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## Study of Challenges in Retention of Academicians Specifically in Universities: Finding Does Personality Plays Role

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### ABSTRACT

The goal of this investigation was to ascertain the role that personalities play in influencing turnover intentions. In order to evaluate the primary effects of different personality traits on faculties at private universities, a non-probabilistic sampling method was utilized in the study. Both PCA and varimax rotation were used to evaluate the construct validity, while Cronbach's alpha was used to evaluate the scale's internal regularity. Regression and correlation analysis was used to determine the causal connection among the factor of personality and intention to turnover. The results showed, both extraversion and agreeableness have a considerable detrimental effect on turnover intent. The study recommends that management put into place the proper human resources policies and practices that encourage positive personality qualities and, as a result, boost faculty continuity in Indian educational institutions by reducing turnover intentions. Using "Goldberg's Personality Big-Five Factors", five personality antecedents were found (Goldberg, 1981). A 13-item measure was developed using the Turnout Intention Measure and Ten-Item Personality Inventory. An online survey was created to gather information from a sample of 1000 faculties across India out of which 352 complete responses were selected for further analysis process. According to the study management should implement right policies and procedures HR to promote positive personality traits and high retention of academicians

**Keywords:** Retention, intention, academicians, university, individual, personality

## **1. Introduction**

Today's organizations have always been quite concerned about employee productiveness in terms of development of organization, research, student's performance etc. Both the employees and the company perform greatly when there is a high rate of staff productivity. Organizations must therefore comprehend the factors that affect employees' intentions to leave their current positions. Both individuals and organizations may have these components. One of the most important individual aspects of a decision to leave a job is the workforce's individual personality traits. Personality traits are characteristics of people that include biological, social, and cognitive elements that set them apart from other people. Individual and organizational conduct is both influenced by personality factors. Barrick and Mount (2005) agreed that personality has an impact on how people behave at work.

According to Judge and Bono (2001), personality has a direct impact on self-worth, self-confidence, performance at work, and job satisfaction. According to Mooradian and Swan (2006) and Hofstede and McCrae (2004), personality traits are often believed to be constant across time and unaffected by external factors.

The term "intent to leave" describes people's voluntarily expressed intentions to leave their current company or employment. Depending on the employee's skill level, the cost of their departure from the company is variable. In actuality, the expense of an individual leaving the company and the business finding an alternative for him or her could involve immediate expenses like recruiting, educating, and advertisement along with additional expenses like reduced revenue, overtime charges, and blunders that the new hire makes. In addition, evidence suggests that finding experienced and competent replacements for departing staff is becoming increasingly challenging for organizations (Shields and Ward, 2001).

In the realm of education, there is a severe problem with academician's turnover. The cost of turnover can range between six months to a period of three years of pay and benefits, based on the type of work (Fitz-Enz, 1998). In order to address the problem of high levels of turnover, several academics are working to recognize the critical variables that influence turnover intention. The motive of this study was to check, how the particular personality traits of every academicians affect their decision to leave their work.

### **1.1. Research Objectives**

Employees are under new pressure to develop their personality traits as a result of escalating competition, expanding businesses, and accelerating rates of change. Investigating different personality traits and their impact on teaching personnel intentions of leaving their professions is one of the objectives of this study:

1. To determine the numerous personality antecedents among faculty members.
2. To assess the influence of faculty members' intentions to leave educational institutions in India on their personality antecedents.
3. To discuss the significance of personality traits and the creation of plans to improve retention techniques using personality features.

Thus, the study aims to identify faculty members' readiness for self-directed learning in Indian educational contexts.

## **2. Literature Review**

Education faces a severe problem with faculty turnover. Educational facilities need to pay more attention to this problem and make sure it is not disregarded because staff members are the most precious asset of any firm. Since they act as bridges between students and information, faculty personnel are seen as the most significant asset to retain and develop in the education industry.

### **2.1 Turnover Intention**

Early studies on turnover behavior revealed that people would only start the process of leaving their job, organization, or line of work when it was thought acceptable to do so and they had a feeling that such effortless movement was conceivable (March and Simon, 1958). An employee who intends to leave their employer or their profession is one who is willing to do so. Voluntary productivity has been found to be an interdisciplinary and complex theory. Voluntary turnover is an issue that influences member of staff and institute alike. An idea of voluntary turnover can only be recognized when it is realized that it is a convergence of economic, psychological and social factors (Udechukwu and Mujtaba, 2007). Additionally, research showed that an employee who initiates the end of their relationship with the company results in voluntary turnover (Lambert, 2001).

