

Talent Retention Strategies for MBA Faculty in Kerala

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Abstract

In higher educational institutions, faculty retention becomes an essential issue, and, in the case of management colleges, quality of faculty and faculty retention are two faces of a coin. The paper analyzes the retention of management (MBA) faculty in Palakkad, Ernakulam, and Thrissur districts of Kerala by way of a survey with quantitative methodology by collecting data from a sample of 384 faculty. To examine retention factors and the influences of factors on retention intention, Multiple Regression Analysis and Cluster Analysis, in conjunction with Exploratory Factor Analysis, have been performed, and results showed that there are five important factors: Organizational Support & Work Environment, Compensation & Benefits, Career Development & Growth, Work-Life Balance, and Leadership & Institutional Policies. The multiple regression analysis indicated a very strong power of these factors to predict intention for faculty retention with an amount of explained variance of 70.9% ($R^2=0.709$, $p<0.001$). The largest impact on faculty commitment was found to be Organizational Support & Work Environment. In order to cluster these faculties based on their level of overall satisfaction with the factors, a clustering analysis resulted in 3 groups, namely: Highly Satisfied (37.0%), Moderately Satisfied (33.3%), and Dissatisfied (29.7%). The significant differences in the three clusters indicated that there were significant differences in faculty expectations, and a unified retention strategy might be unproductive. It concludes that retention strategies require a comprehensive institutional response that integrates financial compensation with non-financial programs, and administrators can build greater engagement among faculty by focusing on individual faculty clusters with differing needs. The study provides important recommendations for policy-makers and managers at academic institutions, striving to increase the sustainability of management education in Kerala.

Keywords: Talent Retention, MBA Faculty, Higher Education, Organizational Support, Work-Life Balance, Cluster Analysis, Kerala.

Introduction

Talent retention is now clearly a strategic issue of importance to higher education, and within professional settings such as MBA education, when faculty expertise plays a direct role in determining the quality of academics, the reputation of an educational institution, and student performance. The growing number of institutions providing management education and the heightened competition that faces institutions at both private and public levels have created increased pressure in terms of the need to hire qualified and experienced faculty in the Indian context (Soomro & Ahmad, 2013). This has led to the issue of retaining good MBA faculty becoming a desperate problem, particularly in districts such as Palakkad, Ernakulam, and Thrissur in Kerala, where more and more institutes of management are being established. Mobility of academic talent may also contribute to the problem of faculty turnover, as it is motivated by improved opportunities, a payment gap, and institutional variation.

In recent years, colleges and universities have come to understand that faculty retention cannot rely only on salaries and job stability; it heavily depends on institutional culture, opportunities for personal development, and supportive systems. In recent studies about current literature, there is a general conclusion about the positive influence of a favorable human resource (HR) climate characterized by trustworthiness, commitment, and positive leadership in enhancing faculty retention because the academicians will feel accepted and belong among academicians (Tripathi, 2019; Verma & Kaur, 2024). Moreover, the work-life balance, the clarity of career promotion policies, and a chance to engage in a continuous learning process can also be decisive in determining the level of faculty satisfaction and commitment over the long term. These are even more crucial in the academic climate of Kerala, a state in which universities and colleges perform their best to be accredited and gain prestige across the world.

A new aspect that is being developed in faculty retention is the differentiation of psychological ownership and emotional attachment towards the institution. The old methods of transaction conduct based on compensation are gradually giving way to the relational method, which focuses more on the faculty's engagement, appreciation, and involvement in the institution's decision-making processes. According to the recent studies, the chances of retention of faculty members grow substantially in cases, when feels valued and appreciated by their institutions. This is more applicable to MBA colleges in Kerala, where an intercollegiate rivalry usually causes a high rate of faculty migration.

There are also those structural issues like heavy workload, lack of research facilities, and salary differences, among the institutions in the Indian higher education system, which have all led to faculty attrition. Some evidence suggests that teaching load and administrative burden can lead to burnout, low job satisfaction, and high turnover intentions (Malik, 2025). In addition, pressure is being placed upon faculty through increased pressure for research productivity and accreditation requirements, necessitating institution-based policies that blend expectations of success with appropriate systems of support.

Here is an action plan for talent retention in respect of faculty of B- schools in Palakkad, Ernakulam & Thrissur should aim at the following comprehensive aspect such as the aspect of finances, the career growth and also in terms of their mental happiness: creation of healthy working environment; fostering a culture that supports freedom in academia; promoting and support R & D activities; and developing an equalized reward mechanism. It is possible to reduce turnover and increase teaching effectiveness and institutional performance not only of higher education institutions themselves by aligning organizational practices with faculty expectations and aspirations, but also through their evaluation of these achievements. In order to maintain the quality and competitiveness of the MBA education in Kerala, it is necessary to have an insight and carry out effective retention strategies.

