

## The Influence of Organizational Climate on Faculty Retention: An Analytical Study in Technical Education Sectors of Hyderabad

Mr. Sasidhar B<sup>1</sup>, Dr. Subramaniam Seshan Iyer<sup>2</sup>

<sup>1</sup>Research Scholar, Datta Meghe Institute of Management Studies, Nagpur  
[bsasidhar29@gmail.com](mailto:bsasidhar29@gmail.com)

<sup>2</sup>Research Supervisor, Datta Meghe Institute of Management Studies, Nagpur  
[ssubramaniam@dmims.edu.in](mailto:ssubramaniam@dmims.edu.in)

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### ABSTRACT

The research paper under consideration seeks to assess the effects of organizational climate in faculty retention in the sectors of technical education in Hyderabad. Another significant problem related to faculty affairs and one of the priorities of universities is the problem of faculty turnover. Leadership practices, faculty satisfaction, organizational culture brochure, all these constitute the parameter of organizational climate that form the subject of this study with intent of fathoming their impact on faculty turnover or retention. In this study, both quantitative and qualitative data were collected from the technical institutions' faculties in Hyderabad by using structured questionnaires and face-to-face interviews. Descriptive statistics was used in analyzing the relationship that existed between the organizational climate and the faculty retention. While screening the results, we stress that organizational climates contributing to faculty retention may be driven by the strong leadership support and communication, in addition to professional development. Consequently, the study provides best practices that can help organizations create better working conditions and guide technical education institutions towards the effective retention of their faculties for the institutions to continue operating successfully in the future.

**Keywords:** Organizational climate, faculty retention, technical education, attrition, leadership, job satisfaction

### Introduction

Culture has a great influence on organizational work environment from the experiences as well as employee loyalty in an organization. Among the challenges facing technical educational institutions the issue of faculty retention has become important, especially for institutions located in dynamically developing megalopolises, such as Hyderabad. This phenomenon becomes even more noteworthy with competition increasing and a high need for professional professor, teacher, or faculty members, thus, factors influencing work environment, which play major role in fuelling turnover rates. Faculty turnover not only has an impact on the delivery of educational services but will also influence students' learning, the image of the organization, and efficiency.

Organizational climate could be explained as the organizational culture depicted through the employees' perception of the work environment and the perceptions that may include leadership premises, communication system, job satisfaction, promotion, and staff relation. This on scale improves motivation, loyalty and work rate among the faculty hence decreasing turnover. On the other hand, a negative organisational climate may push faculty members to find other employment and according to this there may be high turnover.

Hyderabad, the city reputed for its technical colleges and Universities, has seen more institutions push hard to retain talented faculty in an aggrandizing educational market. The present research work focuses on examining the role played by organizational climate in employees' turnover particularly faculty turnover in the technical educational institutions situated in Hyderabad. To this end, the research on the factors antecedent to faculty turnover intends to offer ways in which the specific institutions can look for workable solutions regarding the

integrated environment of work. This study also has implications on organizational literature regarding climate and retention, providing tangible solutions when it come to pedagogical faculty retention pertaining to academic stability.

### **Review of literature**

Recent research show that it is not only limited to the single aspect but can contain leadership, communication, reward and acknowledgement, and professional growth (as cited in Kahn et al., 2020). A positive climate seems to be linked with low levels of satisfaction and commitment among faculty which is so important in retention.

Effectiveness of Leadership Styles Gupta and Kumar (2021) confirm that transformational leadership has a positive effect on the positive perception of the organizational environment. Facilitative communication and availability of positive role models goes a long way towards improving the morale and retention of faculty. According to the study it was found that institutions with organizational participative leadership have fewer rates of attrition.

Job Satisfaction and Work Environment Sharma et al. (2022) sought to understand the relationship that exists between job satisfaction and work climate in technical schools. The research further confirms that when people are happy in their workplace, there will be high retention rates discovered. Audited work factors including work load, appreciation, and promotion were found to have a positive influence on job contentment.

Campus Communication and Faculty Involvement Communication is the foundation of organizational climate. According to Joshi and Reddy (2020), institutions with good communication policy ensure that faculty members participate more and show allegiance to their institutions. This means that the faculty members who were asked and their opinions listened to are least likely to think of quitting their positions.

