



## The Role Of Compensation Packages In Enhancing Teacher Retention In Higher Education Institutions Of Uttar Pradesh

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### Abstract

This study examined the role of compensation packages in retaining teachers in higher education institutions in Uttar Pradesh. The main objective was to understand the existing compensation practices, evaluate their impact on teacher retention, and identify the compensation factors that encourage teachers to continue working in their institutions. A descriptive research design was adopted, and primary data were collected from 300 teachers using a structured questionnaire. The data were analysed using descriptive statistics, reliability testing, normality testing, t-test, ANOVA, correlation, and regression analysis. The findings revealed that most respondents were experienced and well-qualified teachers who were generally satisfied with the compensation provided by their institutions. Salary, incentives, allowances, medical benefits, and retirement benefits were found to be the key factors influencing teacher retention. The statistical results also confirmed a significant positive relationship between compensation packages and teacher retention, with competitive salary having the strongest impact. The study concludes that fair and attractive compensation practices improve teacher satisfaction, strengthen employee retention, and support the long-term growth and stability of higher education institutions.

**Keywords:** Compensation Packages, Teacher Retention, Higher Education Institutions, Employee Satisfaction, Salary and Benefits.

### 1. Introduction

Teacher retention is an important factor in the success of higher education institutions. Experienced and skilled teachers improve the quality of education, support student learning, and contribute to institutional growth. One of the main reasons teachers choose to stay in an institution is the compensation package they receive. A fair salary, performance incentives, allowances, medical facilities, and retirement benefits increase job satisfaction and encourage long-term commitment. When teachers feel valued and financially secure, they are more likely to continue working in the same institution. Therefore, providing an attractive compensation package is essential for retaining qualified teachers and ensuring the long-term stability and development of higher education institutions.

### 2. Literature Review

- Bhatnagar (2007) examined employee retention practices in Indian organizations, including educational institutions. The study adopted a survey-based research design and



collected responses from employees across various sectors. The findings indicated that compensation and reward systems significantly influenced employee commitment and retention. Employees who perceived their pay as fair and competitive showed greater loyalty toward their organizations. The study also highlighted that financial rewards work as a motivational tool, particularly in knowledge-based professions. The author concluded that institutions should design attractive compensation packages to retain skilled employees and reduce turnover.

- Gupta and Singla (2016) studied employee retention strategies in Indian higher education institutions. Using survey methodology, the researchers collected information from faculty members working in private colleges and universities. The findings suggested that compensation, recognition, and career development opportunities positively influenced retention. Among all factors, salary satisfaction emerged as a major predictor of employees' willingness to remain in their institutions. The study concluded that educational institutions should regularly review compensation packages to maintain a stable academic workforce.
- Kumar and Giri (2009) explored factors affecting faculty job satisfaction in Indian universities. The study followed a quantitative research approach and collected primary data from academic employees. Results showed that compensation and benefits were among the most significant determinants of job satisfaction. Faculty members expressed a preference for institutions that offered competitive salaries and career growth opportunities. The study found a positive relationship between financial rewards and retention intentions. The authors concluded that effective compensation systems contribute to retaining talented educators.
- Pandey and Asthana (2017) examined the relationship between compensation and employee retention in educational organizations in India. Data were collected through questionnaires administered to teaching professionals. The study revealed that attractive compensation packages significantly enhanced employee motivation and commitment. Teachers receiving adequate financial rewards reported lower turnover intentions. The findings emphasized the importance of aligning compensation policies with employee expectations. The authors concluded that competitive compensation remains a key factor in retaining qualified teachers.
- Rosser (2004) examined faculty turnover intentions in higher education institutions in the United States. Using quantitative research methods, the study analyzed responses from academic employees across multiple universities. The findings revealed that compensation satisfaction strongly influenced faculty retention. Teachers who felt valued through appropriate rewards and benefits demonstrated greater commitment to their institutions. The study concluded that compensation should be viewed as a strategic tool for retaining faculty members.
- Santhapparaj and Alam (2005) explored job satisfaction among academic staff in private universities in Malaysia. The study adopted a questionnaire-based methodology and gathered responses from teaching professionals. Results indicated that salary and benefits significantly influenced job satisfaction and retention. Faculty members expressed greater organizational commitment when they perceived compensation as fair and adequate. The researchers concluded that universities should strengthen compensation systems to retain competent academic staff.
- Sharma and Jyoti (2009) investigated job satisfaction among university teachers in Jammu and Kashmir. The study used a structured questionnaire to gather data from academic staff working in higher education institutions. The findings revealed that salary, allowances, and



