



Demographic Determinants And Job Selection: A Statistical Analysis Of Private School Teachers In Tiruchirappalli

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ABSTRACT

Employee retention and workplace satisfaction are crucial factors in the sustainability of private educational institutions. This study examines the relationship between demographic variations and employee retention in private schools in Tiruchirappalli through statistical analysis. The research focuses on key demographic attributes, including gender, age, marital status, teaching experience, educational qualifications, monthly salary, and number of dependents, and their association with two critical aspects: reasons for choosing the job and challenges faced in the workplace.

A cross-tabulation analysis is employed to explore the distribution of these demographic factors and their influence on employees' motivations and job-related difficulties. The study utilizes Chi-Square tests to assess the statistical significance of the relationships between demographic variables and the identified workplace factors. The findings provide insights into how personal and professional attributes impact job selection and retention, offering valuable implications for school administrators and policymakers in enhancing employee satisfaction and reducing turnover.

The results highlight key patterns in employee decision-making and workplace experiences, emphasizing the need for targeted strategies to improve job satisfaction and organizational bonding. By addressing these factors, private schools can foster a more engaged and committed workforce, ultimately enhancing the quality of education and institutional stability.

KEYWORDS: Employee Retention, Workplace Satisfaction, Demographics, Chi-Square Analysis

1.INTRODUCTION

Employee retention stands as a critical concern in the realm of private education, where the commitment and satisfaction of faculty and staff play an indispensable role in the overall success and reputation of educational institutions. In the competitive landscape of private schools, maintaining a stable and dedicated workforce is paramount for ensuring continuity, fostering a positive learning environment, and upholding the institution's mission and values. As private schools strive to provide high-quality education and a supportive community, understanding the intricacies of employee retention becomes imperative.

Private schools, often characterized by smaller and more closely-knit communities than their public counterparts, face unique challenges and opportunities in the realm of human resource management. The significance of employee retention in private schools extends beyond the conventional understanding of job stability; it is intricately tied to the quality of education, institutional reputation, and the overall well-being of the school community. The commitment and engagement of educators and administrative staff in private schools are pivotal not only for the day-to-day operations but also for building lasting relationships with students, parents, and the broader community.

One of the defining features of private schools is the emphasis on creating a distinctive and often specialized educational experience. This emphasis requires a dedicated and passionate faculty who align with the school's vision and values. Therefore, private schools are compelled to explore and implement effective employee relationship practices that not only attract but also retain high-caliber educators and staff. These practices

extend beyond traditional compensation structures to encompass a holistic approach that addresses professional growth, work-life balance, and a positive workplace culture.

The educational landscape is evolving rapidly, with private schools facing increased competition for both students and qualified educators. The challenge of employee retention is further compounded by external factors such as demographic shifts, changing expectations of the workforce, and the ongoing impact of technological advancements on teaching methodologies. Consequently, private schools must adapt and innovate their employee relationship practices to remain attractive and supportive environments for educators and staff.

2.EMPLOYEE RELATIONSHIP PRACTICES AND EMPLOYEE RETENTION

The present business environment needs an employee relationship management within the organization. The business size is growing. This system helps for the overall organization growth. The employee relationship management is an approach to build relationship between employer and employee. The organization use information technology for salary, information sharing, communication, attendance, online training, etc., The employee relationship practices have positive impact on employee attitude and morale. This system is employee centered and away from the autocratic system. This develops inter-network and cooperation among them. The employee relation is a competitive force for the organization to face the global business environment [1] [2] [3].

The employee relationship management helps the managers to interact with employees effectively. This ultimately achieved the organization's goals. The human resource department trains the managers and executives about the establishment of employee relation process with employees. There are many advantages for employee relationship management practices. The level of employee performance increase, strengthen communication culture, creative resource management, learning about the company product and service [4]. This helps the Human Resource Department to develop strategic tasks, raise innovation in productivity, recruitment and training cost reduction and effective rewards.

