drive refers to concrete as well as insubstantial work situation having potential for directing teachers towards desirable behavior regarding excellent quality and expertise. Although, quality teaching is the growing focus of education system around the world.

For employee retention, it is fundamentally important that employees are given the freedom of choice at work place according to their skills, in order to retain them. Singh. A. (2018) believes that improved communication, acknowledgement of work and financial benefits also motivate employees. Banerjee & Dutta (2014) credits availabilities like opportunities for career development, better salary and delivery of better chances of growth, build of trust in higher authorities and personal growth as indicators of greater employee retention. It has been established that Growth needs, relatedness needs and existence needs influence retention of teachers (Cagatao & Bulusan, 2021)

The results showed that the null hypothesis is rejected. Growth Needs fulfillment affects teacher retention. It is established that insufficient professional development and absence of facilities contribute towards retention issues of employees. Tonkin (2016) debates that we need to create new school beliefs. In this regard, Plecki et al., (2005) proposes that growth needs including learning and training may also be considered an important element of teacher retention.

The result of this study showed that relatedness needs are equally important hence null hypothesis is rejected. Studies recommend that long working hours are of the primary issue working against teacher retention (Mundt et al., 1999). Stress has been linked to over workload. It was concluded that the number of hours teachers work in a week serves as a major variable influencing work-family balance of the employee. Similar to work hours, we recognized the importance of years of teaching while studying work-life balance. It has been observed that younger employees have less stability than older employees. The findings of research showed that the relatedness needs is the significant in relation to motivation of employees (Putri 2020).

The null hypothesis was rejected. It was established from this study the importance of existence needs. In a research on Australian education system, Handal et al., (2018) witnessed that due to a geographical issue, less remuneration, over work and other managerial factors,

teachers were not staying long causing retention issues. The causes of retention are multifaceted in different areas and overlapping too. Nonetheless, the level of each one causing attrition is different. Existence needs also vary.

4. **To assess the gender based difference in motivation with reference to "Growth Needs Fulfillment" in private secondary school teachers.**

5. **To assess the gender based difference in motivation with reference to "Relatedness Needs Fulfillment" in private secondary school teachers.**

6. **To assess the gender based difference in motivation with reference to "Existence Needs Fulfillment" in private secondary school teachers.**

The result of this study regarding gender based difference showed that null hypothesis is rejected. Studies have shown that a good working environment helps in ensuring that their employees stay engaged with the organization. Everyone likes to work for an organization where their work performance is appreciated, they are provided ample growth opportunities and a welcoming and supportive environment is given to them resulting in a homely feeling. Teachers seek an environment where there is professionalism (Handel et,al. 2018).

The results of this objective showed that growth needs impact teacher retention based on gender. Keswin (2022) discussed that professional development boosts morale and energy thereby affecting retention. The traditions and beliefs of every organization are different from others thereby again, affecting the culture of organization and bringing uniqueness to it. Thus many institutions aid to the growth and development of their employees. Such incentives are very much required as freedom of thought and expression leading to quality work are very much needed by any individual working in an organization including schools etc. This helps in developing leadership skills and decision making with the consensus of employees.

Hadi &Ahmad (2018) says retention is possible because the possibility of development of professional skills acts as an incentive for employees. Results indicate that there is a gender difference as both males and females are differently concerned with growth. Males are more inclined towards growth, whereas for females, work-life balance, and multiple pressures significantly alter their focus on growth.

It was further elaborated that positive relationship, fairness of reward and work environment both affect teacher retention as well. Financial and health benefits given by HR department helps out in employee retention. Hu (2020) also emphasized the importance of relationship with fellow colleagues at job and work environment as a factor for continuity of job at one place.

Gender divide has great impact regarding teacher retention as observed in many studies. Apart from that woman switch on getting a more rewarding job. In another research done in Indiana, Tippens et al., (2013) have found that female teachers basically leave job because of childbirth. Cornejo (2021) found in another research that female teachers' retention is affected by work-family conflicts and they leave profession early. However Chung & Horst (2017) shared the reason for retention of teachers as on the basis of gender difference. Retention of teachers may not be the same in different contexts and areas. Despite similarities in some aspects, the reasons and rate of female teacher retention level are not as for men.