Statement of the Problem

In the management institutes of Kerala's Palakkad, Ernakulam, and Thrissur districts, one major strategic issue that the educational institutions face today is to hold on to the capable MBA faculty. Due to the rapid rise in management institutes and the shortage of suitable staff in the market, retaining qualified teaching staff has proved to be an insurmountable challenge for management schools, even as many professionals leave their institutions. A number of factors can cause a significant impact on reducing the employee retention rate in management institutions. Faculty members' desires for academic as well as professional growth don't find corresponding support from the management/institution. The heavy workload, underpaid compensation, and imbalanced work-life contributed to burnout and a lack of job satisfaction. Additionally, many management institutions failed to develop a formal HR system, nor equipped to address the changing needs and demands of younger academicians, who are inclined to pursue personal career goals rather than long-term job security. Thus, the quality and durability of management education are in peril, and timely, research-based, and institutionalized retention strategies are imperative to ensure academic excellence.

Significance of the Study

This research is essential due to the increasing challenge of keeping excellent faculty members qualified in the present scenario for various reasons, such as increasing competition within Kerala. The growth in management education and its establishment as important is making organizational viability directly correlated with the quality of the education, student feedback, and image. Faculty are an indispensable part of teaching and building up young entrepreneurs; thus, faculty turnover affects the consistency of teaching, the accreditation, and further growth of institutions.

Furthermore, as contemporary faculty and today's academics look for professional growth and innovative opportunities, an institution not living up to these expectations may well lose out on talent to better-suited organizations. The gap in systemic policy for human resources in the Indian higher education sector has been highlighted in this study, and it has thrown up tangible policy suggestions for consideration by policymakers with specific reference to faculty retention policies. By and large, taking the example of Palakkad, Ernakulam, and Thrissur districts, the research provides an in-depth regional picture of retention mechanisms in a way that helps institutions move out of the one-size-fits-all paradigm to quality levels and sustainability.

Objectives of the Study

1. To identify the key factors influencing talent retention among MBA faculty.
2. To examine the impact of retention factors on faculty retention intention.
3. To classify MBA faculty based on their perception of retention strategies.

Research Questions and Hypotheses

To guide this investigation into faculty retention, the following research questions and hypotheses have been formulated:

RQ1: What are the primary factors influencing the retention of MBA faculty in the Palakkad, Ernakulam, and Thrissur districts?

RQ2: To what extent do organizational support, compensation, career development, work-life balance, and leadership impact faculty retention intention?

RQ3: Can MBA faculty be meaningfully segmented into distinct clusters based on their perception of retention strategies?

H1: There is a significant positive relationship between organizational support, compensation, career development, work-life balance, leadership, and faculty retention intention.

H2: There are statistically significant differences in retention perceptions among MBA faculty, allowing for their classification into distinct satisfaction-based clusters.

The remaining part of this paper is structured in following order: The section 2 addresses and summarizes prior research literature related to talent management in higher education institution and establishes the gap; The section 3 addresses the research methods where the areas of study, sampling methods of the study, the process of the study, the data sources, data collection method and statistical tools are stated; Section 4 deals with the empirical results from factor analysis, multiple regressions analysis and cluster analysis of the collected data; In the section 5 the result discussed and in the final section 6, conclusions are made along with the limitations and suggestions for the further study.

Literature Review

In recent years, the problem of young talent retention in higher education and in the case of the MBA faculty in particular, has received a significant amount of scholarly interest as it directly affects the quality of academic performance and the performance of the institution at large. Literature suggests that there are several reasons for faculty retention, which could be classified into organizational, individual, and external circumstances. Traditionally in older literature, salaries, job security, and the institution's prestige were considered the major retention factors; in contrast, newer research has emphasized non-pecuniary retention factors such as organizational culture, administrative leadership, and potential to develop the employee professionally. These shifts reflect the new requirements for academic professionals, especially in professional programs like management studies.

