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A Study on Impact of Work Life Balance on Retention of Women Teachers in Management Colleges in Kerala

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ABSTRACT

Employee Retention is a process of ensuring that the employees are encouraged to remain associated with the organization for the maximum period of time. Retention of key employees is critical to the long-term health and success of any organization. Employee retention matters in educational institutions as well, issues such as training time and investment, lost knowledge, insecure students, and a costly faculty search and hiring are involved. Hence, failing to retain a key faculty is a costly proposition for an institution. Hiring knowledgeable people for the job is essential for an employer, but retention is even more important than hiring.

One of the keys to Employee retention is offering an organizational climate that facilitates Work Life Balance. Work life balance for teaching professional has become one of the greatest challenges in today's world. Teachers need to spend extra hours' everyday to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. Work based support to women is positively associated to job satisfaction, organizational commitment and career accomplishment that leads to faculty retention in the long run.

The study found out that *Support from coworkers* is the foremost motivational driver that help to create a favourable work place. The study also found out that there are other factors that can enhance the degree of women faculty retention in management colleges and these include *work life balance and superior support*. The retention of women faculty has been shown to be significant to the development and the accomplishment of the organization's goals and objectives. Retention of women faculty can be a vital source of competitive advantage for any organization. And the scenario is no different in educational institutions.

Keywords: Faculty Retention, Promotion opportunity, Support from co-workers, Welfare facilities, Superior's Support, Career enhancement opportunities, Job security, Relationship with management, Statutory benefits,

Work life balance, Rate of appraisal system, Compensation, Company policy and procedures, Rewards and recognitions, Work environment.

1. INTRODUCTION

The changes in work patterns and increasing workloads have pressurized employees to demonstrate their commitment to work in more obvious ways. The joint families have given way for small nuclear families, where both the spouses go for work. Despite more women going out to work, there have been trivial changes in the pattern of household responsibilities. Women continue to undertake the major share in domestic chores and child rearing. Quite often work intrudes on the family and social life, while at other times family pressures affect the work performance. With the development in educational, economical and social standards, things have improved and the act of balancing their life style has become less taxing for women. But not all women have been able to achieve this balance. Teachers are no exception, although the school of thought prevails that women prefer teaching profession because it gives a lot of room for prioritizing household responsibilities along with career demands. The fact is work life balance for teaching professionals has become one of the greatest challenges. Teachers not only need to spend extra hours to update themselves and be productive in their profession but also allocate time for evaluation of answer papers, assignments and maintenance of student records. Teaching is one of the noblest professions where the job profile extends much beyond the job description specified by the employer. It calls for better molding of students who are the future promise for the nation. A teacher's duty includes coaching, mentoring, counseling and above all selfless service and flair for teaching. Teachers also need to focus on soft skills and life skills apart from mere class room teaching, so that they not only produce good professionals but also good citizens. For a women teacher the challenge gets augmented due to the necessity of undivided attention required at their work place without devastating their family life. A poor unbalanced work life would result in psychological and physiological stress, the nature and intensity of which would vary for a women teacher working in schools and colleges offering various disciplines like Engineering, Technology, Medical sciences, Arts and science and Agriculture. Therefore only a detailed research with a proper comparative study between the work life balances of women teachers in different disciplines will bring to light the facts regarding WLB of women teachers and the inadequacies of the initiatives taken to achieve a healthy work life balance for women teachers working in various educational institutions.

Problem Definition

The spirit of well being is vital for faculty retention and the success of any organization. The proposed study explores the possibilities reducing attrition rate of women faculty in management colleges in Kerala by identifying means of providing better work life balance.

2. OBJECTIVES OF THE STUDY

Primary Objective

- To study about retention of faculty in management colleges in kerala.

Secondary Objective

- To ascertain the problems of the women faculty that makes them to quit from the organization.
- To analyze the factors that makes women faculty to be retained in the institution.
- To ascertain the motivational drivers including work life balance that help to create a pleasant work place.
- To analyze the factors that can enhance the degree of faculty retention.
- To highlight the necessity of faculty retention in the prevailing environment.

