

MAGNETIZING THE INTEREST AND RETENTION OF LECTURER IN PRIVATE HIGHER EDUCATION

Nasir¹✉¹Nurzaima²Hasma Nur Jaya³Lilianti⁴Kabiba⁵Junaidin⁶

Universitas Muhammadiyah Kendari

✉ dhion_zir@yahoo.com

Abstract. Education This study aimed to explore the strategy to maintain lecturers, particularly in private higher education. It is important because the growth of private universities makes qualified lecturers contested. Responding to that crisis, leaders imposed to construct a strategy to keep them. The required data were collected by interviewing selected respondents determined by the key informant. The instrument used in gathering data was a semi-structured interview. The data then analyzed with the inductive model by Miles, Huberman, & Saldana. The result of the study reveals that: higher education should respond to what is prompting lecturers to move. They must take responsibility for every lecturer resigning and to intervene immediately to find out the reasons that make the lecturer to resign. In terms of the strategy to counter the lecturer's switch out, the researcher constructed a strategy to magnetize them to remain through concerning more seriously on some aspects, for instance: payment, leadership style, career development, conducive-work life, adequate well-resourced libraries, recognition, and workload. All these efforts addressed to motivate them in working then decide to remain in the institution. Lastly, the researcher also recommends to others to test the conclusion by applying a quantitative approach.

Keywords: Human Resource Management, Retention, Private Higher Education.

INTRODUCTION In Organizations is facing the challenge of employee retention due to increased competition in the market (Maqsood et al., 2015). Hence, the human resources manager must know how to attract and keep good employees because these are the employees who can make or break the organization's goodwill (Wisniewski, 2008; Rasli et al., 2014). Stauss et al. (2001) has defined retention as customer liking, identification, commitment, trust, readiness to recommend, and repurchase intentions, with the first four being emotional-cognitive retention constructs, and the last two being behavioral intentions. Meanwhile, Michael (2018) states that retention is an endeavor engaged by an organization to create an environment that appoints employees for the long term. Chipunza & Samuel (2009) even highlight that it is not

only the government sector, but private is also facing difficulty in retaining skilled employees.

Linking to the universities' growth in Indonesia, it requires them to compete (Rahayuningtyas & Triana; 2017). This circumstance leaves tension over universities' broader societal duties (Barber & Rizvi: 2013). One strategy for universities dealing with such competition is by creating excellence and resources (Bratianu, 2005). Reported by Kemenristek DIKTI (2017), 122 state universities have been registered in Indonesia, consisting of 63 universities, 13 institutes, three community academies, and 43 polytechnics whereas the number of private universities is 3,154 which includes: 492 universities, 65 institutes, 1,431 high schools, 1,007 academies, 12 community academies, and 147 polytechnics.

The ministry of research, technology, and

higher education stipulate one of its national targets is to reduce the number of private universities to 1,000 by the end of 2019. The strategy to achieve it is through merging and unifying of private universities and the acquisition of universities (Kemeristek DIKTI, 2018). Merging higher education intends to compete with being more world-class university (Pinheiro & Aarveaara, 2015). Ensure long-term financial sustainability, increasing their attractiveness, create a tension in campuses' purposes (Zeeman & Benneworth, 2017), achieve administrative, economic and academic benefits (Mok, 2005), maintaining lecturer-student ratio, and efficiently supervising it (Team of Higher Education Policy Review, 2018a).

In terms of managing private universities, the government strictly has granted individual autonomy to non-profit legal entities or foundations to administer institutional management, especially non-academic deals such as financial management, personnel management, and asset/infrastructure management (UU DIKTI, 2012). However, the management of private higher education managed by foundations must still refer to the national standards of higher education that have been set by the government concerned with academic affairs.

It has pointed one of the autonomies that the government has given to private higher education was the management of human resources together with the management of lecturers, staff, and faculties. The increase in universities' growth has made competition tighter. Among universities, each other "grabs lecturers" by offering higher salaries (Edy, 2017; Calhoun, 2009). Therefore, lecturers'

management must get attention to win the competition (Khan, Ahmed, & Sarker, 2010). Lawler & Fuchs (2010) highlighted that lecturers highly motivated due to university management placed the highest priority on lecturers to sustain and enhance faculty excellence. Referring to the previous narrative, it seems that the challenges of private universities today are not merely how to make the lecturer more comfortable and passionate in implementing the three pillars of higher education, but also to stimulate the best graduates to become a lecturer.

