Building and Preserving Human Assets:
A study conducted in four selected private and public schools in Abu Dhabi

تعزيز العامل الأكاديمي البشري:
تطبيق موضوع البحث على أربعة مدارس عامة وخاصة في أبو ظبي

by

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Abstract

The aim of the current research is to shed the light on the professional shortage problems influencing the faculty preservation in some chosen schools in UAE. To improve the present condition of such faculty preservation in the mentioned schools, the research proposes some strategies for this concern. The research depends on an interpretive paradigm to examine the viewpoints of the faculty staff with more than one-year experience in the chosen schools to examine the study problem and seek its solutions. In progress, the study has demonstrated a consultation of numerous researches from the relevant literature. Semi-structured questionnaire and telephone interviews have been used to collect the viewpoints of the faculty members. The content is analysed to point out and categorize the developed topics out of the qualitative empirical data created from both the semi-structured interviews and questionnaire. The research has pointed out a variety of institutional, personal and work-related elements that may relate to faculty preservation in the chosen schools in UAE. The relatively high ratio of compensation, the friendly practices of the management and administration, the productive environment of research and the positive qualities of the institution all have appeared to be vital elements to ignite the faculty members to work enthusiastically in the said schools. Additionally, the research also approaches the faculty members in matters of personal discrepancies based on experience, gender and academic title. In this concern, the study realises that the female faculty members look at job security as more crucial than their male colleagues. It is also revealed that the new, and young, faculty members have much more concern about the unfairness and bias behaviour of the management, the unavailability equal chances of higher education and professional development than their experienced counterparts. Hence; the findings of this research show that it is imperative for the faculty members of the chosen schools to be supported with sufficient funds, the essential facilities and the proper time to accomplish their economic needs and to make their wish to seek higher education possible for their professional development. However, the study limitations to only targeting members of faculty in the chosen business schools with a minimum of one year of work in their educational establishments and to the geographical limitations, where the researcher had to conduct the semi-structured interviews via phone. To wrap it up, schools are the nurturing environment of the intellectuality of our most precious element: our children; the seeds of the future. It is said: plant well to harvest well.

ملخص البحث

تسلط هذه الدراسة الضوء على العوامل التي تحبط العامل البشري في الاستمرار بالتدريس لفترة طويلة في بعض المدارس المختارة في الدولة. ولأجل تحسين الوضع الراهن لهذا العامل في الدارس الانفة الذكر، تقترح الدراسة بعضا من الاستراتيجيات المتعلقة بهذا الشأن. تعتمد الدراسة على نمط استقرائي للتمحيص في اراء بعض المدرسين الذين لديهم أكثر من سنة خبرة في مجال عملهم في تلك المدارس المختارة لاستعراض مشاكلهم وإيجاد الحلول لها. استخدمت الدراسة استبيانا استقصائيا ومقابلات هاتفية لجمع اراء أعضاء التدريس ومن ثم جدولتها لتحليل محتوى فحواها.

توضح الدراسة مختلف العوامل المؤسساتية والشخصية المتعلقة بعمل هؤلاء الأفراد من منظور إمكانية الحفاظ على أعمالهم في المدارس المختارة في الدولة. وتظهر الدراسات مدى أهمية التعويض المالي المعقول لمجهوداتهم والمعاملة الودية للطاقم الإداري وبيئة البحث العلمي الجيدة وسمعة مكان العمل على اقبال هؤلاء الأفراد بحماس على عملهم. وبالتالي فأن العكس صحيح، حيث تبين الدراسة، من خلال التحليل الكمي والنوعي للبيانات المستخلصة من الاستبيانات واللقاءات أن نقص أي من هذه العوامل يؤثر سلبا على بقاء طاقم العمل في مدارسهم لفترة طويلة. والجدير بالذكر أن هؤلاء المدرسون قد انتقدوا بشدة التعنت الإداري في اتخاذ القرارات، ونظام الرواتب، ونقصان أدوات البحث. وفيما يتعلق بخصوصيات العمل، فقد أكد هؤلاء بشدة على ضرورة التركيز على برامج التطوير المهني ولس فقط على وسائل التعليم الجيدة. كما شددوا على ضرورة توازن جداول العمل بشكل مجدي وعلى طرق التعامل الإيجابية مع الزملاء والاستقلالية في طرائق التعليم وتوفر الأمان الوظيفي والتمويل اللازم للتحصيل العلمي العالي كضرورات حتمية لتقليص طغيان المشاعر السلبية المؤثرة على تناغمهم والقيام بأعمالهم على أكمل وجه.

كما تتناول الدراسة بعض المقاربات الشخصية المتعلقة بالخبرة ووجهات النظر التي تختلف بين المعلم الذكر والمعلمة الأنثى وأمور المراتب الوظيفية الأكاديمية. ولاحظت الدراسة مخاوف المدرسين والمدرسات الشابات من تمييز الادارة وعدم حيادها وعدم توفر فرص متساوية لتحصيل دراسات عليا والقيام ببرامج التطوير المهني الكافية بقدر زملاءهم ذوي الخبرة. وبناء على ذلك، أفضت الدراسة الى أهمية أولئك المدرسين بالتمويل الكافي والامكانيات الضروري والوقت اللازم لتحقيق مساعيهم في التطوير المهني والعلمي.

وقد واجهت الدراسة بعض القيود، اذ أن النتائج كانت مستقاة حصرا من المدرسين المختارين فقط من أربعة مدارس وأيضا من ناحية البعد الجغرافي حيث اضطر الباحث لإجراء اللقاءات عبر الهاتف.

خلاصة الأمر؛ المدارس هي الحاضنة التي تغذي أثمن ما لدينا: أطفالنا، بذور المستقبل. ولطالما تردد في أذهاننا القول المأثور: ازرع تحصد.

Dedication

To my family:

My Wife; Nahed

My daughters; Nicole and Nara

My sons; Emil and Yousof

Acknowledgement

First of all, I would like to reflect my gratitude to the following people, who shared a part of my interests and concerns during this stage of my life preparing and writing the study and without whom I would not have been able to complete this research, and without whom I would not have accomplished what is done!

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The largest share of my gratitude goes to my family for all the support you they shown me through the hectic time of this research. My sincere apologies to my youngest children for being distracted sometimes from some of your great moments. I promise you a lot of fun to compensate for some of your losses; a good deal of beach activities, especially for Nara and Yousof.

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Chapter 1: Introduction

1.1 Overview of the Chapter

It is obvious that the sum of commercial schools, worldwide, has reflected an enormous fast surge following the trend of fulfilling the continuous requirements to perfect the standards of these educational foundations nowadays. Such a transformation could be related to the necessities of having skilled and competent specialists suitable for the requirements of the domestic and global requirements of that field of education (Bollag, 1997). Thanks to the surging of high demand of education as business, schools have witnessed a staggering growth in number during the recent years to meet the complex diversity of market education (Bollag, 1997). Consequently, this has also led to a demand for more members of faculties in the same line of education worldwide. In this respect, it is evidently expected that the predictable demand of highly qualified faculties of education has increase since 2009 and will keep increasing as long the educational status quo persists (AACSB, 2003: 37-38). On the other hand, it is argued that in the light of the recent dominating atmosphere, the few coming years will not witness a production of the needed qualified faculty members for the faculties themselves in similar frequency of growth (Moratis et al., 2005). Furthermore, forty percent of doctoral achievers seek jobs outside academic faculties (Business Week, 2004). Such a condition is an accumulation over the current problem of faculty deficiency in business schools, and consequently; it answers the main reason behind the problem of faculty preservation. Moratis et al. (2005) find it a must to examine the matter of faculty preservation, in the different frameworks of business schools- a matter that is seen as a crucial phenomenon by the international business schools' managements.

Due to the ever-increasing need for experienced professionals in the industrial and commercial divisions (Areola, 1998) in UAE, business management became one of the most common zones of schooling (Khan, 2006). This in turn, has caused the opening of numerous business schools in the last twenty years. Regardless of whether they work under the private or public sector, all business education providers are registered with Higher Education Commission of UAE (HEC) (Rana, 2008), provided that they are part of the local market. However, public business schools are sponsored and managed by the government of UAE, whereas the private ones are managed by various diverse self-governing business administrations. The HEC of UAE is an agency that is

related to the government and, as such, adjusts the structural system at higher educational facilities and certifies that quality education is being taught. Among its other tasks is ranking academic institutes, including business schools, based on a certain criterion. Encouraging the presence of a suitable number of HEC registered members in institutes is another task of HEC (HEC, 2009, Online). As of late, there are approximately fifty of faculty members with a doctorate, to serve 27 public and 58 HEC certified private schools in the business of education (Khan, 2006; HEC, 2009, Online).

1.2   Background and Motivation to the Study

The very particular data show that UAE is struggling an insufficient adequate number of faculty qualifications in its business schools. This is a direct indication of HEC's inability to recruit and maintain staff. Therefore, this study will be conducted in two private and two public schools. The first public school is working under the largest public university of UAE. The second was part of a recently upgraded university from a famous college. The other two private schools are important sector institutions that have been registered with HEC in UAE. A variety of postgraduate degrees and diploma courses within business administration are offered at all four institutions. Despite the good reputation those schools have among the general public, they suffer from a shortage of faculty members as indicated by the ranking of them according to HEC parameters. The issue of preserving faculty is highlighted as well. The exact ranking and number of faculty members in each institution will not be mentioned in this study, in order to preserve the anonymity of these schools.

1.3   Statement of the Problem

According to recent studies, there is a deficiency of qualified business educators in American and European business schools (Moratis et al., 2005; Bollag, 1997). This makes the situation in UAE quite similar to that of countries in Europe and America (Khan, 2006) indicating similar symptoms of the deficiency of the American and European business school in regards to this phenomenon (Stumpf et al., 2002).

In this regard, it is crucial to note that long-term growth of business schools is dependent on both the recruitment and preservation of the needed faculty (Verhaegen, 2005; Moratis et al., 2005). Additionally, the preservation of existing faculty attracts other qualified candidates to the job (Alexander, 2001). According to Ambrose et al., (2005:387), business schools face no issues with recruiting competent staff, the problem lies with their inability to keep the faculty in the continuous struggle of proving themselves to maintain their jobs. As a result, this study will only be focusing on the retention of faculty rather than the recruitment. Although some studies (see Weiler, 1985; Matier, 1990; Smart,1990; Hearn et al., 2001; Shinn, 2005; Verhaegen,2005; Guarino et al., 2006; Borman and Dowling, 2008) have mentioned that some elements mark the preservation of faculty. However, Ambrose et al. (2005:806) have pointed out that the 'the specific context in which faculty members live and work' is what determines the magnitude of the effects of those factors. In this aspect, UAE has almost insufficient published literature on its struggle with faculty preservation, and even less in the case of Business schools, as indicated by its research source (an archive of database, formed by the HEC, that includes UAE-based academic research on various fields).

1.4   Purpose and Objectives of the Study

T**he main purpose of this study is:**
- to point out the breach in the awareness of factors affecting faculty preservation, especially in Business schools across UAE.
- to explore the factors that may contribute to faculty preservation and the methods by which the rate of preservation could be improved.

1.5   Research questions

This will be achieved by scrutinizing the opinions of present faculty members in the chosen above mentioned Business schools. **This study aims to answer two main research questions:**
- What factors impact faculty preservation in the chosen business schools in UAE?
- How may the issue of faculty preservation be improved in business schools?

