

Analyzing Employee Retention And Relationship Dynamics: A Statistical Study In Private Schools Of Thanjavur

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ABSTRACT

His research investigates the intricate interplay between employee retention and relationship dynamics among staff members in private schools located in Thanjavur. The study employs a two-fold statistical approach, utilizing One-Way Analysis of Variance (ANOVA) to assess the impact of various factors on employee retention and Correlation Analysis to examine the relationships between these factors and the quality of interpersonal connections among employees. The One-Way ANOVA analysis focuses on employee retention rates, considering variables such as salary structures, job roles, and educational qualifications. By examining these factors, the study aims to identify significant contributors to employee retention within the private school context. In tandem, the Correlation Analysis delves into the dimensions of employee relationships, exploring associations between demographic details (such as age, gender, and marital status) and the perceived quality of relationships among colleagues. The goal is to uncover patterns and trends that shed light on how employee demographics may influence the nature of workplace connections. The research is conducted in the specific context of private schools in Thanjavur, acknowledging the unique characteristics of the educational sector. The findings from this study are expected to provide valuable insights for school administrators and policymakers, facilitating informed decision-making aimed at enhancing both employee retention strategies and fostering positive relationships within the workplace. Ultimately, the research contributes to the broader understanding of human resource management practices in educational institutions, emphasizing the importance of addressing both retention and relationship dynamics for a thriving and sustainable work environment.

KEYWORDS: Employee Retention, Employee Relationship, Human Resources Management, Private Schools, Teachers

1. INTRODUCTION

Employee retention and the cultivation of positive employee relationships are integral components of organizational success, particularly in the unique context of private schools [1][2][3]. Educational institutions, and private schools in particular, rely heavily on a dedicated and skilled workforce to deliver high-quality education and maintain a nurturing environment for students. In this dynamic sector, the challenge of retaining qualified personnel and fostering meaningful relationships among staff members is of paramount importance. This introduction provides an overview of the critical aspects of employee retention and relationships within the framework of private schools.

1.1 The Significance of Employee Retention

Employee retention is a multifaceted concept encompassing the efforts and strategies implemented by organizations to retain their workforce [4] [5]. In private schools, where the quality of education is directly tied to the competence and dedication of the teaching and administrative staff, employee retention is crucial. High

turnover can disrupt the continuity of education, impact institutional memory, and incur significant costs in recruiting and training new personnel. Retaining experienced and skilled employees not only contributes to organizational stability but also enhances the overall educational experience for students [6] [7] [8].

1.2 Challenges in Private School Employee Retention

Private schools face distinct challenges in retaining employees, including teachers, administrators, and support staff. Factors such as competitive salary structures, professional development opportunities, and a supportive work environment play pivotal roles in influencing the decision of employees to stay with an educational institution [9] [10]. Moreover, private schools often operate within budget constraints, necessitating innovative retention strategies that go beyond financial incentives to encompass a holistic approach to employee satisfaction and engagement.

1.3 Employee Relationships in the Educational Context

The quality of relationships among employees within a private school setting is a critical determinant of overall workplace satisfaction and effectiveness. Collaboration, effective communication, and a positive work culture contribute to a harmonious environment, fostering a sense of belonging and commitment among staff members [11] [12] [13]. In an educational context, cohesive employee relationships are particularly important as they directly impact collaboration in curriculum development, student support, and the overall educational ethos of the institution.

1.4 Importance of Positive Workplace Relationships

Positive workplace relationships contribute significantly to employee well-being and job satisfaction. In the context of private schools, where the mission often extends beyond academic achievement to encompass character development and holistic education, positive relationships among staff members create a conducive environment for achieving these goals. Effective collaboration and a supportive community of educators can enhance the overall educational experience for students and contribute to a positive school culture [15] [16].

2. STUDY VARIABLES OF THIS RESEARCH WORK

After careful understanding of the relevant literature related to employee relationship practices, the following variables are considered for this research work.