Faculty retention, specifically on the effect of job satisfaction on faculty performance, has been addressed extensively in the literature (Snyman, 2022). Various research indicates that satisfied faculty are inclined to express stronger

organizational commitment, decreased intention to leave, better productivity, and less job-related stress. Satisfaction in academia is a function of several elements, ranging from opportunity for research to teaching autonomy, to supportive collegial relationships, and to positive appraisal systems. For instance, research suggests that professors who have a sense of empowerment and enjoy intellectual stimulation at their workplace are less likely to abandon their institutions (Kaur, 2014; Mather & Bam, 2025). Similarly, the report of the study confirmed that the employees who perceived a positive relationship with colleagues and high trust towards their organizations tended to establish emotional attachment to their respective institutions, which acts as an indispensable catalyst in faculty retention (Tung & Mung, 2025).

Also considered in the literature has been leadership style and organizational climate. With individual attention, motivation, and encouragement from the leadership team, it has been considered that leadership such as transformational style plays a huge part in increasing the level of commitment and reducing the rate of staff attrition. Leaders encourage participation in decision-making and provide feedback, so in doing so, create a positive learning environment, therefore reducing turnover intentions, while on the other hand, autocratic styles and the lack of transparency within the organization have been shown to be associated with a higher number of dissatisfied and leaving faculty members (Shin & Jung, 2014; Pedro & Dioso, 2025; Cao & Jiang, 2024). Opportunities to learn and develop skills, or opportunities for career advancement, have also proven to be important when managing faculty retention. Colleges are finding that in the delivery of an MBA curriculum with a focus on lifetime learning and relevant workplace skills are more able to retain their faculty by supporting staff with grants to attend training, conferences or research programs. Study reports that the availability of staff training and development is more than just a way to gain competence, as staff are more likely to become committed to their employer (Buono, 2020; Saddozai et al., 2017). Having clearly and consistently outlined policies of career advancement has also been documented as having a positive effect on the level of staff motivation and the rate of turnover intentions.

Another issue that becomes of vital concern regarding faculty retention is work-life balance. More so, with regard to higher education in India, the ever-increasing academic workloads, administrative roles, and other performance criteria often lead to stress and burnout of staff members. Several research reports have demonstrated increased retention of faculty in institutions that not only advocate work-life balance supportive policies but are also quite flexible about work-life balance approaches (Joseph, 2025). This holds particularly true in the case of junior academicians who often take into consideration the aspects of personal well-being along with their professional progress. Compensation and other benefits do play a major role, though not the only factor in retaining faculty. High salaries, performance-driven compensation packages, housing facilities, health support systems, research facilities, etc. Contribute to overall job satisfaction. But due to disparities in salaries among various institutes, movement of faculty does occur, especially in an industry, which has plenty of management institutes. Hence, other non-financial benefits assume an increasingly important role, although the importance of monetary rewards can in no way be neglected, essential in retention programmes.

Literature additionally stresses that outside opportunities and also the working market variables impact the degree of faculty retention. As education becomes globalized and online learning platforms become more accessible, MBA faculty members can now enjoy more opportunities in their career paths, in academia as well as in the corporate world. This mobility has contributed to the difficulty in retaining talented faculty, particularly those who have industry experience and a research background (Ul Hassan et al., 2025; Gupta & Gomathi, 2018; Musakuro, 2022). This means that institutions have to ensure that implement proactive retention strategies that transcend the conventional methods. Regarding Kerala, there is a relative lack of research, but still an up-and-coming one that claims that regional determinants like the variety of institutions, cultural anticipations, and economic circumstances also affect the retention of the faculty (John & Kumar, 2023).

Research noted that the faculty in Kerala attach importance to job stability and the reputation of the institutions, yet are becoming more susceptible to the possibilities of professional development and research assistance (Dheera et al., 2025; Nair et al., 2025). Also, the high manpower of self-finance colleges available in the districts such as Ernakulam and Thrissur ensures a competitive environment, which in turn increases the turnover of the faculty. Even with the increasing literature, the gap in area-specific research on faculty retention in MBA programs in Kerala, specifically in Palakkad, Ernakulam, and Thrissur districts, remains. The vast majority of the existing studies take a generalized approach without taking into consideration the peculiarities of the institutional and socio-economic features of these regions. The gap in the current research is, hence, to close this gap with an in-depth investigation of talent retention in the faculty of MBA programs to add to research and policy developments.

Current Studies are clearly showing a trend where the driving factors behind faculty retention are no longer salary or job security but non-financial attributes like organizational climate, administrative support, and opportunities for

development and growth. It has been well documented that the highest correlation with organizational commitment and decreased turnover is the intrinsic rewards experienced through autonomy and intellectual stimulation derived from teaching and peer interaction. Other factors are the presence of transformational leadership, clear and consistent organizational procedures, and the absence of authoritarian leadership styles.