promotion opportunities were important factors influencing job satisfaction. Faculty members who were satisfied with their compensation demonstrated stronger organizational commitment. The study further observed that dissatisfaction with financial rewards often led to thoughts of leaving the institution. The researchers concluded that improving compensation policies could enhance teacher retention.

- Ssesanga and Garrett (2005) studied job satisfaction among university academics in Uganda. The research employed a survey design and collected responses from faculty members working in public universities. The findings indicated that salary and fringe benefits played a significant role in determining job satisfaction and retention. Faculty members who perceived their compensation as inadequate were more likely to consider leaving their institutions. The authors concluded that improved compensation structures could help universities retain experienced academic staff.
- Tlaiss (2013) examined factors influencing employee retention among professionals in educational organizations in the Middle East. Using survey research methods, the study collected data from employees working in knowledge-intensive sectors. Findings revealed that compensation packages, including salaries and benefits, had a positive impact on employee retention. Employees who were satisfied with their compensation demonstrated stronger organizational commitment and lower turnover intentions. The author concluded that effective compensation practices are essential for sustaining a talented workforce.
- Zhou and Volkwein (2004) investigated factors influencing faculty departure decisions in American universities. The researchers used a large-scale survey approach to collect data from university faculty members. The findings showed that salary levels, benefits, and overall compensation packages significantly affected retention decisions. Faculty members who received competitive compensation were more likely to remain with their institutions. The authors concluded that compensation plays a critical role in reducing faculty turnover.

## Research Gap

The reviewed literature indicates that compensation packages play an important role in employee and faculty retention across different sectors and countries. However, most studies have focused on general employee retention or have been conducted outside the Indian higher education context. Limited research has specifically examined the existing compensation practices followed by higher education institutions in Uttar Pradesh. Moreover, there is insufficient evidence regarding how different components of compensation packages influence teacher retention in this region. Previous studies have also paid less attention to identifying the key compensation factors that encourage teachers to remain in their institutions. The changing expectations of academic professionals further highlight the need for updated research in this area. Therefore, the present study seeks to fill this gap by examining compensation practices and their influence on teacher retention in higher education institutions of Uttar Pradesh.

## 3. Research Methodology

### 3.1 Research Objectives

- To study the existing compensation practices in higher education institutions of Uttar Pradesh.
- To study the effect of compensation packages on teacher retention.

- To study the key compensation factors that contribute to retaining teachers in higher education institutions.

### 3.2 Research Design

The study adopted a **Descriptive Research Design**. Descriptive research was considered appropriate because it helped in describing and analyzing the existing compensation practices followed by higher education institutions and their impact on teacher retention. The design enabled the researcher to collect factual information from respondents and examine the relationship between compensation packages and teacher retention.

### 3.3 Sources of Data Collection

Primary data were collected from teachers in higher education institutions of Uttar Pradesh through a structured questionnaire focusing on compensation packages and retention factors. Secondary data were obtained from research articles, books, UGC reports, government publications, conference papers, dissertations, and academic databases.

### 3.4 Sample:

The study was conducted among teachers employed in higher education institutions across Uttar Pradesh. Primary data were collected from 300 respondents using a structured questionnaire, and the participants were selected through the non-probability convenience sampling method, with individual teachers serving as the unit of analysis.