In this study, semi- structured questionnaires and semi- structured interviews by phones will be the main methods for extracting the qualitative data needed to complete the research. All 40

selected faculty members with more than one year of teaching experience in the selected business schools will be the participants of this study. They will be contacted through e-mails and asked to fill out thirteen open-ended questions to examine the elements influencing faculty preservation, and four close-ended details in the concentration of their background. These aim to go in the depths of the factors affecting faculty retention and to figure out if there is any correlation between the background of the participants and the topic of this study. Seeking more insightful depth, telephonic semi-structured interviews will be held with other interested and available fractions of the faculty. As some points of views could be unexplainable, and, if exist, these extra interviews could act as an extra tool for more clarifications for some answers to the investigations set in the semi-structured questionnaire. Via telephone interviews are to be recorded and then transcribed. The content will be analysed to point out and categorize the developed topics out of the qualitative empirical data create from both the semi-structured interviews and questionnaire.

1.6 Rationale for the study

This Study is able to guide the management of business schools in concocting new faculty preservation policies to satisfy the staff and keep them in their current establishments; therefore, this study is considered to be of extreme value (Guarino et al., 2006). This study will also enable business education organizations to maintain efficient and skilled staff by acknowledging the exceptional features of business schools in UAE. The study may implement criterion for the faculty preservation competence of business schools in UAE. In addition to a survey prepared to determine the different circumstantial elements influencing this procedure. To maintain a skilled, potent workforce in the ruthlessly competitive, academic profession; the involved and in power may exploit the discoveries of this study to redesign their businesses. As an educationist, an associate on an academics' affair board and on the quality improvement team in a business school in UAE; this study is directly related to my current career. Moreover, this study is beneficial inclusion to the scholarly writing on this specific matter in the context of UAE.

1.7 Structure of the Dissertation

A terse description of each of the five chapters of the dissertation is provided:

Chapter 1: Highlights the aims of the research and the key problem, which are also the base of this research. It also discusses the mechanisms used in this study while accentuating its importance. In addition to a brief clarification of the study.

Chapter 2: It views varied related research about faculty preservation. In addition to organizing the reasons for enticement in faculty retention, from existing research. This organization will encourage further research on the factors affecting faculty preservation.

Chapter 3: It arranges the standard for members and business schools in UAE for the study. Moreover, it will deliberate the convenience of different research approaches, along with the means of data collections. And, lastly, the elaboration on data analysis processes, along with the discussion of steps to be taken to confront the possible moral issues throughout the study.

Chapter 4: reviews the results of this study according to key questions and previous results of different research; while presenting the argument of the interpretation of data subjected to this study.

Chapter 5: presents a summary on this dissertation. Recommendations will be given based on findings of the study.

2. Literature review

2.1 Overview of the Chapter

According to Pfeffer and Fong, 2004; Moratis et al., 2005, a number of analogous challenges are encountered by business schools in the vying global market of management education. Three major issues are recognized, by AACSB report in 2002, as a constant challenge to business schools. Issue number one is identified as the scantiness of proficient employees; the second issue is the pertinent of curricula in the changing environment (p.19); and the third issue being the inclusion of degree and non-degree education (p.23). As stated by Verhaegen, 2005, recruiting and maintaining a proficient staff is an extremely significant issue for the continuity of business schools in the future. With the goal of finding a group of engaging, qualified applicants; increasing their appeal to the business and the possibilities of taking on a job in it; various exercises are conducted, that is how the process of recruiting is to an employer (Saks 2005:48). Suitable applicants may be hired, if recruitment was successful (ACRL, 2001-2002). On the other hand, the level of wanted employees to keep, and unwanted employees to go out of an institution is called retention (Burkholder, 2007: 118). According to Phillips and Connell, 2002: 2, the term 'turnover' is used as the opposite of retention. Ambrose et al., 2005:387, state that business schools succeed in hiring proficient employees, but are not able to keep them for a lengthy period; this study will only focus and stress on the difficulties of staff retention in business schools.

2.2 Conceptual Analysis

The desired outcome of retention, and the damaging results of staff turnover in business schools are accentuated in this study, so the significance of retention is emphasized. Other than preventing the loss of money, time and human power in retention of new staff; there are various assets to maintaining a proficient workforce, according to Bowen and Schuster 1986. In the highly competitive field of business schools, having a group of skilled staff will strengthen the hurting schools that are lacking educational and academic skills (Armstrong, M. 2003). In addition, Towsea et al., 2002; AACSB, 2002; Dee, 2004; Verhaegen, 2005, conclude that having an exceptional faculty may lead to a well-reputed and of higher worth business schools in the academic and corporate world. Moreover, the individual improvements of the neophytes of the staff (Futernick, 2007); along with the effect of maintaining an accomplished staff on the student's education, as they cannot have regular advisers with an unstable, repeatedly changed workforce

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(Ingersoll and Smith, 2004). Other researches prove that having a skilled, qualified workforce appeals to high-standard educators and gifted students (Alexander, 2001).

The coinciding within the business schools, their providence of reliable curriculum, and their inspiration for those who work with them; these were unfavourably affected with the exodus of the devoted workers (Mobley, 1982). After the departure of many of the faculty, other than undermining the business itself, those who had no intentions of departing may now consider other opportunities (Joiner 2005, 1293). To underscore the effect of turnover on business schools, Phillips and Connell (2002: 5-6) identify the negative impact of turnover on business organizations. Departure problems, financial loss, loss of knowledge and skill, disapproval and complaints from current employees, and a ruined reputation are among the list of turnover consequences.

It is crucial that business schools are aware of the factors that support the workforce retention, so they can exploit the discoveries and rid themselves of the unfavourable consequences of turnover. Hence, they can advance their power and reputation in this highly competitive field (Kovach, 1987; Moratis et al., 2005).

2.3 Theoretical Framework

Faculty retention is a significant matter that occurs behind the gates of universities and precisely in business universities, with that being said the researchers should investigate more in this matter as the number of current researches which exclusively speak about this topic can be counted on the fingers of one hand; as in the **Faculty Perceptions Theory** (Moratis et al., 2005). On the other hand, pens have dried, pages have been filled with black ink and words frequently spoke to undergraduates about employee retention (Phillips and Connell, 2002), in their **Strategic Accountability Approach**. In addition to all that has been said, pupils can dig deeper into the phenomenon of faulty retention and get a clearer image by taking a look at teacher retention, it might speak about a different set of people but the information it gives could be used to make the issue easier to comprehend. When hearing the word retention, a human's brain might think of it as a simple word in the dictionary, however; retention has many layers to it from its meaning to its causes and effects. There are numerous factors that might be the start point of faculty retention, they are divided and chosen according to the necessities of the study. These groups are known as individual and institutional characteristics, personal and professional factors, tangible and

intangible benefits, monetary and non-monetary gains, work-related and non-work-related environmental matters in regards of the **Expectancy Theory** and the **Organisational Theory** (see Weiler, 1985; Smart, 1990; Borman and Dowling, 2008; Guarino et al., 2006; Hearn et al., 2001; Li, 2007; Matier 1990; Shinn, 2005). The reason behind Verhaegen (2005) separating all the factors to produce seven collections was to make discussions and conversations around their influences on both faculty recruitment and retention that are going on the campuses of European business schools. The rudiments and the method study of teacher retention were jumbled together to form all seven clusters (Swars et al., 2009). This study will focus on the range of causes under the headlines of institutional characteristic, work-related factors and personal qualities.

2.4 Review of related literature

The literature points out a bundle of direct and indirect effects on the faculty members' decision whether to depart or stay in an educational institution. Here, in this part, it is taken into concertation-and in the light of myriad previous studies- a discussion of many noteworthy points and ideas that are related to several industrial attributes; such as the individual's income of salary and different economic profits, the effect of institution's culture and values, the impact of guidance of leadership and management, abundance of research facilities and academic stature of the institution and some other organisational structures.

2.4.1. Salary

Salary has its significance as an element of faculty preservation (Sabol, 2004). The survey of Stockard and Lehman (2004) distinguishes a healthy relationship between sensible salary and the preservation of novice teachers, which showed that as the wages keep on going up, the retention of a newcomer increases. Conklin and Desselle (2007) prove that when a worker's wage is lower than his/her expectations, it becomes crucial for a faculty turnover and that specifically realized in the working domain of pharmacies. These were pieces of fresh information that turned out to match the ideology of studies which occurred in the past (Smart, 1990; Weiler, 1985) which again verify that a good amount of money boosts the possibilities of faculty retention and if the opposite occurs it will all go downhill. Salary might be of a strong impact, but that does not mean that everyone is influenced by it (Matier, 1990). Verhaegen (2005: 814) states that salary may have a lower significance in European business conservatories in comparison to personal and professional development, research opportunities, academic freedom, etc. Ambrose et al. (2005) debates that

salary is rarely an effect on its own, but when it is stirred in a pot full of other factors it acts as a 'catalyst', that will strengthen the other components and forms a formidable and appealing source of happiness and content or a feeling of frustration and disappointment that will pave a path the faculty members to decide whether to remain in the grounds they are in or to turn their backs on their institution and turn a new page in their lives. Let's take monetary benefits for females as an example, if a female got a considerable income, she might think less of leaving and more of staying as that brings satisfaction because, then, the wages of men and women will not be parted by a huge wall (Hagedorn, 1996: 569).

2.4.2. Fringe Benefits

Fringe benefits play a crucial role in either increasing or decreasing the rate of faculty preservation (Smith, 2001; Ambrose et al., 2005; Conklin and Desselle, 2007). Fringe benefits also known as 'tangible fringe benefits' are able to determine a market (Butler, 1991: 182) such as, pension, housing, and utilities allowances, and interest free education loan, tax credit, health insurance, etc. On the other hand, if determining a market value was tough, fringe benefits would be given a different name: 'intangible fringe benefits' (Butler, 1991: 182). Such as, sport and social facilitates given by foundation, privilege of vacations etc. According to a survey taken by multiple university students, Yangot (1982) concludes that vacations for Halloween, Christmas or any other cheerful occasion, availability of official accommodation and facility for payment of utility allowances are the top motives of faculty preservation. Similarly, Hardman (2001: 124) finds out, in connection with overseas faculty, that perceptible fringes lend a hand for many different categories especially housing and housing allowance, health insurance, and retirement schemes surge the percentage of preservation. Furthermore, Taylor (2000) spotted the positive relation between pension arrangements and preservation of employees in business organisations but its degree of value varies from one individual to another. Conklin and Desselle (2007) support the results of earlier researches with regard to privilege of holidays (Hardman, 2001; Taylor, 2000; Kersaint et al., 2007; Trotman and Brown, 2005), possible prospects of supplementary revenue (Yangot, 1982), pension profits (Matier, 1990) additionally adds that financed family members' education rises the prospect of high preservation percentage in an academic establishment. While, a true combination of perceptible and imperceptible profits is possible to positively utilize faculty preservation, having a talk with faculty members about the value of these benefits holds its importance and serves both

sides well (MLIC, 2008). This way motivates the faculty members to stay while being completely satisfied with all the different benefits making each day a better one. In other words, fair and beneficial promotions serve the organisation well as it enhances the teachers and students' experience and helps in making them stay (Norman et al., 2006).