This involvement of communication between employer and employee increase in job satisfaction, satisfactory productivity, motivation and morale. The effective employee relations develop positive attitude and communication between the employees and management. This helps employees to participate in work situations effectively. The employee relationship balance life and work know the employee needs, maintain smooth relationship with trade unions, suppliers and customers.

The employee relationship practices include employee empowerment, employee involvement, employee participation, collective bargaining, grievance measures, conflict management, communication transparency and team work encouragement (Schweitzer and Lyons, 2008).

2.1Factors Affecting Employee Retention

The individual employee's performance and quality of work vary in the organization. Some employee completes their work and motivates others. The next category of employees finishes the work based on the necessary criteria. They don't have motivation for advancement and development. The third groups rarely complete the task [5]. The first group employees have skills, ideas and efficiency to create better value and excellence for the organization. They help the organizations development. Today organizations face the problem of employee retention. Retaining the existing employee is better than hiring new talented work force. There is a lack of opportunities for talented employees make them to move out.

The companies must develop appropriate measures to attract their talent employees. The management capabilities, work environment and welfare will attract the employees. The managers should ensure sustainability and create relationship with the employees [6].

There is a direct and indirect expenses incurred on the employee's turnover. The positive work climate, equitable remuneration, recognition and appreciation efforts made employees happy. The effective HR practices help the employees to think and stay in the same organization.

The stiff competition of rivals, opportunities and rewards are the challenges for employee retention [7].

2.2Factors Affecting Employee Turnover

The factors affecting employee turnover are job satisfaction, external reasons, egocentric reasons, organizational perception, cultural issues, growth and development.

The job-related stress is one of the reasons to leave the organization. The lack of commitment in the organization and job dissatisfaction are the job-related factors for employee turnover [8]

The work environment is one of the organizational factors for employee turnover. The strong communication system encourage employee to stay back in the present organization. Employees feel comfortable, if they have a role on decision making process. The poor personnel policies, poor supervisory practices and poor feedback system and lack of motivation are the other organizational factors for employee turnover.

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 Tiruchirappalli 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 Tiruchirappalli 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

- H1: There is a significant association between gender and reason to choose this job
- H2: There is a significant association between age and reason to choose this job.
- H3: There is a significant association between marital status and reason to choose this job.
- H4: There is a significant association between teaching experience and reason to choose this job.
- H5: There is a significant association between education qualification and reason to choose this job.
- H6: There is a significant association between monthly salary and reason to choose this job.
- H7: There is a significant association between number of dependents and reason to choose this job.

4. DATA ANALYSIS AND INTERPRETATION

4.1 Association between Gender and Reason to Choose this job

Gender major demographic variable in the research work. This study has selected male and female for gender options. These two classifications share their opinion about reason to choose this job. The cross-tabulation table shows the distribution for gender and reason to choose this job.

Table 1: Cross tabulation for Gender and Reason to choose this job

		Reason to choose this job				Total
		Passion	Good Earning	Service	Self Esteem	
Gender	Male	39	129	62	62	292
	Female	22	52	24	27	125
Total		61	181	86	89	417

There are 417 samples used for data computation. The male choose passion (39 respondents), good earning (129 respondents), service (62 respondents) and self-esteem (62 respondents). The female choose passion (32 respondents), good earning (52 respondents), service (24 respondents) and self-esteem (27 respondents). This study developed the hypothesis for gender and reason to choose this job.

H1a: There is no significant association between gender and reason to choose this job

H1b: There is a significant association between gender and reason to choose this job

Table 2: Chi-Square test for Gender and Reason to choose this job

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.393 ^a	3	.707
Likelihood Ratio	1.359	3	.715
Linear-by-Linear Association	.277	1	.599
N of Valid Cases	417		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.29.

The above Chi-Square test value is 1.393 and >0.05 significance. There is no significant association between gender and reason to choose this job. **H1b is rejected.**

4.2 Association between Age and Reason to Choose this job

Age is a dominant demographic variable to choose the particular job. This study has selected less than 27 years, 28 to 35 years, 36 to 45 years and above 45 years as age options. These options share the opinion about reasons to choose this job. The cross tabulation shows the distribution of age and reason to choose this job.