Work-life balance and a competitive labor market were of concern for both the Indian and the Keralite context, so institutions need to act on their own to have a complete and forward-thinking strategy with the combination of extrinsic monetary motivators and intrinsic motivators like academic support and career growth. Existing literature generally does provide some valuable lessons, but without placing any emphasis on regional nuances. The current study attempts to fill this lacuna and seeks to examine the influence of specific socio-economic and institutional drivers in relation to the retention of MBA faculty in the Palakkad, Ernakulam, and Thrissur districts of Kerala.

Methodology

Study Area

The research study is geographically limited to Palakkad, Ernakulam, and Thrissur districts of Kerala state, India. The areas have been chosen because many management institutions are located in these districts, and also due to the existence of keen competition for the skilled MBA faculty in the state.

Sampling

This study adopted stratified random sampling in order to obtain an unbiased and balanced sample from the entire range of faculty members in these three districts. The list of AICTE-approved 45 management institutions functioning in the districts of Palakkad, Ernakulam, and Thrissur forms the sampling frame. Based on this, 384 faculty members were selected as respondents, ensuring fair proportions of public institutions such as private self-financed colleges, as well as of departments affiliated with the public institutions of higher learning. This way, in an equal degree of proportion, the varieties of institutional settings and economic backgrounds were covered.

Data Collection

The study was carried out by adopting a quantitative research design by using a structured, self-administered questionnaire to collect the perceptions on retention factors. The tool of the study has been prepared using a 5-point Likert scale to measure the opinion of faculty members on work–life balance, organizational support, compensation, career growth, and leadership style.

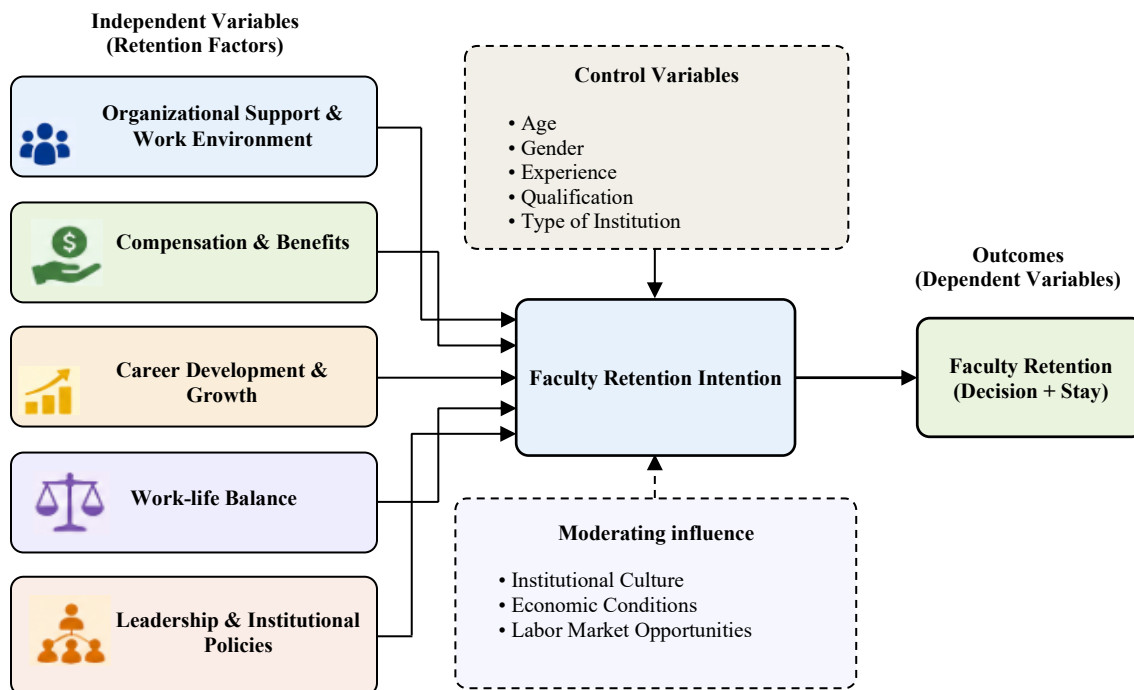


Fig. 1: Conceptual Framework of Factors Influencing MBA Faculty Retention

Fig. 1 illustrates the Conceptual Framework of the Study The relationship among the Independent Variables and Faculty Retention intention can be shown in the model presented in fig. 1 which covers five retention criteria, Organizational Support & Work Environment, Compensation & Benefits, Career Development & Growth, Work-Life Balance, Leadership & Institutional Policies that positively affects MBA faculty intention to retain their institutions and thus increasing retention rate of employees, the model offers theoretical foundation on the subsequent analyses based on factor analysis, multiple regression and cluster analysis used for the current study.

