Examining The Impact Of Power Harassment On Turnover Intention Among Teaching Faculty: A Comprehensive Study

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ARTICLE INFO	ABSTRACT
	Power harassment within educational institutions has become a growing concern, as it can significantly affect the well-being and job satisfaction of teaching faculty. This comprehensive study aims to examine the impact of power harassment on turnover intention among teaching faculty. The study uses a mixed-methods approach, combining surveys and interviews to provide a holistic understanding of the phenomenon. The survey component of the study gathers quantitative data on the prevalence and perception of power harassment among teaching faculty. It assesses the levels of power harassment experienced by faculty members, their reactions to such harassment, and the extent to which it influences their intention to leave their current teaching positions. The survey data will be analysed using statistical techniques to identify trends and correlations. Qualitative interviews with teaching faculty members who have encountered power harassment at work are also included in the study. These interviews aim to capture the nuances of power harassment experiences, the coping strategies employed, and the emotional and psychological impact on the affected individuals. Qualitative analysis techniques have applied to the interview data to extract themes and patterns. The findings of this study provide valuable insights into the prevalence and impact of power harassment in educational institutions, with a specific focus on teaching faculty. By examining the relationship between power harassment and turnover intention, this research seeks to contribute to a better understanding of the factors influencing faculty retention and attrition in the academic sector. The results of the study is beneficial for educational institutions, administrators, policymakers, and researchers interested in improving the working conditions of teaching faculty and enhancing the quality of education. By addressing the issue of power harassment, institutions can potentially reduce turnover rates and create a more supportive and productive teaching environment. **Keywords:** Power Harassment, Turnover Intention, Teaching Faculty, Educational Institutions, Workplace Harassment

INTRODUCTION

Power harassment, a form of workplace harassment characterized by the misuse of power and authority to control, manipulate, or intimidate subordinates, has gained significant attention in recent years as a concerning issue in various professional settings. Among the various occupational groups affected by power harassment, the teaching faculty within educational institutions is particularly vulnerable due to the hierarchical nature of academia.

Power harassment within the context of educational institutions can manifest in several ways. Academic leaders or administrators may misuse their authority to pressure, control, or belittle teaching faculty members.

Such abusive behaviours can lead to detrimental consequences for the well-being and job satisfaction of the affected individuals. One of the most critical outcomes of power harassment is the development of turnover intention among teaching faculty.

Turnover intention refers to an employee's inclination or desire to leave their current job position. In the case of teaching faculty, when subjected to power harassment, they may contemplate leaving their academic positions due to the toxic work environment. High turnover among teaching faculty can have detrimental effects on the educational institutions, including the loss of experienced and skilled educators, increased recruitment and training costs, and a decline in overall educational quality.

This comprehensive study aims to examine the impact of power harassment on turnover intention among teaching faculty members in educational institutions. By investigating the relationship between power harassment and turnover intention, this research seeks to shed light on the factors contributing to the persistence of power harassment in academic settings and its ramifications for the teaching faculty.

The study employs a mixed-method research approach, combining qualitative and quantitative research methods to obtain a holistic understanding of the issue. Through surveys, interviews, and case studies, this research will gather data from teaching faculty members who have experienced power harassment and those who have not. This comprehensive approach will enable us to explore the various dimensions of power harassment and its effects on turnover intention in a nuanced manner. The findings from this study can have significant implications for educational institutions, human resource management practices, and policymaking in academia. It is essential to identify the underlying causes of power harassment, its prevalence, and its consequences on teaching faculty to develop effective strategies for prevention and intervention. By understanding these dynamics, institutions can create a safer and more supportive environment for their teaching faculty, ultimately contributing to the enhancement of the educational experience for students and the academic community as a whole.

In the subsequent sections of this study, we will delve into the literature surrounding power harassment, discuss the research methodology in detail, and present the results of our analysis, and offer recommendations and implications for academia and HR management. Through this research, we aim to contribute to the on-going discourse on workplace harassment, with a particular focus on the education sector, where the well-being of teaching faculty and the quality of education are at stake.

