

Job Satisfaction And Organizational Support As Predictors Of Faculty Retention In Technical Colleges

Dr Ujwala Narkhede¹, Dr Vijayashri Mahobiya², Dr Priyanka Nanotkar³, Dr Payal Pashine⁴

¹Asst prof., Wainganga College of Engineering and Management

²Asst Prof., Wainganga College of Engineering and Management

³Associate Prof., Suryodaya College of Engineering and Technology Nagpur

⁴Asst Prof., Govindrao Wanjari College of Engineering and Technology Nagpur

Abstract

Faculty retention is a pivotal factor influencing institutional stability, academic quality, and student success in technical colleges. This study explores how job satisfaction and perceived organizational support (POS) influence faculty retention intentions. Employing a quantitative research design, data was collected via structured surveys from faculty members across technical institutions. Key variables included workload, autonomy, recognition, collegiality (for job satisfaction), and leadership responsiveness, resource provision, and care for well-being (for POS). Findings revealed that both job satisfaction and POS significantly predict retention intent, with supportive leadership and opportunities for professional growth being critical. The study advocates for internal institutional strategies—such as mentoring, recognition, and inclusive governance—to enhance faculty engagement and reduce turnover. Implications extend to educational leaders, HR professionals, and policymakers aiming to strengthen faculty retention through targeted internal interventions.

Keywords: Job Satisfaction, Organizational Support, Faculty Retention, Technical Colleges

1. INTRODUCTION

Background of the Study

Faculty retention is a growing concern in technical colleges, where the loss of experienced educators can disrupt academic continuity, reduce student satisfaction, and undermine institutional effectiveness. While many studies emphasize external factors such as compensation, location, and job market competition, increasing attention is being paid to the internal dynamics that influence faculty satisfaction and long-term commitment. Elements like supportive leadership, collegial relationships, recognition, and professional development opportunities have emerged as crucial in shaping faculty perceptions of their institutional environment.

2.1 Statement of the Problem

Despite the recognized importance of faculty stability in technical education, many institutions continue to face high turnover rates. Existing strategies often prioritize external incentives, leaving internal psychosocial and structural factors underexplored. This study seeks to determine whether job satisfaction and perceived organizational support significantly predict faculty retention intentions in technical colleges.

2.2 Purpose of the Study

The purpose of this research is to examine the extent to which job satisfaction and organizational support impact faculty retention intentions in technical colleges. By identifying key internal factors that influence faculty decisions to remain at their institutions, the study aims to inform policy and strategic interventions that promote long-term faculty engagement.

2.3 Research Questions

What is the relationship between job satisfaction and faculty retention intention in technical colleges?
What is the relationship between perceived organizational support and faculty retention intention?
Do job satisfaction and organizational support jointly predict faculty retention intention?
Does organizational support moderate the relationship between job satisfaction and faculty retention

Hypotheses

H1: There is a significant positive relationship between job satisfaction and faculty retention intention.

H2: There is a significant positive relationship between perceived organizational support and faculty retention intention.

H3: Job satisfaction and organizational support jointly predict faculty retention intention.

H4: Organizational support moderates the relationship between job satisfaction and faculty retention intention.

2.4 Significance of the Study

This study offers theoretical and practical contributions. Theoretically, it integrates well-established frameworks of job satisfaction, organizational support, and commitment to explore retention in a technical college setting. Practically, it provides administrators and policymakers with evidence-based strategies to improve internal work environments, thereby fostering faculty stability.

2.5 Scope and Delimitations

The study focuses exclusively on full-time faculty members in technical colleges. Part-time faculty and administrative staff are excluded. While the study captures internal factors influencing retention, external factors such as salary and geographic mobility are outside its scope.

2.6 Definition of Terms

Job Satisfaction: The degree to which faculty members feel content with various aspects of their work, including workload, autonomy, and recognition.

Perceived Organizational Support (POS): Faculty perceptions of how much the institution values their contributions and cares about their well-being.

Faculty Retention Intention: The expressed commitment of faculty to remain employed at their current institution.

3. LITERATURE REVIEW

3.1 Theoretical Framework

3.1.1 Job Satisfaction Theory (Locke, 1976; Herzberg, 1966)

Job satisfaction has been defined by Locke (1976) as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences.” Herzberg’s Two-Factor Theory further distinguishes between hygiene factors (e.g., salary, policies) and motivators (e.g., achievement, recognition) that influence satisfaction. In educational settings, intrinsic factors such as professional autonomy, collegiality, and recognition are especially salient for job satisfaction.