Analysis

In conducting this analysis, a multistage statistical procedure was used to ascertain factors that influence faculty retention. Firstly, Factor Analysis Exploratory (EFA) was carried out for the reduction of 25 observed variables into 5 distinct and understandable factors, which can be identified as: Organizational Support & Work Environment, Compensation & Benefits, Career Development & Growth, Work-Life Balance, and Leadership & Institutional Policies. Next, Multiple Regression analysis was used to ascertain the influence of these factors in relation to faculty retention intent, thereby establishing significant predictors. Thirdly, Cluster analysis based on the derived factors was employed to distinguish faculty into three categories: Highly Satisfied, Moderately Satisfied, and Dissatisfied groups to capture variability in their opinion and to make relevant intervention strategies in relation to each group.

Results

Sample Details

In the study, 384 MBA faculty members were the participants, obtained from the various management colleges situated in Palakkad, Ernakulam, and Thrissur districts in Kerala. These faculties were selected using a stratified random sampling methodology that considered private as well as university-affiliated management schools.

Table 1: Summary of Hypothesis Testing and Research Objectives

Hypothesis/Objective	Status	Key explanation
H1: Significant positive relationship between identified factors and retention intention.	Supported	Regression analysis confirms all five factors significantly predict retention, with Organizational Support being the most influential.
H2: MBA faculty can be segmented into distinct clusters based on retention perceptions.	Supported	Cluster analysis validates three distinct groups (Highly, Moderately, and Dissatisfied), confirming that a one-size-fits-all retention strategy is ineffective.

Table 1 displays the results of empirical tests for research hypotheses. Findings provide support for the fact that the factors related to the organization influence the level of employee commitment, and faculty are different among themselves; hence, the segmentation of employees by cluster is necessary for developing adequate, tailored talent retention policies.

Objective 1: Factor Analysis

Table 2: KMO and Bartlett's Test

Measure	Value
Kaiser-Meyer-Olkin (KMO)	0.912
Bartlett's Test Chi-Square	3568.421
df	300
Sig.	0.000

Table 2 shows that the KMO value (0.912) reflects good adequacy of sampling. Bartlett's test is significant ($p < 0.001$), confirming suitability for factor analysis.

Table 3: Total Variance Explained (Eigenvalues)

Factor	Eigen Value	% of Variance	Cumulative %
Factor 1	8.421	33.68	33.68
Factor 2	4.215	16.86	50.54
Factor 3	2.876	11.50	62.04
Factor 4	1.945	7.78	69.82
Factor 5	1.322	5.29	75.11

Table 3 indicates that five factors were retained, collectively explaining 75.11% of the total variance. These dimensions provided an encompassing measure for determinants of faculty retention.

Rotated Component Matrix (Factor Loadings)

The initial goal of the research was to determine the latent causes of the issue of talent retention in the case of MBA faculty through exploratory factor analysis. The analysis findings supported the fact that the data were fully appropriate to extract factors (a good KMO, a significant Bartlett test). The factor analysis worked the 25 variables observed down to five relevant and interpretable factors, i.e., Organizational Support & Work Environment, Compensation and Benefits, Career Development and Growth, Work-Life Balance, Leadership, and Institutional Policies. The combination of all these factors explains a significant percentage of the overall variance, meaning that it embraces holistically the dimensions that affect faculty retention.

Factor 1:

Table 4: Factor Loadings of Organizational Support & Work Environment

Sl. No	Variables	Factor Loading
1	Supportive management	0.812
2	Healthy work environment	0.798
3	Recognition for work	0.774
4	Collegial relationships	0.751
5	Transparent communication	0.736

Table 4 shows that the factors extracted, Organizational Support & Work Environment, were the most dominant factor, and the variables most highly loaded were supportive management, healthy work environment, recognition, collegial relationships, and clear communication. This indicates that faculty in MBA programs place a lot of emphasis on a positive and nurturing institutional climate that enables them to work together, develop trust, and professional respect.

Factor 2:

Table 5: Factor Loadings of Compensation & Benefits

Sl. No	Variables	Factor Loading
6	Salary satisfaction	0.821
7	Incentives and bonuses	0.806
8	Job security	0.782
9	Fringe benefits	0.761
10	Pay fairness	0.745

Table 5 depicts that the Compensation and Benefits were cited as one of the factors that were important when retaining the faculty in an institution, noting that financial incentives, security in the job, and equity in pay systems are still significant in motivating the faculty to serve a given institution.

