



An Empirical Study on The Factors Influencing Faculty Intention to Stay at Management Institutions

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ABSTRACT

Education sector in the 21st century has seen sweeping changes, through the governmental policies. There has been a spurt in the educational institutions, leading to a challenge in attracting and retaining the faculty. Faculty satisfaction leads to quality improvement and reduced costs. Intention to stay indicates the extent of employee's commitment to his organization and the willingness to remain employed. The study aims to comprehend the faculty intention to stay in autonomous PGDBM institutions with respect to four factors- work environment, training and development, compensation and role of HOD. The paper reveals that all the four factors have a positive role in the intention to stay of the faculty with compensation being rated as the most important parameter affecting the faculty's intention to stay.

Keywords: Work Environment, Compensation, Training & Development, Role of HOD, Institutions, Intention to stay.

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INTRODUCTION

Employee satisfaction is used to describe whether employees are happy, contented and fulfilling their desires and needs at work. Many measures purport that employee satisfaction is a factor for employee motivation, goal achievement, and morale at workplace. Locke (1976) defined job satisfaction as an enjoyable and positive emotional state that is a result of ones job experience's evaluation. Locke and Lathen (1990) defined job satisfaction as the employees' perception regarding extent to which their job provides those things that are considered crucial by them. Kalleberg (1977) defines job satisfaction as an outcome of four variables i.e. works itself, work conditions, financial benefits, and growth opportunity. Employee satisfaction is also a prerequisite for staff retention. Organizations with higher staff retention rates are naturally better at retaining knowledge, leading to better performance and profit for the business. Improved employee satisfaction reduces the cost of staff turnover, builds brand loyalty with staff and positions the organization as an employer of choice that attracts talented people to the organization.

Human Relations perspective supposes that satisfied workers are productive workers (Likert, 1961; McGregor, 1960). Organizational productivity and efficiency is achieved through employee satisfaction and attention to employees' physical as well as socio-emotional needs. Human relation researchers further argue that employee satisfaction sentiments are best achieved through, maintaining a positive social organizational environment, providing autonomy, participation, and mutual trust (Likert, 1961). Employee satisfaction is also believed to influence the patterns of interaction within organizations. The existing literature supports to the fact that the satisfaction level of employees (as a whole) may relate to performance at the business-unit and/or organizational levels. The benefits of employee satisfaction are manifold and their absence results in employee turnover causing financial loss and loss of institutional memory (Shaw, Gupta & Delery, 2005). Hence it is desirable for the organizations to comprehend the factors which aid the faculty's intention to stay to reduce the costs associated with turnover.

Employee turnover intention is the behaviour intention that comes before the actual turnover. Firth, Mellor, Moore and Loquet (2004) posit employee turnover intention as the behaviour depicted by an individual who may be thinking about quitting a job. Based on this notion an individual who nurtures the thought of quitting his present profession is more likely to do so if the right condition exists, or if adverse conditions that support the thought of intent persists (Ajzen & Fishbein, 1980).

Intention to stay indicates the extent of employee's commitment to his organization and the willingness to remain employed (Hewitt, 2004). It is also stated to as the propensity to leave, intent to quit, intent to stay; depending on behavioral commitment and attachment (Halaby, 1986; Mueller, Iverson, & Price, 1999). Several studies have revealed that this concept whether it is called 'intent to stay' or 'propensity to leave', it is clearly the most important determinant of turnover (Tett & Meyer, 1993; Igharia & Greenhaus, 1992). Dalessio, Silverman and Shuck (1986) have emphasized that higher concern

should be given on intention to stay rather than turnover, as whenever an employee exits, an organization has to incur the cost of recruiting and maintaining a new employee.

Technical education in India contributes a major share to the overall education system and plays a vital role in the social and economic development of our nation. In India, technical education is imparted at various levels such as: craftsmanship, diploma, and degree, post-graduate and research in specialized fields, catering to various aspects of technological development and economic progress.

