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Impact Of Work Experience On Job Retention: A Case Study Of Omani School Teachers.

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ABSTRACT

Experienced employees are the knowledge hub and most valuable asset of an organization. They are the real motivators for the young energetic fresh employees to set their successful career path. Years of experience in Education sector create more bonding with their service profession. The employees become more contributive, dedicative towards their service to students and society. This study would evaluate the impact of work experience on job retention among Omani teachers as case study. In this study 125 Omani teachers would be contacted by administering a Questionnaire on work experience and job retention. Statistical analysis was done using the statistical tool IBM SPSS 20. The findings of the study revealed that higher the job experience leads to high level of job retention among Omani teachers. The study concludes that there is a strong positive relationship between work experience and its impact on job retention thus it leads to successful job retention of Omani teachers.

Keywords: Job Retention, Organizational Leadership, Work Experience, Employee Retention, Higher Education, Oman.

INTRODUCTION:

Oman is the fastest human resource developing country among GCC. This country has been focusing on education as the fundamental premise for sustainable growth and development. The country has advanced technological infrastructure with academic learning environment which has ensured global educational practices being effectively implemented here. Empirical studies have been conducted on Oman educational systems and practices with more researches focusing on ESL. However there has been studies which had focused on Omani teachers and their perspectives towards education and contributions, it is less prevalent in nature. To address this research gap which is prevalent, this research is an attempt to study and evaluate the impact of work experience on job retention among Omani teachers as case study.

This study would be empirical and quantitative in nature. In this research exploratory and conclusive methods would be used for case study method. In this study 125 Omani teachers would be contacted by administering a Questionnaire on work experience and job retention. The collected data would be analysed with SPSS – demography, test of significance, correlation, regression and confirmatory factor analysis would be done. The study also intends to provide an empirical model to determine the associations between work experience and job retention. Suitable recommendations, suggestions and



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conclusions would be provided to increase the impact of work experience on job retention among Omani teachers.

MATERIALS AND EXPERIMENTAL METHODS

Research Methodology:

Research type:

Empirical and quantitative

Research method : Exploratory and conclusive - would be pursued as case study

Aim of the study:

This research by nature aims to study the impact of work experience on job retention among Omani teachers

Focus of the study:

The study would focus on work experience and its impact on job retention among Omani teachers. Successful retention of Omani teachers would be the dependent variable.

Variables for the study:

Independent variable: Work experience

Dependent variable: Successful retention of Omani teachers

Sample: Omani teachers with 1 year to above 16 years of work experience – 125 teachers all over Muscat and other parts of Oman. Stratified random sampling method would be used to stratify the sample with name of the institution, age, income, experience, gender, educational qualification, department and designation – dimensions.

Data collection methods:

Data for the study would be collected from 125 Omani teachers by administering a Questionnaire. Secondary data for the study would be collected from periodicals, magazines, publications from 2015 till date.

Data Analysis methods:

The collected data would be analyzed using SPSS - correlation, regression would be used for analysis. I level analysis

Frequency analysis of various demographic factors and its impact would be assessed at the first level. II level of analysis

Cross tabulations of various factors and its impact would be assessed at the second level and necessary interpretations would be provided.

III level of analysis

Correlation, regression, chi-square test of significance would be done IV level analysis:

Objective based analysis, hypothesis based analysis and conceptual framework (figure 1) based analysis would be done