3.1.2 Organizational Support Theory (Eisenberger et al., 1986)

Organizational Support Theory posits that employees develop global beliefs regarding the extent to which the organization values their contributions and cares about their well-being. This perceived organizational support (POS) fosters a sense of obligation, increased affective commitment, and reduced turnover intentions.

3.1.3 Organizational Commitment Theory (Meyer & Allen, 1997)

Meyer and Allen identified three components of organizational commitment: affective, continuance, and normative. Affective commitment—emotional attachment to the organization—is most closely tied to retention, and it is strongly influenced by job satisfaction and organizational support.

3.2 Empirical Studies on Faculty Retention

3.2.1 Job Satisfaction and Retention

Mobley et al. (1979) demonstrated that low job satisfaction is a precursor to turnover intentions. Bhatia & Williams (2023) identified key satisfaction drivers in higher education as recognition, professional growth, and manageable workload. Otache & Inekwe (2022) confirmed a direct relationship between job satisfaction and retention among Nigerian polytechnic lecturers.

3.2.2 Perceived Organizational Support and Retention

Eisenberger (1986) and Rhoades & Eisenberger (2002) found that POS is a strong predictor of job commitment and reduced turnover across sectors. Karthik & Udayasuriyan (2023) and Xie & Tresirichod (2024) provided evidence from Indian and Chinese higher education contexts linking POS with workplace happiness and retention.

3.2.3 Combined Influence of JS and POS

Recent studies have begun to explore the joint influence of job satisfaction and organizational support. Jing & Photchanachan (2023) found that job satisfaction mediates the effect of organizational factors on turnover intention. Similarly, Tippamas et al. (2021) developed a faculty retention model in Thai vocational colleges emphasizing internal leadership and communication.

3.3 Job Satisfaction Dimensions in Academic Settings

Workload: Excessive workload has been linked to burnout and attrition (Vandenberghe & Huberman, 1999).

Autonomy: The ability to make independent academic decisions enhances job satisfaction (Locke, 1976).

Recognition: Acknowledgement of contributions correlates strongly with morale and loyalty (Scott, Dinham & Stone, 2001).

Collegiality: Supportive peer relationships contribute to a healthy academic culture (Tschannen-Moran et al., 1998).

3.4 Organizational Support Dimensions in Academic Institutions

Administrative Support: Responsive leadership is linked to faculty engagement (Hopkins, 2022).

Resource Availability: Adequate teaching and research resources reduce frustration and improve satisfaction (Salancik & Pfeffer, 1978).

Professional Development: Opportunities for skill enhancement foster long-term commitment (Mowday et al., 1982).

Communication and Feedback: Clear and inclusive communication promotes institutional trust (Tschannen-Moran & Hoy, 2001).

3.5 Synthesis and Conceptual Framework

The literature clearly establishes that both job satisfaction and organizational support are critical to faculty retention. However, there is limited empirical work examining their combined impact within technical colleges—a sector facing unique institutional challenges. The current study addresses this gap by testing a conceptual framework where both JS and POS are independent predictors of faculty retention intention, and POS may also serve as a moderator.

4. RESEARCH METHODOLOGY

4.1 Research Design

This study adopts a quantitative, descriptive-correlational design to examine the relationships among job satisfaction (JS), perceived organizational support (POS), and faculty retention intention (FRI) in technical colleges. A correlational approach is appropriate for identifying the strength and direction of associations, while regression techniques assess predictive relationships.

4.2 Population and Sampling

The target population consists of full-time faculty members employed at technical colleges. To ensure representativeness across disciplines and experience levels, a stratified random sampling technique was employed. The sample size was determined using G*Power analysis, targeting a minimum of 160 responses to ensure adequate power for multiple regression analysis.

4.3 Instrumentation

4.3.1 Job Satisfaction

Job satisfaction was measured using an adapted version of Spector's Job Satisfaction Survey (JSS), including items on workload, autonomy, recognition, collegiality, and professional growth. Responses were rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

4.3.2 Perceived Organizational Support

POS was assessed using the Perceived Organizational Support Scale developed by Eisenberger et al. (1986). It includes items measuring administrative responsiveness, institutional care, and resource adequacy, also rated on a 5-point Likert scale.

4.3.3 Faculty Retention Intention

Retention intention was measured with items adapted from Mobley et al. (1979) and Meyer & Allen's (1997) commitment model. Sample items include "I intend to continue working at this institution" and "I am actively looking for a job elsewhere" (reverse-coded).

4.4 Validity and Reliability

A pilot study with 15 faculty members ensured clarity and contextual relevance of items. Content validity was established through expert review.