The technical education sector has been growing at a stupendous rate in recent times. The number of institutes and universities are also increasing. With the increase comes the need to have resources, in the form of finances, infrastructure, qualified and competent faculty. Though the former resources of finances and infrastructure can be arranged by the management, but the later resource of attracting the faculty and retaining talent becomes a problem as the increased faculty turnover is largely due to dissatisfaction on various parameters in the current institutions and availability of better opportunities at other places. The faculty crunch is the highest with more than 50% of the requirement needs still to be met with. Hence it becomes imperative to understand that bricks and mortar alone do not make grand institutions, but faculty and facilities make. Institutions understand that the intention to stay of the faculty is dependent on their satisfaction. This study intends to analyze the level of faculty satisfaction and their intention to stay in the institutions in select AICTE approved PGDM institutions in the NCR region.



RELEVANCE OF THE STUDY

Most of the research on job satisfaction is related to the business organization in various sectors. The current study aims at identifying the major factors which influence the faculty's intention to stay at PGDM institutions.

1. Cope with faculty deficiency: Management institutes face several challenges and faculty crisis is critical. The current and predicted shortages of competent faculty members can move from a situation of "distress" to "disaster" in coming decades. Faculty satisfaction improves faculty retention rate and arrests attrition rate.
2. Maintain Quality of education: Competent faculty is the key for quality education. Maintenance of quality requires continuous training and commitment on part of the faculty members. A satisfied faculty will take initiative and keen interest towards training programs in true sense.
3. Organizational commitment: Higher job satisfaction provides the existing faculty members a reason to stay in the institute and stay committed.
4. Image building of the institute: Satisfaction and retention of qualified faculty is an important factor in maintaining the identity and improve its reputation in the market. This helps the institution in attracting quality students.

This study uses intention to stay as the central issue to be researched due to several reasons: The use of existing data did

not always provide the reasons why employees left their employers. Distinction between voluntary or involuntary terminations not found due to employee departure. (Thompson & Terpening, 1983). The study using intent to stay can collect the information more easily as the employees are still associated with the organization. (Thompson & Terpening, 1983). The benefit that an organization receives is opportunity to arrest the exit of its work force. Hence it is felt that intention to stay is accepted as the single best predictor of turnover, and there are efforts being made to understand the association it has with other variables (Igharia & Greenhaus, 1992).



LITERATURE REVIEW

Zhou & Volkwein, (2004) states that excellence in higher education is a function of the kind of people it is able to attract and retain on its facilities. Dalessio, Silverman and Shuck (1986) have emphasized that more concern should be given on intention to stay rather than turnover, as employee exit, results in the organization incurring a cost in the form of recruitment and maintenance of another employee. Saari. L. M and Judge. T.A, (2004) identified three major gaps between HR practice and the scientific research in the area of employee attitudes in general and the employee attitude in particular—job satisfaction. Study conducted by Tella. A (2007) reveals that a correlation exists between perceived motivation, job satisfaction, and commitment, although correlation between motivation and commitment was found to be negative. Brown and Shepherd, (1997) reported that motivation improves workers' performance and job satisfaction. Chess (1994), reported that certain motivational factors contribute to the prediction of job satisfaction. Tang and LiPing (1999) reported that a relationship exists between job satisfaction and organizational commitment. Stokes, Riger, and Sullivan's (1995) reported that perceived motivation relates to job satisfaction, commitment, and even intention to stay with the firm. According to Mueller & Price, (1990); Bluedorn, (1982); Halaby & Weakliem, (1989) Hom & Griffeth, (1995); in addition to individual and personal characteristics of employees, overall conditions of places of work significantly affect the attachment of employees to the organization. The internal customer satisfaction would always be a precondition to customer orientation and satisfaction of the external customer (Shaney, Banwet & Karunes, 2008).

Camilli K.A (2004) found that years of teaching experience was not a significant predictor of teacher job satisfaction and burnout. Ostroff (1992), studying a sample of 364 schools, found that aggregated teacher attitudes such as job satisfaction and organizational commitment were concurrently related to school performance. The institutions comprise of both internal and external parties- the internal ones being faculty, administrative staff and the management whilst the external ones being the students and industry. Kusu (2003) also proposed the direct link between employees' satisfaction and quality of higher education. Luthans (1998) mentions work itself, pay, supervision, co-workers, and promotion as factors affecting job satisfaction. Rosenholtz and Simpson (1990) further found that teachers' commitment to the workplace which can be measured by their

disaffection, absenteeism, and defection, is highly correlated to turnover. Hensel (1991) emphasized that the well-being of a university depends on its ability to recruit and retain talented faculty. The welfare of the country depends on its ability to develop a happy knowledge oriented and productive future generations. Bowen and Schuster (1986) opined that excellence in higher education is a function of the kind of people it is able to enlist and retain on its faculties. Ingersoll (2001) argued that teacher attrition negatively affects school community and school improvement efforts.