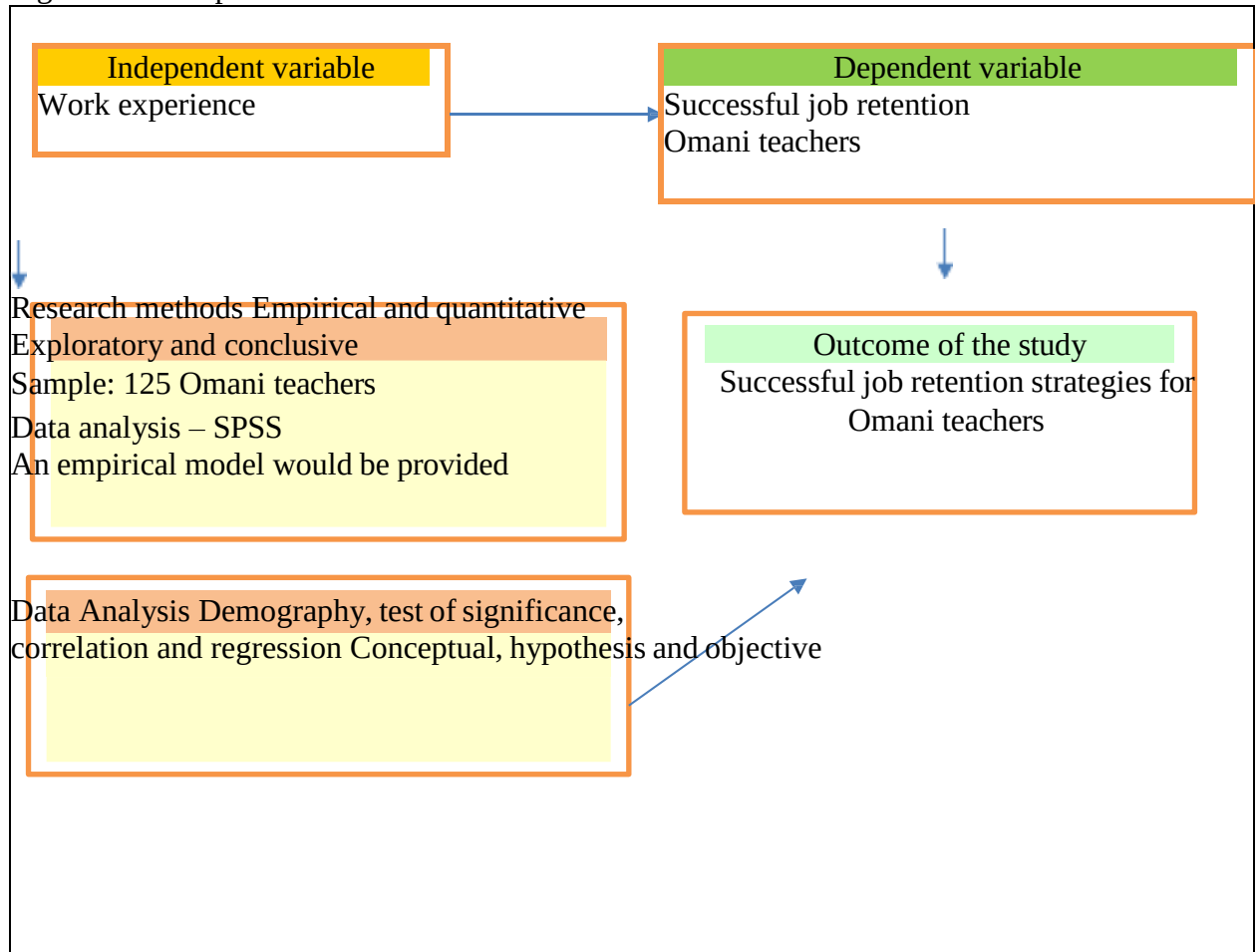
Outcome of statistical analysis:

An empirical SEM (structural equation model) would be provided as an outcome of the study.



Conceptual framework for the study:

Figure 1: Conceptual framework



Research question:

What is the impact of work experience on job retention among Omani teachers?

Hypothesis for the study:

H1: Work experience impacts positively on job retention among Omani teachers
HO: Work experience impacts negatively on job retention among Omani teachers

Objectives of the study:

To evaluate the role of work experience and its impact on job retention of Omani teachers
To provide strategies for effective Omani teacher retention

Scope and limitation:

The study is limited to Oman only

The study is limited to Omani teachers teaching in various educational institutions of Oman

This research is confined to the variables and dimensions provided in the conceptual framework only. Other variables, which could be there do not form a part of this study