Construct validity was tested using Confirmatory Factor Analysis (CFA).

Reliability was confirmed using Cronbach's alpha, with all scales exceeding the threshold of $\alpha \geq 0.70$.

4.5 Data Collection Procedure

Surveys were distributed both online and in paper format, based on institutional access and participant preference. Informed consent was obtained from all participants, and ethical approval was secured from the relevant Institutional Review Board (IRB). Data collection occurred over a four-week period with periodic follow-ups to improve response rates.

4.6 Data Analysis Techniques

The following statistical methods were employed:

Test	Purpose
Descriptive Statistics	To summarize demographic and response pattern
Pearson Correlation	To assess bivariate relationship between JS, POS and FRI
Multiple Linear Regression predictive effect of JS and	To test the combined predictive effect of JS and on FRI
Hierarchical Regression	To assess incremental predictive power of POS over JS alone
Moderation Analysis	To examine if POS moderates the JS-FRI relationship (Optional) Structural Equation
Modeling (SEM)	For more complex model validation (if sample size permits)

4.7 Ethical Considerations

- Informed consent was obtained prior to data collection.
- Participation was voluntary and anonymous.
- Data was stored securely and used solely for academic purposes.
- IRB clearance was obtained from the lead institution.

5. RESULTS AND ANALYSIS

5.1 Demographic Profile of Respondents

A total of 162 full-time faculty members participated in the study. The demographic breakdown is as follows:

Demographic Variable	Category	Percentage %
Gender	Male	46%
	Female	56%
Teaching Experience	Less than 5 years	28%
	5–10 years	42%
	Over 10 years	30%
Department	Engineering	38%
	Management Sciences	34%
	Applied	28%

5.2 Descriptive Statistics of Key Variables:

Variable	Mean (M)	Standard Deviation (SD)
Job Satisfaction (JS)	3.84	0.61
Perceived Org. Support (POS)	3.72	0.67
Faculty Retention Intention (FRI)	3.95	0.58
All variables were measured on a 5-point Likert scale.		
All variables were measured on a 5-point Likert scale.		

5.3 Correlation Analysis:

Variables	JS	POS	FRI
Job Satisfaction (JS)	1.00	0.61**	0.68**
Perceived Org. Support (POS)	0.61**	1.00	0.63**
Faculty Retention Intention (FRI)	0.68**	0.63**	1.00

Note: $p < 0.01$

The correlation matrix reveals that both job satisfaction and perceived organizational support are strongly and positively associated with retention intention.

5.4 Regressio Analysis

Model 1: Multiple Linear Regression

Dependent Variable: Faculty Retention Intention (FRI)

Independent Variables: Job Satisfaction (JS), Perceived Organizational Support (POS)

Predictor	β (Standardized Coefficient)	t-value	p-value
Job Satisfaction	0.47	7.12	< 0.001
Organizational support	0.33	5.03	< 0.001
$R^2 = 0.56$, Adjusted $R^2 = 0.55$, $F(2, 159) = 101.34$, $p < 0.001$			

Interpretation

Both job satisfaction and organizational support significantly predict faculty retention intention, together explaining 56% of the variance.

5.5 Hierarchical Regression Analysis

Model	ΔR^2	R^2 Total	F-change	Sig.
Step 1: JS only	0.46	0.46	135.50	< 0.001
Step 2: JS + POS	0.10	0.56	32.82	< 0.001

Interpretation: Adding perceived organizational support to the model significantly improved predictive power, confirming its incremental contribution.

5.6 Moderation Analysis

To test whether POS moderates the relationship between job satisfaction and retention, an interaction term (JS \times POS) was added:

Interaction effect: $\beta = 0.11$, $p = 0.045$ (significant)

Interpretation:

The positive relationship between job satisfaction and retention intention is stronger when perceived

organizational support is high, indicating a moderating effect.

6. Discussion, Conclusions, and Recommendations

6.1 Discussion of Findings

This study examined the influence of job satisfaction and perceived organizational support (POS) on faculty retention intention in technical colleges. The findings strongly support all proposed hypotheses:

Job satisfaction was a significant positive predictor of faculty retention intention. Faculty who felt recognized, autonomous, and supported by peers were more likely to express intent to stay.

Perceived organizational support also significantly predicted retention. Institutions where faculty felt valued and supported—particularly through responsive leadership and access to resources—saw higher retention intentions.

When considered together, JS and POS explained over half of the variance in faculty retention intent, highlighting their combined importance.

Additionally, POS was found to moderate the relationship between JS and retention, strengthening the association when institutional support was perceived as high.