Factor 3:

Table 6: Factor Loadings of Career Development & Growth

Sl. No	Variables	Factor Loading
11	Promotion opportunities	0.834
12	Training programs	0.809
13	Research support	0.788
14	Conference participation	0.766
15	Skill development	0.742

Table 6 displays that the factor loadings of Career Development & Growth were also very high, which implies that promotion, training, support of research, and development of professionals are very important in retaining talented academicians.

Factor 4:

Table 7: Factor Loadings of Work-Life Balance

Sl. No	Variables	Factor Loading
16	Flexible schedule	0.801
17	Workload balance	0.789
18	Stress management	0.765
19	Leave policies	0.742
20	Personal time	0.721

Table 7 outlines the so-called Balance between work and life, which is another crucial variable, indicating the increasing role of flexible work time, stress-free working schedules, and accommodating leave policies in eliminating stress and increasing job satisfaction.

Factor 5:

Table 8: Factor Loadings of Leadership & Institutional Policies

Sl. No	Variables	Factor Loading
21	Leadership support	0.814
22	Decision-making involvement	0.793
23	Policy transparency	0.768
24	Institutional vision clarity	0.744
25	Performance appraisal fairness	0.731

Table 8 highlights that Leadership & Institutional Policies became a key factor to consider, with a particular stress on how institutional policies and support of leadership, participative decision-making, and openness lead to faculty commitment.

On the whole, the factor analysis has identified that talent retention among MBA faculty represents a multidimensional construct that occurs due to both intrinsic and extrinsic factors and needs a comprehensive approach on the part of educational institutions.

Objective 2: Regression Analysis

The latter was the second aim of the research and discussed the effect of the factors of retention identified on faculty retention intention with the analysis of multiple regression

Table 9: Model Summary

R	R ²	Adjusted R ²	Std. Error
0.842	0.709	0.704	0.421

Table 9 demonstrates the model summary; there is a high relationship between the independent variables (retention factors) and the dependent variable (retention intention) with a high value of R. This indicates that a large percentage of the diversity in the faculty retention intention is represented by the five factors identified, and this is a strong indication that the model is robust.

Table 10: ANOVA

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	145.32	5	29.064	164.21	0.000
Residual	59.84	378	0.158		
Total	205.16	383			

Table 10 (ANOVA) confirms that the ANOVA findings also indicate that the overall regression equation is statistically significant, and this means that the combination of the independent variables is effective in predicting the intention to remain

Table 11: Coefficients

Variable	Beta	t	Sig.
Organizational Support	0.312	6.842	0.000
Compensation	0.284	6.115	0.000
Career Growth	0.251	5.732	0.000
Work-Life Balance	0.198	4.986	0.000
Leadership	0.176	4.214	0.000

Table 11 illustrates that the five factors were all significant predictors of faculty retention. Organization Support & Work Environment is the best predictor and indicates a strong influence from feeling accepted, respected, and supported. Compensation & Benefits & Career Development & Growth are also essential in emphasizing the role of financial equity and career progress. Lastly, work-life balance and Leadership & Institutional Policies provide a stress-free and transparent atmosphere, thereby encouraging faculty members to stay in the institution. All these points indicate that an institution needs to focus on work-life balance and the leadership style of the institution's policy-making to make a commitment towards their long-term faculty commitment.

On the whole, regression analysis has validated that each of the five factors has a strong impact on retention intention, with organizational support being the most powerful factor.

Objective 3: Cluster Analysis

Table 12: Cluster Distribution

Cluster	Number of Respondents	Percentage
Cluster 1	142	37.0%
Cluster 2	128	33.3%
Cluster 3	114	29.7%
Total	384	100%

Table 13: Final Cluster Centers

Variables	Cluster 1	Cluster 2	Cluster 3
Organizational Support	4.5	3.2	2.8
Compensation	4.2	3.1	2.5
Career Growth	4.4	3.3	2.7
Work-Life Balance	4.3	3.0	2.6
Leadership	4.5	3.2	2.9

Table 14: Cluster Interpretation

Cluster	Name	Description
Cluster 1	Highly Satisfied Faculty	Strong satisfaction across all factors
Cluster 2	Moderately Satisfied Faculty	Average perception
Cluster 3	Dissatisfied Faculty	Low satisfaction, high attrition risk

The third goal was to cluster MBA faculty into specific groups in regard to their retention strategies using cluster analysis as detailed in table 12. The analysis outcomes demonstrated that there existed three different clusters, i.e., Highly Satisfied Faculty, Moderately Satisfied Faculty, and Dissatisfied Faculty, shown in table 13. Such groups were formed considering the difference in the perceptions of the faculty against the five main factors of retention identified in this study.