Table 3: Cross tabulation for Age and Reason to choose this job

		Reason to choose this job				Total
		Passion	Good Earning	Service	Self Esteem	
Age	Less than 27 years	11	15	10	13	49
	28 to 35 years	24	73	34	39	170
	36 to 45 years	18	57	29	26	130
	Above 45 years	8	36	13	11	68
Total		61	181	86	89	417

The age less than 27 years choose passion (11 respondents), good earning (15 respondents), service (10 respondents) and self-esteem (13 respondents). The age between 28 to 35 years chooses passion (24 respondents), good earning (73 respondents), service (34 respondents) and self-esteem (39 respondents). The age between 36 to 45 years choose passion (18 respondents), good earning (57 respondents), service (29 respondents) and self-esteem (26 respondents). The age above 45 years choose passion (8 respondents), good earning (36 respondents), service (13 respondents) and self-esteem (11 respondents).

This study developed the hypothesis for age and reason to choose this job

H2a: There is no significant association between age and reason to choose this job

H2b: There is a significant association between age and reason to choose this job

Table 4: Chi-Square test for Age and Reason to choose this job

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.869 ^a	9	.547
Likelihood Ratio	7.756	9	.559
Linear-by-Linear Association	.566	1	.452
N of Valid Cases	417		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.17.

The Chi-Square value is 7.869 and >0.05 significance. There is no significant association between age and reason to choose this job. **H2b is rejected.**

4.3 Association between marital status and Reason to Choose this job

Marital status is the next demographic variable for this research. This study has selected single and married options for marital status. These options share the opinion about reasons to choose this job. The cross tabulation shows the distribution of marital status and reason to choose this job.

Table 5: Cross tabulation for Marital status and Reason to choose this job

		Reason to choose this job				Total
		Passion	Good Earning	Service	Self Esteem	
Marital Status	Single	10	15	10	13	48
	Married	51	166	76	76	369
Total		61	181	86	89	417

The single chooses passion (10 respondents), good earning (15 respondents), service (10 respondents), and self-esteem (13 respondents). The married choose passion (51 respondents), good earning (166 respondents), service (76 respondents) and self-esteem (76 respondents).

This study developed the hypothesis for marital status and reason to choose this job

H3a: There is no significant association between marital status and reason to choose this job

H3b: There is a significant association between marital status and reason to choose this job

Table 6: Chi-Square test for Marital status and Reason to choose this job

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.113 ^a	3	.250
Likelihood Ratio	4.086	3	.252
Linear-by-Linear Association	.168	1	.682
N of Valid Cases	417		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.02.

The Chi-Square value is 4.113 and >0.05 significance. There is no significant association between marital status and reason to choose this job. **H3b is rejected.**

4.4 Association between Teaching Experience and Reason to Choose this job

Teaching experience is the next demographic variable for this research. This study has selected less than 5 years, 6 to 10 years and above 10 years options for teaching experience. These options share the opinion about reasons to choose this job. The cross tabulation shows the distribution of teaching experience and reason to choose this job.

Table 7: Cross tabulation for Teaching experience and Reason to choose this job

		Reason to choose this job				Total
		Passion	Good Earning	Service	Self Esteem	
Teaching Experience	Less than 5 years	12	19	10	13	54
	6 to 10 years	34	91	41	39	205
	Above 10 years	15	71	35	37	158
Total		61	181	86	89	417

Less than 5 years choose passion (12 respondents), good earning (19 respondents), service (10 respondents) and self-esteem (13 respondents). The 6 to 10 years teaching experience respondents choose passion (34 respondents), good earning (91 respondents), service (41 respondents) and self-esteem (39 respondents). The above 10 years teaching respondents choose passion (15 respondents), good earning (71 respondents), service (35 respondents) and self-esteem (37 respondents).