According to Kumari (2018), work life balance, day care facility particularly in context of female employees, adoption of welfare policies, job security, and good environment are multiple factors contributing towards retention of employees in an organization. It is established that there are three factors of teacher retention; 1) Primary, 2) Secondary, and 3) Tertiary. Vacations, bonuses, flexibility in working hours and opportunities for promotion are some other factors leading to employee retention.

There are different issues in different areas or parts of the world. In Africa, rate of female teachers leaving profession is higher than males due to placement in such places of work where their family life is disturbed and they cannot live with their husband and family (Mulkeen and Crowe-Taft, 2010). Joshua & James (2020) is of the view that improvement in school administration is more contributing towards retention of teachers.

Another study was carried out in Carolina where it was established that administrative support is a significant factor impacting teacher retention (Beckett, 2009). As the result of this study informed that relatedness needs and existence needs are equally important and affect retention of teachers, it was established that safety at the workplace will encourage manpower to work and continue with the organization. Roy & Konwar (2018) establishes that employees use their potential and abilities in relation to satisfaction of basic needs at workplace. Work environment including facilities, equipment and management should be evaluated to improve quality of working environment.

Fulfilment of family responsibilities with a job escalates employee retention (Loan-Clarke et al., 2010). Employees leave work due to family issues and work life conflicts and it causes more stress to the ones left behind(Gibson,2018). That is why lack of retention causes quality issues and stresses out management aiming for quality work. Similarly, schools struggle more when a competent and trained teacher leaves school as it affects results of students.

Retaining of human resource is inclining with any attempt by an organization for ensuring that their workforce, regardless of gender will work with them for a long duration and that any intended turnover will be minimized. The central aim of retention is to retain knowledgeable and experienced personnel, both male and female and to prevent them from quitting their organizations due to lack of any motivation factors. Competent employees who leave an organization have an adverse impact on productivity (Gibson, 2018). Retention serves

as a major tool which permits senior management to attract the best talent and hold high achievers with skills which are critical.

The importance of factors to retain teachers in private schools cannot be exaggerated. A detailed comprehension of the factors effecting teachers retention can help school leaders take care of these factors for enhanced teacher motivation and excellence of teaching and learning in private schools. For this reason, the collected data was analyzed by giving them variable names to organize the data. Then variables were coded. Each set of data was coded so that any point can be traced in the data set during data analysis and for references for interpretation and discussion.

Due to the fact that time is a significant useful resource, traits of the place of work would have an effect on the workload of teachers, just like the number of students adversely affect the workload.

Female teachers and staff take decisions especially after childbirth which are often critical in deciding their professional accomplishments afterwards. Results of researchers have shown that diverse organizational policies extensively reduced job attrition in the wake of understanding the impacts of wages, partner's pay, and number of kids including the length of maternity leave and extra working hours and so forth. Supervisor and co workers' social support also contributed adequately in preventing turnover among working moms or childbearing ladies. Results of researches additionally showed some fundamental contrasts in the reasons of turnover bringing about worker's exit. It was noticed that ladies who had traditional thoughts regarding parenthood and responsibilities regarding home and kids leave job more than other employees causing retention issue.

The Correlation matrix has shown the connection among the variables. Results have shown that employee retention is pretty much depending on all the variables which are Growth Needs, Relatedness Needs and Existence Needs (independent variables) & teachers' retention

(dependent variable) in Private schools of Islamabad. The level of teacher retention could be improved in the private sector schools, with the aid of practicing given variables more accurately and aptly.

It has been found that female staff has more commitment with their organization than males since they have more empathy and patience. Fiona Crosby (2015) conducted research on gender in relation to commitment with organization working in call center aiding to it. Ghani & Bashir (2020) also established that more organizational commitment is seen in females than males. It was established that when male employees face mental exhaustion, they tend to leave organization in comparison to females. Nair et al., (2021) is of the view that females find it favorable if they work in an organization where there are many levels of chain of command. The results of this study also suggest the same. Females need good work environment in order to stay in an organization or school.