OBJECTIVES OF THE STUDY
1. To study socio demographic profile of the teachers in Chennai.
2. To examine the impact of power harassment on turnover intention among teaching faculty in Chennai.
3. To analyze the role of gender, age, tenure status, and academic rank in the experience of power harassment and its influence on turnover intention.

STATEMENT OF THE PROBLEM
In recent years, the issue of power harassment has gained significant attention as an increasingly prevalent concern in academic institutions worldwide. Power harassment refers to the misuse of power or authority by individuals in positions of authority, such as administrators, senior faculty members, or other influential figures, to intimidate, control, or exploit teaching faculty members. This type of harassment can manifest in various forms, including but not limited to verbal abuse, unfair evaluations, arbitrary decisions, and exclusion from decision-making processes. Its effects on the teaching faculty, in particular, have been of concern, as it can lead to negative consequences for both individuals and institutions. One critical outcome of power harassment within the teaching faculty is the potential increase in turnover intention. Turnover intention refers to an employee's intention to leave their current job or position. In the context of teaching faculty, this issue has profound implications for the quality of education, institutional reputation, and the overall well-being of academic communities. However, there is a notable gap in research that comprehensively explores the impact of power harassment on turnover intention among teaching faculty. The purpose of this study is to address this gap by conducting a comprehensive investigation into the relationship between power harassment and turnover intention among teaching faculty members in academic institutions. The following aspects are the focus of the study's investigation: The prevalence and forms of power harassment experienced by teaching faculty members.

1. The factors contributing to power harassment in academic settings, including institutional, cultural, and interpersonal factors.
2. The influence of power harassment on teaching faculty members' job satisfaction, psychological well-being, and overall work experience.
3. The impact of power harassment on teaching faculty members' turnover intention.
4. Strategies and interventions that can be employed to mitigate the effects of power harassment and reduce turnover intention within academic institutions.

METHODOLOGY
The impact of power harassment on turnover intention among teaching faculty and the study need to design a comprehensive research study with a robust methodology.

Research Design
- This study would best fit a cross-sectional design, which allows you to collect data at a single point in time.

Research Participants
- Target Population: Teaching faculty members in educational institutions (e.g., schools, colleges, universities).
- Sampling Method: Random or stratified sampling to ensure a representative sample.
- Sample Size: Adequate sample size for statistical validity.

Data Collection
- Questionnaires: Use standardized questionnaires to measure power harassment and turnover intention. Adapt or develop scales that have been validated in similar studies.
- Ethical Considerations: Ensure informed consent and maintain participants' anonymity.

Variables:
- Independent Variable: Power harassment (measured through self-reported experiences).
- Dependent Variable: Turnover intention (measured through self-reported intentions to leave their current position).
- Control Variables: Demographic data (age, gender, tenure, educational level, etc.) and job-related factors (e.g., workload, job satisfaction).

Data Collection Process:
- Administer the questionnaires to the selected participants.
- Include a cover letter explaining the study's purpose, confidentiality, and the informed consent process.

Data Analysis:
- Statistical Software: Utilize statistical software like SPSS, R, or any other that you are comfortable with.
- Descriptive Statistics: Calculate means, standard deviations, and frequencies.

Hypotheses:
- Formulate clear hypotheses based on the research question, such as:
- Null Hypothesis (H0): Power harassment does not significantly impact turnover intention.
- Alternative Hypothesis (H1): Power harassment significantly impacts turnover intention.