2.4.3. Institutional Administrative Structure

The institutional philosophy and ethics are highly assured upon by myriad studies providing tangible impacts on the preservation ratio of faculties (Lund, 2003; Bensimon et al., 2004; Sheridan, 1992). Dee (2004) projects that this relation is based on a culture or a party where someone's culture is tangible then it can capture the eyes of a group of individuals that are interested in knowing more about their culture or other ones'. Norman et al., (2006) argues with Dee (2004) as he believes that traditional culture decreases faculty retention. On the other hand, the findings of Lund's survey (2003) concerning business companies reflect the identical type of impact among the employees regarding organisational culture. Two types of cultures are identified: 'clan and adhocracy cultures' which satisfies employees and makes then want to stay. Alternatively, 'bureaucratic hierarchical culture' does not appeal to employees which may cause in the reduction of employees (Lund, 2003: 219). Apparently in European business schools' institutional culture and value are considered by employees while taking the decision of whether or not they should stay (Moratis, 2005). The findings of Fogg's study (2006) support the fact that culture does indeed encourage faculty specifically for teachers in their attempts to decide their career pathway. Moreover, Smith (2001) considers a culture with open communication as key for unlocking a door of encouragement for faculty to remain on the institution's grounds, showing that culture has its significance as a factor of faculty retention.

2.4.4. Leadership and Management Practices

Numerous authors feature the significance of initiative and control skills in holding skilful members of faculty department (Sabol, 2004). Juhl and Christensen (2008) contend initiative, essentially, administrators of Danish business colleges have the authority of staff maintenance. In addition, many writings on the matter of the employee's fulfilment show that having adequate guidance abilities majorly influences the decision to remain in the academic association (Moore

and Gardner, 1992; Hearn et al., 2001; Byrd, 2002; Swars et al., 2009). Both Swars et al., (2009) and Smith (2001), conduct studies regarding the relation between proper guidance and remaining in a scholastic association using multiple data aggregation methods. They both identify the positive bond between the two and that healthy, compelling initiative expands the sense of responsibility among employees and, therefore, improves their pace of confinement (Ingersoll, 2001). Furthermore, the absence of administration uphold is proven to be a central reason for the unusually high rate of school resignation (Patton and Kritsonis (2006); Ingersoll and Smith (2004). Consequently, the main reasons the college has a low number of maintained employees are; the college's helpless kinship with their authority (Conklin and Desselle, 2007) and their insufficient source of guidance (Hearn et al., 2001).

Another main factor that affects continues employment is the administrator's execution manner regardless of how genuine the director of the faculty is (Miller et al., 2001; Bensimon et al., 2004; Guarino et al., 2006). Some execution styles are preferred over others. For instance, autonomous and self-governing ways are known to attract and maintain more employees (Clark and Astuto, 1994), also more free-spirited, not strict execution manners tend to have the same effect on employees (Byrd, 2002). On the other hand, dictatorial forms of execution cause employees less fulfilment, therefore, fewer employees stay in the association (Clark and Astuto, 1994). Additionally, many studies depict that the nature of which the employees are assessed, influences their decision, of staying or withdrawing from the organization (Clotfelter et al., 2004).

2.4.5. Study Opportunities

Many studies prove that a rich convention of exploration and arrangements, in addition to, having an energetic research culture outcome in an increased number of employees to spend long periods of time in that occupation, as it causes them to prosper their examination prospects (Juhl and Christensen 2008). In a survey conducted at Michigan State University by Moore and Gardner (1992), they discover that possible exploration opportunities considerably affect the staff resignation rate. More ongoing investigations back up Moore and Gardner (1992)'s discoveries and also find out that the presence of money to help in explorations may urge the workforce to move on to a different association (Norman et al., 2006; Conklin and Desselle, 2007). Additionally, the availability of time and guidance is a foremost factor in maintaining staff members, and it is particularly prominent in dental education faculties (Trotman et al., 2002). Verhaegen's survey

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(2005) shows that the timing, economical investments and, ''recognition of research achievements'', are important factors that affect the rate of confinement in European business schools (810-811) agreeing with previous studies of (Trotman et al., 2002; Moone and Gardner 1992; Norman et al., 2006). Nonetheless, he describes a noteworthy hole among dignitaries and employees on the apparent significance of examination offices.

2.4.6. Institutional Features

The establishment's esteem, reputation, global status, and certification standing, take a toll on staff members plans of whether to continue with their current administration or to move on (Conklin and Desselle, 2007; D'Aveni, 1996; Verhaegen 2005). Possible employees are also impacted by other conditions such as the scholarly position of the college when accepting a job offer (Teevan et al., 1992), in addition, maintaining pharmacists mainly depends on the popularity of the institution (Conklin and Desselle, 2007). Unexpectedly, the staff of European Business schools do not seem to keep the scholarly standing of the institution in mind when it comes to working offers in comparison with their leaders (Verhaegen, 2005). There are some tactics used by wealthy business schools (AACSB, 2002: 14) that make it harder for business colleges with reduced recourses to hold their workforce. Some of these methods include charming workers of lower-ranked colleges by offering them a personalized set of incentives (Shinn, 2004). This causes a pattern as the number of faculty moving from lower rating to higher rating schools increases (D'Aveni, 1996). In a questionnaire carried on members from American based establishments implies that the staff resignation rate is higher in public universities than in private ones (Terpstra and Honoree, 2004). This shows that other institutions also make use of the tactics used by wealthy business schools. Nonetheless, the faculty of private institutions recorded a low degree of hierarchical responsibility and higher staff renewal rates than public ones (Conklin and Desselle, 2007). In simpler words, Alexander (2001) cautions that the expanding pattern in common remuneration of employees in private colleges may encourage them to pull in and hold skilled workforce while state-funded colleges are deficient in that area.

2.5 Situating the Current Study

2.5.1. Work Related Factors

Notwithstanding the institutional qualities examined over, the issued investigations show the value of business-related components in personnel maintenance. The goal of this division is, to display the effect of business-related agents on the preservation of staff in business colleges, as well as, sum up the researches on workforce sustainment.

2.5.2. Teaching Condition

There is a direct link between teaching conditions provided by the academic institution and the rate of faculty retention. Several people have presented opinions supporting this statement. For example, Sabol (2004) points out that poor teaching conditions increase the tendency of the staff to resign from an institution. Therefore, we can deduce that the retention of faculty is negatively impacted by poor teaching conditions. In addition, Conklin and Desselle (2007) express that turnover of faculty correlates with teaching conditions. Also, Fogg (2006)'s view aligns with Ingersoll and Smith' (2004) and portrays the assertive impact of teaching environment on faculty retention. Shinn, (2005) discovers, researching on a business school, that if the staff receive offers from other institutes, which ensure better working conditions, faculty members are compelled to leave their current business schools. On the other hand, European business school of Deans, to guarantee a proper teaching environment, went the extra mile, and meanwhile overestimated the value of teaching conditions in comparison to the faculty itself.

Teaching conditions are a combination of several elements, some of which are infrastructural of the institution itself, classroom supplies and teaching equipment. Nevertheless, there is one element in particular that makes the majority of the difference when evaluating teaching conditions. That is autonomy of work, which is the capacity of a professor to act in accordance to objective morality rather than under the influence of subjective desires; this is more commonly known as "academic freedom", and the availability of teaching assistants, because of course, it is always beneficial to have help on hand (Moratis et al., 2005; Juhl and Christensen, 2008; Verhaegen, 2005: 810). These two elements both contribute to favourable teaching conditions;

hence they positively influence faculty retention. This was revealed in the results of Matier (1990). Similar research was done by Juhl and Christensen (2008) on Danish business schools, and their findings further prove that a higher degree of academic freedom secures a continual and adequate possession of faculty. Verhaegen (2005) also reported complementary conclusions, but on European business schools.

2.5.3. Workload

According to Carter et al. (2003), high workload is the main reason why staff experience job stress, and consequently, faculty retention becomes a more elusive task, particularly when it comes to basic science faculty; pharmacy faculty also face mirrored struggles with crushing workload (Conklin and Desselle, 2007). Barmby's survey (2006) unearthed similar results as well. Furthermore, Norman et al., (2006) suggests that workloads of more flexibility and fairness are more likely to raise rate of faculty. Henceforth, the evidence indicates workload as one of the key determinants of faculty retention. However, the results of a survey from Harvard University's Graduate School of Education were exceptional; they found that tenure-track faculty members expressed contradicting opinions on the matter; they were unbothered by the intensity of workload, as long as teaching conditions provided were convenient.

2.5.4. Congeniality

The correlation between faculty retention and amiable relations between colleagues is indeed evident in relevant literature. The discoveries of Swars et al (2009: 174) clarify that the friendlier and more cooperative colleagues are with each other, the higher the retention rate is. Collaboration of faculty members with others outside and inside the institute enhances existing friendships and initiates new ones, therefore gifting them with a sense of belonging (Clark and Astuto, 1994). The emotional bonds make faculty more eager to stick with their current jobs. On a more specific note, junior faculty members prefer to keep working-relationships with competent, respected, well reputed and inspiring colleagues. This point can be further proved by asking departing faculty members what their reasons for resignation were; 'intra-departmental tensions' (Ambrose et al., 2005: 174) will more than likely be on the top of their list. This was rephrased by Hearn et al., 2001; Conklin and Desselle (2007) as poor relationship with contemporaries, lack of collegiality.

2.5.5. Job Security

It is unclear whether or not job security has an effect on faculty retention, since studies done on this particular matter were inconsistent; the impact of job security on rate of faculty retention varied depending on what academic discipline was being addressed. Some, such as the ones done by Dlamini and Vilane's survey (1998) on Swiss agricultural faculty and, similarly, Grady's study (1985), states that job security had little to no effect on faculty retention. To add to that, Moratis et al (2005) also report negligible relations between job security and retention of faculty with European business schools. Others however, for instance Conklin and Desselle (2007)'s study on pharmacy faculty, identifies job security as an essential predictor of faculty retention. Likewise, Lewis (2006)'s study on public schools reveals that job security is a key reason for male faculty members to grasp on to their jobs.

2.5.6. Professional Development Opportunities

Another major worry that can affect faculty member's susceptibility to stick with or say goodbye to their present institution is professional development (Trotman and Brown 2005). Either one of these two cases may occur: the faculty members find professional development opportunities more abundant outside their institution, so they resign, or the institution goes the extra mile in providing professional development, this includes training for the staff, which would encourage the members to retain their job (Moratis et al., 2005). Though, if the training activities are poorly managed and completely irrelevant, negative results will be seen instead (Sabol, 2004). This is why it is recommended that the institute puts in more effort into customizing the support for professional development of faculty (Malik at el., 2007).

Concerning the development of juniors, Olson (2000) notices that American institutes use mentoring strategies because they appear to be efficient and effective ways to guide the juniors. Moreover, Ballou and Podgursky (1998) identify mentoring as an enormous contributor to high rate of faculty retention. But once again, the poor management of this strategy is bound to decrease the rate, rather than raise it (Carter et al., 2003).

2.5.7. Personal Characteristics

Personal attributes (experience, gender, qualification and academic designation) are constantly brought up in studies in relevant literature on the topic of faculty retention, along with the institutional and work-related factors mentioned above (see Dlamini and Vilane, 1998; Theobald, 1990; Callister, 2006; Conklin, and Desselle, 2007; Yankeelov et al., 2009). Thus, this branch weighs out the effect of personal characteristics on faculty retention.