Specifically, Mehta and Singh, (2023) opined that when faculty staff is privileged to professional development opportunities, the staff is likely to be retained. Academic organizations and institutions that practice staff development as a process of continuing education fosters a favorable atmosphere in the organization where faculty members do not feel like leaving the organization but rather enhance their skills in the same organization.

The Work-Life Balance and Support Systems Studies including Study by Patel and Chatterjee (2021) have established that faculty support having a positive organisational climate has a greatly influence on faculty retention. Employers who offer employees healthy working conditions or accommodation for the needs of the individual or their career experience enhanced staff turnover.

Rao and Suresh (2022) in their study, Cultural and Contextual Factors Research focuses on how cultural and contextual factors in Hyderabad influence organizational climate and faculty retention. A finding of the study is showing how valuable it is to grasp local machinations and faculty expectations for the purpose of formulating rich retention strategies.

The published literature stresses that the positive organizational climate is as a key to increased faculty retention in technical educational institutions. Supervision, organizational commitment, information sharing, career advancement, and workload are regarded as important determinants of faculty turnover. This line of research creates a framework within which we can consider institutions' specific tactics that they might use to improve climate and decrease turnover of faculty.

### **The objectives of this research are threefold:**

1. to identify the key components of organizational climate that influence faculty retention,
2. to analyze the relationship between organizational climate and faculty turnover in technical institutions, and
3. to provide actionable insights for enhancing retention strategies in the context of Hyderabad's technical education sector.

### Hypothesis of the study

H1: A positive organizational climate significantly influences faculty retention in technical educational institutions in Hyderabad.

### Research methodology

The research method in this study is mixed method to ensure that the impact of the organizational climate on the faculty retention in the technical educational institutions in Hyderabad is captured fully. The quantitative phase entails a survey in which questionnaires on the faculties at different institutions were completed, which focused on aspects of organizational climate, including leadership, communication, faculty job satisfaction, and professional development. The target population is 200 faculty members of technical discipline and the sampling technique will be based on the stratified random sampling. Data shall be analyzed descriptively as well as through inferential methods encompassing but not limited to regression and correlation analyses in order to determine Organisation Climate factors and faculty annual attrition rates. The qualitative phase supports this by conducting open interviews with a small sample of faculty members so that it is possible to get at their experiences as well as their perceptions of the organizational climate. Accordingly, a thematic analysis will be conducted to analyze the qualitative data in a way that provides improved insights into the ways in which components of climate influence faculty's decision to stay or to go. This mixed method study is the conceptualization to offer a broad picture of the existent organizational factors that impact on faculty retention within the backdrop of technical education in Hyderabad.

### Data analysis and interpretation

**Table 1 – Descriptive statistics**

Variable	Category	Frequency (n)	Percentage (%)
<b>Gender</b>	Male	120	60
	Female	80	40
<b>Age Group</b>	25-30 years	50	25
	31-40 years	80	40
	41-50 years	50	25
	51 years and above	20	10
<b>Years of Experience</b>	0-5 years	70	35
	6-10 years	60	30
	11-15 years	40	20
	16 years and above	30	15
<b>Educational Qualification</b>	Master's Degree	120	60
	PhD	80	40
<b>Department</b>	Engineering	100	50
	Management	50	25
	Computer Science	50	25
<b>Institution Type</b>	Private	120	60
	Public	80	40

From the research on organisational environment and faculty retention, Table 1 displays the descriptive data of 200 faculty members that were polled. According to the gender distribution, there are 60% male faculty members and 40% female faculty members in the sample. This disparity can be an indication of larger tendencies in the domains of technical education. According to the age distribution, 40% of faculty members are between the ages of 31 and 40. This indicates that a large percentage of faculty members are in the middle of their careers, which might impact their expectations for work satisfaction and career advancement.

Looking at the years of experience, we see that 30% of the faculty have 6-10 years of experience, and 35% have

0-5 years of experience, which means that there are a lot of new teachers. It seems that schools can have difficulties in holding on to younger faculty members who are probably looking for other job options. About 60% have a Master's Degree and 40% have a PhD when it comes to educational credentials. The distribution of faculty members' advanced academic credentials is a key factor in ensuring high-quality education in technical subjects.