This study developed the hypothesis for teaching experience and reason to choose this job

H4a: There is no significant association between teaching experience and reason to choose this job

H4b: There is a significant association between teaching experience and reason to choose this job

Table 8: Chi-Square test for Teaching experience and Reason to choose this job

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.842 ^a	6	.250
Likelihood Ratio	7.993	6	.239
Linear-by-Linear Association	2.076	1	.150
N of Valid Cases	417		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.90.

The Chi-Square value is 7.842 and >0.05 significance. There is no significant association between teaching experience and reason to choose this job. **H4b is rejected.**

4.5 Association between Education Qualification and Reason to Choose this job

Education qualification is the next demographic variable for this research. This study has selected U.G. Degree, U.G. Degree with B. Ed., P.G. Degree, P.G. Degree with M. Ed. and Others for education qualification. These options share the opinion about reasons to choose this job. The cross tabulation shows the distribution of education qualification and reason to choose this job.

Table 9: Cross tabulation for Education qualification and Reason to choose this job

		Reason to choose this job				Total
		Passion	Good Earning	Service	Self Esteem	
Education Qualification	U.G. Degree	5	7	2	3	17
	U.G. Degree with B.Ed.,	20	57	35	29	141
	P.G. Degree	15	49	15	22	101
	P.G. Degree with M.Ed.,	17	52	25	28	122
	Others	4	16	9	7	36
Total		61	181	86	89	417

The U.G. Degree respondents choose passion (5 respondents), good earning (7 respondents), service (2 respondents) and self-esteem (3 respondents). The U.G. Degree with B. Ed., respondents choose passion (20 respondents), good earning (57 respondents), service (35 respondents) and self-esteem (29 respondents). The P.G. Degree respondents choose passion (15 respondents), good earning (49 respondents), service (15 respondents) and self-esteem (22 respondents). The P.G. Degree with M. Ed., respondents choose passion (17 respondents), good earning (52 respondents), service (25 respondents) and self-esteem (28 respondents). The other education qualification respondents choose passion (4 respondents), good earning (16 respondents), service (9 respondents) and self-esteem (7 respondents). This study developed the hypothesis for education qualification and reason to choose this job

H5a: There is no significant association between education qualification and reason to choose this job

H5b: There is a significant association between education qualification and reason to choose this job

Table 10: Chi-Square test for Education qualification and Reason to choose this job

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.034 ^a	12	.782
Likelihood Ratio	7.673	12	.810
Linear-by-Linear Association	.410	1	.522
N of Valid Cases	417		

a. 3 cells (15.0%) have expected count less than 5. The minimum expected count is 2.49.

The Chi-Square value is 8.034 and >0.05 significance. There is no significant association between education qualification and reason to choose this job. **H5b is rejected.**

4.6 Association between Monthly Salary and Reason to Choose this job

Monthly salary is the next demographic variable for this research. This study has selected less than Rs. 10,000, Rs. 10,001 to 20,000, Rs. 20,001 to 30,000 and above Rs. 30,000 options for monthly salary. These options share the opinion about reasons to choose this job. The cross tabulation shows the distribution of monthly salary and reason to choose this job.

Table 11: Cross tabulation for Monthly salary and Reason to choose this job

		Reason to choose this job				
		Passion	Good Earning	Service	Self Esteem	Total
Monthly Salary	Less than Rs.10,000	3	14	6	8	31
	Rs.10,001 to 20,000	28	85	34	37	184
	Rs.20,001 to 30,000	24	64	39	33	160
	Above Rs.30,000	6	18	7	11	42
Total		61	181	86	89	417

Less than Rs.10,000 monthly salary respondents choose passion (3 respondents), good earning (14 respondents), service (6 respondents) and self-esteem (8 respondents). Rs.10,001 to 20,000 monthly salary respondents choose passion (28 respondents), good earning (85 respondents), service (34 respondents) and self-esteem (37 respondents). Rs.20,001 to 30,000 monthly salary respondents choose passion (24 respondents), good earning (64 respondents), service (39 respondents) and self-esteem (33 respondents). Above Rs.30,000 monthly salary respondents choose passion (6 respondents), good earning (18 respondents), service (7 respondents) and self-esteem (11 respondents).