Highly Satisfied Faculty is the first cluster that incorporates the respondents who indicated a high rating of satisfaction with all of the factors, including but not limited to organizational support, compensation, career growth, work-life balance, and leadership practices. This sample portrays the faculty as a highly cohesive unit and inclined to have high organizational commitment and low intention to quit their organization. The other group is the moderately satisfied faculty, comprising those respondents who possess a moderate perception of retention factors. Though this category cannot be classified as a very unsatisfied segment, however, their moderately satisfied attitude shows easily lure into external offers if gets a slightly superior opportunity.

The third cluster of the dissatisfied respondents is Dissatisfied Faculty who did not support most retention signs. This population is a sample of faculty who are more likely to leave their institutions because of unmet expectations, no support, or poor working conditions, as interpreted in table 14. The cluster analysis shows heterogeneity of the faculty of MBA in perception and experiences, suggesting that a generalized retention strategy might not be efficient. All institutions should instead adopt differentiated methods that best suit the needs and expectations of each group. Comprehensively, the results highlight the significance of interventions that are focused on improving the levels of faculty satisfaction and faculty attrition.

Fig. 2 presents the standardized beta coefficients for factors influencing retention, which were the same across different levels of moderation as those shown in fig. 2 (standardized betas are presented). Organizational Support shows the largest effect ($\beta = 0.312$), followed by Compensation ($\beta = 0.284$) and Career Growth ($\beta = 0.251$). Work-Life Balance ($\beta = 0.198$) and Leadership ($\beta = 0.176$) have relatively lower impacts. In summary, support systems provided by organizations and competitive compensation and benefits packages contribute significantly to the improved retention of faculty.

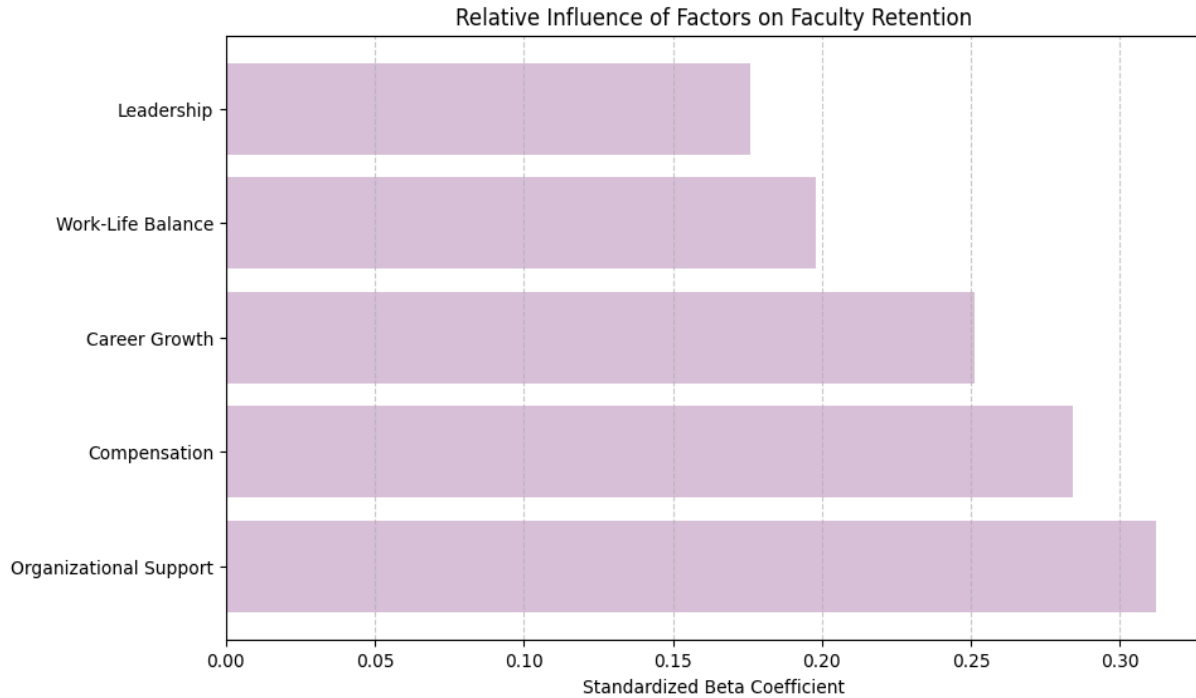


Fig. 2: Relative Influence of Factors on Faculty Retention Based on Standardized Beta Coefficients