- **Job Enrichment:** Job enrichment adds additional dimensions along with the present job to motivate the employees. This will increase skill variety, autonomy and freedom to the employees.
- **Employee Empowerment:** Empowerment is the recent ideas of employee involvement for better relations. This increases the employee skills to meet the organization's objective. This increases the skill sets and employees take own decisions. This encourages employees to be creative and take risks. Organizations provide certain degree of autonomy and control during their day-to-day activities. This helps employee to take decisions. This heightens the productivity and better quality of work from the employee. Employees need necessary training to carry out the responsibilities. They need information access. They need to take initiative and confidence towards their work
- **Employee Engagement:** The employee engagement provides right conditions. This makes employees to fulfill their organizations' goals and values. This is based on trust, integrity, commitment and communication between the employer and employee. This increases productivity and individual performance which leads to business success. An engaged employee does not change the job frequently. They are the brand ambassadors for the company.
- **Career Opportunities:** Employees are the powerful resource for any organization. The firm's responsibility is to take care of employee's career growth. The continuous learning improves the employee's performance. This will helpful for the firms to fill the internal vacancy. This opportunity helps the employee to achieve their ambitions.
- **Training and Development:** Training and Development activities are developed by the company to enhance their employees' skills and knowledge by providing instruction and information to fulfill the firm's tasks.
- **Motivation:** The employee motivation theories help for employee retention. There is a need to retain critical employees. The motivation theories recommend effective employee retention practices. These motivation theories help to increase organization performance (Sunil Ramlall, 2004).
- **Work Life Balance:** Work-life balance is balancing the work and other aspects of life. Human has self-esteem and cognitive needs other than work. Work-life balance involves daily work stress from the job and family issues. Modern employees like to balance the work and their life. According to Business Information review, it is a process of the people who seek changes in their own priorities, physical and psychological. This can be triggered due to age, working conditions, new technology and poor management (www.pingboard.com).

- **Performance Management:** This is a corporate management activity done by the managers to monitor and evaluate their employees. This will encourage the employees to show their best performance in the job. This will enable to increase efficient and effective work.
- **Employee Retention:** Employee retention is the process to take steps to prevent employees for job switching. The environment and effective practices helps to retain the employees in the present organization. Intelligent employers realize the importance of talent work force. Employee retention is a long-term success for any organization.
- **Employee Turnover:** Employee turnover in the organization is influenced by various reasons. The better pay, bad superior relationship, job dissatisfaction, lack of job autonomy, job security, higher studies, family relocation and retrenchment are the reasons for employee turnover. The organizational factors are firm's restructure, performance appraisal, etc.

3. RESEARCH DESIGN

Research design is an outline of the research work. This is an arrangement of data to find the solution for the objectives. The research design comprises of nature of data, research instrument and analysis methods. Research design helps to develop hypotheses and interpret the data [9]. This is a strategic plan to investigate the research questions. The researcher finds when, how and where the issues are happening. Human research has a wide scope in terms of behavior, attitude and perception analysis. The qualitative analysis is done for demographic and work variables. Quantitative analysis is done for employee relationship variables.

3.1 Nature and Source of Data

The sample data represents the population in the study area. The respondents' opinions are the predictions for the research outcome. The researcher required effective data for analysis. In business research primary and secondary are used based on the need. This research has used both primary and secondary data for data analysis.

(i) Primary Data

The data collected from the respondents as firsthand information is called primary data. This data shows the respondents' opinion. The purpose of this study is to find the effectiveness of employee relationship practices on employee retention. The primary data was collected from the private school teachers through the survey instrument.

(ii) Secondary Data

The secondary data was collected from the earlier research studies related to the topic. The secondary data supports to develop the objectives. It helps to find the research variables for the research work. The secondary data is available in various formats. The researcher has collected secondary data from websites, library, books, journals, working papers, etc. The researcher has studied in depth the collected materials and carefully chooses the content and used the appropriate data in this research work.

3.2 Population Design

The teachers working in private schools in Thanjavur District are the population of this study. The various websites show the private schools are under primary, secondary, higher secondary, state board, CBSE, ICSE category. There is no clear information about the list of private schools in Thanjavur District. The researcher chooses the popular schools as population for this study. These schools are teaching from KG to Grade 12. The teachers from these schools are teaching in various classes in the respective schools.