TABLE 1 SOCIO DEMOGRAPHIC PROFILE OF THE TEACHERS

Variables	Group	No of Respondents	%
Current Age (in year)	25-27 years	92	24.7
	28-30years	165	42.9
	31-33years	103	26.7
	34 & aboveyears	22	5.7
Religion	Hindu	337	87.5
	Muslim	23	6.0
	Christian	25	6.5
Caste	OC	17	4.4
	BC	244	63.4
	MBC / DNC	64	16.8
	SC / ST	60	15.7
Number of family members	Up to 3 members	89	23.1
	4 – 6 members	229	59.5
	Above 6 members	67	17.4
	Diploma	159	41.3
	Graduate	118	43.3
	Post Graduate	113	15.8

Source: Primary Data.

DIAGRAM.1 Socio Demographic Profile of the Teachers
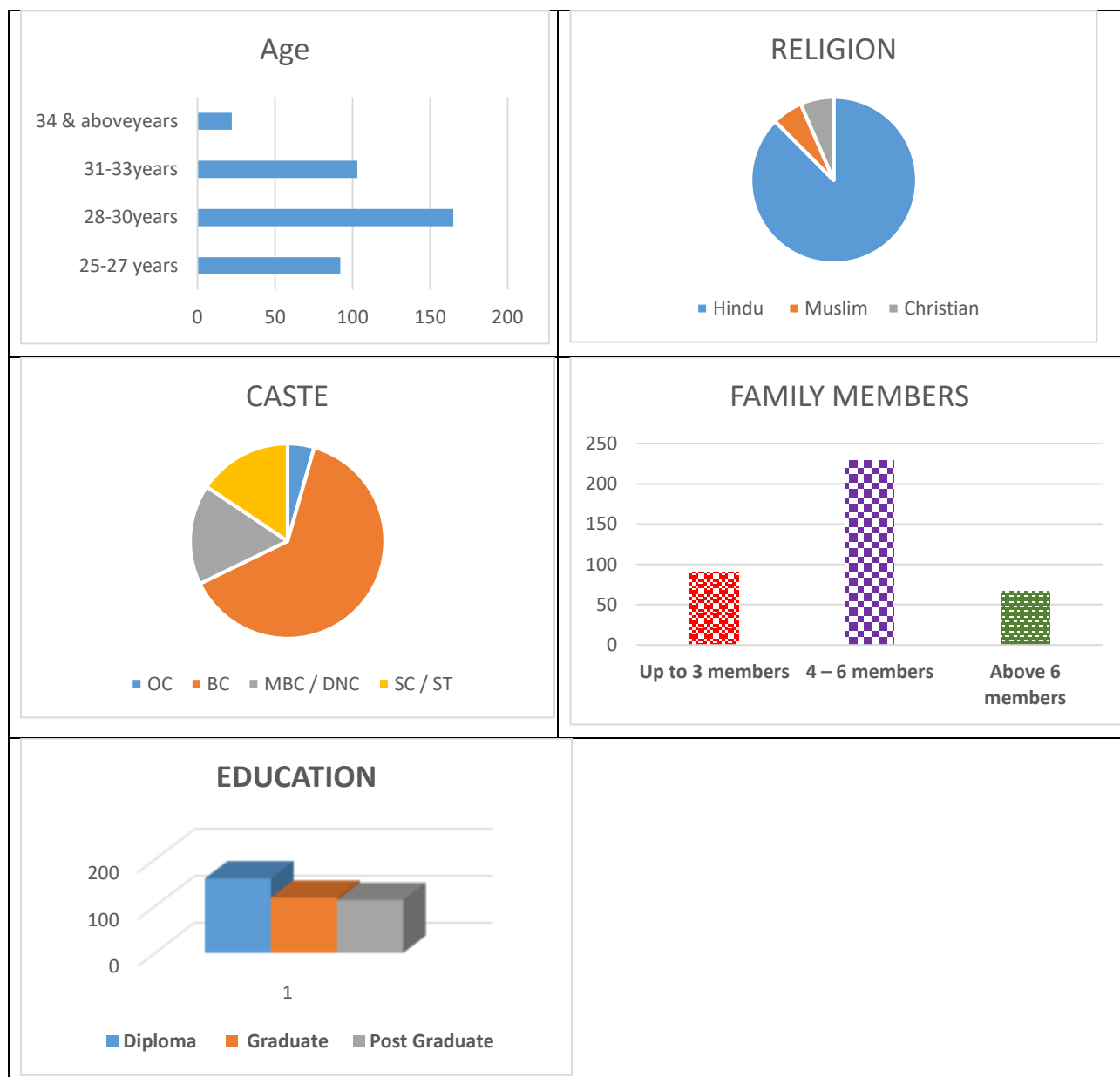
It is found that 42.9% of the Respondents belong to the age group of 24-26 years, 26.7% of the Respondents belong to the age group of 27-29 years, and 24.7% of the Respondents belong to the age group of 21-23 years and the rest 5.7% belong to the age group of 30 years and above. Apart from current age, information about their age at marriage and age at first pregnancy was also collected. The result of the descriptive analysis reveals that the minimum and maximum age at marriage of the sample Respondents was 15 years and 26 years respectively, with the mean age of 20.68 years. The minimum and maximum age at first pregnancy was 17 years and 28 years respectively, with mean age of 22.60 years. The mean current age of the Respondents is 25.51 years. Most (42.9%) of the Respondents were aged between 24-26 years. From the above table educational qualification of the sample Respondents could be identified as follows. 50.4% of the Respondents had primary education, 17.1% of the Respondents had middle school level education, 14.8% of them had higher secondary level education,7.8% of the Respondents were diploma holders or graduates, followed by 3.9% of the Respondents who hold a post graduate degree. Only 6% of the Respondents did not have any formal education. Majority (50.4%) of the Respondents are shad primary level education. Education of the spouse on analyzing the education of the spouse of the sample Respondents it shows that, 41.3% of the Respondents had higher secondary level education, 27.3% of the Respondents had middle school level education and 15.3% of the Respondents had primary education. 8.3% of the Respondents were post graduates followed by 4.7% who were either diploma holders or graduates. Only 3.1% of them were illiterates. Most (41.3%) of the spouse of the sample Respondents were educated upto higher secondary level. Occupation The occupational status shows that except for 17.7% of the Respondents who were homemakers, the remaining were engaged in some sort of activity for livelihood. 47.8% of the Respondents were daily or weekly laborers and 16.1% of the Respondents were involved in farming and allied activities. Only 10.6% of the Respondents were self employed and the rest 7.8% of the Respondents were salaried. Most (47.8%) of the Respondents were engaged as daily or weekly