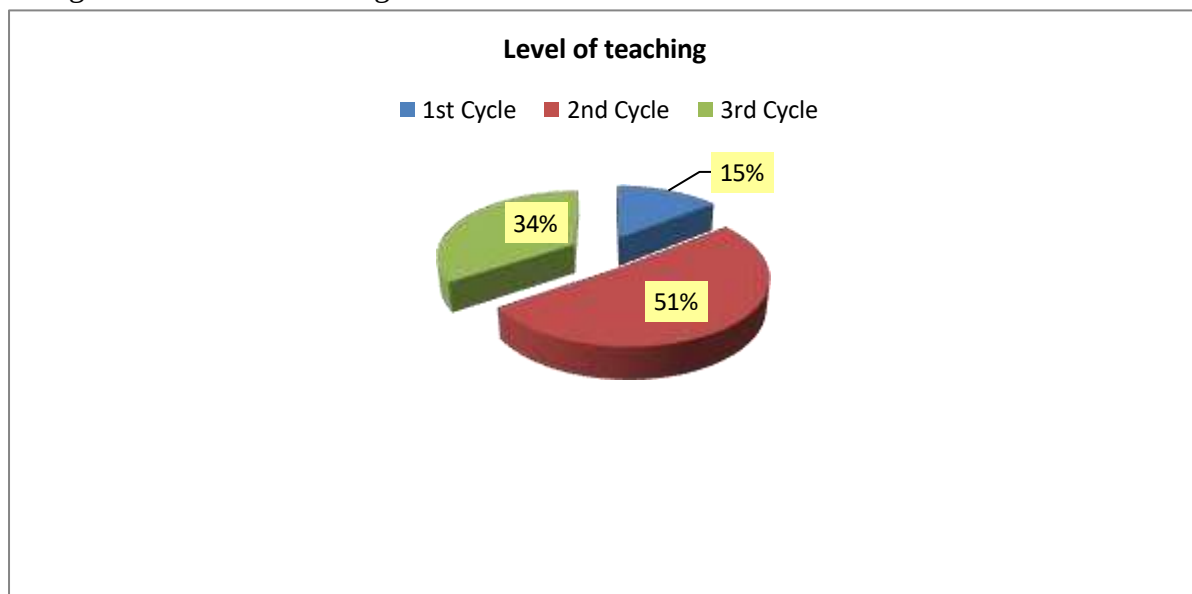
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RESULTS

Table 1: Level of teaching of Omani teachers

Level of teaching	Frequency	Percent
1st Cycle	18	14.4
2nd Cycle	64	51.2
3rd Cycle	43	34.4
Total	125	100.0

Figure 2: Level of teaching of Omani teachers



From table 1 and figure 2 it is found that the majority of the respondents' level of teaching is second cycle.

Table 2: Gender details of Omani teachers

Gender	Frequency	Percent
Male	101	80.8
Female	24	19.2
Total	125	100.0

From table 2 and figure 3 it is inferred that 81% of the respondents are male teachers and 19% of the teachers are female.