3.3 Research Hypothesis

Association between the work variables and Employee retention

- H0: There is a significant association between teaching class and employee retention
- H1: There is a significant association between subject and employee retention
- H2: There is a significant association between lecture period and employee retention
- H3: There is a significant association between distance from the residence and employee retention
- H4: There is a significant association between school location and employee retention.

Correlation between the independent variables

- H5: Job Enrichment positively correlates to employee empowerment, employee engagement, career opportunities, training and development, motivation, work-life balance and performance management
- H6: Employee Empowerment positively correlates to job enrichment, employee engagement, career opportunities, training and development, motivation, work-life balance and performance management
- H7: Employee Engagement positively correlates to job enrichment, employee empowerment, career opportunities, training and development, motivation, work-life balance and performance management

- H8: Career Opportunities positively correlates to job enrichment, employee empowerment, employee engagement, training and development, motivation, work-life balance and performance management
- H9: Training and Development positively correlates to job enrichment, employee empowerment, employee engagement, career opportunities, motivation, work-life balance and performance management
- H10: Motivation positively correlates to job enrichment, employee empowerment, employee engagement, training and development, career opportunities, work-life balance and performance management
- H11: Work Life Balance positively correlates to job enrichment, employee empowerment, employee engagement, training and development, career opportunities, motivation and performance management
- H12: Performance Management positively correlates to job enrichment, employee empowerment, employee engagement, training and development, career opportunities, motivation and performance management.

4. DATA ANALYSIS AND INTERPRETATION

4.1 One-Way Analysis of Variance (ANOVA)

The one way ANOVA measures the significance between two or more group means. The respondents' work details are teaching class, subject, lecture period, distance from the residence and school location are compared with employee retention. The ANOVA tests the homogeneity of variance. There is no homogeneity of variance, if the 'p' value is <0.05 . There is a homogeneity of variance, if 'p' value is >0.05 . There are five hypotheses used in the one way ANOVA test.

- H0: There is a significant association between teaching class and employee retention
- H1: There is a significant association between subject and employee retention
- H2: There is a significant association between lecture period and employee retention
- H3: There is a significant association between distance from the residence and employee retention
- H4: There is a significant association between school location and employee retention

Table 1: ANOVA results for work details and employee retention

		Sum of Squares	df	Mean Square	F	Sig.
Teaching Class	Between Groups	14.586	16	.912	1.234	.238
	Within Groups	295.400	400	.738		
	Total	309.986	416			
Subject	Between Groups	16.587	16	1.037	.655	.838
	Within Groups	633.442	400	1.584		
	Total	650.029	416			
Lecture Period	Between Groups	6.082	16	.380	.952	.510
	Within Groups	159.760	400	.399		
	Total	165.842	416			
Distance from the residence	Between Groups	17.032	16	1.065	1.508	.093
	Within Groups	282.306	400	.706		
	Total	299.338	416			
School Location	Between Groups	2.797	16	.175	.691	.803
	Within Groups	101.188	400	.253		
	Total	103.986	416			

H0: There is a significant association between teaching class and employee retention

The table shows the association between teaching class and employee retention. The 'F' value is 1.234 with >0.05 significance. This shows there is no significance. **H0 is rejected.** The teaching class does not vary with employee retention.

H1: There is a significant association between subject and employee retention

The table shows the association between subject and employee retention. The 'F' value is 0.655 with >0.05 significance. This shows there is no significance. **H1 is rejected.** The subject does not vary with employee retention.

H2: There is a significant association between lecture period and employee retention

The table shows the association between lecture period and employee retention. The 'F' value is 0.952 with >0.05 significance. This shows there is no significance. **H2 is rejected.** The lecture period does not vary with employee retention.

H3: There is a significant association between distance from the residence and employee retention

The table shows the association between distance from the residence and employee retention. The 'F' value is 1.508 with >0.05 significance. This shows there is no significance. **H3 is rejected.** The distance from the residence does not vary with employee retention.

H4: There is a significant association between school location and employee retention.

The table shows the association between school location and employee retention. The 'F' value is 0.691 with >0.05 significance. This shows there is no significance. **H4 is rejected.** The school location does not vary with employee retention.