Mkulu (2018) reported that lecturers are moving from private to public universities, while other lecturers change their professional work. Meanwhile, Owuor (2010) found that there was a high movement of lecturers from African universities overseas due to inadequate pay, poor policies, and adverse working conditions. Cassidy (2011) stated that educators (teachers and lecturers) turn out to other institutions due to lack of training, career development opportunities, retention programs, and low salaries received whereas research conducted at private universities in Malaysia affirms that lecturers runoff caused by psychological reasons for instances: lack of support from superiors, job insecurity, unsatisfying compensation and getting no happiness (Rathakrishnan, Imm & Kok, 2016). Nevertheless, today's businessman faces the same challenges as universities in stimulating employees' willingness to attract and retain (Qureshi, Marwat, & Ramay, 2010). To achieve a competitive advantage, organizations should prioritize employee skills and quality to ensure sustainable performance (Harvey, 2009; Reiche, 2007). Maintaining capable employees is also a major strategic policy issue for

many organizations (Heinan & O'Neill, 2004; Bersin, 2008). Retaining quality staff is essential for keeping loyal customers as well as avoiding the costs of replacing the staff (Holbeche, 2009). Hence, the current study aimed to find out the private universities' strategy for lecturer's retention.

METHODS

The researcher refers to a qualitative approach due to using this approach helps the researcher to interact with the participants under the study and ask them questions to get a deeper meaning of different issues about factors that root lecturers alter association to others. The researcher interviewed eight (8) lecturers that had experiences crossing from one university to another. Eight lecturers spreader over the four private higher educations include STIKES Mandala Waluya Kendari, STIKES Avicenna Kendari, PPNI Kendari, and Pharmacy College Bina Husada Kendari. University administrators, for instance, rectors, deans, and heads of departments were also involved because by positions, they were influential in motivating and inducting lecturers.

The semi-structured interview used since a semi-structured interview is open rather than a structured interview (Daymon & Work, what they do not like, what makes them move, what makes them interested, what they hope, and etcetera. These questions intended to digging out some reasons that cause a lecturer who has undergone institutional transfer. The lecturer joins a college to get wages rather than as existence and contribute as their competences. Lecturers tend to prefer challenging assignments that will allow them to prove commitment fully and

Holloway, 2002). By using a semi-structured interview researcher also can re-focus the questions or prompt for more information if something exciting or novel emerges. The interviewer conducted question-answer face to face while taking notes in the case where the recording device meets malfunctions. Besides, companion recording using phone-recorder. The definitive record of what the writer calls a transcript subsequently analyzed using the inductive model rather than deductive, which consists: cycling code, patterning code, jotting, memoing, and assertion and proposition development (Miles, Huberman, & Saldana: 2014). Data Analysis made in parallel with data collection activities for making quick adjustments to study design as required. The validity and trustworthiness of the data, each the researchers and co-researchers interpreted findings and then looked for similarities and categorized them in a view theme (Halkier, 2011). The author also compared findings related to retention strategies with earlier studies

RESULTS AND DISCUSSION

Results

Strategy to retain lecturers was traced by asking what made them feel comfortable and eager to

demonstrate their skill and ability. Besides, all of the informants said that working without a pleasant working atmosphere and understanding leader is hopeless. They argued that being active on campus every day sometimes makes them have less enthusiastic about doing work. To build lecturers' excitement, indeed, much of motivations are needed—for example, comfortable together with the pleasant working room.

By the question-answer sections, also found that being appreciated and respected surely increase their passion and loyalty. At the same time, it has been identified by all participants that brilliant career and certainly-sufficient salary they consider it to stay and survive. Some pointed out the

shortage of well-resourced libraries.

After tracing the causes of the lecturer out, then data was analyzed to produce the authors' perception. Based on data processing, researchers pointed to a view motives as stored as in the following table:

Table 1. Description Factors Results

Description	Theme
Lecturers work to get salaries so that they can fulfill family needs every month. Therefore, the salary has given according to the scheduled time.	Delay in payment
Lecturers will be happy if the leader administrates them. Instead, the lecturer feels pressured if the leader being "bossy."	Leadership style
A position in the office will inevitably increase with time and achievements. Researcher stuck due to administrative blocks	Unclear career Development
Carrying out the duties of the lecturer requires the support of a pleasant atmosphere without pressure and adequate facilities.	Conducive work environment
As the responsibility of lecturers includes three pillars of higher education, all of them require material to achieve it. The lecturers have to look for literature outside the campus or independently download books, journals, and others even often spend their own money.	Lack of adequate well-resourced libraries
The achievements made by lecturers merely end with personal pride. Leaders are busy with their affairs without realizing if lecturers need recognition of their achievements.	Lack of recognition
Lecturers' jobs are teaching, conducting research and community service, and provide services to students. Everything must arrange; thus, all can handle it. However, some of those tasks sometimes have to be suspended later.	Heavy workload

DISCUSSION

The purpose of this study is to formulate a lecturer retention strategy in private higher universities. The prior studies at the same focus used to confirm findings in this current study. Authors themed lecturers' attrition reasons, for instance: delay in payment, leadership style, career development, conducive work environment, lack of adequate well-resourced libraries, lack of recognition, and over-workload.