Figure 3: Gender details of the Omani teachers

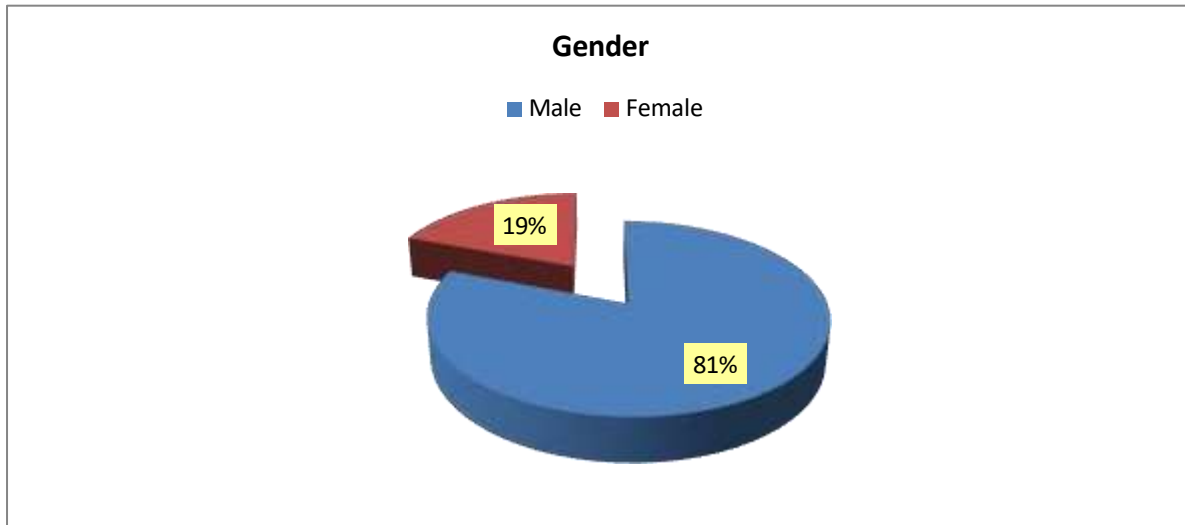
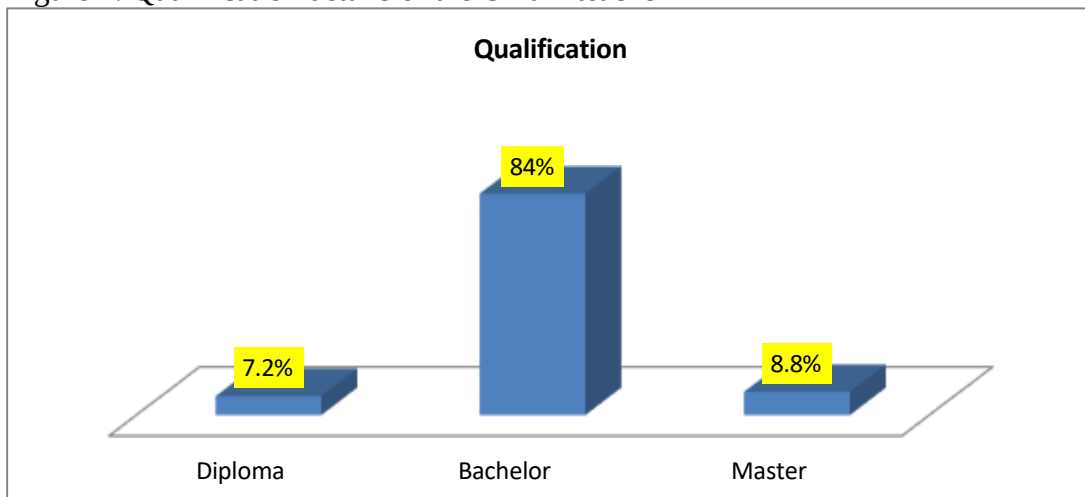


Table 3: Qualification details of the Omani teacher

Qualification	Frequency	Percent
Diploma	9	7.2
Bachelor	105	84.0
Master	11	8.8
Total	125	100.0

Figure 4: Qualification details of the Omani teacher



From table 3 and Figure 4 it is found that majority of the Omani teacher respondents are having a bachelor degree.