4.2 Correlation Analysis

The relationship between the employee relationship practices is measure by applying correlation analysis. This test measures the association between the selected variables. The correlation values are +1 to -1. The -1 value shows negative correlation. The +1 value shows positive correlation.

This researcher chooses Pearson Correlation method. The results displays with 0.01 and 0.05 significance level. There are eight hypotheses developed for this correlation analysis. These hypotheses are further classified into sub-hypotheses for better results.

The correlation analysis variables are job enrichment, employee empowerment, employee engagement, career opportunities, training and development, motivation, work life balance and performance management.

Table 2: Correlation Analysis for Independent variables

Correlations		ENRI	EMPO	ENGA	CARE	TRAI	MOTI	WLB	PERF
ENRI	Pearson Correlation	1	.812**	.720**	.301**	.319**	.240**	.082	.062
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.093	.207
	N	417	417	417	417	417	417	417	417
EMPO	Pearson Correlation	.812**	1	.796**	.331**	.346**	.262**	.109*	.081
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.026	.099
	N	417	417	417	417	417	417	417	417
ENGA	Pearson Correlation	.720**	.796**	1	.248**	.264**	.213**	.046	.125*
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.346	.011
	N	417	417	417	417	417	417	417	417
CARE	Pearson Correlation	.301**	.331**	.248**	1	.339**	.200**	.118*	.057
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.016	.244
	N	417	417	417	417	417	417	417	417
TRAI	Pearson Correlation	.319**	.346**	.264**	.339**	1	.581**	.481**	.324**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	417	417	417	417	417	417	417	417
MOTI	Pearson Correlation	.240**	.262**	.213**	.200**	.581**	1	.744**	.701**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	417	417	417	417	417	417	417	417
WLB	Pearson Correlation	.082	.109*	.046	.118*	.481**	.744**	1	.676**
	Sig. (2-tailed)	.093	.026	.346	.016	.000	.000		.000
	N	417	417	417	417	417	417	417	417
PERF	Pearson Correlation	.062	.081	.125*	.057	.324**	.701**	.676**	1
	Sig. (2-tailed)	.207	.099	.011	.244	.000	.000	.000	
	N	417	417	417	417	417	417	417	417

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Note: ENRI= Job Enrichment, EMPO= Employee Empowerment, ENGA = Employee Engagement, CARE= Career Opportunities, TRAI= Training and Development, MOTI= Motivation, WLB= Work Life Balance, PERF= Performance Management

4.2.1 Correlation analysis on Enrichment

This research measures job enrichment and its correlation with other variables in the following hypothesis H5: Job Enrichment positively correlates to employee empowerment, employee engagement, career opportunities, training and development, motivation, work life balance and performance management

The H15 has sub-hypotheses as follows.

- H5.1 Job Enrichment positively correlates with Employee Empowerment
- H5.2: Job Enrichment positively correlates with Employee Engagement
- H5.3: Job Enrichment positively correlates with Career Opportunities
- H5.4: Job Enrichment positively correlates with Training and Development
- H5.5: Job Enrichment positively correlates with Motivation
- H5.6: Job Enrichment positively correlates with Work Life Balance
- H5.7: Job Enrichment positively correlates with Performance Management

The above table result reveals the correlation between job enrichment and other variables. The correlation coefficients are 0.812 for ENRI and EMPO, 0.720 for ENRI and ENGA, 0.301 for ENRI and CARE, 0.319 for ENRI and TRAI, 0.240 for ENRI and MOTI, 0.082 for ENRI and WLF and 0.062 for ENRI and PERF. The 'p' values are <0.05 except WLB and PERF. Job Enrichment is more positively correlated with employee empowerment and followed by employee engagement, training and development, career opportunities and motivation with 0.05 significant levels. The work life balance and performance management are positive, but

the significance level is <0.05 . ***H5.1, H5.2, H5.3, H5.4 and H5.5 are accepted. H5.6 and H5.7 are rejected.***

4.2.2 Correlation analysis on Employee Empowerment

This research measures employee empowerment and its correlation with other variables in the following hypothesis

H6: Employee Empowerment positively correlates to job enrichment, employee engagement, career opportunities, training and development, motivation, work life balance and performance management

The H6 has sub-hypotheses as follows.