2.5.7.1. Gender

After many investigations, studies show a contrast in results regarding the the impact of gender in faculty preservation. Tamada and Inman (1997) have discovered that gender take part in a unbiassed role in faculty preservation in an exclusive humanistic art college. Furthermore, the impact of gender in faculty preservation remains negligible in the agricultural schools' framework (Dlamini and Vilane, 1998). Similar issue is found in pharmacy schools (Conklin, and Desselle, 2007). Harrigan, (1990) reveals identical resemblance in universities. Contrarily, Guarino et al., (2006) note that the impact of gender is substantial and acting as a forecaster of faculty preservation. In particular, some proofs show that females are subject to higher rations of turnover than males (Guarino et al., 2006; Callister, 2006) In contrast between female and male workmates, female faculty individuals in European schools show higher level of disagreement for essential determinates of faculty preservation, such as in matters of workplace environment, personal and professional development and job security (Verhaegen, 2005). According to Verhaegen, (2005), too, it is worth mentioning to point out that the total of female faculty members is remarkably less as compared to male faculty members in the business schools.

2.5.7.2. Experience

Thoughts of departing or remaining in their educational establishments, may be impacted with the faculty members' years of experience. Consistent with Grissmer and Kirby (1987), Theobald (1990) evaluates a first-hand quantitative data linking faculty preservation behaviour and their age. In fact, recent staff resignations, as well, ratify the positive influence of years of experience on the rate of faculty preservation. Boe et al., (1997), for instance, notes reversed correlation between

staff resignations and years of faculty associate-up to retirement- in the special education context. On the other hand, Callister (2006) realizes the excessive turnover rate between teachers occurs at a premature stage of their career and just before retirement, in the concluding stage of their jobs. In addition, Boe et al., (1997) observe low staff turnover will, distinctively, between faculty members aged 30-49 and who are at their mid-career years.

2.5.7.3. Academic Position

Another crucial personal element of faculty preservation is academic position. Related literature studies report magnified rates of preservation among senior faculty members - especially full professors – in contrast to their junior workmates (Honeyman and Summers, 1994; Harrigan, 1999). Similarly, the outcome of Moore and Gardner, (1992)'s quantitative study indicates a high-level rate of turnover staff resignations rate amidst assistant and associate professors than full professors. Expectedly, Verhaegen, (2005) as well finds that faculty individuals with lower academic position state entirely dissimilar issues that motivate them to hold on to their current posts in their schools contrarily to their senior colleagues.

2.5.7.4. Qualification

There are numerous researches in support the opinion that more professional faculty members who demonstrate greater desire to leave their establishments. Theobald (1990), in his research of teacher preservation, notices an encouraging association-regardless of their gender- between high qualifications and the teachers' intention of leaving. On the other hand, and according to Podgursky et al., (2004), public schools' first-class male teachers reflect higher determination to leave their jobs compared to their other equals. In contrast, Kirby et al., (1999) and Admas (1996), declare that teachers holding high degree are more expected to leave their education establishment than others. Guarino et al., (2006:184) sum it up as 'teachers with an excessive capability have a greater possibility' to receive and accept an acceptable proposal from other establishments.

2.5   Chapter Summary

A collection of recent and past researches on the topic of faculty preservation shed the light on a range of work-related elements, institutional characteristics, and personal attributes. Logical perceptive clearly indicates that faculty preservation is rather a complex process of interconnected attributes, whether individual or institutional, that works and functions in a particular setting. Seeking to fathom the mechanism of faculty preservation that runs in the veins of business schools, in UAE, needs to go through former studies in this concern with all variables that discuss the impacts on faculty preservation and what cause them. Despite that the causes are too particular in context, but at the same, they are predicted to facilitate the research and categorize the elements the affect UAE's faculty preservation in business schools.

Chapter 3: Methodology

3.1 Overview of the Chapter

The thorough revision subject relevant literature in earlier chapter affords a detail of probable elements that may bridge the way to meet the qualitative objectives of this research. This research, as declared in the first chapter, is planned to explore the elements that influence the faculty preservation and the strategies to enhance UAE's situation of faculty preservation in the chosen business schools. Hence; in this chapter, chosen schools and methodology choices,

In this section, the choice of methodology, the selection of business schools, appropriateness of instruments used for data collection, consequences of instruments' triangulation on validity, and measures for data collection and analysis will be discussed. Lastly, the researcher's role will be debated along with procedures, which have been adopted to manage this study's ethical issues.

3.2 Research Approach

Generally speaking, the core of the research and the nature of the study issues build up a researcher's judgement about the faculty preservation dilemma under scrutiny. Hence; there is a probability that they may impact the conclusions of the researcher about the choices of methodology regarding the study; creating the necessity to afford a guide and rational to all research activities at every step (Morrison, 2007). Therefore, Participants' subjective opinions are considered to provide the proper depth the data is going to need and, simultaneously, to meet the objectives of the designated research as these opinions are the products of the participants' personal experiences and reflections about the subject matter. For that reason, this study countersigns the belief of interpretivism that highlights individuals and their personal experiences, to fathom their unique comprehension of the social world that they are a part of (Cohen et al., 2007). Having noticed that positivism measures human behaviour as motionless, still and, additionally, tends to disregard the function and importance of 'intention, individualism and freedom' (Cohen et al., 2007: 18). Thus; an interpretive paradigm is used in this study to avoid inconvenient outcomes resulting from the above-mentioned argument to keep continuous focus of the study itself.

3.3 Data Collection Plan

A research was directed in two public business and two private ones. The purpose of this study was to conclude methods to assist accelerating the rate of educators detaining the occupation as well as find the essentials that motivate teachers to remand their jobs. Investigation of Creswell (2003: 185) contends that the rightful interviewees and sites are essential to reach accurate, reliable results. Regarding the selection of applicants, there has to be a moderate number of instructors in order to be able to assemble the information during a definite time period and without delay, as well as gathering a varied, sufficient amount of responses. Correspondingly, recruiting the most convenient method of data collection, such as through e-mails This step is crucial as it will ease the process, not to mention a possible vast distance between the conductor of the observation in addition to the restricted resources provided. Both of the mentioned features are significant for the purpose of assembling reliable results.

The applicants, for a qualitative study, are cherry-picked out from the sea of other interviewees. It is vital that every contributor realizes what the subject being tackled under this study is and that each individual is capable of comprehending the independent relation with given environment (Cohen et al., 2007). Accordingly, the observation that took place chose to nominate educators with a significant work experience in specified business schools, in addition to their ability to provide and elaborate on issues with respect to faculty retention. Weiss, 1999; Smith and Ingersoll, 2004 display a relation between job custody and incidents/occasions that happened during their first years providing for an establishment. As per these conclusions, 54 full-time teachers employed at the stated business schools. The 54 nominees were elected based on the data found on the official schools' websites. After fine selection, 39 members, 17 from public business colleges and 21 from private business academies were offered the opportunity to participate in provided questionnaire. 33 of the elected educators came forward and fulfilled the semi-structures survey (Appendix B) confidentially via provided e-mail addresses, in order to ease the process for both the examiner and candidates.

Table 1. Description of Sample			
Related Information	variants	number	percentage
Gender	Male	22	67
	Female	11	33
School Type	Public	18	55
	Private	15	45
Experience in This School	1-3	6	18
	4-6	11	34
	7-10	10	30
	above 10	6	18
Designation	Assistant Teacher	9	27
	Teacher	12	37
	Senior Teacher	8	24
	Doctorate Holder	4	12

Table 1. provides the overall data of the contributors. Starting with their gender, 67% were male, whilst there were only 11female applicants which took up 33% of total participants. Furthermore, 15 out of the 33 elected members are employed at private business schools, meanwhile 18 were from public schools. Regarding the partakers' experience, the majority or 48% had 7 or more years of experience, 34% had 4-6 years of practise whereas only 18% had minimal (1-3 years) experience. Moreover, assistant teachers and teachers both shared 64% of the total contributors. There were fewer assistant teachers-participants than teachers with a difference of 10%. In addition, 11 out of the 33 applicants agreed to a post-interview through telephone call, their identity still held its anonymity as their number was to be shared via a different e-mail from the one used to submit the survey.

Conclusively, the statistics seem to show a variety of interviewees, as well as in the post-interview. This diversity could guarantee a consistent outcome that suits most of the schools' staff.

3.3.1 Qualitative Methods

It was stated by Ambrose et al. (2005) that he concluded that numerous researches mainly applied the quantitative questionnaire to observe the influence of aspects formerly mentioned on faculty preservation, therefore, these results were of neutral, unbiased nature considering that it disregards personal opinions and bypasses detailed motives that adds up to the employee's beliefs on intentions that drive them to detain a job. Observations argued upon by Ambrose et al. (2005) were, Yangot, 1982; Theobald, 1990; Honeyman and Summers, 1994; Tamada and Inman, 1997; Weiler, 1985, and recently Towsea et al., 2002; Moratis et al., 2005; Verhaegen, 2005; Barmby, 2006; Yankeelov et al, 2009)

On contrary, qualitative examinations were depended on by (Trotman et al., 2002; Ambrose et al., 2005; Harding et al., 2006) in order to thoroughly investigate elements within the context of the study as well as the concept behind faculty preservation. Primarily, qualitative methods are in use to arrange and berth the prospect to investigate a specific work atmosphere (Maxwell, 2005). This concept leads to the final selection of qualitative techniques that are best to conclude drives of job detainment based on responses by faculty members. In addition to the environment's influence on the educators' behaviour and insights. Supplementarily, Ambrose et al. (2005) propose that qualitative methods are advantageous and superior to quantitative ones when investigating the job withholding issues in a defined institution.

Conjointly, (Morrison, 2007:27) cites that quantitative approaches focus on a wide-ranging conclusion afar from the context of the investigation, whilst qualitative research methods assist in the comprehension of a universal view of the given context, and the issue lying within it. Likewise, (Cohen et al., 2007) demonstrate that qualitative observation meets the study desires regarding the exploration of complex phenomena spotlighted, through using interactive information assembly methods e.g. focus groups, (Creswell, 2003: 181).

Last reason to be discussed that supports qualitative examination is its ability to scrutinise the biased occurrences that take place, mentioned. Maxwell, (2005) and Cohen et al., (2007: 20) add, that these cannot be investigated using a detailed questionnaire. Qualitative research is also appropriate for investigations that tend to explore elements impacting a particular phenomenon, however the data is insufficient, as Creswell (2005) reveals. Finally, Fogelman and Comber (2007)

state that the adjustability and fit of a research to the nature of the study is the only way to determine the ultimate method to be used.

All in all, it is established after various analysis that a qualitative study is eventually the most suitable method for the research done on the 4 business schools of UAE.

3.4 Instruments of Data Collection

For the qualitative research of this study, semi-structured questionnaire and semi-structured telephonic interviews were chosen to gather data for this study counting on a range of data collection (Creswell, 2005). According to Borzillo, (2006), using a tool that combines two data collection grants the researcher the opportunity to avoid any kind of one data collection instrument weakness as the complementary instrument strength is to stand in support to fill any possible gap leading to collecting deeper and more reliable data.

The primary tool for data collection used in this study is a qualitative questionnaire (see Appendix B). With its clear focused structure and development, this questionnaire is logically arranged and orderly set. however, the question format is The open-ended format of the question intends to respond using their own language (Cohen et al., 2007: 321).Thus; the clear-cut format of the question's sequence is clear to be understood by the participants to understand but the open-ended scheme of it help unleash their option responding the best way it suits them feeling no restrictions whatever due to some limitations (Cohen et al., 2007: 321). Bennett et al., (1996:11) clarify that structured questionnaire forces the researcher to cut the way off for the participants to express more detailed opinions. However, this study employs a structured survey just to examine the interest of the potential participants for further and deeper reflections and details about the subject matter (see Appendix A). The value of the semi-structured questionnaire that it truly governs the agenda for the participant but never gives the possibility to assume what could the nature of the response be (Cohen et al. 2007:321).