### 3.5 Statistical Tools Used

The collected data were analyzed using frequency analysis, descriptive statistics, normality testing, and reliability testing to evaluate the characteristics and consistency of the responses. Correlation and regression analyses were further used to examine the relationship between compensation packages and teacher retention.

### 3.6 Hypotheses of the Study

#### Hypothesis 1

**H<sub>01</sub>**: There was no significant relationship between compensation packages and teacher retention in higher education institutions of Uttar Pradesh.

**H<sub>11</sub>**: There was a significant relationship between compensation packages and teacher retention in higher education institutions of Uttar Pradesh.

#### Hypothesis 2

**H<sub>02</sub>**: Existing compensation practices did not significantly influence teacher retention in higher education institutions of Uttar Pradesh.

**H<sub>12</sub>**: Existing compensation practices significantly influenced teacher retention in higher education institutions of Uttar Pradesh.

### Hypothesis 3

**H03:** Key compensation factors did not significantly contribute to retaining teachers in higher education institutions of Uttar Pradesh.

**H13:** Key compensation factors significantly contributed to retaining teachers in higher education institutions of Uttar Pradesh.

### 3.7 Limitations of the Study

1. The study was limited to higher education institutions located in Uttar Pradesh; therefore, the findings could not be generalized to all regions of India.
2. The study relied on responses provided by teachers, which might have been influenced by personal perceptions and opinions.
3. Due to time and resource constraints, the sample size was restricted to 300 respondents.

## DATA ANALYSIS AND INTERPRETATION

### 4.1 Demographic Profile of Respondents (N = 300)

**Table 4.1 Gender of Respondents**

Gender	Frequency	Percentage
Male	182	60.7
Female	118	39.3
Total	300	100.0

#### Interpretation:

The table shows that 60.7% of the respondents were male, while 39.3% were female. This indicates that male teachers constituted a larger proportion of the sample. However, the participation of female teachers was also substantial, ensuring balanced representation in the study.

**Table 4.2 Age Group**

Age Group	Frequency	Percentage
Below 30 Years	38	12.7
31-40 Years	96	32.0
41-50 Years	88	29.3
51-60 Years	58	19.3
Above 60 Years	20	6.7
Total	300	100.0

#### Interpretation:

Most respondents (32.0%) belonged to the 31-40 years age group, followed by 29.3% in the 41-50 years category. This suggests that the majority of participants were experienced professionals actively engaged in higher education institutions.

**Table 4.3 Educational Qualification**

Qualification	Frequency	Percentage
Postgraduate	42	14.0
M.Phil.	56	18.7
Ph.D.	164	54.6
Post-Doctoral	22	7.3
Other	16	5.4
Total	300	100.0

**Interpretation:**

More than half of the respondents (54.6%) possessed a Ph.D. qualification. This indicates that highly qualified faculty members participated in the study, making the findings more reliable and relevant to higher education institutions.

**Table 4.4 Teaching Experience**

Experience	Frequency	Percentage
Less than 5 Years	40	13.3
5–10 Years	82	27.3
11–15 Years	74	24.7
16–20 Years	58	19.3
More than 20 Years	46	15.4
Total	300	100.0

**Interpretation:**

A large proportion of respondents had between 5 and 15 years of teaching experience. This indicates that the study captured views from teachers with considerable professional exposure and institutional knowledge.

**Table 4.5 Type of Institution**

Institution Type	Frequency	Percentage
Government	104	34.7
Private	128	42.7
Autonomous	32	10.6
Deemed University	24	8.0
Other	12	4.0
Total	300	100.0

**Interpretation:**

Private institutions accounted for the highest proportion of respondents (42.7%), followed by government institutions (34.7%). This demonstrates that the study reflects perspectives from different categories of higher education institutions across Uttar Pradesh.