- H6.1 Employee Empowerment positively correlates with Job Enrichment
- H6.2: Employee Empowerment positively correlates with Employee Engagement
- H6.3: Employee Empowerment positively correlates with Career Opportunities
- H6.4: Employee Empowerment positively correlates with Training and Development
- H6.5: Employee Empowerment positively correlates with Motivation
- H6.6: Employee Empowerment positively correlates with Work Life Balance
- H6.7: Employee Empowerment positively correlates with Performance Management

The above table result reveals the correlation between employee empowerment and other variables. The correlation coefficients are 0.812 for EMPO and ENRI, 0.796 for EMPO and ENGA, 0.331 for EMPO and CARE, 0.346 for EMPO and TRAI, 0.262 for EMPO and MOTI, 0.109 for EMPO and WLB and 0.81 for EMPO and PERF. The 'p' values are <0.05 except performance management. The employee empowerment is positively correlated with job enrichment, followed by employee engagement, training and development, career opportunities, motivation and work life balance. ***H6.1, H6.2, H6.3, H6.4, H6.5 and H6.6 are accepted. H6.7 is rejected.***

4.2.3 Correlation analysis on Employee Engagement

This research measures employee engagement and its correlation with other variables in the following hypothesis.

H7: Employee Engagement positively correlates to job enrichment, employee empowerment, career opportunities, training and development, motivation, work life balance and performance management

The H7 has sub-hypotheses as follows.

- H7.1 Employee Engagement positively correlates with Job Enrichment
- H7.2: Employee Engagement positively correlates with Employee Empowerment
- H7.3: Employee Engagement positively correlates with Career Opportunities
- H7.4: Employee Engagement positively correlates with Training and Development
- H7.5: Employee Engagement positively correlates with Motivation
- H7.6: Employee Engagement positively correlates with Work Life Balance
- H7.7: Employee Engagement positively correlates with Performance Management

The above table result reveals the correlation between employee engagement and other variables. The correlation coefficients are 0.720 for ENGA and ENRI, 0.796 for ENGA and EMPO, 0.248 for ENGA and CARE, 0.264 for ENGA and TRAI, 0.213 for ENGA and MOTI, 0.046 for ENGA and WLB and 0.125 for ENGA and PERF. The 'p' values are <0.05 except work life balance. The employee engagement is positively correlated with job enrichment, employee empowerment, career opportunities, training and development, motivation and performance management. ***H7.1, H7.2, H7.3, H7.4, H7.5 and H7.7 are accepted. H7.6 is rejected.***

4.2.4 Correlation analysis on Career Opportunities

This research measures career opportunities and its correlation with other variables in the following hypothesis.

H8: Career Opportunities positively correlates to job enrichment, employee empowerment, employee engagement, training and development, motivation, work life balance and performance management.

The H8 has sub-hypotheses as follows.

- H8.1 Career Opportunities positively correlates with Job Enrichment
- H8.2: Career Opportunities positively correlates with Employee Empowerment
- H8.3: Career Opportunities positively correlates with Employee Engagement
- H8.4: Career Opportunities positively correlates with Training and Development
- H8.5: Career Opportunities positively correlates with Motivation
- H8.6: Career Opportunities positively correlates with Work Life Balance
- H8.7: Career Opportunities positively correlates with Performance Management

The above table result reveals the correlation between career opportunities and other variables. The correlation coefficients are 0.301 for CARE and ENRI, 0.331 for CARE and EMPO, 0.248 for CARE and ENGA, 0.339 for

CARE and TRAI, 0.200 for CARE and MOTI, 0.118 for CARE and WLB and 0.057 for CARE and PERF. The 'p' values are <0.05 except performance management. The career opportunities are positively correlated with job enrichment, employee empowerment, employee engagement, training and development, motivation and work life balance. **H8.1, H8.2, H8.3, H8.4, H8.5 and H8.6 are accepted. H8.7 is rejected.**

4.2.5 Correlation analysis on Training And Development

This research measures training and development and its correlation with other variables in the following hypothesis.