There are many factors that affect employee retention especially societal, family, organizational and supervisory factors (Nair et al., 2021). The results of this study show that these factors do affect teacher retention in schools. The role of family affects retention of females (Teten, 2019). Females are getting good education and working in different areas like research and work. But when they additionally start to face family issue, life gets difficult for them. So they look for such organizations where they can maintain a balance between their job and family. Hence, the result also points that relatedness needs are required for teacher retention. Miller (2020) establishes that females can continue with their jobs provided that they are allowed maternity leave, day care facility, transport and flexibility at work place in terms of timings giving them family support. The results of this study are similar as these come under basic relatedness and existence needs. Phelps (2019) is of the view that the organizational management should support and provide freedom to develop ownership in them which will

support retention policies. The above mentioned has been found in the present study highlighting the value of existence needs in female teachers.

Similarly it was found that transport system for female employees can help in retention as it is linked with financial and social issues reducing stress and pressure on them. Retention of female employees is linked with provision of day cares at work place.

Salary of male and female employees should be same and there should be no disparity in it, (Mc Gregor et al., 2017) otherwise it leads to dissatisfaction among females. Researches show broad and organized discrimination in gender difference regarding retention based on specific point for turnover. McGregor et al., (2017) studied that compensation packages are dissimilar at various levels given to male and female workers. This study has analyzed that employee motivation is affected if male and female employees are not given proper salary and compensation. There should be no discrimination in policies in order to retain employees.

Conclusion

After thorough data analysis, it was concluded that all three needs i.e. growth needs, relatedness needs and existence needs (independent variables) measured in this study have strong relationship with teachers' retention (dependent variable) in Private schools of Islamabad. As one variable increases the other increases too. So Growth needs, relatedness needs and Existence needs mentioned in ERG theory by Alderfer may be considered to retain teaching staff in private schools of Islamabad.

As far as gender based difference is concerned it was concluded that retention of male teachers is more affected if Growth needs and relatedness needs are not fulfilled as compared to female teachers. However retention of female teachers is more affected by Existence needs in comparison to male teachers since females require safety, proper rest room and washroom etc in school. Female teachers should be assisted in generating a balance, as this will aid them

in developing enhanced relationship with their workplace leading to relatedness and existence needs.

It is also concluded that motivational theories can be contextualized in the teaching sector. Excellent understanding of the motivational theories and exact use can be constructive in having a motivated staff in organizations like educational organizations.

Recommendations

The following recommendations are based on findings and conclusion.

1. The administration of private schools may allow creativity and innovation while teaching in classroom and lesson planning etc since Growth Needs has strong relationship with teacher retention. Teachers may be provided the opportunity to discuss and share their ideas for betterment of the system and retention of staff.

2. Teachers need to develop professionally since Growth Needs has strong relationship with Teacher retention. So continuous professional development programs may be planned in every institution to groom and polish teaching of both male and female teachers.

3. Recognition of academic achievements of teachers is recommended as this will enhance their self-respect and self-confidence leading to satisfaction of esteem needs which is strongly related to retention. Employers of Private schools may compensate and give pay benefits based on realistic achievements of teachers.

4. In case of emergency, it is recommended that teachers be given short leaves in consideration of existence needs keeping in view the sensitivity of human nature, especially for female teachers.

5. It is also recommended that plenty of safety and security measurement may be taken so that teachers, especially females feel safe from external threats like terrorism, intruders and natural threats by following an SOPs already planned in

any organisation. The working environment in schools has to be safe and secure for teaching staff and learners as existence needs are directly related to retention.

6. Employers may make available adequate infrastructure and facilities to retain staff as provision of existence needs contribute in retention of teachers.

Future Research Suggestions

1. For future research we may dive deep into investigation of other new factors that may have any correlation with retention of teachers in private schools of Islamabad.

2. Furthermore, a study may also be conducted on private schools and colleges working in other areas of Islamabad.

3. A comparative study among private and public schools may be carried out to identify good practices in both sectors of education.

4. We can also establish the impact of varied factors on retention in different cultures or in different provinces of Pakistan.

Limitations

This research had following limitations.

1. The researcher could not approach 59 schools in Barakahu sector. Data was gathered from only 26 schools due to covid 19 and also due to access denied by owners of different private level secondary schools.

2. The desired sample was 100% but rate of return was 73% (359 respondents)

3. The dimensions of the study could not be expanded by the researcher including the public sector schools owing to lack of resources and time.