The studies undertaken by Barnes, Agago, & Coombs (1998); Johnsrud & Rosser (2002) Manger & Eikeland, (1990), Rosser (2004), Smart (1990), Zhou & Volkwein, (2004) have examined why faculty members leave or intend to leave their institutions. Intention to leave refers to the likelihood extent to which an employee would terminate his or her association in an organization while intention to stay refers to the extent to which an employee plans to continue membership with his or her employer (Kirm, Price, Mueller, & Watson, 1996).

According to Black and Stevens (1989) intention to stay was significantly negatively correlated with turnover. Since intention to stay is referred to as employees' willingness to stay with an organization, it consistently demonstrated a stronger relationship with turnover than did other turnover precursors (Tett & Meyer, 1993). Empirical researches have demonstrated that organizational variables, personal variables, work variables and environmental variables serve as the predictors of turnover intention (e.g., Douglas & Martinko, 2001; Fox, Spector & Miles, 2001). However, these studies have only been undertaken by Western scholars. According to Ahmad, T & Riaz, A (2011) in recent years, issues on turnover intention has also attracted few Asian scholars.

A study undertaken on "Teaching Loads and Compensation for Lecturers", College of Liberal Arts and Sciences (LAS), Iowa State University (ISU), 1 January 2010 also reveals the fact that

- (i) Compensation is the most influential factor that results in Faculty Satisfaction and their intention to stay with the institute.
- (ii) Both personal and professional factors affect the faculty's intention to stay in the current institute of work.

The Emerging Directions in Global Education (EDGE) survey report 2009, on "Faculty Recruitment and Retention-The Issues and Challenges" highlights on the challenges involving faculty recruitment and retention in India. The survey reports that average attrition rate in academic institute are about 25 percent per annum. Compensation along with other employee benefits were the two major professional reasons for the faculty to leave the institute.

The need to undertake the current study was felt by the author because institutions need to be proactive and understand the reasons affecting the faculty stay at an institution and also work upon them further to attract more competent people and also have a better committed workforce. The current study aims at identifying the various factors which affect the intention of the faculty to stay in an autonomous institute.



OBJECTIVES

- To identify and analyze the factors affecting the intention of the faculty to stay in the institution.

- To identify the most important factor affecting the faculty intention to stay.



HYPOTHESIS

H₁: Work environment of the organization has a positive effect on intentions to stay of faculty in PGDBM institutions.

H₂: Compensation given in the organization has a positive effect on intentions to stay of faculty in PGDBM institutions.

H₃: Training and development of employee has a positive effect on intentions to stay of faculty in PGDBM institutions.

H₄: Role of HOD has a positive effect on intentions to stay of faculty in PGDBM institutions.



RESEARCH DESIGN

A structured questionnaire was designed to collect the data. Different factors were identified through literature review and exploratory study. Five main factors were selected as constructs for the survey, they are: work environment (supportive colleagues, comfortable place, adequate safety, emotionally attached, and flexible timing offered), compensation (Satisfactory salary package, competitive salary package, timely payments of salary, adequate information provided pay issues, provide non-monetary incentives, and offer monetary incentives), training and development (Job specific training, professional development opportunity, money allocated for training, provides opportunity to apply training, and latest pedagogical tools), role of HOD (Public appreciation offered, appropriate evaluation of performance, provide productive feedback, reward good ideas, personal problems deal with empathy, and timely redressal of problem) and intention to stay on two dimensions: intention to leave and intention to remain with the organization. The four independent factors which affect the dependent variable intention to stay are identified as follows:

Work Environment

According to Buckley, Schneider, & Yi, (2004) the effect of dissatisfaction with facilities offered were found to have a larger effect than that of dissatisfaction with pay. Imazeki, (2005) found that increased spending on instructional needs was associated with lower odds of attrition. Zuber (2001) revealed that employees are more likely to stay when there is a predictable work environment and vice versa. According to Johnson & Birkeland, (2003); Johnson, (1990) teachers state that poor working conditions related to safety, facilities, supplies, class size and opportunities for professional development to be the primary reasons for leaving or moving while pay was considered to be secondary. Hence five factors - comfortable place, adequate safety, emotionally attached,

supportive colleagues and flexible timing offered were identified for the current study under the category work environment.