Table 4: Work experience details of Omani teacher respondents

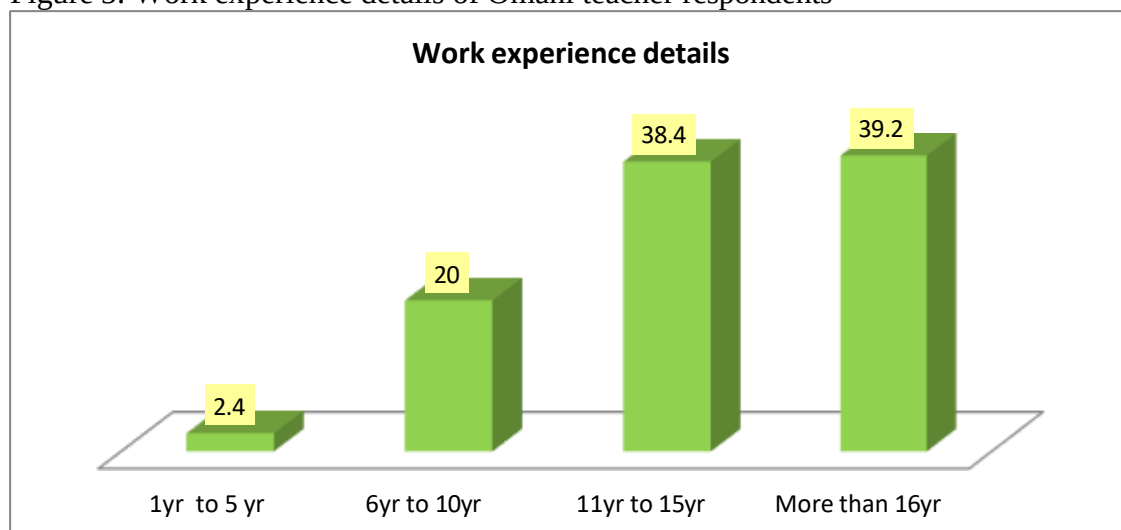
Work experience	Frequency	Percent
1yr to 5 yr	3	2.4
6yr to 10yr	25	20.0



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11yr to 15yr	48	38.4
More than 16yr	49	39.2
Total	125	100.0

Figure 5: Work experience details of Omani teacher respondents



From table 4 and Figure 5 it is found that most of the respondents are having above 10 years of experience. 20% of the respondents are having 6 years to 10 years of experience. 2% of the respondents are having 1 to 5 years of experience.

Table 5: Cross tabulation of Gender and work experience

			Experience				Total
			1yr -5 yr	6yr -10yr	11yr -15yr	Above 16yr	
Gender	Male	Count	3	22	37	39	101
		% within Gender	3.0%	21.8%	36.6%	38.6%	100 %
	Female	Count	0	3	11	10	24
		% within Gender	0.0%	12.5%	45.8%	41.7%	100%
Total		Count	3	25	48	49	125
		% within Gender	2.4%	20.0%	38.4%	39.2%	100%

Table 6: Cross tabulation of Qualification and work experience

			Experience				Total
			1yr -5yr	6yr -10yr	11yr -15yr	Above 16yr	
Qualification	Diploma	Count	1	3	3	2	9
		% within Qualification	11.1%	33.3%	33.3%	22.2%	100%



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	Bachelor	Count	2	24	43	36	105
		% within Qualification	1.9%	22.9%	41.0%	34.3%	100%
	Master	Count	0	1	5	5	11
		% within Qualification	0.0%	9.1%	45.5%	45.5%	100%
Total		Count	3	28	51	43	125
		% within Qualification	2.4%	22.4%	40.8%	34.4%	100%

Table 5 and 6 shows the cross tabulation details of teacher respondent's work experience with demographic factors gender and qualification. Above 10 years of experienced female respondents are in higher percentage than male experiences teachers. Above 10 years of experienced Master degree teachers are higher in percentage than other qualified teachers.

Table 7: Role of work experience and its impact on job retention of Omani teachers

			TEACHER RETENTION				Total
			Disagree	Neutral	Agree	Strongly Agree	
Experience	1yr - 5 yr	Count	2	1	0	0	3
		%within Experience	66.7%	33.3%	0.0%	0.0%	100%
	6yr-10yr	Count	2	3	19	4	28
		% within Experience	7.1%	10.7%	67.9%	14.3%	100%
	11yr -15yr	Count	4	3	31	13	51
		% within Experience	7.8%	5.9%	60.8%	25.5%	100%
	Above 16yr	Count	1	4	24	14	43
		% within Experience	2.3%	9.3%	55.8%	32.6%	100%
Total		Count	9	11	74	31	125
		% within Experience	7.2%	8.8%	59.2%	24.8%	100%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.138 ^a	9	.004
Likelihood Ratio	17.086	9	.047
Linear-by-Linear Association	8.400	1	.004
N of Valid Cases	125		



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a. 10 cells (62.5%) have expected count less than 5. The minimum expected count is .22. From table 7 it is inferred that above 10 years of experienced teachers are in higher percentage of agree score for retaining their job. The chi-square test is used to test the significant relationship between the categorical variable, The Asym Sig. number is 0.004 which is less than 0.05, so the relationship between the work experience and its impact on job retention is statistically significant.