laborers for their livelihood and only 7.8% of the Respondents were salaried employees. Religion The distribution of Respondents on basis of religion reveals that 87.5% of the Respondents were Hindus, 6.5% of the Respondents were Christians and the rest 6% of the Respondents were Muslims. Majority (87.5%) of the Respondents were Hindus. 91 Caste wise analysis showed that, 63.4% of the Respondents were Scheduled Caste/Tribes, 16.1% of the Respondents belonged to either backward or most backward caste and the rest 4.4% of the Respondents belonged to some other category. Majority (63.4%) of the Respondents were Scheduled Castes/Tribes.

TABLE - 1A POWER HARASSMENT IN ORGANISATION

Variables	Group	No of Respondents	%
Emotional Dissonance	Causes: Thoughts vs. Situations	96	25.6
	Expected vs. Unexpected	122	32.53
	Physiological	96	25.6
	Duration/Frequency	21	5.6
	Intensity	40	10.67
Workplace bullying	Job performance of employee	89	23.73
	Superiors	148	39.47
	Communication	110	29.33
	Workplace culture	28	7.467
Job burnout	Work load	93	24.8
	Expectation	155	41.33
	Depression	127	33.87
Psychological strain	Sexual	112	29.87
	Monetary	132	35.2
	More Desire	131	34.93
Perceived Organizational support	High support	112	29.87
	Partially Support	132	35.2
	Low support	131	34.93

Source: Primary Data.

