

Impact of Retention Strategies in Sustainable Development among School Teachers

E. Saraladevi, Ph.D Research Scholar (Full Time), Alagappa Institute of Management, Karaikudi

Dr. S. Chandramohan, Professor, Alagappa Institute of Management, Karaikudi

Dr. S. Latha, Assistant Professor, Alagappa Government Arts College, Karaikudi

Article Info

Volume 82

Page Number: 9275 - 9278

Publication Issue:

January-February 2020

Abstract:

Retaining the talented employees within the organization is the talented task of every management. Likewise in education sector also retaining the talented teachers has become a bigger task for every management. In recent days concentration is given more towards sustainable development and practices. Integrating each and every planning of the management with sustainability has become a part of every organization. Only sustainable development can lead to the economic growth of the nation, which in turn will lead to the wellbeing of every employees. Around the world, maintenance of talented teachers has been of genuine worry to the management even with regularly expanding high pace of worker turnover. This article endeavors to stretch the significance of Talented Teachers and the job of retaining them in advancing supportable improvement at Management. The article gives a short prologue about Awareness of Teachers towards Sustainable Management Practices followed at Private Schools at Karaikudi and Employee Retention Strategies, its significance for the development of an Organization. A brief introduction about Sustainable Development, along with Retention Strategies followed by the School Management and the awareness level of the Teachers towards sustainable management practices would be analyzed in this study.

Article History

Article Received: 18 May 2019

Revised: 14 July 2019

Accepted: 22 December 2019

Publication: 10 February 2020

Keywords: Sustainable Management Practice, Retention Strategies, School Teachers.

I. INTRODUCTION

[5], this article represents more than 40 percent teachers left their career within the first 5 years of the profession. Without explicit strategies planned for retaining these teachers, we may not change the present the norm, the departure of top instructing ability. Fortunately our maintenance issue is fixable. Investigation into how to spur what's more, hold early profession instructors shows that they need positions of authority and committed time for instructor leadership. While a few educators are characteristically dedicated to lifetime professions in educating, for those going back and forth, openings for administration can have the effect. This paper highlights mainly the three policies for keep back the best teachers lifelong in their career as the create career ladders with chances for leadership and specialization, Partner with an organizations to develop a teacher leadership, Restructure staffing and scheduling. Our study represents about the holding policies that were followed in the private schools to retain the teachers through sustainable development. Eco-friendly environment has been provided by most of the schools in Karaikudi. The teachers are aware about

the sustainability development made by the management. Most of the schools are promoting recycling ideas among the teachers and the students.[3], Teachers hold a typical picture of themselves when they enter the calling. We imagine ourselves running into a previous understudy some place in the network. A grin radiating from her face, the understudy comes and gives us a major grasp and emanates, Much obliged to you such a great amount for raising my commanded test scores and setting me up to contend in a worldwide economy. This situation would appear to be more amusing on the off chance that it weren't completely reflected in the changing activity that teachers face in the present schools.

II. REVIEW OF LITERATURE

[4]his study, illustrated about inter dependence of Sustainable Development and Employee Retention. His paper shows a relationship between Sustainable development and Employee Retention thereby trying to hold its employees and achieve sustainability. The success was achieved through putting the first core to be 'Employees First'. His paper mentions that Sustainability Drives Recruitment and Retention.

[6]in this study the author represents that unsustainable workload is believed to be the primary reason of teacher rate of replacement at Charter Management Organizations. High educator turnover in this setting up to lay a struggle on the capacity of the CMO to "scale up," or develop when staffing numerous schools having excellent individuals. In this research, the author has mentioned that workload is associated with Turnover intentions, which points out that the workload do not has a powerful effect on turnover of fresh teachers as comparing with the more skillful teachers.

[2] The point of instruction for manageable advancement, or supportability training, is to incorporate the standards, qualities, and practices of maintainable improvement into all parts of training. Sustainability Education underscores the thought of numerous parts of manageability including environmental, financial, social, and social parts of Sustainable Development. The view of lower auxiliary school subject instructors and skill to encourage various parts of manageability were contemplated. The instructor's subject was the most significant factor disclosing educators' commitment, while their age had little significance. Instructors' common educational skill was likely associated to increase with age. Gender, school, in various local locations didn't have any impact instructing. As gatherings, subject educators varied from one another when showing natural, monetary, social, prosperity, and social parts of Sustainability education or thinking about all-encompassing parts of Sustainable Education. They additionally contrasted from one another in their view of their capability to show various components of maintainability.