These results align with existing literature (e.g., Eisenberger et al., 1986; Locke, 1976; Meyer & Allen, 1997) and affirm the applicability of organizational behavior theories in the technical education sector.

6.2 CONCLUSIONS

The findings indicate that internal institutional factors—particularly job satisfaction and perceived support—are critical determinants of faculty retention in technical colleges. Faculty members are more likely to remain committed when their work is meaningful, recognized, and supported by the organization. Importantly, the moderating role of POS suggests that even high job satisfaction may not translate into retention unless it is accompanied by a supportive organizational climate.

6.3 Implications for Practice

For Institutional Leaders and Administrators

- Develop structured mentoring and recognition programs.
- Promote transparent communication and faculty inclusion in decision-making.
- Ensure adequate teaching resources and administrative responsiveness.
- For Human Resources Departments
- Conduct regular faculty satisfaction and support audits.
- Include support and satisfaction metrics in performance appraisals.
- Facilitate career development and progression pathways.
- For Policymakers and Accreditation Bodies
- Require institutions to report faculty retention metrics as part of quality assurance.
- Support initiatives that improve internal organizational culture in technical colleges.
- Incentivize collaborative and inclusive faculty environments through policy.

6.4 Recommendations for Future Research

- Longitudinal studies can track how JS and POS affect retention over time.
- Comparative studies across different college types (e.g., private vs. public) may reveal contextual differences.
- Future models can explore mediating or moderating roles of variables like burnout, leadership style, or institutional trust.
- Mixed-method designs could incorporate qualitative interviews to deepen understanding of faculty experiences.

6.5 Limitations of the Study

- Data was self-reported, which may introduce social desirability bias.
- The sample, while diverse, was limited to technical colleges in a specific region, affecting generalizability.
- The study did not include external retention factors such as salary or family obligations, which may also influence outcomes.

REFERENCES

1. Bhatia, M., & Williams, A. (2023). Identifying job satisfaction parameters among the employees in higher educational institutions: A mathematical model. arXiv. <https://arxiv.org/abs/2301.01234>
2. Cotton, J. L., & Tuttle, J. M. (1986). Employee turnover: A meta-analysis and review with implications for research. *Academy of Management Review*, 11(1), 55-70.
3. Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500-507.
4. Eduful, J. (2021). Predictors of faculty retention and turnover intent in state system institutions: An institution's work environment impacts on faculty gender composition and intention to leave or stay. Open PRAIRIE.
5. Hopkins, T. (2022). Factors affecting teacher satisfaction and retention in small rural school districts in Arkansas (Doctoral dissertation). ProQuest Dissertations Publishing.
6. Jing, Z., & Photchanachan, S. (2023). The relationship between job satisfaction, organizational commitment, and turnover intention of doctoral lecturers: A case study of universities in Mianyang, China. *Nimitmai Review Journal*.
7. Karthik, S., & Udayasuriyan, G. (2023). Impact of perceived organizational support on workplace happiness among college teachers. *Journal for ReAttach Therapy and Developmental Diversities*, 6(10s(2), 2310-2315.
8. Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1343). Rand McNally.
9. Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Sage Publications.
10. Mobley, W. H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of Applied Psychology*, 62(2), 237-240.
11. Mobley, W. H., Griffeth, R. W., Hand, H. H., & Meglino, B. M. (1979). Review and conceptual analysis of the employee turnover process. *Psychological Bulletin*, 86(3), 493-522.
12. Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*, 14(2), 224-247.
13. Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714.
14. Salancik, G. R., & Pfeffer, J. (1978). A social information processing approach to job attitudes and task design. *Administrative Science Quarterly*, 23(2), 224-253.
15. Scott, C., Dinham, S., & Stone, B. (2001). Motivational factors influencing the retention of teachers in secondary schools: A study in New South Wales. *Australian College of Educators*.
16. Tippamas, T., Chaireung, N., & Somkaoya, T. (2021). The development of employee retention model in private vocational college of southern Thai. *Journal of Arts Management*, 5(3), 972-985.
17. Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68(2), 202-248.
18. Tschannen-Moran, M., & Hoy, W. K. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805.
19. Vandenberghe, C., & Huberman, A. M. (1999). *Understanding and preventing teacher burnout*. Cambridge University Press.
20. Wallin, C., & Stipic, I. (2007). *The subtleties of retention: A human resource management perspective*. Lund University.
21. Xie, X., & Tresirichod, T. (2024). Human resource management and job retention: Qualitative research on university teachers with job satisfaction as mediator. *Rajapark Journal*, 18(58), 96-111