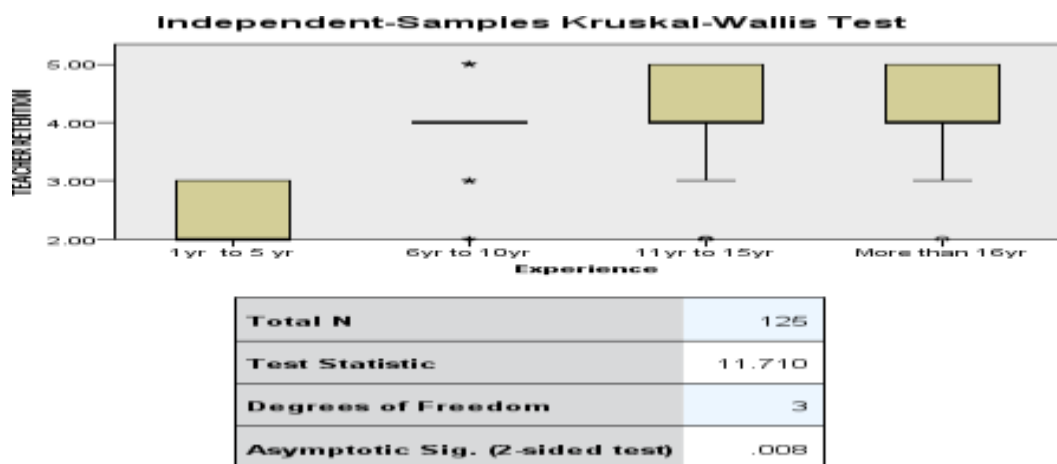
H1: Work experience impacts positively on job retention among Omani teachers
HO: Work experience impacts negatively on job retention among Omani teachers

Table 8: Work experience and its impact on job retention

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of TEACHER RETENTION is the same across categories of Experience.	Independent-Samples Kruskal-Wallis Test	.008	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Figure 6: Work experience and its impact on job retention



1. The test statistic is adjusted for ties.

From table 8 and figure 6 it is confirmed that the null hypothesis is rejected so the work experience impacts positively on job retention among Omani teachers. Higher the year of experienced teachers highly agree to retain their job.

Conceptual based analysis

Table 9: Correlation analysis of job retention and Experience

		Experience	TEACHER RETENTION
Experience	Pearson Correlation	1	.399**
	Sig. (2-tailed)		.000
	N	125	125
	Pearson Correlation	.399**	1



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TEACHER RETENTION	Sig. (2-tailed)	.000	
	N	125	125

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

From table 9 it is found that there is a positive correlation (0.399) associated between job retention and Experience.

Figure 7: Structure equation Model for Successful job retention

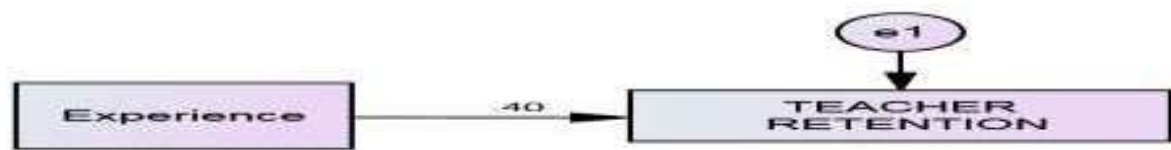


Table 10: Standardized Regression Weights: (Group number 1 - Default model)