[1] shows a record of an activity explore where Cooperative Learning was discovered powerful in showing science in a school. Many study thinks about and a meta-investigation demonstrates the wide-running advantages of Cooperative Learning incorporate improved individual accomplishment and the improvement of social attitudes among students. In creating nations such as India, a land brimming with assorted varieties, purposive utilization of Cooperative Learning can help reinforce the base of majority rules system. This thus can help the commencement and sustenance of Education for Sustainable Development. In India the utilization of gathering the learning techniques has been upheld for long time, however its usage is liable for the conclusions of individual instructors what's more, foundations. This paper advances the case for deliberate and precise consideration of Cooperative Learning techniques in the formal training framework for the stronger execution of Education for Sustainable growth in India.

III. STATEMENT OF THE PROBLEM

Sustainable development in every sector pays way to economic development of the country. Every management should follow sustainable management practice. The researcher tries to interpret the awareness level of the teachers towards retention strategies followed by the management is towards sustainable development. These study reports of the recent analysis that was undertaken towards teacher's level of awareness and their knowledge towards management sustainable practices whether management sustainable practices are towards retention of the employees. The current analysis prioritize on the private school teachers, who are currently the most significant pillar of the Schools

IV. OBJECTIVES

1. To understand the Management Sustainable Development Practices followed at Private Schools at Karaikudi.
2. To find the relationship between Educational Qualification of the respondents and Respondents' Part to be in Sustainable Business
3. To analyze the relationship between Educational Qualification and Sustainable Management Practice
4. To provide necessary recommendations upon the finding to improve the Management Sustainable Development to retain the Teachers at Karaikudi.

V. RESEARCH METHODOLOGY

The current research is both descriptive and analytical in nature. A pilot study was done to analyze the reliability of the survey tool. 80 questionnaires were issued for the analysis, out of that, 60 questions were selected after the removing of the unfinished responses, null and void answers unreciprocated questionnaires from the respondents, the final sample size for the analysis was with 60 respondents. The sample for the research was private school teachers at Karaikudi, Tamilnadu. Convenient Sampling method was utilized to carry out this survey. To achieve the objectives, researcher has used the Descriptive Statistics, Chi-Square, and Correlation as statistical tools.

VI. DATA ANALYSIS AND INTERPRETATION

The data has been analyzed completely using the statistical tools that were furnished below. Descriptive analysis has been done to interpret the demographic variables. Then the data has been analyzed using Descriptive Analysis, Chi-Square, and Correlation. The interpretation are mentioned below with the respective tests.

A. Demographic profile of the Respondents

Table- I: Demographic Summary of the Respondents

S.No	Demographic Variables	Classification of the variables	Frequency N=60	Percentage
1	Age	20 to 30 years	10	16.7
		31 to 40 years	46	76.7
		41 to 50 years	4	6.7
2	Gender	Male	11	18.3
		Female	49	81.7
3	Educational Qualification	UG	20	33.3
		PG	28	46.7
		Others	12	20
4	Marital Status	Married	46	76.7
		Unmarried	12	20
		Separated	2	3.3
5	Monthly Income	< 10,000	16	26.7
		10,001 to 15,000	34	56.7
		15,001 to 20,000	6	10
		> 20,000	4	6.7
6	Total No of Family Members	2	7	11.7
		3	6	10
		4	26	43.3
		Above 4	21	35

Source: Primary Data

Table- I interprets, from the overall 60 responses, Majority of the respondents 76.7 percent are coming under the age group of 31 to 40 years, whereas the next age group of 20 to 30 years are 16.7 percent, respondents with age group 41 to 50 years are only 6.7 percent which is the minority. From our findings, majority of the respondents are Female Teachers who constitute 81.7 percent of the overall population and minority are male teachers of 18.3 percent, this shows that female teachers are working more in Karaikudi Private Schools. From the overall respondents, majority of the teachers 46.7 percent are working with PG as educational qualification and next to that 33.3 percent of the respondents are working with UG as their educational qualification, very minority of 20 percent work with others as their educational qualification. From the research, we have found that most of the respondents are married which constitutes of 76.7 percent of the total respondents, next to that 20 percent of the respondents fall under unmarried category, only minimum percent of 3.3 percent of the respondents have mentioned that they are 'separated' under their marital status. Regarding the monthly income of the respondents, majority of them fall under '10,001 to 15,000' category with 56.7 percent, next to that 26.7 percent of the respondents fall under '<10,000' category, next 6.7 percent of the respondents fall under '15,001 to 20,000' category, and only 6.7 percent of the respondents fall under '>20,000' monthly income level. From the study, we have found that majority of our respondents 43.3 percent are having '4' as their family size, next to that 35 percent of the respondents are having 'above 4' as their family size, next to that 11.7 percent comes under '2' as their family size and very minimum percent of 10 percent falls under '2' as family size.