H9: Training and Development positively correlates to job enrichment, employee empowerment, employee engagement, career opportunities, motivation, work life balance and performance management

The H9 has sub-hypotheses as follows.

- H9.1 Training and Development positively correlates with Job Enrichment
- H9.2: Training and Development positively correlates with Employee Empowerment
- H9.3: Training and Development positively correlates with Employee Engagement
- H9.4: Training and Development positively correlates with Career Opportunities
- H9.5: Training and Development positively correlates with Motivation
- H9.6: Training and Development positively correlates with Work Life Balance
- H9.7: Training and Development positively correlates with Performance Management

The above table result reveals the correlation between training and development and other variables. The correlation coefficients are 0.319 for TRAI and ENRI, 0.346 for TRAI and EMPO, 0.264 for TRAI and ENGA, 0.339 for TRAI and CARE, 0.581 for TRAI and MOTI, 0.481 for TRAI and WLB and 0.324 for TRAI and PERF. The 'p' values are <0.05 significance. The training and development is positively correlated with job enrichment, employee empowerment, employee engagement, career opportunities, motivation, work life balance and performance management. **H9.1, H9.2, H9.3, H9.4, H9.5, H9.6 and H9.7 are accepted.**

4.2.6 Correlation analysis on Motivation

This research measures motivation and its correlation with other variables in the following hypothesis

H10: Motivation positively correlates to job enrichment, employee empowerment, employee engagement, training and development, career opportunities, work life balance and performance management

The H10 has sub-hypotheses as follows.

- H10.1 Motivation positively correlates with Job Enrichment
- H10.2: Motivation positively correlates with Employee Empowerment
- H10.3: Motivation positively correlates with Employee Engagement
- H10.4: Motivation positively correlates with Training and Development
- H10.5: Motivation positively correlates with Career Opportunities
- H10.6: Motivation positively correlates with Work Life Balance
- H10.7: Motivation positively correlates with Performance Management

The above table result reveals the correlation between motivation and other selected variables. The correlation coefficients are 0.240 for MOTI and ENRI, 0.262 for MOTI and EMPO, 0.213 for MOTI and ENGA, 0.200 for MOTI and CARE, 0.581 for MOTI and TRAI, 0.744 for MOTI and WLB, 0.701 for MOTI and PERF. The 'p' values are <0.05 significance. The motivation is positively correlated with job enrichment, employee empowerment, employee engagement, career opportunities, training and development, work life balance and performance management. **H10.1, H10.2, H10.3, H10.4, H10.5, H10.6 and H10.7 are accepted.**

4.2.7 Correlation analysis on Work Life Balance

This research measures work life balance and its correlation with other variables in the following hypothesis

H11: Work Life Balance positively correlates to job enrichment, employee empowerment, employee engagement, training and development, career opportunities, motivation and performance management

The H11 has sub-hypotheses as follows.

- H11.1: Work Life Balance positively correlates with Job Enrichment
- H11.2: Work Life Balance positively correlates with Employee Empowerment
- H11.3: Work Life Balance positively correlates with Employee Engagement
- H11.4: Work Life Balance positively correlates with Training and Development
- H11.5: Work Life Balance positively correlates with Career Opportunities
- H11.6: Work Life Balance positively correlates with Motivation
- H11.7: Work Life Balance positively correlates with Performance Management

The above table result reveals the correlation between work life balance and other variables. The correlation coefficients are 0.082 for WLB and ENRI, 0.109 for WLB and EMPO, 0.046 for WLB and ENGA, 0.118 for WLB and CARE, 0.481 for WLB and TRAI, 0.744 for WLB and MOTI, 0.676 for WLB and PERF. The 'p' values

are <0.05 except job enrichment and employee engagement. The work life balance is positively correlated with employee empowerment, career opportunities, training and development, motivation and performance management. ***H11.2, H11.2, H11.4, H11.5, H11.6 and H11.7 are accepted. H11.1 and H11.3 are rejected.***

4.2.8 Correlation analysis on Performance Management

This research measures performance management and its correlation with other variables in the following hypothesis

H12: Performance Management positively correlates to job enrichment, employee empowerment, employee engagement, training and development, career opportunities, motivation and performance management

The H12 has sub-hypotheses as follows.