3. RESEARCH METHODOLOGY AND SAMPLE SELECTION

Sample Selection

It is the process of selecting representative subset of a total population for obtaining data for the study of the whole population.

Population Size: The population size is 840. (Total faculty of Management colleges)

Sample Size: The size of the sample is 110.

Calculation of sample size: The sample size is calculated as 110 using the following formula.

$$n = \frac{Z^2 N \sigma_p^2}{(N-1)e^2 + Z^2 \sigma_p^2}$$

Here, N = size of population

n = size of sample

e = acceptable error (here 0.35)

σ_p^2 = standard deviation of population

Z = standard variate at a given confidence level (here confidence level taken as 95%)

Since 99.97% of the area under normal curve lies within the range of ± 3 standard deviations, we may say that these limits include almost all of the distribution. Accordingly, we can say that given range equals 6 standard deviations because of ± 3 . Thus a rough estimation of population standard deviation would be

σ = the give range

$$\sigma = \frac{\text{the given range}}{6}$$

In this case range = 12

So, $\sigma = 2$

$$\text{Hence sample size 'n'} = \frac{1.96 \times 1.96 \times 840 \times 4}{(840 - 1) \times .35 \times .35 + 1.96 \times 1.96 \times 4}$$

$$n = 109.25 \approx 110$$

Research Design

A research design is purely and simply the frame work plan for a study that guides the collection and analysis of a data. In this study descriptive research design has been adopted. It includes surveys and fact finding enquires of different kinds. It simply describes something such as a demographic of women faculty. It deals with description of the state of offers as it is and the researchers have no influence on the respondents.

Period of the Study

The research period of this study was from December 2015 to January 2016.

Sources of Data

Data collection is one of the most important aspects of research. For the success of any research project, accurate data is very important and necessary.

Methods of Data Collection

- Primary Data
- Secondary Data

Primary Data: The data is collected by the means of questionnaire filled in by the women faculty from Management colleges.

Secondary Data: Secondary data includes published data and unpublished data. Various magazines, newspapers, journals, publications, AICTE and UGCwebsites includes the major source of secondary data.

Tools for Data Collection

The research instrument used in this study is structured questionnaire which consists of 25 questions.

4. STATISTICAL ANALYSIS

Sampling Technique

Sampling technique is simple random sampling, in which each and every item in the population has an equal chance of inclusion in the sample.

For the study on roll faculty list was collected from the institution and they were randomly selected.

The Stastical Tools Applied

1. Percentage analysis
2. Weighted average
3. Chi-Square test
4. Correlation

Hypothesis Tested

- There is goodness of fit between respondents opinion about promotion opportunity.
- There is goodness of fit between the respondents opinion about rate of appraisal system.
- There is goodness of fit between respondents opinion about career enhancement opportunities.
- There is significant difference between gender and opinion about level of satisfaction towards career enhancement opportunities.
- There is significant correlation between superior's interest in motivating women faculty and women faculty retention.
- There is significant correlation between work life balance and women faculty retention.

Analysis Done to Meet the Objective

- To ascertain the problems of the women faculty that makes them to quit from the organization.

Tool used: Percentage analysis.

Question: If You Want To Leave The Organization, What Would Be The Reason?

Scale: Multiple category scale.

Inference: Majority 25.5 percent of the respondents leave the organization for marriage, and 23.6% of the respondents leave the organization for better career opportunities.

- To ascertain the motivational drivers that help to create a retain work place.

Tool used: Weighted average.

Question: Level of satisfaction of the fifteen factors of the respondents.

They are

1. Availability of promotion opportunity
2. Support from co-workers
3. Welfare facilities
4. Superior's interest in motivating women faculty
5. Career enhancement opportunities
6. Job security
7. Relationship with management
8. Statutory benefits
9. Work family spill over
10. Work life balance
11. Rate of appraisal system

12. Compensation
13. Company policy and procedure
14. Rewards and recognition
15. Work environment

Scale: Likert scale

Inference: From the analysis of weighted average maximum ranking is given to the motivational driver Support From Coworkers and the second highest ranking is given to Work life balance that help the organization to create a retain work place.