Discussion

Findings of Factor Analysis

Factor analysis yielded a robust overall sampling adequacy ($KMO=0.912$), with variables highly correlated ($p<0.001$), subsequently reducing the 25 items into five main factors associated with faculty retention. Factor loadings above 0.70, demonstrating construct validity for the five-factor structure, reveal Organizational Support & Work Environment to have the strongest influence on the variance. Overall, the analysis indicated that monetary incentives such as Compensation & Benefits are equally important as non-monetary incentives, including Career Development, Work-Life Balance, and participative Leadership, in catering to current faculty needs.

Findings of Regression Analysis

The overall model for regression is well-supported ($R^2 = 0.709$), implying that the 5 dimensions investigated account for 70.9% of the variability in faculty retention intention ($p < 0.001$). Among the 5 dimensions, Organizational Support & Work Environment is a key factor related to retention intention, and Compensation, Career Development, Work-Life Balance, and Leadership are positively related. Finally, it verifies that retention intention for faculty is indeed a multi-faceted phenomenon, and human resource departments have to formulate some comprehensive initiatives by mixing monetary and non-monetary dimensions in their supportive work environments.

Result of Cluster Analysis

This cluster analysis reveals three faculty types: highly satisfied (37.0%), moderately satisfied (33.3%), and dissatisfied (29.7%). However, in addition to high commitment, the satisfied and moderate segments have high sensitivity to outside alternatives, and the dissatisfied segment shows high levels of potential turnover.³ Because of this heterogeneity, a one-size-fits-all retention program is unlikely to work. The institution needs to offer tailored programs, including support for organizational development and career enhancement, to move the dissatisfied faculty segment to higher levels of satisfaction and secure long-term commitment across all segments.

Implications

Findings of the study demonstrate that faculty retention is a multi-dimensional construct that depends on both internal and external forces. It has been noted that Organizational Support & Work Environment is the dominant factor emphasizing the value of organizations, whereas high salary is not. Identification of three faculty groups, such as highly satisfied, moderately satisfied, and dissatisfied faculty, demonstrates that expectations vary among the faculty

and recommends HR policies that should not be based on a single approach and should go beyond the rigidity of one-size-fits-all policies. Instead, HR interventions based on individual segment needs of the faculty would be highly recommended to reduce the risk of faculty turnover.

Suggestions for Future Research and Policy

Recommendations are that individual retention interventions, the establishment of greater transparency of processes, and more robust faculty development programs are things institutions may need to take into account to retain staff, and that clearly delineated career pathways and a balance of personal life needs are the tools to draw the discontented staff toward more constructive involvement. Research designs need to include long-term longitudinal studies to look at how faculty perceptions are evolving over time and use qualitative interviews to portray the experiences of individual faculty members in various institutional settings.

Conclusion

The study empirically indicates that faculty retention in the MBA institutions of Palakkad, Ernakulam, and Thrissur districts of Kerala is a complex, multidimensional construct. There are five principal determinants: Organizational Support, Compensation & Benefits, Career Development, Work-Life Balance, and Leadership, which explain 70.9% ($R^2 = 0.709$, $p < 0.001$) of the variation in the intention to retain. Organizational Support & Work Environment is found to influence faculty retention. Non-monetary intrinsic rewards are as influential as financial remuneration for retaining faculty. In terms of cluster analysis, there is heterogeneity among the 384 faculty, and the study categorizes them into three distinct clusters –Highly Satisfied (37.0%), Moderately Satisfied (33.3%), and Dissatisfied (29.7%). These findings indicate clearly that no single HR strategy would serve all groups, and that management schools should adopt an approach that distinguishes, as well as focuses on, faculty from different at-risk groups. Eventually, management institutions must adopt an integrated HR system that will ensure that all-inclusive led environments are promoted, a clear progression career path can be attained, and remuneration levels remain attractive. Future studies may research the change in faculty perception in the long term, and develop the present research by a qualitative method in order to present the entire context of life experienced by faculty across different management schools. Schools that synchronize the HR practices in their management schools with their employees will retain their faculty and improve performance, and as a result, increase the level of sustainability and, in the longer term, the quality of the higher education sector.

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