The scheme to wind up an employee-employer connection as it is thought to be desirable is referred to as turnover. The motives of a person to leave a company or a profession voluntarily are known as turnover intention. As they influence a person's understanding and decisions, motives are pivotal to explore (Mobley et al. 1979). As a result, most straight forecaster, of realactions is motive (Ajzenet al. 1980).

As per research, turnover motives entail a series of actions, including considering resigning, planning to find another job, and manage to quit (Mobley 1982; Mobley et al. 1978). Therefore, if any organization is sensible about the employees' plans to quit, some proactive actions can be considered to reduce real turnover. According to Mobley et al. (1979), the intention of a person to quit a job is affected by a various variables like organization characteristics, personal variables, related to work and labor-market demands, and individual values. The current study aims to investigate the personal features that influence faculty personnel' desires to leave their employment, with a focus on personality traits resulting from various personal circumstances.

### **2.2 Individual Factor: Personality Traits**

According to Stagner (1948), personality is the way an individual's perceptual, cognitive, emotional, and motivational processes are organized within him or her, resulting in the individual's distinctive responses to the environment. Researchers were prompted to discover the connection between personality and individuals' intentions to leave their current jobs by Friedman et al. (1959) Type B & A personality concepts. However, no substantial connections between intentions and attitude to quit could be confirmed (Dole and Schroeder, 2001).

Individual traits are referred to as individual factors that influence turnover intentions. These traits may be acquired traits, such as personality traits, or they may be innate traits, such as learned abilities or skills. Some studies suggested the several cognitive and non-cognitive attributes affects a person's motive to leave the company before ultimately deciding whether or not to do so. This study aims to identify faculty members' personality attributes as a personal factor influencing turnover intention.

Different theoretical vantage points and levels of breadth and abstraction have been used to analyze personality (John, Hampson, and Goldberg, 1991; McAdams, 1995). We now have a better knowledge of how individual variances in conduct and experience are brought about by each of these levels. However, the development of personality characteristics and the measuring instruments used to measure them did not appear to be coming to a halt (Goldberg, 1971). Positive affectivity, according to the study's findings, is negatively correlated with turnover intentions, contrasted to negative empathy, which is neither favorably nor negatively related to these intentions. Numerous studies (Hom et al. 1995; Mobley et al. 1979; Salgado, 2002; Steers et al. 1981) have suggested that personality traits in people may have an effect on turnover.

### **2.3 Big-Five Factors Precursors of Personality**

A thorough categorization of different personality traits is provided by the Big Five personality features. These classifications were not developed from any specific theoretical viewpoint, but rather from the evaluations of natural language terms individual's used to describe one another and themselves. Big Five classification can integrate existing systems rather than completely replace them by representing many and unique systems for personality characterization in a single framework. As a result, it provides a beginning point for further active research and theory building that could eventually lead to an explanation and modification of the describing taxonomies in causal and fluid terms. The current study focused on "The Character Big Five Factor Model" (Goldberg, 1981) in order to support the assertion that the Big Five Locator is a useful tool to evaluate personality (Howard et al. 1996).

The five personalities traits-often referred to as the "Big Five" can be employed to clarify the main features of personality, according to a growing body of research. Almost all personality assessments incorporate the Big Five (McCrae et al. 1992), as well as trait evaluation, component evaluation of multidimensional instruments currently in use, and professional judges' conclusions according to these assessments (Mount et al. 1998). Three meta-analyses focused at the relationship of turnover vs Big Five personality traits, with mixed results (Barrick et al. 1991; Zimmerman, 2008; Salgado, 2002).Barrick et al. (1991) claimed there weren't any significant connections. Salgado (2002) and Zimmerman (2008) found significantly greater associations despite the inconsistent results that have been noted; despite this, one recurring theme appears to be replicate in these studies: more research into a connection among personality vs turnover is required. In addition, none of these studies' analyses included professors from academic institutions as samples.

The five components that make up the five-factor model are extraversion, friendliness, conscientiousness, neuroticism and openness to event. These factors are taken into

consideration as the precursors of a person's personality in the way to build the study instruments.