- To analyze the factors that makes women faculty to retain in the company.

Tool used: Chi-Square Analysis

Question: Level of satisfaction towards the foremost factors

- Support from co workers
- Welfare facilities
- Career enhancement oppurtunities.
- Challenges in women faculty retention

Scale: Likert scale

Inference:

- There is goodness of fit between respondents opinion about promotion opportunity.
 - There is goodness of fit between the respondents opinion about rate of appraisal system
 - There is goodness of fit between respondents opinion about career enhancement opportunities.
 - There is significance difference between gender and opinion about level of satisfaction towards career enhancement opportunities.
 - There is significance difference between gender and opinion about organization facing problem in retaining the women faculty.
- To analyze the factors that can enhance the degree of women faculty retention.

Tool used: Correlation

Question: Level of satisfaction towards the foremost factors

1. Job security
2. Superior's interest in motivating women faculty.

Scale: Likert scale

Inference: By increasing superior's interest in motivating women faculty the degree of women faculty retention can be improved in the organization.

- By giving job security for women faculty the degree of women faculty retention can be improved in the organization.

Scope of the Study

The study was conducted at management colleges in Kerala. The study focuses on the women faculty, which helps to analyze and understand the necessity of women faculty retention in management colleges. The data used for this study was collected on a real time basis through structured questionnaire and interview methods.

Limitations of the Study

- The findings of the study are subjected to the bias and prejudice of the respondents.
- Area of the study is confined to the women faculty of management colleges in Kerala.
- The findings of the study are solely based on the information provided by the respondents.

5. REVIEW OF LITERATURE

Introduction

Long-term health and success of any organization depends upon the employee retention of key talents. To a greater extent customer satisfaction, organizational performance in terms of increased sales, satisfied colleagues and reporting staff, effective succession planning etc., is dependent upon the ability to retain the best women faculty in any organization. Encouraging women faculty to remain in the organization for a long period of time can be termed as women faculty retention. It is a process in which the women faculty are encouraged to remain with the organization for the maximum period of time or until the completion of the project

- **Maertz (1998)** is of the opinion that relatively less turnover research has focused specifically on how employees decides to remain with an organization and what determines this attachment. The retention processes should be compared with the turnover ratio.
- **Zineldin, (2000)** has viewed retention as an obligation to continue with the business.
- **Denton (2000)** has clearly stated that employees who are happy and satisfied with their jobs are more dedicated towards their work and always put their effort to improve their organizational customer's satisfaction.
- **Stauss et. al., (2001)** has defined retention as customer liking, identification, commitment, trust, readiness to recommend, and repurchase intentions, with the first four being emotional-cognitive retention constructs, and the last two being behavioural intentions.
- **Panoch, (2001)** forwarded the view that organizations today take great care in retaining its valuable women faculty and good women faculty as they are increasingly becoming more difficult to find.
- **Walker (2001)** opined that management and retention of employees is fundamental to achieving competitive advantage among the organizations.

- **Cutler (2001)** was of the view that one of the most important demands on management today in any organization is keeping the most vital and dynamic human resources motivated and dedicated.
- **Gbervbie (2008)** have found that if appropriate employee retention strategies are adopted and implemented by organisations the employees will surely remain and work for the successful achievement of organisational goals.
- **Gbervbie (2008)** has agreed that an organization's inability to formulate and implement strategies capable of recruiting competent employees and retaining them for organizational goals fulfillment is one of the main challenge facing organizations in the area of performance.
- **Baker (2006)** gave stress on the fact that hiring new women faculty are far difficult as well as costlier than to keep the current women faculty in the organization. That is why the core issue in any organization is to give a continuous ongoing effort to identify and try to keep all the best performers irrespective of their age.
- **Gbervbie (2008)** has stated that women faculty retention strategies refer to the plans and means, and a set of decision-making behavior put formulated by the organizations to retain their competent workforce for performance.
- **Walker (2001)** identified seven factors that can enhance women faculty retention: (i) compensation and appreciation of the performed work, (ii) provision of challenging work, (iii) chances to be promoted and to learn, (iv) invitational atmosphere within the organization, (v) positive relations with colleagues, (vi) a healthy balance between the professional and personal life, and (viii) good communications. Together, these suggest a set of workplace norms and practices that might be taken as inviting women faculty engagement.