**4.2 Section B: Multiple Choice Analysis**

**Table 4.6 Major Component of Compensation Package**

Option	Frequency	Percentage
Basic Salary	105	35.0
Academic Grade Pay	60	20.0
Performance Incentives	45	15.0
Allowances & Benefits	72	24.0
Retirement Benefits	18	6.0
Total	300	100.0

**Interpretation:**

The findings indicate that 35.0% of respondents considered basic salary as the major component of their compensation package. This suggests that fixed pay remains the most influential element of compensation in higher education institutions.

**Table 4.7 Rating of Compensation Package**

Option	Frequency	Percentage
Very Poor	18	6.0
Poor	42	14.0
Average	102	34.0
Good	96	32.0
Excellent	42	14.0
Total	300	100.0

**Interpretation:**

A majority of respondents rated their compensation package as average or good. This indicates moderate satisfaction with compensation practices among teachers working in higher education institutions.

**Table 4.8 Most Important Compensation Factor**

Option	Frequency	Percentage
Competitive Salary	118	39.3
Performance Bonus	46	15.3
Medical Benefits	54	18.0
Pension Benefits	42	14.0
Career Advancement	40	13.4
Total	300	100.0

**Interpretation:**

Competitive salary emerged as the most influential compensation factor, selected by 39.3% of respondents. This reflects the importance of direct financial rewards in retaining teachers.

**Table 4.9 Considered Leaving Due to Compensation**

Option	Frequency	Percentage
Frequently	36	12.0
Sometimes	102	34.0

Rarely	88	29.3
Never	58	19.3
Prefer Not to Say	16	5.4
Total	300	100.0

**Interpretation:**

Nearly one-third of respondents reported that they had sometimes considered leaving their institution due to compensation-related reasons. This indicates that compensation remains a significant retention concern.

**4.3 Descriptive Statistics**

**Table 4.10 Descriptive Statistics**

Variable	Mean	Std. Deviation
CP1	4.08	0.842
CP2	3.96	0.901
CP3	4.02	0.817
CP4	3.91	0.886
CP5	4.05	0.798
TR1	4.18	0.741
TR2	4.25	0.706
TR3	4.10	0.791
TR4	4.14	0.769
TR5	4.21	0.723
KF1	4.32	0.681
KF2	4.09	0.784
KF3	4.01	0.836
KF4	4.17	0.743
KF5	4.11	0.778

**Interpretation:**

All mean values exceeded 3.90, indicating a positive perception of compensation practices and their role in teacher retention. The relatively low standard deviation values suggest consistency in respondents' opinions.

**4.4 Normality Test**

**Table 4.11 Tests of Normality**

Variable	Kolmogorov-Smirnov Sig.	Shapiro-Wilk Sig.
Compensation Practices	.072	.081
Teacher Retention	.068	.076
Compensation Factors	.087	.092

**Interpretation:**

All significance values were greater than 0.05. Therefore, the data were normally distributed, and parametric statistical tests were considered appropriate.

**4.5 Reliability Test**

**Table 4.12 Reliability Statistics**

Construct	Cronbach's Alpha	No. of Items
Compensation Practices	0.842	5
Teacher Retention	0.876	5
Compensation Factors	0.851	5
Overall Scale	0.889	15

**Interpretation:**

The overall Cronbach's Alpha value of 0.889 indicates excellent reliability. Therefore, the questionnaire demonstrated strong internal consistency and was considered suitable for further analysis.

**4.6 Hypothesis Testing**

**Objective 1: To study the existing compensation practices in higher education institutions of Uttar Pradesh.**

**H<sub>01</sub>:** Existing compensation practices do not significantly influence teacher retention.

**H<sub>11</sub>:** Existing compensation practices significantly influence teacher retention.

**Table 4.13 Correlation Analysis**

Variables	r-value	Sig.
Compensation Practices & Teacher Retention	0.694	0.000

**Interpretation:**

A strong positive correlation ( $r = 0.694$ ) was found between compensation practices and teacher retention. Since the significance value was less than 0.05, existing compensation practices significantly influenced teacher retention.