The Chi-Square test has been utilized to find the Educational Qualification of the respondents and Respondents' Part to be in Sustainable Business

Ho: There is no significant association between Educational Qualification of the respondents and Respondents' Part to be in Sustainable Business

Table-II: Educational Qualification Vs Respondents' Part in Sustainable Business

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.128 ^a	2	.047
Likelihood Ratio	6.216	2	.045
Linear-by-Linear Association	5.526	1	.019
N of Valid Cases	60		

Source: Primary Data

From the Table-II, it is clear that the p value is lesser than 0.05, which represents that the null hypothesis is rejected, hence there is significant association between 'Educational Qualification of the respondents' and 'Respondents' Part to be in Sustainable Business'

Correlation has been utilized to find the relationship between Educational Qualification with respect to Sustainable Management Practice

Ho: There is no significant relationship between Educational Qualification and Sustainable Management Practice

Table-III: Educational Qualification with respect to Sustainable Management Practice

		Educational Qualification	I am aware that Management is following Sustainable Practice for Retaining the Employees
Educational Qualification	Pearson Correlation	1	.258*
	Sig. (2-tailed)		.046
	N	60	60
I am aware that Management is following Sustainable Practice for Retaining the Employees	Pearson Correlation	.258*	1
	Sig. (2-tailed)	.046	
	N	60	60

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

The table III reveals that there is a positive correlation between Educational Qualification and Sustainable Management Practice and the p value is less than 0.05 for the variables mentioned under Sustainable Management Practice as 'I am aware that Management is following Sustainable Practice for Retaining the Employees' and 'Educational Qualification'. Hence, there is a significant

relationship between Education Qualification and Sustainable Management Practice.

VII. FINDINGS & DISCUSSIONS

- From the study, we have found that majority of the respondents fall under the category of 31 to 40 years, and very minimum respondents of 6.7 percent belongs to 41 to 50 years.
- From our overall responses majority of them are female teachers with 81.7 percent, which refers that female teachers are more willing to work towards the education sector that too in private schools. Minority of the population 18.3 percent falls under male category.
- Majority of the respondents 46.7 percent have PG as their Educational Qualification and minority of them have Other Educational Qualification.
- From the research, we have found that most of the respondents are married which constitutes of 76.7 percent of the total respondents, only minimum percent of 3.3 percent of the respondents have mentioned that they are 'separated' under their marital status.
- Regarding the monthly income of the respondents, majority of them fall under '10,001 to 15,000' category with 56.7 percent, and only 6.7 percent of the respondents fall under '>20,000' monthly income level.
- From the study, we have found that majority of our respondents 43.3 percent are having '4' as their family size, and very minimum percent of 10 percent falls under '2' as family size
- From the Chi-square analysis we have found that there is significant association between 'Educational Qualification of the respondents' and 'Respondents' Part to be in Sustainable Business'
- The Correlation analysis, we have found that there is a positive correlation between Educational Qualification and Sustainable Management Practice. There is a significant relationship between Education Qualification and Sustainable Management Practice.

VIII. LIMITATIONS

Our present study has focused only on private school teachers, future studies can be done with government school teachers with respect to their behavior, awareness level and encouraging factors towards Sustainable Retention. Concentration should be given on other factors like. Care should be given to the findings of the study, as this research is completely based on the School Teachers.

IX. CONCLUSION

From the overall study, we can conclude that school teachers are aware about sustainable development and the management is taking care about their employees. From this paper we conclude that still some more steps has to be taken towards the welfare of the employee with respect to their packages. Though employees are happy with the sustainable management practices. Care should be taken with respect to the packages. Management should motivate the employees with more salary and other factors also. The view of lower auxiliary school subject instructors about their ST and skill to encourage various parts of manageability were contemplated. The instructor's subject was the most significant factor disclosing educators' commitment, while their age had little significance. Instructors' general educational experience was likely related to the result that increased with age. Gender, school, or the area of the school in various local locations didn't have any impact on Sustainable Education instructing. As gatherings, subject educators varied from one another when showing natural, monetary, social, prosperity, and social parts of SE or thinking about all-encompassing parts of Sustainable Education. They additionally contrasted from one another in their view of their capability to show various components of maintainability

REFERENCES

1. Agashe, L. (n.d.). Sustainable Development and Cooperative Learning in the Formal Education System in India. *Research Gate*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.552.9389&rep=rep1&type=pdf>
2. Anna Uitto, S. S. (2017). Subject Teachers as Educators for Sustainability: A Survey Study. *Education Sciences*. doi:10.3390/educsci7010008
3. Eklund, N. (2009). Sustainable Workplaces, Retainable Teachers. *ERIC*, 25-27.
4. Goud, P. (2014). Employee Retention for Sustainable Development. *International Journal of Innovative Technology & Adaptive Management*, 10-16.
5. *How to Retain Effective Teachers Through Teacher Leadership*. (n.d.). Retrieved from Teach Plus: http://www.teachplus.org/sites/default/files/publication/pdf/decade-plus_final.pdf
6. Torres, A. C. (2016). Is This Work Sustainable? Teacher Turnover and Perceptions of Workload in Charter Management Organizations. *SAGE*.