The set of open-ended questions that a semi-structured questionnaire enjoys give the researcher wide flexibility of giving the participants more ability to pour down their thought freely (Cohen et al., 2007). Furthermore, semi-structured questionnaire is more precise. In other words, participants feel it is more real and that they can really reflect precisely on whatever they want (Bennett et al. 1996: 11).

This study finds helpful to use open-ended statements questionnaire as it helps excavating potential new elements related subject matter (Bailey 1994: 112). Some vague elements can be unveiled to add more context and clarity altogether to the obtained information begotten from the literature review in county U's chosen schools.

Cohen et al. (2007) are also in favour of the keen employment of open-ended items in the investigations of the researches where closed-ended question fail to manage the different lengthened possibilities of responses. Giving the participants the utmost freedom to infer at their will is the reason why this study depends in its framework on open-ended questions and, too, is based upon the certainty derived from the sheer wide range of acceptance of this method through the literature reviews. A similar study of faculty preservation of which Miller et al., (2001) employ open-ended techniques in their questionnaire will be scrutinized here as well as the appropriateness of this method is remarkably noticed. Appendix B is a two-part semi-structured questionnaire that is employed in this research. With its four items, the first part is concerned of gathering the participants' background information, whereas, the six open-ended items of the second tend to navigate the deeps searching for the reasons behind UAE's faculty preservation in the designated schools.

In an attempt to follow up and find more accurate answers of the data that has been already gathered through semi-structured questionnaire, it becomes imperative to this study to conduct semi-structured interviews via phone. As per Cohen et al. (2007:351), identifying the relationships between variables is important to explain through the effective interviews' agent.

According to them, too, some outcomes that can occur from other methods are in need to follow up with interviews. Showing their approval via emails, five participants came forward and subsamples of interviews were conducted to obtain face-to-face explanations in detail for the briefly tackled questionnaire (Appendix C). On the other hand, it was purely logical to note some wording structure of the open-ended questions was re-sequenced due to the nature of different responses of the participants themselves. Need not say that by doing so, the process becomes a semi-structured interview with pre-determined questions. Following the interviewer's awareness of what appears to be most adequate, it was very possible to modify the order of the sequence accordingly (Robson, 2002: 270). It is also possible to alter the wording of the question for explanatory purposes when needed, in case of sensing certain inappropriateness or sensitivity within the nature of the question to some participants, for instance. A deletion of a question or

even generating a new one is possible (Robson, 2002). Structured interviews are totally different with their prearranged and decided fixed wording pre-set in order questions (Robson, 2002: 270).

Hence; the facilitation that semi-structured interviews enjoy allow flexibility in asking pre-prepared questions (Bryman, 2004: 321). It gives the researcher a chance to manoeuvre and regenerate them to investigate unpredicted answers or new developments (Cohen et al., 2007; Robson, 2002). The researcher has been able to harvest various benefits obtaining insightful views of the participants and has been able to provide prompts of clarification to keep participants in a focused track (Robson, 2002). Additionally, such a method has successfully created a comforting atmosphere in which the interviewees felt relaxed and totally free to reflect their opinions about the subject matter (Bryman, 2004: 321), allowing this method to fit this study. Conducting interviews via phone overcomes the challenge of geographical distances between the interviewees and the interviewers (Berg, 2009). Similarly, Trotman et al. (2002) conducted via phone interviews on similar topic due to the occurrence of participants in different remote destinations. On the other hand, some limitations are unpreventable with interviews via phone. According to Berg (2009), the trait of deciphering body language is curtained when conducting such interviews add to some difficulties that can emerge due to the availability of contact numbers. Hence; with the weaknesses and strengths of via phone semi-structured on the one hand and to attain the aim of the study on the other, it appears proper to use as the tool to follow up this study's data collection.

A Microsoft Word 2003 document (which is also compatible with latest version of MS office 2007) of a partly arranged survey was scattered between 45 candidate participants' e-mail addresses made for participants who like to take their work to another new level by researching and seeking data and information about different topics. Everything they were required to know about filling and returning questionnaire was thoroughly explained and clearly shown in a lengthy paragraph (see Appendix A). In addition to all that elongated explanation, contributors were given freedom to reply to this significant e-mail while he/she is completely anonymous. Downloading the document then working on perfecting it was an itty-bitty, useful tip. After wrapping up, those hard workers can finally have a chance to show off their divine work to the professional researcher by simply opening e-mail, attaching the file and clicking 'Send'. Each partaker was given a distinct e-mail with a password, this way everyone's identity remained undercover.

Moreover, a round 10-minute telephonic interview was requested for whoever is eager to do more; those enthusiastic individuals were asked to send their telephone numbers via e-mail, making sure

of not sending it with same e-mail that contains the questionnaire as that would reveal who the participant is. Starting the interview, the partakers were asked whether or not the researcher was permitted to record the call, the researcher also made it as clear as day by informing the interviewee that this call will remain secure and that they are free to stop whenever they wish to leave the interview. After many points made about the confidentiality of this call, the researcher started by stating the purposes and benefits of the study. Not blowing one's cover was a priority, and this particular mission was moving by creating guidelines, taking permissions and requesting.

3.5 Data Analysis Plan

Just like a research paper can have a main title and sub-titles, qualitative data analysis has many branched uses and one main aim which is to lower the amount of data and then divide them, so instead of looking at a whole mess you will be able to see a well- structured blob (Binary large object) or any other collection of database which will certainly be easier to comprehend, and a bonus would be less time consumption (Berg, 2009). Extracting various patterns and themes aimed to provide complete sense of the material. Steps can vary, and the thing that determines the kind of analysis that should be used is the core and the principle of the study (Cohen et al., 2007). The study that is being looked after needs a specific process, which decreases qualitative data, splits the data and divide them into categories, but it still comes out with the best quality possible. Content analysis was the lifesaver in this case as it has the ability to get a ton of words and classify them in a smaller amount of sections, and that is what is called a systemic process (Weber, 1996: 12). Cohen, et al., (2007) state that literature written in the past gives us pieces of information about dividing data into several categories, however it can still be played with according to an empirical data.

The final results of this questionnaire were responded at by 33 participants, 28 of these replies used words and phrases as the remaining five went through a telephonic interview which left a whole bunch of qualitative empirical data. Some of the categories were built and used as informed by the literature review in connection to the research questions. Setting up and making categories were completely done before the researcher received the responses and reviewed them. As for the key words and phrases they were instantly spotted and that lead to the production of numerous categories which all spoke about the topic of faculty retention (Strauss and Corbin, 1998). As many of you may know, faculty retention is a huge topic that strolls around behind the doors of educational faculties and its factors are countless, which is why seven groups (see Appendix D)

were created in which data is divided according to the points that are common in all 33 documents (Boyatzis, 1998).

Getting occupied with this study, the researcher is, too, a student of Master degree in Educational Leadership and Management in The British University in Dubai. The tangible over twelve-year experience from UAE's private sectors is highly counted for to come up with a fruitful and helpful study in the subject matter. Faculty preservation has been like an ocean of concerns on almost daily basis for faculty members; an issue the researcher personally went through as a student, teacher, and practitioner, and above all as an observer; the more one knows about the topic the deeper the dive will be in this huge mass of information. Swimming between the waves of this ocean has given the researcher an advantage and the ability to face any possible question in this field. Alongside this huge amount of knowledge about the topic, and the long professional background any expected biased ideas, are carefully dealt with employing the element of reflexivity while writing a data analysis (Morrison, 2007).

3.6 Delimitation and Trustworthiness

Keeping in mind that a semi-structured questionnaire was used to collect the varieties of data about faculty preservation. One of the most essential steps, is to check the data given and to make sure that it is valid. Cohen et al. (2007: 141) believe analysing an issue that goes around in our society, a single method is a short-sighted mean of collecting data that fails to provide a sufficient amount of information, as 'human behaviour' is subject to extreme diversities due to their high frequency of interactions with the environment. Therefore, verbal replies are needed to back up the written replies, and that is why five of the responses were in the form of the conducted via phone interviews. The aim was to obtain a clear image and a detailed explanation about the topic. Data was not as valid as it is now with both written and verbal responses, which proves that the idea is positively effective (Cohen et al.'s 2007: 141). This helpful 'methodological triangulation' of creating validity is being used on large scales used by researchers all around the world while studying about diverse topics (Bush, 2007: 100).

3.7 Ethical Consideration

A variety of steps have been taken with the intention of paying respect towards the code of morals for analysts by the The British University in Dubai, and to secure members from any undesired

potential results coming about from their interest in this study, a number of measures have been taken to address the vital moral concerns.

According to Cohen et al., (2007:52), Obtaining assent from the members involved in this study is crucial to guarantee the piety and fundamental right of their self-determination. As a result, all participants can repudiate to take part in the investigation as well as withdraw at any time (ESRC, 2005). A way to acquire permission can be through a written overview of the research's essence, (Busher and James 2007). The questionnaire that was sent via email clearly stated the objective of the research, as well as, that they have the choice to decline or withdraw from this thesis at whichever stage they please. (Berg, 2009).

Moreover, verbal consent was also obtained, prior to the interview, from respondents that had already shown their desire by providing their telephone numbers for mobile follow-up surveys. Busher and James (2007: 110) also suggest that through 'pre-interview explanations' conducted by the analysis, consent from the dialogist can be obtained.

The moral issues related to securing the privacy and identity of the participant as well as protecting the knowledge they provide are of utter importance and have to be resolved (Cohen et al., 2007).This was kept in mind during this research by instructing the responders to use the email given to them, all the responders were given the same email making it seem like the same email responded to the survey multiple times. This measure protects the identity of the interviewee from everyone including the analyst. Despite all the measures taken, the identity of the interlocutor is not seen as anonymous due to the fact that the investigator must recognize them in order to pursue the interview (Cohen et al., 2007). In a study, 'anonymity is accomplished when neither researchers nor readers of the results can associate a given answer with a given respondent' as stated by Babbie (2009: 67). Nonetheless, in this report numerical pronouns were used to refer to person being interviewed in order to shield their identity from the press. Additionally, it was made clear to the participants that any evidence given was exclusively intended for educational purposes and the data was only available for people interested in the research. As a result, the secrecy of the data was ensured due to the fact that, 'the researcher can identify the responses of a given person but agrees not to do so publicly' (Babbie, 2009: 67). Finally, the names of business schools selected for this study were not mentioned in the write up. Ultimately, this report doesn't include the names of business schools chosen for this study.

Chapter 4: Results, Analysis and Discussion

4. Overview the chapter

This research identified a variety of factors that play a part in maintaining their employees (Research Question Number1) as well as suggestions provided by the interlocutors to increase withholding rates in the chosen schools in UAE(Research Question Number 2) .The interpretation of the results and debates in the context of available evidence is incorporated in this chapter; where there are six themes, in light of the available literature that discuss multiple topics such as, compensation, management and institutional culture, research climate, institutional characteristics, teaching environment and career development. Furthermore, at the end of each topic, an overview of the facts that relate to both research questions was provided. The topic of systemic characteristics dominated the first four themes, whilst the following two displayed work-related influences, and the last one tackled the effect of personal characteristics. All the factors that affect faculty turnover were discussed in the defined sections except one major factor; the 'uncooperative support staff' which was analysed during the processing of data.