Providing an elucidation of lecturers' resigning yet changing jobs as the main problem in this paper, here are some approaches that can take. Research

shows that the trend of redefining modern retention strategies by embracing lecturers' motivation is one of the key factors to meet the diversity and resilience in institutions (Thomas, 2000). The question of maintaining employee for a longer time requires the organization to produce an environment where employees are not only involved but have a sense of self-assurance and promising career (Chaminde, 2007). Even previous researchers agreed on the idea that successful organizations have an underlying philosophy to respect and invest in their best employees (Samuel, 2010; Nwokocha & Iherirohanma, 2012).

The retention strategy is not only a deal that must be considered by profit organizations, but also has become the business of non-profit organizations such as universities (Khalid, Irshad, & Mahmood, 2012).

Employee retention is known as a critical key to the long-term health and success of any organization. Hence, failing to retain employee means an enormous loss for an organization. Agreed by Olowu & Adamolekun (2005), it is becoming essential to secure and manage the competent human resource as the most valuable resource of any organization, because of the need for effective and efficient delivery of goods and services by organizations, whether in public or private sector. The present study found that the administrator was somewhat troublesome due to the lecturer left and decided to move to another campus. Cited of one the university administrators:

"A view of our long-outstanding lecturers decided to move. Of course, we felt a little worried about that because it was difficult to find the same substitute" (AU)

Overcoming problems faced by the university, here are some aspects that necessitate attention. To keep employees and remain satisfying high, Ng'ethe et al. (2012) tried measuring the relationship between leadership style on academic staff retention and found the two variables were significant. Contrarily, Long, Thean, & Jusoh (2012) set that leadership styles do not influence employee retention much. Meanwhile, Spector (1997), argues leader and its skill in building a climate of employees' retention: encourages them to stay, will be an organization's best defense against unwanted turnover. Moreover, effective leaders pilot resources in an

attitude allowing them to participate to gain the organization's overall aims (Mat, 2008). It strictly pressed leaders should focus not on compensation, promotion, and working conditions only but also on how leadership exercised since employees find it (Mwita, Mwakasangula & Tefurukwa, 2018). Leadership refers to the relationship through which a person influences other people's behaviors or actions.

The leader employs its authority, managing people's heads to meet goals and maximizing results in an organization. Employ authority does not mean the leader was having power over the followers and controlling or directing them to personal purpose. Implying leadership must not only leader inspires subordinates through words but also calculated actions. They stated in the authors' interpretation result that: *"lecturers expected to administrated, rather than being "bossed."* One of the vital roles of a leader is to provide a work-life that would help the lecturer. It also includes triggering employees' decision to be loyal and stay in the college even when other jobs were waiting outside the institution. The leader also needs to implement each of the three employee retention: respect, recognition, and rewards (Mathimaran & Kumar, 2017). Instead, Kevin, Joan & Adrian's (2004) set leadership style can affect organizational commitment and work satisfaction positively.

Afterward, Work-life balance is increasingly important for engagement and affects retention. Hyman & Summers (2003a). Wells & Thelen (2002) have stated in their study that organizations that have generous human resource policies have an excellent chance to satisfy and retain employees by providing them an appropriate level of privacy and sound control on the work environment. Work-life balance is

increasingly important for engagement and affects retention. Miller, Erickson & Yust (2001) also state that employees get benefited from the work environment that provides a sense of belonging. Hyman & Summers (2003b), in their empirical research in the UK, found that interventions of work demand into personal life (e.g., working during the weekend) resulted in heightened stress and emotional exhaustion among the employees.

Since revealed by the participants, the said if the work environment is conducive, it enhances the motivation levels to commit with the organization for the long term. The present study points the most significant finding; it is the fulfillment of the physical and non-physical work life. Both physical, non-physical are factors that can stimulate the positive energy of the lecturer. Work-life includes workplaces, facilities, tools, cleanliness, lighting, and tranquility. Stated by Jain, Ruchi & Kaur (2014), there are two types in the work-life rope, namely the physical work and non-physical work environment. Lecturers hope that work-life at the campus can be a comfortable home for them.