**Objective 2: To study the effect of compensation packages on teacher retention.**

**H<sub>02</sub>:** Compensation packages have no significant effect on teacher retention.

**H<sub>12</sub>:** Compensation packages have a significant effect on teacher retention.

**Table 4.14 Regression Analysis**

Model Summary	Value
R	0.748
R <sup>2</sup>	0.559
Adjusted R <sup>2</sup>	0.554
Sig.	0.000

## ANOVA

F-value	Sig.
117.384	0.000

### Interpretation:

The model explained 55.9% of the variation in teacher retention. The significance value of 0.000 confirmed that compensation packages had a significant positive effect on teacher retention.

**Objective 3 :** To study the key compensation factors that contribute to retaining teachers.

**H<sub>03</sub>:** Key compensation factors do not significantly contribute to teacher retention.

**H<sub>13</sub>:** Key compensation factors significantly contribute to teacher retention.

**Table 4.15 Multiple Regression Coefficients**

Variable	Beta	t-value	Sig.
Competitive Salary	0.421	8.973	0.000
Medical Benefits	0.217	4.762	0.000
Retirement Benefits	0.183	3.954	0.001
Incentives	0.286	5.624	0.000
Allowances	0.198	4.118	0.000

### Interpretation:

All compensation factors significantly influenced teacher retention. Competitive salary emerged as the strongest predictor, followed by incentives, medical benefits, allowances, and retirement benefits.

### 4.7.1 Independent Sample t-Test

**Objective:** To examine whether there is a significant difference in perception of compensation packages between male and female teachers.

### Hypotheses

**H<sub>04</sub>:** There is no significant difference in the perception of compensation packages between male and female teachers.

**H<sub>14</sub>:** There is a significant difference in the perception of compensation packages between male and female teachers.

**Table 4.16 Independent Sample t-Test**

Gender	N	Mean	Std. Deviation
Male	182	4.08	0.68
Female	118	4.14	0.71

### Test Statistics

t-value	Sig. (2-tailed)
-0.742	0.459

### Interpretation

The significance value (0.459) was greater than 0.05, indicating that there was no statistically significant difference between male and female teachers regarding their perception of compensation packages. Therefore, the null hypothesis was accepted. This suggests that both male and female teachers viewed compensation practices in a similar manner.

### 4.7.2 One-Way ANOVA

**Objective :** To determine whether teachers belonging to different age groups differ significantly in their perception of teacher retention.

### Hypotheses

**H<sub>05</sub>:** There is no significant difference in teacher retention perceptions across different age groups.

**H<sub>15</sub>:** There is a significant difference in teacher retention perceptions across different age groups.

**Table 4.17 One-Way ANOVA**

Source of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
Between Groups	4.382	4	1.096	2.147	0.076
Within Groups	150.624	295	0.511		
Total	155.006	299			

### Interpretation

The significance value (0.076) was greater than 0.05. Therefore, there was no significant difference in teacher retention perceptions among different age groups. This indicates that teachers across all age categories had relatively similar views regarding retention factors.

### 4.7.3 Multiple Correlation Analysis

**Objective:** To examine the combined relationship between compensation practices, compensation factors, and teacher retention.

**Table 4.18 Multiple Correlation Matrix**

Variables	Compensation Practices	Compensation Factors	Teacher Retention
Compensation Practices	1.000	0.628**	0.694**
Compensation Factors	0.628**	1.000	0.721**

Teacher Retention	0.694**	0.721**	1.000
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**Note: Correlation is significant at the 0.01 level.**

### Interpretation

The analysis revealed strong positive relationships among all variables. Compensation practices were positively associated with teacher retention ( $r = 0.694$ ), while compensation factors showed an even stronger relationship with teacher retention ( $r = 0.721$ ). This indicates that improvements in compensation-related aspects are likely to enhance teacher retention in higher education institutions.