Compensation

Podgursky et al., (2004) Hanushek et al., (2004) examined the relationship between pay and retention and found a constant association between higher teacher salaries and lower rates of attrition. While Orpen and Bonnici (1987) conducted a research on faculty members of five Australian universities and found that pay benefits, pay raises, pay levels and pay structures are closely related to faculty job satisfaction. Further it was stated that four components of a salary structure, job related components, payment related factors, personal or special allowances, and fringe benefits should be taken in to account in studying salaries as an effective motivator for employees' performance. Hence sub-factors which were taken into consideration under category compensation were: satisfactory salary package, competitive salary package, timely payments of salary, adequate information provided regarding pay issues, provide non-monetary incentives, and offer monetary incentives.

Training and Development (T&D)

Hay (1999) argues that lack of training and development for employees' skills was the largest determining factor of turnover in organisations. Samuel & Chipunza (2009) state that there exists a strong evidence of association between training & development and employee retention. Hequet (1993) reveals a negative correlation between training and turnover in a number of companies. Bradley, Petrescu and Simmons (2004) explain that creating on-going learning as well as training at workplace had a highly significant effect on job satisfaction. Ballot, Fakhfakh and Taymaz (2006) have identified the impact of training on productivity in addition to employees and employers sharing the benefits from training. Hence the constructs that were taken under T&D were: Job specific training, professional development opportunity, money allocated for training, provides opportunity to apply training, and latest pedagogical tools.

Role of Head of the Department (HOD)

The HOD plays the role of leader for the respective department. Syptak et al. (1999) suggested that the attitude and the quality of supervisor influenced the satisfaction of the workers. Salmon et.al. (1999) stated that pay and relationship with the supervisor were significantly higher reasons to leave. Carrel et al. (1992) suggested that organizations could implement programmes regarding employee grievance procedure to enhance the job satisfaction and thus reduce the intention turnover. Thobega (2007) revealed that the supervision provided, positively correlated with job satisfaction. The sub- factors which comprised of the Role of HOD were: Public appreciation offered appropriate evaluation of performance, provide productive feedback, reward good ideas, personal problems dealt with empathy, and timely redressal of problem.

Validity of the questionnaire was checked through face validity method and was found to be high. Items were rated on likert

scale of five points which is the most popular choice for ordinal scale; the opinion indicated as 'strongly agree' has been assigned a weight of 5. To evaluate most of the factors a total (summated) score was calculated for each respondent by summing across items. The final questionnaire consisted of 24 items under the five categories of which Work Environment, Compensation, Training and Development and Role of the HOD comprised of only positive statements with the assumption that higher the selected number, greater will be the level of agreeability on the above stated parameter(s). The fifth parameter being Intention to stay which was measured on two dimensions: intention to leave and intention to stay with the organization. Intention to stay was measured by reverse coding items of intention to leave where respondents indicated their degree of agreement on a 5-point scale ranging from (5) "strongly disagree" to (1) "strongly agree" (reverse-coded), while the items measuring intention to stay were normally coded. The relationship between the four factors and the Intention to Stay of the faculty in the organizations was measured. The final questionnaire was pre-tested on 25 faculty members followed by a reliability test using SPSS17.0. Cronbach's alpha is used as a measure of internal consistency of a psychometric instrument. Cronbach's A for Work Environment, Compensation, Training and Development, Role of the HOD and Intention to Stay are 0.641 (for 5 items), 0.751 (for 6 items), 0.633 (for 5 items), 0.895 (for 6 items) and 0.694 (for 2 items).



SAMPLING AND DATA COLLECTION

For the purpose of the research, a sample of 120 questionnaires was administered to the faculty members in the institutes offering PGDM. The response rate turned out to be 85% i.e. 102 questionnaires were received after duly being filled.