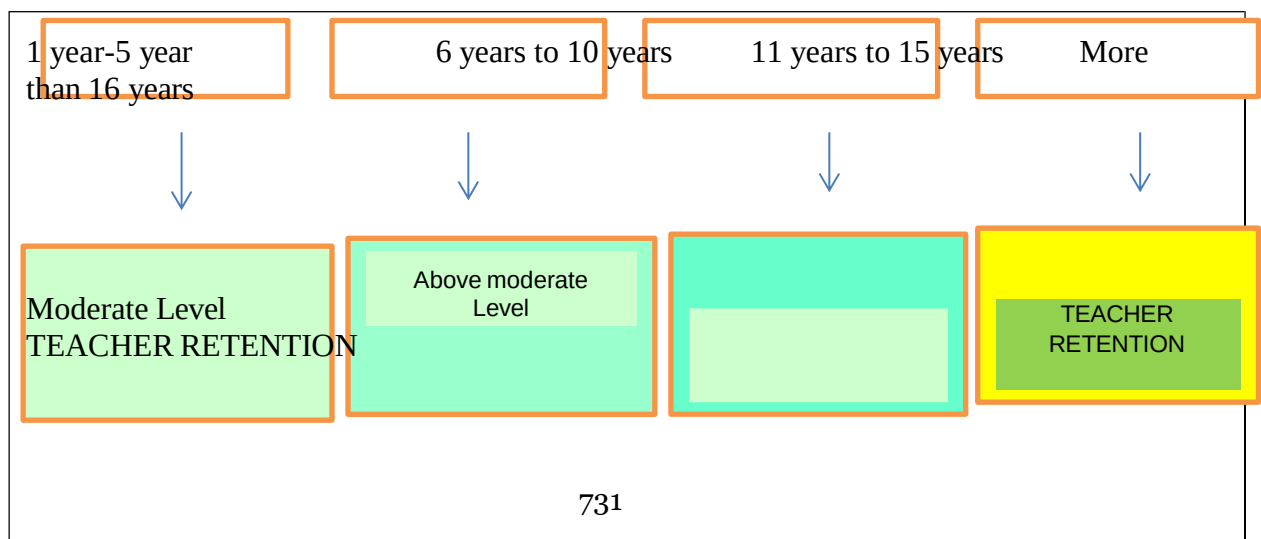
	Estimate
TR <--- Experience	.399

From figure 7 and table 10 it is inferred that there is a strong positive relationship between work experience and its impact on job retention thus it leads to successful job retention of Omani teachers.

Table 11: Mean report

Experience	TEACHER RETENTION Mean	N	Std. Deviation
1yr to 5 yr	2.33	3	.577
6yr to 10yr	3.89	28	.737
11yr to 15yr	4.04	51	.799
More than 16yr	4.44	43	.502
Total	4.10	125	.771

Figure 8: Empirical model for work experience and retention strategies





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TEACHER RETENTION

High Level

TEACHER RETENTION

Very high Level

From table 11 and figure 8 shows the work experience and its impact on job retention .Higher the job experience leads to high level of job retention among Omani teachers.

Suggestion and Recommendations

Education institutions have to follow different methods of approaches based on employees' years of experience for a successful retention of employees.

Participative & Involvement approach

1 year to 10 years of experienced employees are in starting phase of their career.They are guided by the senior employees to follow the existing procedures followed by the organization.The Organization management have to provide chances to junior level of teachers to participate in organizational activities so that the emotional bonding will take place and also new innovative ideas will be explored to the development of the organization.Once the employees feel that they are get recognized in their organization they are happy to continue their service for long term.(Wilson, 2020)discussed about the various benefits of participative approach.It provides facility for free flow of ideas,improves moral and finally job retention. (GW, 2021; NERRC, 2004) report highlighted the reasons for the low teacher turnover when the principal had open door policy and met with new or junior level teachers & allowed them in participative decisionmaking.

Ownership approach

When the employees are serving for more than 10 years in the intitution they will become a part of the organization.They love their organization and take ownership towards their organization.They have an emotional tie up with several hundreds of students and parents over the year .They are the brand ambassedor of the institution and also the motivators for their junior so the provison of freedom will encourage them more to continue their service for very long term.(GW, 2021)highlighted that Providing leadership oppurtunities will retain experienced teachers.

CONCLUSION

The work experience impacts positively on job retention among Omani teachers . Higher the job experience leads to high level of job retention among Omani teachers.The study concludes that there is a strong positive relationship between work experience and its impact on job retention thus it leads to successful job retention of Omani teachers.

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