1. **Extraversion:** Interest in and trust of other people is characteristics of extraversion. Since it relates to general sociability and encompasses behaviors like making eye contact, paying attention, participating fully, and being forceful, it is regarded as a desirable attribute. Positive emotions are more prone to be felt by extraverts (Costa and McCrae, 1992). Extraversion has a considerable detrimental impact on turnover intention, claims Salgado (2002).
2. **Agreeableness:** Agreeability gauges a person's capacity for interpersonal harmony. People who are agreeable tend to be more engaged in their work because they are typically decent and upbeat. They make an effort to put others' needs ahead of their own and are cordial, kind, helpful, and friendly. According to McCrae and Costa (1991), being agreeable should be associated with pleasure because pleasant people are more motivated to develop interpersonal connection, which should result in higher levels of wellbeing. The likelihood of turnover is significantly impacted negatively by agreeableness (Salgado, 2002; Zimmerman, 2008).
3. **Conscientiousness:** Being conscientious is related to having a strong will, being dependable, organized, and on time. Planning ahead and directing their impulses towards success are traits of conscientious people (McCrae and Costa, 1991). The intention to turnover is significantly impacted negatively by scrupulousness (Zimmerman, 2008).
4. **Neuroticism:** It stands for propensity to have poor emotional control and to have detrimental side effects including worry, insecurity, and aggression. It comprises characteristics like tension, irritability, and anxiety. Being nervous, depressed, furious, humiliated, emotional, worried, and insecure are all characteristics of neuroticism, which is the reverse of emotional stability (Barrick et al. 1991). According to Hough et al. (1990) and Salgado (2002), emotional stability (low neuroticism) significantly negatively influences turnover intention.
5. **Openness to Experience:** It is an inclination to be creative, nonconformist, unorthodox, and independent. It includes some qualities as having a wide range of interests, being creative and perceptive. Scientific and artistic innovation is correlated with openness to experience (Feist, 1998). Turnover intention is significantly impacted negatively by openness to experience (Barrick et al. 1991; Zimmerman, 2008; Salgado, 2002).

On the basis of these five antecedents, five hypotheses have been developed that are to be tested through regression multiple linear regression analysis. Hypotheses are as follows-

- **H1:** Extraversion significantly affects faculty members' intent to leave the profession.
- **H2:** Being agreeable has a big impact on faculty members' decision to leave.
- **H3:** Conscientiousness significantly impacts turnover intention of faculties.
- **H4:** Neuroticism significantly impacts turnover motives of faculties.
- **H5:** Openness to experience significantly impacts turnover intention of faculties.

### Conceptual model

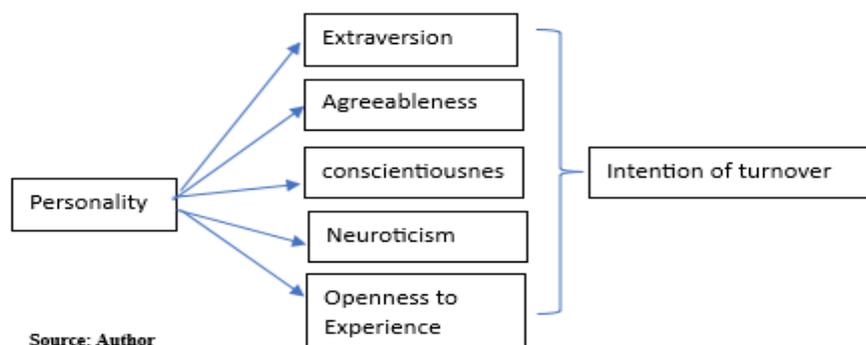


Figure:1

### 3. Methodology

The impression of unique personality traits on faculties intentions to quit universities was examined in this study using the conclusive design. Non-probabilistic convenience sampling was utilized to collect the data. A Likert scale with seven points was used to rate the respondents' responses. The questionnaire was divided into three sections: turnover intention, personality antecedents, and demographic information about the respondent's 352 teachers, comprising assistant professors, professors & associate professors and participated in the study's data gathering, making up the study's sample size, or n.

#### 3.1 Research Instrument

Both dependent and independent variables must be stated in order to develop the study instrument, which is subsequently utilized to create the questionnaire. A 3-item study instrument measuring the intention to turnover (the dependent variable) was developed in accordance with the "Turnover Intention Scale" developed by Donnelly et al. (1985). A 10-item questionnaire for five personality antecedents was developed according to the "Ten-Item Personality Assessment" developed by Gosling et al. (2003). So, a 13-item research instrument that includes both dependent and independent variables has been created for the study, as shown in Table 1.