Work life balance for teaching faculty has become one of the greatest challenges in today's world. Teachers need to spend extra hours' everyday to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. The increase in work ethics and consumerist culture has grown to greater extent that the value of parenting and home making has deteriorated. Work life balance helps the faculty to be more productive in their work along with their personal commitments and family interest. It is necessary that the institution needs to eliminate impractical discrimination and provide equal opportunities for both men and women. Good work life balance reduces stress and leads to productive outcomes. Thus the teaching faculty is able to give their best with high motivation and morale. (Santhana and Santhosh, 2011) Reviews also indicate that the perception of work life balance is observed to be different across genders. (Connell, 2005) Work based support to women is positively associated to job satisfaction, organizational commitment and career accomplishment. (Marcinkus, 2007)

6. DATA ANALYSIS AND INTERPRETATION

The data that have been obtained from data collection are analyzed. From the previous researches and studies conducted during the data collection, several WOMEN FACULTY RETENTION factors have been identified that can increase the organization to increase the degree of retention. They are:-

- Relationship with Management
- Rewards and Recognition

- Work Environment
- Company Policy and Procedure
- Promotion
- Job Security
- Statutory Benefits
- Managers Interest in Motivating Women faculty
- Rate of Appraisal System
- Work Family Spill Over
- Work Life Balance
- Career Enhancement Oppurtunities
- Support from Coworkers
- Welfare Facilities
- Compensation

7. INFERENCE STATISTICS

Weighted Average Analysis

Weighted Average analysis is used to rank the factors of Women Faculty Retention.

- Rate of Appraisal System
- Work Family Spill Over
- Work Life Balance
- Career Enhancement Oppurtunities
- Support from Coworkers
- Welfare Facilities
- Compensation

Table 19.1
Weighted Average of Relationship with Management

<i>S.No.</i>	<i>Relationship with Management</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	24	5	120	$= \Sigma WX / \Sigma W$
2	S	44	4	176	$= 412 / 15$
3	N	32	3	96	$= 3.7454$
4	DS	10	2	20	
5	HDS	0	1	0	
	TOTAL	110	15	412	

Table 19.2
Weighted Average of Rewards and Recognition

<i>S.No.</i>	<i>Rewards and Recognition</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	0	5	0	$= \Sigma WX / \Sigma W$
2	S	3	4	12	$= 214/15$
3	N	23	3	69	$= 1.945$
4	DS	49	2	98	
5	HDS	35	1	35	
		110	15	214	

Table 19.3
Weighted Average of Work Environment

<i>S.No.</i>	<i>Work Environment</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	23	5	115	$= \Sigma WX / \Sigma W$
2	S	49	4	196	$= 405/15$
3	N	24	3	72	$= 3.6818$
4	DS	8	2	16	
5	HDS	6	1	6	
		110	15	405	

Table 19.4
Weighted Average of Institution Policy and Procedure

<i>S.No.</i>	<i>Company Policy and Procedure</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	27	5	135	$= \Sigma WX / \Sigma W$
2	S	49	4	196	$= 423/15$
3	N	24	3	72	$= 3.845$
4	DS	10	2	20	
5	HDS	0	1	0	
		110	15	423	

Table 19.5
Weighted Average of Availability of Promotion Opportunities

<i>S.No.</i>	<i>Availability Of promotion Opportunity</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	4	5	20	$= \Sigma WX / \Sigma W$
2	S	10	4	40	$= 214/15$
3	N	0	3	0	$= 1.945$
4	DS	58	2	116	
5	HDS	38	1	38	
		110	15	214	