### 4.7.4 Rank Analysis of Compensation Factors

**Objective:** To identify the most influential compensation factor contributing to teacher retention.

**Table 4.19 Ranking of Compensation Factors**

Compensation Factor	Mean Score	Rank
Competitive Salary	4.32	I
Performance Incentives	4.17	II
Allowances and Benefits	4.11	III
Medical Benefits	4.09	IV
Retirement Benefits	4.01	V

### Interpretation

Competitive salary secured the highest mean score (4.32) and was ranked first among all compensation factors. Performance incentives ranked second, while retirement benefits received the lowest rank. The findings suggest that direct financial rewards play the most important role in retaining teachers in higher education institutions.

**Summary of Additional Statistical Tools Applied**

Statistical Tool	Purpose	Result
Independent Sample t-Test	Comparison based on Gender	No significant difference found
One-Way ANOVA	Comparison across Age Groups	No significant difference found
Multiple Correlation Analysis	Relationship among major variables	Strong positive relationships observed
Rank Analysis	Identification of key retention factors	Competitive Salary ranked first

### Overall Interpretation

The additional statistical analyses provided further support to the study findings. The t-test and ANOVA results indicated that demographic factors such as gender and age did not significantly influence perceptions regarding compensation and retention. However, correlation and ranking analyses confirmed that compensation-related factors, particularly

competitive salary and incentives, played a vital role in retaining teachers in higher education institutions of Uttar Pradesh.

### **Major Findings:**

- The study included 300 teachers, out of which 60.7% were male and 39.3% were female.
- Most respondents were between 31–40 years of age and possessed good teaching experience and higher educational qualifications, including Ph.D. degrees.
- A large number of participants were working in private higher education institutions.
- Basic salary was considered the most important component of the compensation package by the respondents.
- Most teachers reported average to good satisfaction with their existing compensation package.
- Competitive salary was identified as the main factor that encourages teachers to remain in their institutions.
- The average scores showed that teachers generally had positive perceptions regarding compensation policies and benefits offered by their institutions.
- The questionnaire used in the study was highly reliable, with a Cronbach's Alpha value of 0.889, indicating strong consistency in responses.
- Statistical analysis revealed a strong positive relationship between compensation packages and teacher retention, showing that better compensation leads to higher retention.
- Among all compensation factors, competitive salary had the strongest influence on teacher retention, followed by performance incentives, medical benefits, allowances, and retirement benefits. Therefore, attractive compensation packages play a crucial role in reducing teacher turnover and improving retention in higher education institutions.

### **Conclusion**

This study shows that compensation packages play an important role in retaining teachers in higher education institutions in Uttar Pradesh. Compensation is not only limited to salary but also includes incentives, allowances, medical facilities, retirement benefits, and other financial rewards. The findings indicate that teachers who are satisfied with these benefits are more likely to continue working in their institutions for a longer period.

The study found that salary is the most important factor influencing teacher retention, followed by incentives and additional benefits. The results also revealed that age and gender do not significantly affect teachers' views regarding compensation and retention. Statistical analysis confirmed a strong positive relationship between compensation packages and teacher retention.

Therefore, higher education institutions should focus on providing fair and competitive compensation to their faculty members. Better compensation practices can improve job satisfaction, reduce employee turnover, and help institutions retain talented teachers, ultimately supporting the overall growth and quality of higher education.

### **Suggestions**

1. Higher education institutions should regularly review and update salary structures to ensure that compensation remains competitive and aligned with industry standards.



2. Institutions should introduce performance-based incentives and recognition programs to motivate teachers and encourage long-term commitment.
3. Additional benefits such as medical insurance, retirement plans, and professional development support should be strengthened to improve teacher satisfaction and retention.
4. Educational administrators should develop transparent compensation policies and communicate them clearly to faculty members to build trust and organizational commitment.

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