**Table 1:** Instruments of the Research

Variables	Items	Scale	Source
Turnover Intention (Z)	Z <sub>1</sub>	Actively searching for a new job next year	Donnelly and Ivancevich (1985)
	Z <sub>2</sub>	Often think about quitting present job	
	Z <sub>3</sub>	Leave as soon as possible	
Extraversion	X <sub>11</sub>	Enthusiastic	TIPI (Gosling, Rentfrow and Swann, 2003)
	X <sub>12</sub>	Sociability	
Agreeableness	X <sub>21</sub>	Cooperative	
	X <sub>22</sub>	Sympathetic towards others	
Conscientiousness	X <sub>31</sub>	Self-disciplined	
	X <sub>32</sub>	Organized	
Neuroticism	X <sub>41</sub>	Anxious (Eagerly desirous)	
	X <sub>42</sub>	Emotionally stable	
Openness to Experience	X <sub>51</sub>	Strong intellectual curiosity	
	X <sub>52</sub>	Preference for novelty and variety	

Source: Scale of Donnelly et al. 1985 for Turnover Intention

### 3.2 Findings

#### Validity along with Reliability of Instruments

The results of the factor analysis show that the third component is significantly loaded under the intention to turnover  $Z_1$ ,  $Z_2$ , and  $Z_3$  items, with loading scores of 0.934, 0.897, and 0.914, respectively. With significant loadings within the initial element of 0.881, 0.827, 0.848, and 0.794, accordingly, for extraversion as well as pleasantness items  $X_{11}$ ,  $X_{12}$ ,  $X_{21}$ , and  $X_{22}$ , all the four items can be consolidated into a single item, item X. The traits' qualities are also comparable. The items  $X_{31}$  and  $X_{32}$  measure conscientiousness, exhibit substantial weights under the subsequent aspect of 0.873 and 0.892, respectively. The  $X_{41}$ ,  $X_{42}$ ,  $X_{51}$ , and  $X_{52}$  elements on neuroticism as well as openness experiencing won't be considered in future studies because to dispersed loadings. The turnover intention (Z) will therefore be considered as the dependent variable after factor analysis, while four items assessing extraversion, agreeableness, and conscientiousness ( $X_1$ ) and conscientiousness ( $X_3$ ) are going to be regarded to be independent variables to conduct multiple linear regression and correlation analysis in order to assess the internal consistency of the scale, extraversion, agreeableness, conscientiousness, and intent to turnover. These variables are properly loaded, taken into account for analysis following the validity examination, and internalized, as indicated in Table 2.

**Table 2:** Validity as well as Reliability Test

Factor Analysis				Reliability Statistics
Items	1	2	3	Cronbach's Alpha
<b>X11</b>	<b>0.881</b>	0.321	-0.089	0.792
<b>X12</b>	<b>0.827</b>	0.147	-0.076	
<b>X21</b>	<b>0.848</b>	0.178	-0.081	
<b>X22</b>	<b>0.794</b>	0.223	-0.127	
<b>X31</b>	0.187	<b>0.873</b>	-0.077	0.826
<b>X32</b>	0.254	<b>0.892</b>	-0.078	
<b>X41</b>	0.615	0.259	-0.098	—
<b>X42</b>	0.348	0.415	-0.354	
<b>X51</b>	0.497	0.524	-0.174	—
<b>X52</b>	0.621	0.489	-0.208	
<b>Z1</b>	-0.175	-0.009	<b>0.934</b>	0.896
<b>Z2</b>	-0.168	-0.341	<b>0.897</b>	
<b>Z3</b>	-0.215	-0.147	<b>0.914</b>	

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

**Source:** Own analysis by Author

### 3.3 Data Analysis

Analysis was facilitated by the use of the SPSS (Version 26). The concept validity of the scale was evaluated using PCA with varimax rotation, and the internal consistent reliability of the scale was measured using Cronbach's alpha. In order to examine the impact of five personality determinants on turnover intention, an analysis of regression was lastly conducted. Table 3 shows that the data obtained are reliable, and the R Square value is 0.876, or 87.6%.

**Table 3:** Regression Statistic

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.924	0.876	0.823	0.024

Predictors: (Constant), X<sub>3</sub>, X<sub>1</sub>; Dependent Variable: Z

**Source:** own analysis by Author

**Table 4:** ANOVA

Model	Sum of Squares	Degree of freedom	Mean Square	F-statistic	Significance probability
Regression	676.381	15	287.747	287.544	0.000
Residual	157.248	324	0.249		
Total	833.629	339			

Predictors: (Constant), X<sub>1</sub>, X<sub>3</sub>; Dependent Variable: Z

**Source:** Own analysis by Author

The fact that F value (287.747) is higher than  $F_{critical}$  (2.649) in Table 4 indicates that null hypothesis in this case is to be rejected that in turn leads to a conclusion that personality has a considerable influence on faculty members' intentions to leave their positions.