STATISTICAL TOOLS

Shapiro-Wilk and Kolmogorov-Smirnova test of normality was employed for "Intention to Stay" and their values are .248 and .200 indicating the normality of the data. Further, we choose to use Categorical regression which is a method for regression with (unordered or ordered) categorical variables using optimal scaling to analyze the data. Categorical regression converts nominal and ordinal variables to interval

scales. This conversion is designed to maximize the relationship between each predictor and the dependent variable. The target variable, intention to stay in the institute, is clearly rank ordered. All the predictor variables are also rank ordered variables. For rank ordered variables with a small number of categories, CATREG provides the ordinal scaling level; for variables with a large number of categories the monotonic spline, ordinal scaling level is more suited. With both these scaling levels the transformation is a monotonically non increasing function. The ordinal scaling level results in a step function (degrees of freedom equal to the number of categories that have received different quantified values), while the transformation using monotonic spline scaling shows a smooth curve and is more restrictive if the number of categories is large (degrees of freedom equal to number of interior knots and degree of the spline).

Table 1: Demographic Profile

Category	Gender	Designation	Experience
Male	44		
Female	58		
Lecturer/Asst.Prof		64	
Reader/Asso. Prof		30	
Professor		08	
0-less than 6			14
6-less than 12			64
12 & greater than 12			24
Total	102	102	102

The demographic profile of the respondents indicates that 56.9% of the sample comprises of females while males comprise of 43.1%. In the case of designations 62.74% of the sample holds the designation of Lecturer/Asst. Professors, followed by 29.41% in the category of Readers/Associate Professors and 7.85% comprising of Professors. In the case of total experience it was observed that 62.7% have experience between 6-less than 12 years, followed by 23.5% of the respondents having 12 and greater than 12 years of experience and 13.8% of employees have 0-less than 6 years of experience.

Table 2: Mean & Standard Deviation

Factor(s)		Mean	Std. Deviation	Mean	Std. Deviation
Work Environment	Supportive colleagues	3.65	.688	3.44	.534
	Physically comfortable place to work	3.76	.815		
	Adequate safety provisions	3.63	.824		
	Feel "emotionally" attached	3.82	.767		
	Flexible timing offered	2.35	1.036		
Compensation	Satisfactory salary package	3.57	1.063	3.48	.664

Factor(s)		Mean	Std. Deviation	Mean	Std. Deviation
	Competitive salary package	3.61	1.021		
	Timely payment of Salary	4.51	.612		
	Adequate information provided about pay issues	3.61	.918		
	Provide non-monetary incentives	2.71	1.064		
	Offer monetary incentives	2.88	1.194		
Training & Development	Job specific training given	3.12	.765	3.32	.395
	Professional development opportunities provided	3.49	.612		
	Money is allocated for training	2.94	.676		
	Provide opportunity to apply training at the workplace	3.39	.750		
	Latest pedagogical tools available	3.69	.761		
Opinion About HOD	Public appreciation offered	3.10	.985	3.29	.746
	Appropriate evaluation of performance	3.51	.987		
	Provide productive feedback	3.57	.944		
	Rewards good ideas	2.94	.881		
	Personal problems dealt with empathy	3.53	.880		
	Timely redressal of professional problems	3.12	.840		

- In the case of **work environment** '*emotional attachment*' contributes the most as it has a mean value of 3.82 whereas '*flexible timing offered*' received lowest value with its mean value being 2.35.
- In the **compensation** factor '*timely payment of salary*' has the highest impact with a mean value of 4.51 whereas '*providing non-monetary incentives*' has been accorded the lowest importance with the mean value being 2.71
- Under the **Training and Development** factor '*Latest pedagogical tools available*' contributes the most, with a mean value of 3.69 whereas '*money is allocated for training*' has been allocated least worth with a mean value of 2.94.
- In the **Opinion about HOD** factor - '*provide productive feedback*' contributes to the most with the mean value being 3.57 whereas '*reward good ideas*' ranks the lowest with mean value being 2.94.

Out of the four factors (Work Environment, Compensation, Training and Development and Opinion about HOD) **compensation** has the highest mean and thus affects the intention to stay the most.

Non-existence of multi co linearity is assessed. The tolerance values Work Environment, Compensation, Training and Development and Role of the HOD are 0.433, 0.238, 0.618 and 0.206, which are quite respectful. The VIF values for Work

Environment, Compensation, Training and Development and Role of the HOD are 2.311 4.210, 1.618, 4.861 respectively.

The categorical regression procedure yields an R² of 0.791, indicating that 79.1% of the variance in the transformed, "Intentions to Stay" in the institute ranking is explained by the regression on the optimally transformed predictors. Using Categorical model, significant model emerged (F 8, 93 =19.918, p < 0.05). The significance shows that H1, H2, H3 and H4 are accepted i.e. all the four predictors' have positive effect on Intention to Stay.