4.1. Compensation (Theme One)

The literature writings regarding Faculty preservation emphasize the significance of the financial benefits. It was evident that the amount of money the staff receives affects the sustaining of staff members in Business schools in UAE. The information obtained via surveys and interviews reinforces the importance of earnings.

It was revealed that thirty out of 33 survey replies expressed concerns regarding a 'low salary' provided by their current organization. On the other hand, twelve out of eighteen respondents of public schools hung on to their occupations; thanks to the right of complimentary services offered by their management, that included housing, retirement and medical benefits. but, ten out of the twelve would prefer a 'reasonable pay package and competitive benefits' propositions prepared by other business schools. The information also demonstrated that private business schools 'market-driven assessment framework' urged thirteen out of fifteen faculty members to keep their position.

Views expressed in discussions by teachers have showed that payment was a significant factor for faculty to decide whether to stay in their current work or accept an offer in a new organization, as is clear from this declaration:

Financial benefits issue is always a main concern of the faculty. (Teacher 2)

A faculty member of a public business school reported in answer to a query about the effect of income and employee benefits on faculty turnover:

Issues of Salary and income exist here but I care more about official residence. (Teacher 1)

A senior teacher employed at a private business school specified:

The educational foundations count on a kind of a scale and despite the yearly revision, no compensation ever given. (Teacher 3)

These remarks illustrate the significance of updating pay-out actions to guarantee the persistence of faculty in business schools in UAE.

4.1.1 Discussion

Relating to the studies of (Conklin and Desselle, 2007; Sabol, 2004), this research affirms that compensation or, in other words repayment, is indeed one as of the necessities that contributes to the prevention of gifted and qualified groups of teachers of resigning from their schools. Furthermore, the statistics of this study emphasizes Matier's (1990) debate which states that the effect of compensation is altered from one person to another. For instance, additional rewards satisfied the teachers represented in the public business schools while, on the other hand, feedbacks that reflect rather on the work of the organisation, encourage those who are in private business schools. On the other hand, resignations impact faculty preservation as it is realized occurring when higher salary offers from other schools are given to teachers. A matter that matches the findings of Smart (1990) circling the discussed ideas. The analysis of this study, also, comes along with the conclusions of Norman et al. (2006) noticing that applying recommendations to members in public business school can be beneficial to maintain members involved in the organisation. Nevertheless, this concept is similarly coinciding with Taylor's (2000) and Hardman's (2001) researches, reflecting that including rewards as means of satisfaction, in private business schools appear to sustain the probability of faculty preservation.

4.2 Management Practices and Administrative Structure (Theme Two)

The collected data out of both tools ratifies that administrative structure and management practices play a crucial role that impact the theory of faculty turnover retention in UAE's selected schools.

Faculty retention can be affected due to myriad factors and can be deteriorated as the output of the 'would be looked at' as unethical actions in the administration of business schools in UAE. The collected data of both the survey and the interviews portrays that what was considered by the participant as improper performance and appear to happens more often in public business schools of UAE. The gathered data discloses that twenty out of thirty- three respondents views blame it on "bureaucratic and complicated procedures of the administration" in which a set of regulations are set to control activities by the management in addition to approving a system of a set of unnecessary and complex rules to narrow vacancy rates in business schools in UAE. In addition, the numbers showed that authorising or certifying the experienced can be helpful to hold on to them. For instance, eighteen participants view the management policies as "ineffective" as they do not meet the appropriate requirements, blocking their chances of participating in any decision-making to improve conditions of work, and as a result, feel demotivated to stay in their jobs. Furthermore, among the other reason the 'absence of cooperation and trust'. The fading of teamwork spirit and trust (little to no trust between co-workers, as reported), between management and members triggered valuable members (Four senior teachers and five teachers) to accept a decent work offer and settle in elsewhere. Twenty-two members (sixteen from public and six from private business schools) disclosed opinions about the management's lack of willingness and transparency withholds the culture of fairness and liability. In other words, the absence of equality from the management's part was a barrier for school retention. Moreover, there were situations where employees did not provide the full information required and thus, poor communication occurs. There is also 'favouritism rivalries experience' that promotes discrimination rather. In such cases, hatred spreads through the educational organisation. The previously mentioned examples are vital reasons for the causes of discomfort in an area where members should feel utmost relaxation to produce their efficient work. These were reported by twelve out of eighteen teachers of public business schools; and in most cases, those who suffer, plan to leave their schools.

The statements that were brought up by a meeting with teachers that are experts in their working field, affirmed the efforts of administrative and management delivering of coherent methods to the working place impact the staff's desire to either settle or leave their business schools. These innovations may be pivotal in respect of the retention as confirmed by eight faculty members while interviewing them. With relation to the significance of management's approach on retaining their employees, one participant from a public business school mentioned:

The practices are of extreme value. They influence the decision making of the faculty. They influence the performance of the faculty too….and when not logical many would turn their backs and switch to outside opportunities. (Teacher 2)

The prevailing conditions of a department's interest in a policy-making stages and its part in continuation of employment may be comprehended from the following remark.

Usually, faculty is not involved in decision making in private schools, but here we are. That's the real beauty of it. (Teacher 4)

One of the respondents noted, when asked about the institutional factors that impact a faculty to sustain their current professions:

Faculty stimulation is number one factor that can drive staff [to hold the job]. Developing a productive atmosphere…number three, non-biased and professional management. (Teacher 1)

These remarks clearly specify that non-biased and professional measures taken in educational institutions are required in bracing the members in a faculty, yet, the administration in Business schools in UAE failed in reviving this factor.

4.2.1 Discussion

Altogether, faculty retention can be either inhibited or neglected due to numerous reasons. The outcomes of this research's quantitative study answers of this subjective research approved the conclusions of Guarino et al. (2006) and Bensimon et al. (2004). In their research they both

discussed the impact of management structure and practices on preserving employees. This investigation comes across an obstacle of hierarchal bureaucratic system blocking faculty preservation and that reassure Lund's survey (2003) results. Correspondingly to the studies of Patton and Kritsonis (2006) and Ingersoll (2001) the results of this research show that it might be possible to promote the staff by strengthening trust and boost cooperation between a working place and its management in the business schools. Additionally, as what the study has displayed along and the proposals of Byrd (2002), it is possible to infer that the faculty involvement in decision-making can be an advantage in terms of retaining members of school preservation. This research come in parallel with the results of Moratis et al. (2005), in connection with how affective institutional values are on school preservation. For instance, the atmosphere biased managements in the public schools formed a dam in the way of faculty preservation.

4.3 Research Environment (Theme Three)

The data derived from the questionnaire highlighted the research environment as most significant element as it resembles a substantial department within business-based educational school in UAE and plays a major role in faculty preservation. Feedback received from sixteen out of eighteen faculty members from private schools reflected concerns due to the absence or shortage of facilities for conducting research at the premise of their workplaces. Ten participants of private schools signified motivated interest to settle for their positions due to the availability of funded research culture concept and to having time for it. However, in this very concern twelve faculty members of public business schools complained about the lack of research activities and the time for it, while eight members of the same category reflected positively on the paid travels to participate in conference. This reflects that research opportunity was viewed as significant for faculty retention in both public and private schools. The difference was related to the lack of facilities in public schools' faculty while it was more about time a less about facilities in private schools' faculty. Relatively, it is worth noticing that there are members of both private and public faculties who did not approach the issue of research environment, thus; the study is driven to conclude that these members either were satisfied or find the issue unimportant. Other pieces of evidence show that research guidance and the opportunity join experienced faculty support a high probability of faculty preservation according to six teachers and four assistant teachers. The collected data from the semi-structured interviews was evident to assert the impact of research environment on faculty

preservation. Unanimously, all interviewees assured that retaining their jobs decision could influenced by whether research opportunities are available or not, as concluded from the following sample quotation:

Yes, I believe this role is significant. If the institution makes research environment attainable, the it is a great chance to compete on the international and national levels. But sadly, this not the case of here as it is very limited. (Teacher 1)

Responding to what measures may encourage members of faculty to hold on their jobs in their schools, another interviewee answered:

To me it depends a lot whether [name of the school] guarantees the needed research resources and rearrange timing for other activities to allow us research time. (Teacher 5)

The collected data indicates the deep interest of business school faculty in promoting their experiences in their academic field, however; public business school administration does not appear keen to encourage it.

4.3.1 Discussion

Compatible with the investigation of Norman et al. (2006), The study affirms that there a high tendency to retain their jobs in their business schools as long research facilities are provided to faculty members. Additionally, the research asserts on the importance of time availability, to faculty members, to keep their jobs retained, similarly with the findings of Trotman et al. (2002). Another favoured factor that is revealed by this study with high rate of faculty preservation is the research financial aid, supporting the findings of Conklin and Desselle, (2007). But, contrarily, to Verhaegen's (2005) outcomes, the study reveals the necessity of having equal research environment chances for both senior and junior faculty members. The reason could relate to a dominant inclination in UAE to invest in faculty members of higher education. Thus; it is imperative to this study to strongly stress on the necessity of creating research environment in business schools and to aid the faculty members with proper time, finance aid, orientation for scholarly activities as this measurement encourages faculty members to attain their jobs.

4.4 Institutional Attributes (Theme Four)

The reputation and non-teaching staff support in the business schools are two main institutional attributes that are declared by the outcome of this study with havening an impact over faculty retention decisions. Throughout their participation in the questionnaire, and apart of the years of job experience, twenty faculty members revealed interest in joining the leadership posts in their business schools based on their belief that schools' reputation flag their academic success. It was, too, a positive indication to twenty-five faculty members that being accepted to work in highly-reputed business school is a credit of their competency. Thus; the data of this reveals the crucial institutional impact of business schools' reputation on faculty preservation.

The derived data from the opinions of the interviewed participants assure the significant impact of institutional reputation for the faculty to retain their jobs, as clearly the following example states:

I feel proud to be engaged in leadership…. teaching as well is satisfactory if the school is good. (Teacher 3)

The collected data the dissatisfaction of sixteen public schools' faculty members and three of the private business schools from what they called the 'unfriendly treatment of non-teaching staff'. Additionally, eighteen respondents were certain that their performance is demotivated by the absence of 'co-operation from the non-teaching staff'. Therefore, this forms another possible restrain to the chain of faculty preservation. However, ten private schools' respondents reflected total satisfaction of having 'trained assistant teachers' and effective non-teaching staff members. Furthermore, they spoke highly of the support they receive to manage their research activity time to fit their teaching schedules; a matter that gives the opportunities to enhance their performance. The collected data pointed out the support of qualified staff prevails a sense of satisfaction and fulfilment of the faculty members and, simultaneously, attach them more to their jobs in their business schools.

The impact of the support staff, is shown in this study from the collected interviews data which comes in parallel of the one derived from the questionnaire. A private business school's participant responded to the importance of support staff on faculty preservation as:

Certainly, it does. Right from the first day I joined [mentions school's name] administrative staff were so professional and helpful. Can't complain about it. (Teacher 4)

Two other public-school faculty members commented on the similar issue differently:

No, not in here in my school. I'm not pleased with the kind of support the provide. (Teacher 2)

It's a poor kind of support I may say…just helping some and refuse to help others. (Teacher 5)

Once more, the data exhibits a variety of opinions of business schools' faculty members on the support-staff issue. A positive feedback of their supporting non-teaching staff is given by participants of private schools 'participants, whereas indications of 'non-supportive' and 'ill-behaviour' is reflected by members of public schools' faculty. All private and public schools' faculty members, yet, assured on the importance of this issue in the preservation of faculty and stressed on its impact on improving work conditions in UAE's chosen business schools.