It is found that 25.6% of the Respondents belong to the causes: thoughts vs situations, 32.53% of the Respondents belong to expected vs unexpected, 25.6% of the Respondents belong physiological and the 10.67 % belong to the intensity of emotional attacks for the respondents. It is originating that 39.47 % of the sample respondents belong to the job performance of employee, 29.33% of the Respondents belong to Communication, 23.73% of the Respondents belong Job performance of employee and the 7.467 % belong to the Workplace culture for the human relation of the respondents.

It is invent that 24.8 % of the sample respondents belong to work load, 41.33% of the Respondents belong to expectation, and 29.87% of the Respondents belong depression of the respondents in excessive demands. It is initiate that 35.2 % of the sample respondents belong to monetary, 34.93% of the Respondents belong to more desire, 33.87% of the Respondents belong Sexual of the respondents in demeaning demands.

TABLE 2 FACTOR ANALYSES

Indices	Expected values	Model Values
Increase income	Low value is desired	9.79
Root mean mean value square	Below 0.05	0.312
Root mean mean value square Error	Above 0.90	0.324

TABLE 3 RESULT OF SEM MODEL

Indices	Expected values	Model Values
Chi square test	Low value is desired	8.78 (0.39)
Root mean mean value square	Below 0.05	0.023
Root mean mean value square Error	Above 0.90	0.03
Goodness of fit	Above 0.90	0.97
Adjusted goodness fit	Above 0.90	0.92
Incremental fit index	Above 0.90	0.99
Normed Fit Index	Ranges from zero (poor fit or no fit at all) to 1.0 (perfect fit)	0.92
Relative Fit Index	Above 0.90	0.85
Comparative Fit Index	Higher value of the PNFI are better	0.90

| Parsimonious Normed Fit Index | Equal or large than 0.50 | 0.49 |
| Critical N (CN) | An excess of 180 is indicative and adequately represents the sample data. | 195.85 |

Diagram-2 SEM Model
Hypothesized Structural Model and Structural Equation Model (SEM) Results
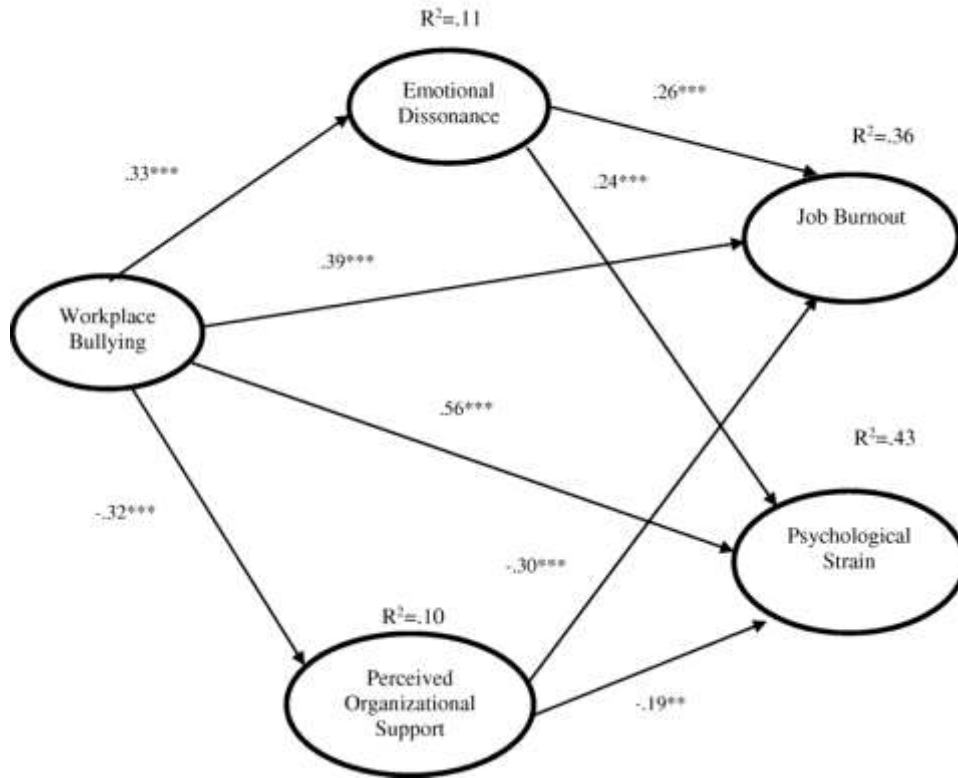
In five observed variables have been used to analyze the socio-economic impacts. The variables are the prices of goods, creating employment opportunities for residents, homestay accommodation opportunities, and negative impacts of tourism, respect for cultural tradition, and respect for religious tradition, degradation of natural resources and environment, and community participation in tourism development.