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Appendix A Research Topic & Supervisor Approval Letter

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu   Dated: 30-07-2020

To: Aneela Hanif
       1624-M.Phil/Edu/F18

Subject: **APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR**

1.   Reference to Letter No, ML.1/2/2020-Edu, dated 06-07-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 14th May 2020.

    a. **Supervisor's Name & Designation**
        i.   Dr. Saira Nudrat (Supervisor)
            Assistant Professor (Internal Subject Expert),
            Department of Education, NUML, Islamabad

        ii.   Dr. Farkhanda Tabassum (CO - Supervisor)
            Assistant Professor (Contract),
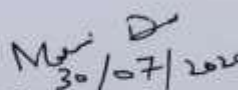   Department of Education, NUML, Islamabad.

    b. **Topic of Thesis**

      "An Analysis of Factors Affecting Teacher Retention in Private Schools

2.   You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by **31 August 2021** positively for further necessary action please.

3.   As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4.   Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

Telephone No: 051-9265100-110 Ext: 2090
E-mail: ftabassum@numl.edu.pk

                                        30/07/2020
                                        Dr. Marium Din
                                        A/Head,
                                Department of Education

Distribution: Ms. Aneela Hanif (M.Phil Scholar)

Dr. Saira Nudrat (Thesis Supervisor)

Appendix B Questionnaires

An Analysis of Factors Affecting Retention of Teachers in Private Schools

Dear Respondent,

I am an M Phil scholar at National University of Modern Languages and conducting a study on "An analysis about factors affecting teachers at primary schools level. Kindly fill in the below mentioned questionnaire. The information collected in this study will remain confidential and shall be used for academic purposes only.

Thank you in advance for your time on my study.

Kind regards,

AneelaHanif,

Mphil Scholar,

NUML, Islamabad.

An Analysis of Factors Affecting Retention of Teachers in Private Schools

Teachers Needs Assessment Tool

Please tick the relevant box

a. Gender   Male 1   Female 2

b. Age?   21-25 yrs 1   26-30 yrs 2   31-35 yrs 3   More 4

c. Experience   1-5yrs 1   6-10 yrs 2   11-15 yrs 3   More 4

Please read the questions and tick against one option:

Note: Retention of teachers means to retain or keeping the teachers to work with the school for a longer period of time.

	Growth	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
G1	My school allows to work according to my ability					
G2	My school allows me the chance to do different things from time to time					
G3	My school facilitates the teachers in professional development					
G4	My school help me to achieve my goals in life.					
G5	My principal is very supportive of the staff when new teaching methods are being implemented.					
G6	I can do creative work independently in my school					
G7	My school allows me freedom in thought and action					
G8	There is a lot of growth potential in the educational field.					

	Relatedness	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
R1	My school allows for special family leave e.g. to care for a sick dependent					
R2	My school provides scholarships for teacher's children					
R3	My school Provides short leave in case of emergency to teachers.					
R4	The rules and criteria for rewards are fair with all teachers in my school.					
R5	My school gives proper recognition for academic achievements of teachers.					
R6	My school gives self-respect to teachers					
R7	My school gives self-confidence to teachers					

	Existence	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
E1	My school provides proper break, rest room and washroom to staff					
E2	My school provides good working environment to teachers					
E3	My school administration places a strong emphasis on workplace safety					
E4	Outsiders are checked at entrance in my school.					
E5	Teachers privacy is maintained in social media accounts of the school					
E6	My salary adequately meets my needs.					
E7	There is a fair "reward system" for our increased efforts					

An Analysis of Factors Affecting Retention of Teachers in Private Schools

Teacher Retention tool

Please read the questions and tick against one option

Note: Retention of teachers means to retain or keeping the teachers to work with the school for a longer period of time.

	Teacher Retention	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
TR1	I think a lot about leaving my school					
TR2	I am actively searching for an alternative to the current school					
TR3	I would accept almost any type of job assignment in order to keep working for this school					
TR4	As soon as it is possible, I will leave this school					
TR5	If I had another job offer that paid the same as the one I have, I'd leave here in a minute.					
TR6	I feel very little loyalty to this school					
TR7	I plan to leave the teaching profession					

Thank you for your valuable feedback.