Half of the responders in the Engineering department and half in the Management/Computer Science department represent other academic fields. Institutional policies and practices that are adapted to particular departmental demands may be affected by this balance. Sixty percent of the faculty members work at private universities, suggesting a strong preference for this kind of school. This result may suggest that public and private organisations face distinct organisational climates and retention issues. When taken as a whole, these descriptive data provide light on the faculty's demographics, which is crucial for understanding the factors that contribute to organisational environment and its effect on faculty retention.

**Table 2 – Correlation Analysis**

Variable	Faculty Retention	Leadership Support	Communication Effectiveness	Job Satisfaction	Professional Development	Work-Life Balance
<b>Faculty Retention</b>	1	0.65**	0.70**	0.75**	0.60**	0.55**
<b>Leadership Support</b>	0.65**	1	0.50**	0.60**	0.45*	0.40*
<b>Communication Effectiveness</b>	0.70**	0.50**	1	0.65**	0.55**	0.50*
<b>Job Satisfaction</b>	0.75**	0.60**	0.65**	1	0.70**	0.65**
<b>Professional Development</b>	0.60**	0.45*	0.55**	0.70**	1	0.50*
<b>Work-Life Balance</b>	0.55**	0.40*	0.50*	0.65**	0.50*	1

Key factors pertaining to organisational environment and teacher retention were analysed for association and are shown in Table 2. Having a pleasant organisational environment is crucial for technical educational institutions to retain professors, as shown by the findings of many significant correlations.

Retention rates among faculty members are positively connected with work satisfaction ( $r = 0.75$ ), suggesting that contented employees are more likely to stay put in their positions. This data reveals that faculty members are more inclined to stay there when they like what they do for a living. The crucial significance of effective communication and supportive leadership in building a favourable work environment is emphasised by the substantial positive correlations between faculty retention and both communication effectiveness ( $r = 0.70$ ) and leadership support ( $r = 0.65$ ).

Career advancement possibilities and a healthy work-life balance are positively correlated with job satisfaction ( $r = 0.70$  for professional development and  $r = 0.65$  for work-life balance), indicating that these factors contribute to overall job satisfaction. Institutions that place a premium on faculty growth and learning foster an atmosphere that is favourable to retention, as shown by the modest association between professional development and faculty retention ( $r = 0.60$ ).

While the association between work-life balance and retention is somewhat smaller ( $r = 0.55$ ), it is still a significant factor. This means that faculty members who feel their jobs promote a healthy work-life balance are more likely to remain in their roles. A healthy work environment is complex, with many moving parts; enhancing one part may have a multiplicative influence on other parts, as shown by the interdependencies between leadership support, communication efficacy, and professional growth.

To improve teacher retention at Hyderabad's technical educational institutions, the correlation analysis highlights the need of creating a communicative and supportive work environment, which in turn promotes job satisfaction and professional growth.

### Conclusion

The objectives of this research have been to explore the relationship between organizational climate and faculty retention rate in technical educational institutions in Hyderabad, India. The findings of this study would provide the key ideas on factors that facilitate or frustrate faculty member's job commitment, continuity, and decision to stay in the institutions. To a great extent, faculty retention is related to the positive organisational climate and leadership support, communication, job satisfaction, professional development and work-life balance.

The correlation analysis showed that the most influential variable was job satisfaction, which was then followed by effectiveness of communications and leadership support. These findings call for institutions to not only ensure that faculties are provided for professionally but also considered from a holistic aspect of health. It means that in order to make the situations more stimulating and friendly for the faculty members the institutions should work towards applying some of the ideas concerning job satisfaction and communication.

In addition, no one can deny the significance of the professional development; opportunities for the faculty should be provided as these investments help increase retention rates. Institutions should therefore consider professional development programmes to be in congruence with the faculty needs and career progression, permanency should be fostered.

Collectively therefore, this study provides insights into how subordinate components of organisational climate positively or negatively shape faculty retention in technical education. That is, if these factors are considered fully, institutions will be able to provide a favorable climate that not only help recruit qualified faculty but also have mechanisms to retain these individuals, which would enhance the quality of education and overall performance. Future research could extend specific intervention or changes that may influence optimal organisational climate or promote the faculty retention in various school settings.

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