- H12.1: Performance Management positively correlates with Job Enrichment
- H12.2: Performance Management positively correlates with Employee Empowerment
- H12.3: Performance Management positively correlates with Employee Engagement
- H12.4: Performance Management positively correlates with Training and Development
- H12.5: Performance Management positively correlates with Career Opportunities
- H12.6: Performance Management positively correlates with Motivation
- H12.7: Performance Management positively correlates with Work Life Balance

The above table result reveals the correlation between performance management and other variables. The correlation coefficients are 0.062 for PERF and ENRI, 0.081 for PERF and EMPO, 0.125 for PERF and ENGA, 0.057 for PERF and CARE, 0.324 for PERF and TRAI, 0.701 for PERF and MOTI, 0.676 for PERF and WLB. The 'p' values are <0.05 significance except job enrichment, employee empowerment and career opportunities. The performance management is positively correlated with employee engagement, training and development, motivation and work life balance. ***H12.3, H12.5, H12.6 and H12.7 are accepted. H12.1, H12.2 and H12.4 are rejected.***

5. SUMMARY OF THE FINDINGS

- The teaching class does not vary with employee retention. H_0 is rejected.
- The subject does not vary with employee retention. H_1 is rejected.
- The lecture period does not vary with employee retention. H_2 is rejected.
- The distance from the residence does not vary with employee retention. H_3 is rejected.
- The school location does not vary with employee retention. H_4 is rejected.
- Job Enrichment is positively correlated with employee empowerment, employee engagement, career opportunities, training and development and motivation. The significance is <0.05 . The work life balance and performance management are positively correlated, but the significance level is >0.05 . $H_{5.1}$, $H_{5.2}$, $H_{5.3}$, $H_{5.4}$ and $H_{5.5}$ are accepted and $H_{5.6}$ and $H_{5.7}$ are rejected.
- Employee empowerment is positively correlated with job enrichment, followed by employee engagement, training and development, career opportunities, motivation and work life balance. $H_{6.1}$, $H_{6.2}$, $H_{6.3}$, $H_{6.4}$, $H_{6.5}$ and $H_{6.6}$ are accepted. $H_{6.7}$ is rejected.
- Employee engagement is positively correlated with job enrichment, employee empowerment, career opportunities, training and development, motivation and performance management. $H_{7.1}$, $H_{7.2}$, $H_{7.3}$, $H_{7.4}$, $H_{7.5}$ and $H_{7.7}$ are accepted. $H_{7.6}$ is rejected.
- Career opportunities are positively correlated with job enrichment, employee empowerment, employee engagement, training and development, motivation and work life balance. $H_{8.1}$, $H_{8.2}$, $H_{8.3}$, $H_{8.4}$, $H_{8.5}$ and $H_{8.6}$ are accepted. $H_{8.7}$ is rejected.
- Training and development is positively correlated with job enrichment, employee empowerment, employee engagement, career opportunities, motivation, work life balance and performance management. $H_{9.1}$, $H_{9.2}$, $H_{9.3}$, $H_{9.4}$, $H_{9.5}$, $H_{9.6}$ and $H_{9.7}$ are accepted.
- Motivation is positively correlated with job enrichment, employee empowerment, employee engagement, career opportunities, training and development, work life balance and performance management. $H_{10.1}$, $H_{10.2}$, $H_{10.3}$, $H_{10.4}$, $H_{10.5}$, $H_{10.6}$ and $H_{10.7}$ are accepted.
- Work life balance is positively correlated with employee empowerment, career opportunities, training and development, motivation and performance management. $H_{11.2}$, $H_{11.2}$, $H_{11.4}$, $H_{11.5}$, $H_{11.6}$ and $H_{11.7}$ are accepted. $H_{11.1}$ and $H_{11.3}$ are rejected.
- Performance management is positively correlated with employee engagement, training and development, motivation and work life balance. $H_{12.3}$, $H_{12.5}$, $H_{12.6}$ and $H_{12.7}$ are accepted. $H_{12.1}$, $H_{12.2}$ and $H_{12.4}$ are rejected.

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