4.4.1 Discussion

In parallel with the outcomes of Teevan et al (1992) and D'Aveni (1996), his research affirms that business schools' reputation is a decisive factor of whether the academic personnel will stay or resign and withdraw from work. On the other hand, the Schools' academic status has an equal significance for both senior and junior faculty members, contrary to the findings of Verhaegen (2005). In this concern, this study's findings, manifest that highly-reputed schools in UAE sustain a substantial capacity to retain faculty staff members as shown in the comparison. Consequently, based on the findings, the initiative exerted to promote the business schools' status acts positively on the retaining of the faculty.

This study also came up with another realization that was not depicted in the revisions of the qualitative studies of related literature. It is the fact that faculty preservation is highly influenced by the existence of qualified, co-operative and professional support-staff members. The clear pieces pf evidence collected from the data of both tools five solid grounds for this revelation. It might be because the background of this significance relies on the fact of the well-managed and saved time due to the support-staff's co-operation. A faculty that looks with high value at time

saving and transform this aspect in favor of getting it utilized for performance improvement and research activities is the reason behind it.

4.5 Working Environment (Theme Five)

Another development of this research was the coherent liaison between the faculty members' decision to retain their own school job or switching to another, and the working environment itself. The results of the questionnaire reflected that twenty-eight out of the thirty-three respondents reported the insufficiency of essential teaching means, such as subjects supporting material and audio-video aids as a factor that obstacles in the way faculty retention of competency. Apart from the facilities of teaching, twenty faculty members favoured working in educational foundations that enjoy good working conditions. Another eighteen noted that the wider the spectrum of academic freedom, the higher the faculty retention rate will be as this allows an excellent level of work independency. With less than six years of work experience, twelve respondents criticized the heavy teaching burden. It becomes highly difficult, for them, to dismiss faculty turnover due to the intensive workload and the ill-focus on the academic activities as a result. Another twelve respondents drew a flashing line under the factor of obtaining a balanced workload and flexible schedule for teaching as highly considerable rate for faculty preservation. In connection with the workload, ten female faculty respondents showed interest in join business schools under an atmosphere of mutual respect. To retain their current jobs in business schools, the collected data found out that ten faculty members find it imperative to work with co-operative and nice colleagues. A few of six faculty members responded that they would like to adhere to their current jobs simply because they are satisfied with the friendly relationship amongst one another. As such, it becomes evident that the working environment has a significant consideration of faculty members.

The influence of working environment on the ration of faculty preservation is revealed from the findings of semi-structured interviews and supported by the questionnaire. Close to the interpretations of his fellow respondents, o faculty commented on the importance of working environment as such:

Colleagues' behaviour and teaching conditions surely play as an important factor because they relate to one another and can influence joining jobs or leaving jobs decisions. (Teacher 3)

Conversing with a public-school faculty member, he stated the motive of his choices to retain his job in public schools:

It is because schedules of activities are relaxing to some extent in public schools. (Teacher 2)

As a way to revive faculty preservation, a respondent suggested:

One way of doing it is to facilitate the job. This means to provide material for teaching, suitable class environment, good working environment…. good support for teachers. (Teacher 1)

Working environment appear to majorly affect the retention choices of the chosen faculty members, as per the collected data of this study. Such a requirement seems to provide the faculty members of the chosen business schools in UAE with a momentum and motivation to pursue their jobs amongst a healthy atmosphere of satisfactory teaching aids and professional attitude.

4.5.1 Discussion

The outcomes of this study accentuated the prominent effect of the working environment in business schools, on the capability of retaining faculty. With similar connotation to the working environment, some other factors such as the excessive working load and the absence of teaching facilities that can hamper faculty retention of which Shinn, (2005) supported its contrary impact due to the immense workload. The same observation is recognized by the consequences of earlier researches (see Barmby, 2006; Conklin and Desselle, 2007). Additionally, cooperation among colleagues and the benefaction of a quality work autonomy; were emphasized by the findings of Swars et al (2009). Furthermore, the provision of academic freedom and easy-going schedules may have eminently positive consequences on faculty preservation in the chosen public and private business schools in UAE. Not only that but the suggestion made for the Danish Schools by Juhl and Christensen (2008), and for the European business schools by Verhaegen (2005), similarly convey that this study asserts that work independency may intensify the rate of faculty preservation.

4.6 Career Growth (Theme Six)

After the questionnaire data was collected, it was unveiled that the potential growth is a significant factor for the faculty members to determine whether a job opportunity is worth the acceptance or is to be declined. It displayed that female faculty members are more expected to accept a work proposal if it included job security, which was a deal-breaker for eight of the female personnel. Contrastingly, sixteen male applicants were unbothered by the absence of job security in presented offers. Correspondingly, a senior male faculty member, believed that:

 Job security is excellent here, but frankly I don't care much about it. (Teacher 5)

Furthermore, the questionnaire uncovered that six junior faculty members, with three years or fewer of experience, would prefer to seek for a workplace that funds professional growth. Examples put under the spotlight were related to professional development workshops and higher education scholarships, and, with no doubt, the opportunity to work along with senior experienced faculty members. Contrarily, senior faculty members specifically the private business schools stated that they prefer an appreciate work relations with the corporate sector which is indicated as a drawback for public business schools as it is encouraging faculty members to consider resigning from their occupied jobs.

On the significance of career growth prospects and professional development workshop skills, an interviewee explained in the following manner:

I believe it is important and vital for faculty members…. just like food for the body. (Teacher 2)

Moreover, another interviewee responded when asked about the role of professional development as such:

These workshops are not available now in our school…Anyways, I believe they are needed mostly for the newly-hired teachers and for me and for my colleagues as well. (Teacher 5)

Hence; from a general perspective, career growth seems to play as an essential motive for faculty members, specifically for junior ones with minimal to no experience.

4.6.1 Discussion

The collected data in this case attested that job security is critical for female faculty members rather than male ones. Given that it was not as vital according to male faculty members that were sat for the questionnaire. Supporting their investigated claim was formerly confirmed by the findings of Dlamini and Vilane, (1998) and Moratis et al., (2005). In his study, Luthans, F. (2006) could explain these results on a more rather social level general affirming the view that women face professional doubt, particularly in gender biased, male-dominated societies similar to the one in UAE. Nevertheless, the results obtained from the above-mentioned studies were refuting the conclusions derived from Lewis', (2006) where the study affirms that more male faculty members tend to adjust their decisions respectively with the presence of job security rather than female ones. Moreover, this research reveals a tendency among senior faculty members to join corporate sectors as they see this chance as an attractive work opportunity. However, the outcome of this research in connection with working relationships and professional development important role is asserted the results of Moratis et al. (2005).

Additionally, the idea that proclaim the preference of young/unexperienced faculty members of jobs that include opportunities for professional development and mentoring, is backed up by Ballou and Podgursky (1998).

Overall, it could be alleged the fulfilled questionnaire includes quite accurate results, bearing in mind that many other observations support the same allegations.

Chapter 5: Conclusion

5.1 Overview of the chapter

An overall summary stream of the discussion will be presented in this chapter in addition to the key findings concluded from this study. The study tries to find answers for the main question set earlier in the first chapter. The researcher's reflection will be concluded along with recommendations that came out of the empirical and theoretical findings in an attempt to improve the various complications of the subject matter, altogether with the possible limitation(s).

5.2 Summary of the Study

The aim of the current study was to highlight and examine the factors that affect the phenomenon of faculty preservation in UAE. Setting the process, two public and two private business school were chosen for this goal. Framing the work carefully, faculty members of the selected schools were selected to examine their opinions on the subject matter of the research in an attempt to find some helpful solutions and strategies to remedy the ailment that faculty preservation has been suffering of in UAE before it gets worse. In preparation for this process, the study structured myriad factors that affect and influence faculty preservation in UAE's business schools in two key categories; work-related and institutional factors involving six themes from the thorough study of literature and that are compatible with the status-quo of UAE's business schools.

5.3 Key findings

This study finds **important factors that are work-related in terms of financial compensation, administrative practices and structure, institutional characteristics and research environment, and that all of these factors potentially affect the decisions of faculty members on retaining their jobs** in same business school for longer periods of time or leave for another opportunity. In the highly competitive field of business schools, having a group of skilled staff will strengthen the hurting schools that are lacking educational and academic skills (Armstrong, M. 2003). In addition, Towsea et al., 2002; AACSB, 2002; Dee, 2004; Verhaegen, 2005, conclude

that having an exceptional faculty may lead to a well-reputed and of higher worth business schools in the academic and corporate world.

From their own point of view, the respondents of public business schools have declared the lack of **sufficient compensation in their working premisses for their toil**. These complains were tangible enough to divert them to seek and join other lucrative offers; in terms of better salary, somewhere else. Moreover, the individual improvements of the neophytes of the staff (Futernick, 2007); along with the effect of maintaining an accomplished staff on the student's education, as they cannot have regular advisers with an unstable, repeatedly changed workforce (Ingersoll and Smith, 2004). Other researches prove that having a skilled, qualified workforce appeals to high-standard educators and gifted students (Alexander, 2001).

Consequently, it appears that offering lucrative salary package with reasonable marginal benefits is of a tangible help to boost the rate of faculty preservation in the chosen business schools of UAE. On the other hand, the lack of management support and the administrative biased or bureaucratic practice discourage faculty members to retain their current jobs in their educational foundations. To underscore the effect of turnover on business schools, Phillips and Connell (2002: 5-6) identify the negative impact of turnover on business organizations. Furthermore, the ill-behaviour and the actions based on favouritism leading to lack of trust and transparency were main concerns of faculty members in of the chosen business schools in UAE. The availability of the suitable research environment lures the faculty members to attain their jobs in their business schools as they incline to have a long-term vision on developing their academic potentials if fund, time management, the proper guidance and facilities are available. The prestigious ranking of the educational foundation happens, too, to be an essential factor of encouragement to faculty members to remain in their business schools. **The good reputation of the work premises and leadership potentials seemed to be favoured too by faculty members.** Respectively, some of these methods include charming workers of lower-ranked colleges by offering them a personalized set of incentives (Shinn, 2004). This causes a pattern as the number of faculty moving from lower rating to higher rating schools increases (D'Aveni, 1996). The faculty members, also, disclosed a new element, revealing that the support of non-teaching staff is pivotal and its absence was a reason, too, to many to leave their jobs in the chosen business schools in UAE as it highly affects their professional performance. With equal importance to faculty retention, the study explores its relevancy with career growth potentials, work-related issues and the teaching environment itself.

The friendly environment for teaching engulfed with equal chances of professional growth are elements that were stressed upon by the faculty members as crucial to retain their jobs in the chosen business schools in UAE. On the other hand, the faculty members revealed their suffering from some hurting ailments in their working premises that discourage them stay in their jobs, such as poor teaching facilities, extreme workload and insufficient work conditions. **Flexible autonomy, friendly and respectful relationships with a co-operative staff appear to be favoured by the teachers too.** Moreover, Smith (2001) considers a culture with open communication as key for unlocking a door of encouragement for faculty to remain on the institution's grounds, showing that culture has its significance as a factor of faculty retention. The participates, especially junior faculty members made it clear that the absence of the above-mentioned positive elements escalates their feeling professional of security in their working place. Consequently, the study focused on experience, gender and academic position as part of individual preferences. It is found that the most concerns of job security were brought up by female family members, while; the rest of the unexperienced junior teachers' concern hovered around inadequate professional development plans and biased administrative decisions. Experienced and senior teachers' concerns focused on overloads of work.