Table 19.6
Weighted Average of Job Security

<i>S.No.</i>	<i>Job Security</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	78	5	390	$= \Sigma WX / \Sigma W$
2	S	24	4	96	$= 510/15$
3	N	8	3	24	$= 4.63$
4	DS	0	2	0	
5	HDS	0	1	0	
		110	15	510	

Table 19.7
Weighted Average of Statutory Benefits

<i>S.No.</i>	<i>Statutory Benefits</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	17	5	85	$= \Sigma WX / \Sigma W$
2	S	52	4	208	$= 404/15$
3	N	29	3	87	$= 3.672$
4	DS	12	2	24	
5	HDS	0	1	0	
		110	15	404	

Table 19.8
Weighted Average of Superior's Interest in Motivating Women Faculty

<i>S.No.</i>	<i>Managers Interest in Motivating Women Faculty</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	52	5	260	$= \Sigma WX / \Sigma W$
2	S	25	4	100	$= 454/15$
3	N	28	3	84	$= 4.12$
4	DS	5	2	10	
5	HDS	0	1	0	
		110	15	454	

Table 19.9
Weighted Average of Rate of Appraisal System

<i>S.No.</i>	<i>Opinion About Rate of Appraisal System</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	0	5	0	$= \Sigma WX / \Sigma W$
2	S	7	4	28	$= 251/15$
3	N	29	3	87	$= 2.281$
4	DS	62	2	124	
5	HDS	12	1	12	
		110	15	251	

Table 19.10
Weighted Average of Work Family Spill Over

<i>S.No.</i>	<i>Work Family Spill Over</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	SA	53	5	265	$= \Sigma WX / \Sigma W$
2	A	23	4	92	$= 457/15$
3	N	32	3	96	$= 4.18$
4	DA	2	2	4	
5	SDA	0	1	0	
		110	15	457	

Table 19.11
Weighted Average of Welfare Facilities

<i>S.No.</i>	<i>Work Life Balance</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	SA	52	5	260	$= \Sigma WX / \Sigma W$
2	A	25	4	100	$= 214/15$
3	N	26	3	78	$\Sigma 4.09$
4	DA	5	2	10	
5	SDA	2	1	2	
		110	15	450	

Table 19.12
Weighted Average of Career Enhancement Oppurtunities

<i>S.No.</i>	<i>Career Enhancement Oppurtunities</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	72	5	360	$= \Sigma WX / \Sigma W$
2	S	13	4	52	$= 472/15$
3	N	10	3	30	$= 4.29$
4	DS	15	2	30	
5	HDS	0	1	0	
		110	15	472	

Table 19.13
Weighted Average of Support from Coworkers

<i>S.No.</i>	<i>Support from Coworkers</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	95	5	475	$= \Sigma WX / \Sigma W$
2	S	9	4	36	$= 529/15$
3	N	6	3	18	$= 4.809$
4	DS	0	2	0	
5	HDS	0	1	0	
		110	15	529	

Table 19.14
Weighted Average of Work Life Balance

<i>S.No.</i>	<i>Welfare Facilities</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	91	5	455	$= \Sigma WX / \Sigma W$
2	S	9	4	36	$= 517/15$
3	N	6	3	18	$= 4.7$
4	DS	4	2	8	
5	HDS	0	1	0	
		110	15	517	

Table 19.15
Weighted Average of Compensation

<i>S.No.</i>	<i>Compensation</i>	<i>No. of Respondents (X)</i>	<i>Weight (W)</i>	<i>Weighted Mean (WX)</i>	<i>Weighted Average</i>
1	HS	17	5	85	$= \Sigma WX / \Sigma W$
2	S	52	4	208	$= 404/15$
3	N	29	3	87	$= 3.672$
4	DS	12	2	24	
5	HDS	0	1	0	
		110	15	404	