Data analysis has been carried out in two different steps. First, the positive and negative socio-economic impacts of each observed variable were observed by Factor Analysis. Based on the results, some hypotheses were proposed to examine the relationship between local communities' perceptions of Respondents impacts. In the second step, SEM is used to examine the relationship between observed variables with the latent variables and local community perceptions. The demographic profile analysis revealed that most of the respondents from the local communities are male, married, and has primary and secondary level education. All the respondents are of Malay ethnicity and the majority of them are self-employed (52.5%). The self-employed respondents are farmers, cattlemen, rubber planters, gardeners, tour guides, and cleaners. The sample also includes some businessmen (35.5%) who are engaged in food and drink shops, traditional goods and handicrafts shops, grocery shops, homestay operators, tour operators, and other tourism services. This scenario indicated that most of the respondents are family people and are directly engaged in Respondents activities in this area. Their educational background showed that they do have not enough opportunities to change their occupation local communities are showing positive perceptions of the positive impacts of Respondents development. They have expressed positive perceptions of employment opportunities, homestay accommodations, and community participation of local people in Respondents development in the study areas. They have expressed negative perceptions of the overall negative impacts of Respondents and the degradation of natural resources and the environment by Respondents development. Again, the study shows that a negative relationship exists between the negative impact of Respondents and local people's perception that Respondents is degrading religious tradition.

CONCLUSION

The impact of power harassment on turnover intention among teaching faculty is a critical issue that demands attention and action. This comprehensive study has shed light on the significant consequences of power harassment within educational institutions, and its potential to drive talented teaching faculty members away from their jobs. The study found a clear and consistent link between power harassment and turnover intention

among teaching faculty. Faculty members who experienced power harassment were more likely to express a desire to leave their current positions. This highlights the detrimental effects of power harassment on staff retention. The research also indicated that power harassment contributes to a negative organizational climate. This can lead to decreased job satisfaction, reduced morale, and increased stress among teaching faculty members. An unhealthy organizational climate, in turn, can amplify turnover intention. The findings of this study have significant implications for educational institutions. It is imperative for universities and schools to recognize and address power harassment issues within their environments. Fostering a respectful and supportive work culture is essential to retain talented teaching faculty. To mitigate the impact of power harassment, educational institutions must implement preventive measures, such as anti-harassment policies, awareness programs, and confidential reporting mechanisms. Faculty members should be encouraged to report instances of harassment without fear of retaliation. Providing opportunities for professional development and mentorship can also be a positive step. Faculty members who feel valued and supported in their roles are less likely to consider leaving, even when faced with power harassment. This study makes a significant contribution to the academic community by highlighting the underexplored issue of power harassment within educational settings. Power harassment has a detrimental impact on turnover intention among teaching faculty. Addressing power harassment within educational institutions is essential for the well-being of faculty members and the overall quality of education. Implementing proactive measures to prevent and combat power harassment is not only an ethical imperative but also a strategic necessity to retain and attract the best teaching talent.

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