This study developed the hypothesis for monthly salary and reason to choose this job

H6a: There is no significant association between monthly salary and reason to choose this job

H6b: There is a significant association between monthly salary and reason to choose this job

Table 12: Chi-Square test for Monthly salary and Reason to choose this job

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.131 ^a	9	.903
Likelihood Ratio	4.137	9	.902
Linear-by-Linear Association	.076	1	.782
N of Valid Cases	417		

a. 1 cells (6.3%) have expected count less than 5. The minimum expected count is 4.53.

The Chi-Square value is 4.131 and >0.05 significance. There is no significant association between monthly salary and reason to choose this job. **H6b is rejected.**

4.7 Association between Number of Dependents and Reason to Choose this job

Number of dependents is the next demographic variable for this research. This study has selected 1 to 3 members, above 3 members and nil options for number of dependents. These options share the opinion about

reasons to choose this job. The cross tabulation shows the distribution of number of dependents and reason to choose this job.

Table 13: Cross tabulation for Number of dependents and Reason to choose this job

		Reason to choose this job				Total
		Passion	Good Earning	Service	Self Esteem	
Number of Dependents	1 to 3 members	23	56	34	38	151
	Above 3 members	33	117	46	47	243
	Nil	5	8	6	4	23
Total		61	181	86	89	417

The number of dependents 1 to 3 members' respondents chooses passion (23 respondents), good earning (56 respondents), service (34 respondents) and self-esteem (38 respondents). The number of dependents above 3 members' respondents chooses passion (33 respondents), good earning (117 respondents), service (46 respondents) and self-esteem (47 respondents). The number of dependents no category respondents choose passion (5 respondents), good earning (8 respondents), service (6 respondents) and self-esteem (4 respondents).

This study developed the hypothesis for number of dependents and reason to choose this job

H7a: There is no significant association between number of dependents and reason to choose this job

H7b: There is a significant association between number of dependents and reason to choose this job

Table 14: Chi-Square test for Number of dependents and Reason to choose this job

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.649 ^a	6	.355
Likelihood Ratio	6.552	6	.364
Linear-by-Linear Association	1.880	1	.170
N of Valid Cases	417		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 3.36.

The Chi-Square value is 6.649 and >0.05 significance. There is no significant association between number of dependents and reason to choose this job. **H7b is rejected.**

5.SUMMARY OF THE FINDINGS

- The gender and reason to choose this job does not have significant association. H1b is rejected.
- The age and reason to choose this job does not have significant association. H2b is rejected.
- The marital status and reason to choose this job does not have significant association. H3b is rejected.
- The teaching experience and reason to choose this job does not have significant association. H4b is rejected.
- The education qualification and reason to choose this job does not have significant association. H5b is rejected.
- The monthly salary and reason to choose this job does not have significant association. H6b is rejected.
- The number of dependents and reason to choose this job does not have significant association. H7b is rejected.

6.CONCLUSION

This study aimed to examine the relationship between demographic factors and employees' reasons for choosing their jobs in private schools in Tiruchirappalli. Through cross-tabulation and Chi-Square analysis, the findings indicate that demographic attributes such as gender, age, marital status, teaching experience, educational qualification, monthly salary, and number of dependents do not have a statistically significant association with the reasons for job selection. Consequently, all formulated hypotheses (H1b to H7b) were rejected.

These results suggest that individual choices for entering the teaching profession in private schools are influenced by factors beyond basic demographic characteristics. This implies that external elements, such as institutional policies, job security, work environment, career aspirations, or personal interests, may play a more substantial role in job selection.

The findings provide valuable insights for school administrators and policymakers, emphasizing the need to focus on qualitative aspects of job satisfaction, career development opportunities, and institutional support rather than solely considering demographic factors. Future research can explore psychological, social, and economic motivators that contribute to job selection and retention in private schools. Understanding these

deeper influences will help in designing more effective strategies to attract and retain qualified teaching professionals.

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