As shown in Table 5, the three personality antecedents of extraversion (X<sub>1</sub>), agreeableness (X<sub>2</sub>), and conscientiousness (X<sub>3</sub>) all significantly influence intent to turnover with a p statistic of 0.001 (p < 0.05). The study hypotheses H<sub>1</sub> and H<sub>2</sub> concerning extraversion (X<sub>1</sub>) and agreeableness (X<sub>2</sub>) have been accepted, but the three other hypotheses (H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub>) for conscientiousness (X<sub>3</sub>), neuroticism (X<sub>4</sub>), and openness to experience (X<sub>5</sub>) are rejected.

According to Table 5, the beta coefficients for extraversion (X<sub>1</sub>) and agreeableness (X<sub>2</sub>), two important personality antecedents, are -0.328 and -0.328 respectively. The negative sign denotes the inverse correlations between faculty members' personalities and their inclination to leave their positions. Therefore, if faculty members' extraversion and agreeableness traits rise, the desire to leave the profession will decrease. Faculty members' extraversion and agreeableness traits will have a huge impact on enhancing their personalities.

**Table 5:** Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T Statistic	Significance Probability
	B	Std. Error	Beta		
(Constant)	4328	0.487			7.857
X	-0.328	0.087	-3.279	-0.342	-4.697
X3	-0.154	0.079	-0.0037	-0.091	-2.358
<b>Predictors: (Constant), X, X3; Dependent Variable: Z</b>					

Source: own analysis by Author

### 3.4 Results and Discussion

The goal of the project was to create multidimensional assessment of each person's personality and to determine how that measurement would affect faculty members' intentions to leave India's educational institutions. The outcome of this study confirms Salgado (2002) and Zimmerman's findings (2008), which found that faculty members' intentions to leave their positions are significantly influenced by their individual personalities.

The study also found which extraversion as well as agreeableness constitute the precursors of personality, and this have the opposite significant effect on the intention to leave, i.e., if instructors display traits like general socializing and human acquaintances, attention, engaged engagement, and self-confidence (extraversion trait), as well as whether their personalities are welcoming, polite, altruistic, helpful, and so forth. The investigations by Salgado (2002) and Zimmerman (2008) support these conclusions.

### 4. Conclusion

Employees are an organization's most valuable resource and can significantly impact a company's ability to compete. A definite number of employee turnover is allowable and even desired as it results in a positive transformation of organization. It's unpleasant when too many employees plan to depart the company. Performer turnover that is voluntary is dysfunctional, and businesses constantly strive to reduce it. An individual's intentions indicate a lot about their perception, judgement, and behavior. According to studies, employees' intentions to leave the organization come before their actual behavior. Understanding the variables that lead to employee intentions to quit or to consider leaving is crucial for organizations looking to lower turnover. This paper analyzes numerous personality factors that affect faculty turnover motives. Although there wasn't a single reason that can be blamed for employee turnover motives, it is still advisable to handle the troubles of employee turnover in an all-encompassing manner in every organization. None of the variables can impact on turnover intentions alone. Consequently, corrective measures must to have a composite substructure as well. Despite the aforementioned restrictions; this study advances our knowledge of how personality factors affect the desire to leave.

### 5. Suggestions

In our competitive culture, colleges and universities need content and promising personnel to cater the value to the organization. The results of this study lend support to the idea that faculty members who exhibit high levels of agreeableness and extraversion are less likely to

leave their jobs. This study was able to validate the findings of earlier studies since the association was consistent with findings previously reported.

Interest and trust of other people are characteristics of extraversion. Since it relates to general sociability and encompasses behaviors like making eye contact, paying attention, participating fully, and being forceful, it is regarded as a desirable attribute. Agreeability gauges a person's capacity for interpersonal harmony. People who are agreeable tend to be more engaged in their work because they are typically decent and upbeat. They try to put others' needs ahead of their own and are amiable, polite, charitable, and helpful.

In order to create an atmosphere when pupils feel more motivated to connect socially, make more acquaintances, and spend greater amounts of time in social settings, educational institution management must devise methods to support such environment. Faculty members should be encouraged by management to interact with others in a pleasant, respectful, and useful way and to form fulfilling ties.

## 6. Limitations of Research

There are three basic ways that this study's conclusions could be hampered. To begin with, lack of recent research on personality traits and turnover intention in educational contexts is lacking. The population factor is also significant limitation of this study. Students and non-academic personnel were not included; only faculty from educational institutions in India was utilized. This puts the study's capacity to predict personality traits at Indian institutes in danger of not being generalizable to the overall academic community. The results of a study assessing the impact personality characteristics have on staff members' inclinations to leave the institute using all the subcategories (academic, non-academic, and pupils) may or may not have similar results.

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