Categorical regression standardizes the variables, so only standardized coefficients are reported. The largest coefficient has been observed for Compensation which means that when compensation factor changes by one standard deviation then the dependent variable i.e. intention to stay increases by 0.932 standard deviations provided all the other predictors are kept constant. The variables and their significance are shown below:

Predictor Variables

Work Environment	0.094	0.341
Compensation	0.932	0.000
Training & Development	0.131	0.117
Opinion about HOD	-0.289	0.000

Table 3: Correlation and Tolerance

	Correlations			Importance	Tolerance	
	Zero-order	Partial	Part		After Transformation	Before Transformation
Work Environment	.565	.147	.068	.067	.517	.477
Compensation	.865	.818	.649	1.018	.485	.244
Training and Development	.339	.240	.113	.056	.748	.736
Role of the HOD	.387	-.408	-.204	-.141	.499	.254

The squared partial correlation corresponds to the proportion of the variance explained relative to the residual variance of the response remaining after removing the effects of the other variables. It has been observed from the table that **Compensation** has a partial correlation of **.818**. Removing the effects of the other variables, Compensation explains **66.9%** of the variation in the dependent variable i.e. intention to stay. The part correlation of the Compensation factor is 0.649 implying that if we remove the effects of Training & Development, Work Environment and Opinion about HOD from the Compensation, the remaining part of **Compensation** explains **42.1%** the variation in intention to stay.

Pratt's measure of relative importance is highest for Compensation thereby stating that it is the most crucial predictor for the faculty's Intention to stay in the PGDBM institutions.



IMPLICATION OF THE STUDY

The study tried to identify the extent of importance associated of intention to stay for four with factors- work environment, compensation, Training and Development and Role of HOD. The study brought forth that compensation has been rated as the most important factor affecting the faculty's intention to stay. Understanding the relative importance of the factors would aid the institutions in controlling the turnover costs and help them build a better brand image.



CONCLUSION

Education sector has a huge potential in the coming years as the government aims to increase the Gross Enrolment Ratio (GER) in higher education to 21% by the end of the 12th five year plan period from the current 13.5% and Ministry of Human Resource Development has formulated an action plan to achieve this target. Entry of foreign universities apart from the private universities and autonomous institutions would provide a fillip to the sector. Availability of quality and competent faculty will be a major issue. Imparting quality education is hugely dependent on the faculty hence their intention to stay at their current institution becomes pertinent. Previous researches on this subject have identified the major factor resulting in retention to be compensation; in addition the studies also revealed that both personal and

professional factors affect the faculty's intention to stay in the current institute of work indicating that work-life balance is focused upon by the faculty.

According to the results of current study, compensation has a strong and significant relationship with intention to stay of the faculty in the institute. The categorical regression analysis, gave the result of 0.932 of beta for Compensation which is the highest in comparison to Work Environment, Training and Development, and Role of the Head of Department. Internal and external parity in the compensation provided along with satisfactory monetary and non-monetary benefits will have a positive effect on their intention to stay.

The study also presented that the overall factors that affect retention of faculty are both professional and personal factors. A high value of around 70% faculty members of the sample chose this criterion over only professional or personal factors.

The next important factor that has proved to be significant is Training and Development. Every individual's growth to a large extent depends on the kind of training that one gets. The difference in the faculty's intention to stay in the institutions is dependent on encouragement and opportunities provided by the institution for their progression to move ahead in their careers.

The factor Work Environment is ranked next followed by Role of HOD. Conducive work environment inclusive of the physical settings and flexibility of time become pertinent for faculty's stay. It is often stated that people do not leave organizations but leave bosses. Empathetic and supportive bosses often aid in employee retention.

It is assumed that institutions can grow from strength to strength when they devise proper programmes for the retention of the faculty through creating provisions for the payment of equitable and competitive compensation along with formulating continuous training and development activities to keep pace with the changes in the sector. The dearth of qualified faculty puts the onus on the organizations to increase faculty's intention to stay, by providing salaries according to norms and also supporting their professional development which would in turn assist the institutions in their progression. The active role of regulatory bodies in ensuring to the adherence of the norms would also result in the institutions providing with competitive salaries, increasing the Intention to Stay, further affecting the quality and performance of the institutions.

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