Table 19.16
Ranking of Factors

<i>S.No.</i>	<i>Factors</i>	<i>Weighted Average</i>	<i>Rank</i>
1	Relationship with Management	3.745	9
2	Rewards and Recognition	1.945	15
3	Work Environment	3.68	10
4	Institution Policy and Procedure	3.845	8
5	Promotion	1.945	14
6	Job Security	4.636	3
7	Statutory Benefits	3.672	11
8	Managers Interest in Motivating Women Faculty	4.154	6
9	Rate of Appraisal System	2.28	13
10	Work Family Spill Over	4.12	5
11	Welfare Facilities	4.09	7
12	Career Enhancement Oppurtunities	4.29	4
13	Support from Coworkers	4.809	1
14	Work Life Balance	4.7	2
15	Compensation	3.672	12

Inference

From the above analysis of weighted average maximum ranking is given to the motivational driver **SUPPORT FROM COWORKERS** and the second highest ranking is given to **Work Life Balance** that help the organization to create a retain work place.

Chi-Square Test

Hypothesis 1:

H₀: There is no goodness of fit between respondents opinion about support from co workers.

H₁: There is goodness of fit between respondents opinion about support from coworkers.

Table 19.17
Respondents Opinion on Support from Co Workers

<i>Category</i>	<i>No: of respondents</i>
Highly satisfied	95
Satisfied	9
Neutral	6
Dissatisfied	0
Highly dissatisfied	0
Total	110

Table 19.18
Calculation for Testing Hypothesis

<i>Group</i>	<i>Observed Frequency</i> O_{ij}	<i>Expected Frequency</i> E_{ij}	$(O_{ij} - E_{ij})$	$(O_{ij} - E_{ij})^2$	$\frac{(O_{ij} - E_{ij})^2}{E_{ij}}$
Highly satisfied	95	22	73	5329	242.2272727
Satisfied	9	22	-13	169	7.681818182
Neutral	6	22	-16	256	11.63636364
Dissatisfied	0	22	-22	484	22
Highly dissatisfied	0	22	-22	484	22
Total	110	110			305.5454545

$$d.f. = (n - 1) = 5 - 1 = 4$$

Expected Frequency, E_{ij} = No. of observations/No. of cells = 110/5 = 22

$$\chi^2 = \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}} = 305.545$$

The table value of χ^2 for four degrees of freedom at 5 per cent level of significance is 9.488.

The calculated value of χ^2 is greater than the table value and therefore the null hypothesis is rejected and the alternate hypothesis is accepted.

Inference

There is goodness of between respondents opinion about support from coworkers.

Hypothesis 2:

H₀: There is no goodness of fit between the respondents opinion about Work Life Balance

H₁: There is goodness of fit between the respondents opinion about Work Life Balance

Table 19.19
Respondents Opinion on Work Life Balance

<i>Category</i>	<i>No. of respondents</i>
Highly satisfied	91
Satisfied	6
Neutral	9
Dissatisfied	4
Highly dissatisfied	0
Total	110

Table 19.20
Calculation for Testing Hypothesis

<i>Group</i>	<i>Observed Frequency</i> O_{ij}	<i>Expected Frequency</i> E_{ij}	$(O_{ij} - E_{ij})$	$(O_{ij} - E_{ij})^2$	$\frac{(O_{ij} - E_{ij})^2}{E_{ij}}$
Highly satisfied	91	22	69	4761	216.4090909
Satisfied	9	22	-13	169	7.681818182
Neutral	6	22	-16	256	11.63636364
Dissatisfied	4	22	-18	324	14.72727273
Highly dissatisfied	0	22	-22	484	22
Total	110	110			272.4545455

$$d.f. = (n - 1) = 5 - 1 = 4$$

Expected Frequency, E_{ij} = No. of observations/No. of cells = 110/5 = 22

$$\chi^2 = \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}} = 272.4545$$

The table value of χ^2 for four degrees of freedom at 5 per cent level of significance is 9.488.