Appendix C Validity Certificates from Experts

Certificate of Validity

An Analysis of Factors Affecting Retention of Teachers in Private Schools

By: Aneela Hanif,

Mphil Scholar, Department of Education, National University of Modern Languages,

H-9, Islamabad.

It is certified that the questionnaire developed by research scholar has been assessed by the undersigned. It is designed well to assess factors affecting retention of teachers in private schools. The questionnaire has five parts. In the first part i.e demographics researcher is asking personal data of respondents. Then items based on Alderfer's ERG theory of motivation are mentioned covering variables of growth, relatedness and existence. The last part is made on dependent variable of teacher retention. This tool is based on five point likert scale which is easy to respond.

The instrument prepared for above mentioned research is according to objectives and hypothesis of research. It assures adequate construct and content validity according to the purpose of research and can be used by the researcher for data collection with fair amount of confidence

Signature: _____

Name: Dr Najimdeen Bakare

Designation: HOD PCS

Institute: Centre for International Peace & Stability, (CIPS) NUST

Date: 24-9-2020

Head of Department
Peace & Conflict Studies
Dr. Bakare Najimdeen
Centre for International Peace and Stability
CIPS NUST, Sector H-12, Islamabad

Stamp: _____

Certificate of Validity

An Analysis of Factors Affecting Retention of Teachers in Private Schools

By: Aneela Hanif,

Mphil Scholar, Department of Education, National University of Modern Languages,

H-9, Islamabad.

It is certified that the questionnaire developed by research scholar has been assessed by the undersigned. It is designed well to assess factors affecting retention of teachers in private schools. The questionnaire has five parts. In the first part i.e demographics researcher is asking personal data of respondents. Then items based on Alderfer's ERG theory of motivation are mentioned covering variables of growth, relatedness and existence. The last part is made on dependent variable of teacher retention. This tool is based on five point likert scale which is easy to respond.

The instrument prepared for above mentioned research is according to objectives and hypothesis of research. It assures adequate construct and content validity according to the purpose of research and can be used by the researcher for data collection with fair amount of confidence

Signature: _____

Name: Dr Muhammad Makki

Designation: Asst Prof

Institute: CIPS, NUST

Date: _____

Stamp: Asst Prof PCS Dept - CIPS
National University of Sciences and Technology
(Muhammad Makki)

Certificate of Validity

An Analysis of Factors Affecting Retention of Teachers in Private Schools

By: Aneela Hanif,

Mphil Scholar, Department of Education, National University of Modern Languages,

H-9, Islamabad.

It is certified that the questionnaire developed by research scholar has been assessed by the undersigned. It is designed well to assess factors affecting retention of teachers in private schools. The questionnaire has five parts. In the first part i.e demographics researcher is asking personal data of respondents. Then items based on Alderfer's ERG theory of motivation are mentioned covering variables of growth, relatedness and existence. The last part is made on dependent variable of teacher retention. This tool is based on five point likert scale which is easy to respond.

The instrument prepared for above mentioned research is according to objectives and hypothesis of research. It assures adequate construct and content validity according to the purpose of research and can be used by the researcher for data collection with fair amount of confidence

Signature:

Name: Dr. Ahmad Nyaswaheed

Designation: Asst. Prof.

Institute: CIPS, NUST

Date:

Stamp:

Appendix D Email with the Permission to use Research Instrument

Re: permission to use research tool

From: Muhammad Naseer (muhammad_naseer78@yahoo.com)

To: anilahanif78@yahoo.com

Date: Wednesday, 25 September 2019, 12:14 pm GMT+5

Thank you for writing to me. You may use the research tool in your academic research.
Regards, Naseer

On Wednesday, 25 September 2019, 10:19:03 am GMT+5, Anila Hanif <anilahanif78@yahoo.com> wrote:

Dear Sir, I am a student of Mphil Education at NUML, Islamabad.Your research tool matches with my topic **"Factors affecting retention of employees in low cost private schools"**. Kindly allow me to use it in my research.
kind regards,

Aneela Naseer
Headmistress
Islamabad Model College for Girls (I-XII)
Margalla Town, Islamabad