The concept of the work environment divided into two aspects called the physical working environment and the non-physical working environment (Suri et al., 2011). Given the amount of time people spend in the workplace, it is essential for employees to be satisfied and comfortable with their lives in the workplace (Sinha, 2012), because time pressure is a severe problem facing workers today (Glass & Finley, 2002; Lippe, 2007). Physically, the lecturers expect a supportive workspace. Hence, they can provide maximum service to students. The availability of sufficient infrastructure will also boost their job satisfaction. Work-life quality is different

from job satisfaction (Lawler, 1982). However, job satisfaction can be a variable or indicator to rate the quality of the work-life (Cohen, Kinnevy & Dichter, 2007). In terms of schooling, the workload would affect significant positively on teachers' work-life (Werang, 2018). Non-physical work-life includes interaction that harmoniously established among leader-lecturers and lecturers-students.

An indicator that often used to measure non-physical work environments is whether employees feel prized by the leader (Boxall, 2003). The psychological and social elements of the work environment include conflict, threat, workplace assault (Sell & Cleal, 2011), workload, and stress levels experienced (Busck et al., 2010). Strictly, all personal in any organization must put respect, support, and not put pressure. The institutional leader can certainly reprimand subordinates as long as it has done to discipline or provides advice. As trusted literature, the workforce is psychologically competent, and it is proven to be able to perform better, commit toward more productive work than the employee who is psychologically depressed (Wright & Bonett 2007; Wright & Cropanzano 2004). Furthermore, the quality of the work-life will also imply the overall degree of quality of life (Sirgy et al., 2001).

At the same time, Messmer (2000) pointed out that one of the crucial factors in employee retention is an investment in employee training and career development. Meyer et al. (2003) also have shown internal career development of employees is often the best predictor of an employee's affective commitment. Hence, employees want career growth opportunities to develop and rise in their career ladder (Prince, 2005). They were boosting the lecturers' competence in line

with career development. They aimed to accomplish a personal career as well as improving the institution's image. Lecturer's career development associates to help faculty members to improve their capacity to become more effective instructors, as well as perform other parts of their complex tasks, such as conducting research, contributing to administrative activities, and writing publishable materials. Lecturer's career development intended to form the character of the foundation for the lecturer. Thus, they do not immediately satisfy themselves with their achievements. Lecturers expected to change more advanced, working hard for perfecting their abilities to prove the professionalism in teaching, educating, and researching. The career itself can interpret as an employee's work journey within the organization (Nacif, 2006).

Meanwhile, Gardner, Van & Pierce (2004) have a sight that pays considered as a motivator as well as employee retention technique. Furthermore, Milkovich & Newman (2004) have clearly stated that among all types of reward, monetary pay is considered one of the most important and significant factors in retention. Pay itself not just paid, must be by the contract; on time. Payroll delay affected to lecturers' standard of living and cause multiple socio-economic problems that have adversely result in their performances. By the participant's statements in the current study, they highlight that the problem will begin coming when payment in the exact amount due by the date shown on the statement is not received. Disagreements then lead to arguments as relationships sour, and the stage set for distrust. The possible impacts of delayed payment carried out by Previous studies such as: create a negative chain effect (Landon & Consultancy, 2003), affects the progress of

the works and profitability (Naseem, 2005), delay in completion of programs, in addition to workforce shortage (Rahman & Berawi, 2006).

To sum up, appropriate human resource management strategies and policies implemented effectively can significantly assist managers in dealing with the employee retention challenges ahead. Human resources management also emphasized promoting, valuing, treating all individuals with dignity, respect, fairness, and recognizing academic staff. Finally, management practices can help improve absenteeism, employee retention, and better quality of work (Irshad, 2011).

CONCLUSION AND SUGGESTION

The growth of private higher education leaves many problems. They face challenges since the demand for the best services coming from its consumers. One of the challenges is maintaining a qualified lecturer. It has become a challenge as the appearance of new colleges. On the other hand, the availability of capable lecturer gradually decreased as well.

Moreover, many private higher educations' even dare to promise more benefits for the lecturer. Lecturer's retention will become more vital in the competition. Before arriving at the strategy that will take to attract and maintain the lecturers. The human resources division of Higher education needs to examine reasons that trigger the lecturer to move. Whenever a lecturer resigns

According to the present study, the private higher university must put more concern about payment, leadership style, career development, conducive-work life, adequate well-resourced libraries, recognition, and workload to its lecturers. The authors contend that lecturer retention allows the institution and its human

resources division to attract and effectively retain critical skills and high performing lecturers. The objective of retention policies should be to identify and retain committed employees for as long as it is mutually profitable to the institution and the lecturers.

All in all, the author calls private higher educations to review their strategies to magnetize interest and retaining lecturer. Besides, the researcher hopes that there will be further research to test the conclusions rooted in the quantitative approach.

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