The calculated value of χ^2 is greater than the table value and therefore the null hypothesis is rejected and the alternate hypothesis is accepted.

Inference

There is goodness of between respondents opinion about welfare facilities.

Hypothesis 3

H0: There is no goodness of fit between respondents opinion about career enhancement opportunities.

H₁: There is goodness of fit between respondents opinion about career enhancement opportunities.

Hypothesis 4

H0: There is no significant correlation between Work Life Balance and women faculty retention.

H1: There is significant correlation between Work Life Balance and women faculty retention.

X = Work Life Balance

Y = Women Faculty Retention

Karl Pearson’s coefficient of correlation,

$$r = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \times \sum (Y_i - \bar{Y})^2}} = \frac{n \sum .xy - (\sum x \times \sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \times \sqrt{n \sum y^2 - (\sum y)^2}}$$

Table 19.21
Calculation for Finding the Correlation

S.No.	X	Y	X ²	Y ²	XY
1	78	605	6084	366025	47190
2	24	394	576	155236	9456
3	8	306	64	93636	2448
4	0	252	0	63504	0
5	0	93	0	8649	0
Sum	110	1650	6724	687050	59094

$$r = \frac{(5 \times 59094) - (5 \times 1650)}{\sqrt{((5 \times 6724) - (5^2))} \times \sqrt{(5 \times 687050) - (5)^2}} = 0.9202$$

Interpreting Pearson’s ‘r’ Value

Here ‘r’ = .9202

Degrees of freedom, N – 2 = 5 – 2 = 3

From the table value for two tailed test for a positive correlation, at p = .05 ‘r’ = .878

Since the critical value of ‘r’ is less than obtained value, the null hypothesis is rejected.

Hence it is concluded that **there is significant correlation work life balance and women faculty retention.**

Inference

Positive value of r indicates positive correlation between the two variables, that is Relationship with management and Women faculty Retention. So **by giving work life balance the degree of women faculty retention can be enhanced.**

Findings

The major findings of the study are the following.

1. It was found that the main reason for leaving the organization was personal reasons like marriage.
2. The study shows that the women faculty are satisfied with the Career Enhancement Opportunities for their Growth and Development providing by the company.
3. It was found that the women faculty are satisfied with the working hours.
4. It was found that the women faculty are getting support from their co workers.
5. Majority of the women faculty are satisfied with the welfare facilities provided by the company.
6. Majority of the women faculty are satisfied with the work place atmosphere.
7. There is goodness of fit between respondents opinion about support from co-workers
8. There is goodness of fit between respondents opinion about work life balance.
9. There is goodness of fit between respondents opinion about career enhancement opportunities.
10. From the analysis of weighted average **Support From Coworkers** is the foremost motivational driver that help to create a retainable work place.
11. By enhancing **superior's interest in motivating women faculty** degree of faculty Retention can be improved in the organization.
12. By providing better **Job Security** the degree of faculty retention can be enhanced.

8. CONCLUSION

The retention of women faculty has been shown to be significant to the development and the accomplishment of the organization's goals and objectives. Retention of women faculty can be a vital source of competitive advantage for any organization. Until recently, loyalty was the cornerstone of that relationship. All companies of any size are struggling in these days that how they could retain their women faculty from leaving existing jobs for more money or for the better opportunity. The scenario is no different in educational institutions.

The study revealed the factors which are influencing the retention of women faculty in the organization. The study found out that **Support from coworkers** is the foremost motivational driver that help to create a retain work place. However, the study also found out that the organization needs to consider whether the tools they are using are matching the needs of the women faculty such that they can apply the right tools which appeal to the women faculty. The study also found out that there are other factors that can enhance the degree of women faculty retention in management colleges and these include **work life balance and superior support**. The study also found that **Career enhancement opportunities** are one of the most important factors that women faculty look for, to work in the organization. To retain women faculty, the organization must review their career plans and reorganize those plans according to the market so that intelligent and talented women faculty could serve more and would beneficial in the long run.

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