5.4 Recommendations

To help retaining the faculty at the chosen business schools in UAE, the findings of this study bring up some suggestions and schemes.

Initially, it is not going to help the prosperity and the growth of schools if kept ignoring the influence of research opportunities, marginal allowances and reasonably competitive salary to retain their professional faculty members in their jobs as they are, evident and decisive factors to the faculty. Unless the business school is confined to limited budget and resources, then it is possible for the school to exert all needed efforts searching for sponsors from other educational industries for the mutual benefits of it in an attempt to minimise the negative impacts on faculty retention. This will open the doors wide to the business schools to establish profitable business relationships with these industries, on the one hand, and gains a better prestigious image in the world of corporations. Consequently, this financial surplus out of this sponsorship, the school can invest in upgrading research and teaching environment in their working premises and,

simultaneously, faculty member would be able to have a satisfactory part of these funds. Such a suggestion will motivate create a co-operative atmosphere between senior and junior faculty members and paves a way of inspiration to young faculty members for a clearer future of opportunities.

Secondly, more focus should be exerted by the business schools to present the positive aspects to increase the percentage of their retention higher. This study's findings revealed positive and negative factors of each public and private business schools. Hence; it would be wise and helpful to combine the positive ones of each to motivate faculty members continue their academic trail at their current working premises (such as accommodation facilities and job security in public business schools, and fairness and non-biased relationships in private business schools).

Finally, the support-staff must be subjected to professional training and special preparation to emit respect and amiable atmosphere as it leads to more productivity and raises gratification to faculty retention amongst members.

5.5 Implications of the Current Study

- The quantitative questionnaire is used to observe the influence of aspects formerly mentioned on faculty preservation; therefore, these results were of neutral, unbiased nature considering that it disregards personal opinions and bypasses detailed motives that adds up to the employee's beliefs on intentions that drive them to detain a job.
- This concept leads to the final selection of qualitative techniques that are best to conclude drives of job detainment based on responses by faculty members. The content is analysed to point out and categorize the developed topics out of the qualitative empirical data created from both the semi-structured interviews and questionnaire.
- Another reason to support qualitative examination is its ability to scrutinise the biased occurrences that take place. and these cannot be investigated using a detailed questionnaire. Qualitative research is also appropriate for investigations that tend to explore elements impacting a particular phenomenon. Moreover, the adjustability and fit of a research to the nature of the study is the only way to determine the ultimate method to be used. Lastly, it

is established after various analysis that a qualitative study is eventually the most suitable method for the research done on the chosen four business schools of UAE.

5.6 Limitations of the Study

In purpose of only tracking the factors affecting the faculty preservation in a specifically chosen business schools in UAE, this study had to be limited to accomplish this aim. Furthermore, it was limited only, to be more precise, to the targeted members of faculty in the chosen business schools with a minimum of one year of work in their educational establishments. Lastly, due to the geographical limitations, the researcher had to conduct the semi-structured interviews via phone.

5.7 Scope for Further Study

1. A follow up with monitoring the specific observed factors in the study affecting faculty preservation in the chosen business schools in UAE, by creating a developed tool for quantitative survey to gather larger scale data from all over UAE's business schools.

2. A study that aim to integrate the corporate industries with faculty retention in business schools in UAE to minimise the negative impacts on faculty preservation. Due to mutual profits, the factors the affect the faculty retention in business schools in UAE are possible to evade creating a more solid foundation for faculty members and the process of teaching and learning.

5.8 Concluding Note

The witnessed rapid changes of the current millennium are mind-blowing. Some are too dangerous but inevitable at the same time. From Global warming to pandemics ending to our world's simmering turmoil, the indications and signs seem not to be encouraging at all. The most important question should be 'Is that the legacy to pass to our children?'. There is one bet remaining on one thing; human intellectuality of the coming generation. All of this is done only in a serious and relentless environment: schools. The main tool of this divine job to make it work properly, is a healthy and well-prepared faculty staff. There is no other way. Re-evaluating the world's priorities is a becomes a matter of existence now. The world of education has to value each student as their own child, or, then this will never work. It is high time to re-consider. It is high time to act.

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Appendix A-Survey

EFFECTIVE FACTORS OVER PRESERVENING SCHOOL STAF SURVEY

The purpose of this study is to scrutinize the elements that set the body structure of school as educational faculties, along with exploring the factors that may contribute to faculty retention and the methods by which the rate of retention could be improved.

	QUESTION	Strongly agree			Strongly disagree	
1.	Could such studies help preserving school staff work in the future?					
2.	Do you find your educational and professional background fairly compensated?					
3.	Are you happy with your current job?					
4.	Do you feel like to keep your job after all?					
5.	Do you feel you are being enforced to leave your job?					
6.	Is the current compensation policy just enough?					
7.	Is your salary satisfactory compared to efforts exerted?					
8.	Are the fringe benefits adequate?					
9.	Has the compensation policy been recognized parodically to adapt with life-cost?					
10.	Would management's practices affect faculty retention?					
11.	Would colleagues' attitudes affect faculty retention?					
12.	Would administrative staff's behavior affect faculty retention?					
13.	Do you think sharing staff views about the influence of work-related factors with management can help retention?					
14.	Do you think sharing staff views about the influence of teaching conditions with management can help retention?					
15.	Do you think sharing staff views about the influence of Research environment and Opportunity for development and growth with management can help retention?					
16.	Have schools failed preserving skilled staff?					
17.	Is this failure due to reduce cost?					
18.	Does this damage the educational culture?					
19.	Does your school evaluate previous mistakes of the like?					
20.	Has the school ever attempted a change in this concern?					

Appendix B- Questionnaire

PRESERVING THE FACULTY HUMAN ASSET IN SOME PARTICLAR SCHOOLS IN COUNTRY U

Dear Participant,

This questionnaire aims to examine the elements that influence the faculty preservation at Business schools in country U. The data you deliver will help me point out the reasons that contribute to the preservation of faculty to become better as you are a primary source of experience of the issue in your school. Hence, I am seeking your assistance to complete the questionnaire honestly and willingly.

Your contribution is voluntary, anonymous and confidential. Additionally, your answers are to be saved firmly private and used only for academic purposes.

[student name]

Cell: +xxxxxxxx, email: fadihosh@yahoo.com

Student, M.Sc. Educational Leadership The British University in Dubai, UAE

Background Information (Please delete the irrelevant options)

Gender:	Male	Female	Institution Type:	Public	Private
Experience in this institute:	(1 - 3) years	(4 - 6) years	(7 -10) years	(11 – 13) years	14 and above
Description:	Assistant Teacher	Teacher	Senior Teacher	Professor	
Qualification	BA	Masters	Any Professional Qualification	PhD	

Based on your experience, please answer the following questions, in the shaded blocks and email this questionnaire to 'fadihosh@yahoo.com,' by using the following email address, so that your identity remains anonymous and confidential.

User ID: 'fadihosh@yahoo.com' Password: 'xxxxx'

1. What are the factors in your school that encourage you to continue as a faculty member?

2. What reasons discourage you to stay in your job at your school?

3. What factors make you accept a position in other schools?

4. What factors make you accept a position in the corporate sector?

5. Have you applied recently for a position somewhere else? If yes, what attractions did you grasp to apply?

6. What kind of policies a school need to preserve the qualified faculty members?

Your assistance in having the data collected through this questionnaire is highly appreciated. In case further understanding to this research and its relevant issues, I may need to interview you via telephone for some 10 minutes. Should you thankfully accept, please send a separate email on (fadihosh@yahoo.com).

Thank you in advance for your cooperation.

Appendix C

Interview Protocol

Hello, my name is xxx and I am pleased that you agreed to be a part of this study regarding factors affecting the retention of faculty in business schools.

The purpose of this study is to explore the factors that can affect the retention of faculty at the selected Business schools in country U. Moreover, what strategies may be helpful for the faculty retention?

I would like to ask you some questions and record our conversation on audio tape. The recoding will allow me to recall your words more accurately than the memorisation of our conversation. I can assure you that your identity and interview tape will remain confidential. However, at any time, you may withdraw from this study. May I have your permission to start the interview?

1. Would you like to ask anything before we start?
2. Can you please briefly tell me your educational and professional background?
3. Are you happy with your current job?
4. Would you like to explain what reasons encourage you to keep or enforce you to leave this job?
5. Would you like to explain what aspect of compensation policy affects your decision to retain or leave your present institution?

Suggested prompts: Salary, Fringe Benefits.

6. Please explain what institutional attributes may affect the faculty retention?

Suggested prompts: Management practices, Behaviour and attitude of colleagues and Administrative staff.

7. Would you like to share your views about the influence of work-related factors on your decision to stay or leave your present institution?

Suggested prompts: Teaching conditions, Research environment and Opportunity for development and growth.

8. Would you like to give some suggestions to improve the rate of faculty retention in your business school?
9. Would you like to share any other thing that motivates or hinders you to continue your present job?

Thank you very much.

Appendix D- Categories and Relevant Themes

Appendix D- Categories and Relevant Themes

Institutional Aspects	Work-Related Aspects	Personal Aspects
Compensation		
Salary		
Fringes Benefits		
Appraisal Policies	Working Environment	
Management Practices and Administrative Structure	Teaching Facilities	
Hierarchical Structure	Autonomy of Work	Personal Characteristics Discrepancies
Empowerment	Workload	Gender
Lack of Professionalism	Collegiality	Experience
Research Environment	Career Growth	Academic Positions
Lake of Research Support	Job Security	
Availability of Funds for Research Activities	Professional and Personal Development Opportunities	
Time for Conducting Research		
Institutional Attributes		
Reputation		
Uncooperative Support Staff		

EFFECTIVE FACTORS OVER PRESERVENING SCHOOL STAF SURVEY

The purpose of this study is to scrutinize the elements that set the body structure of school as educational faculties, along with exploring the factors that may contribute to faculty retention and the methods by which the rate of retention could be improved.

	QUESTION	Strongly agree			Strongly disagree		
1.	Could such studies help preserving school staff work in the future?	√					
2.	Do you find your educational and professional background fairly compensated?		√				
3.	Are you happy with your current job?	√					
4.	Do you feel like to keep your job after all?	√					
5.	Do you feel you are being enforced to leave your job?				√		
6.	Is the current compensation policy just enough?	√					
7.	Is your salary satisfactory compared to efforts exerted?		√				
8.	Are the fringe benefits adequate?		√				
9.	Has the compensation policy been recognized parodically to adapt with life-cost?		√				
10.	Would management's practices affect faculty retention?		√				
11.	Would colleagues' attitudes affect faculty retention?		√				
12.	Would administrative staff's behavior affect faculty retention?	√					
13.	Do you think sharing staff views about the influence of work-related factors with management can help retention?	√					
14.	Do you think sharing staff views about the influence of teaching conditions with management can help retention?	√					
15.	Do you think sharing staff views about the influence of Research environment and Opportunity for development and growth with management can help retention?	√					
16.	Have schools failed preserving skilled staff?				√		
17.	Is this failure due to reduce cost?			√			
18.	Does this damage the educational culture?				√		
19.	Does your school evaluate previous mistakes of the like?		√				
20.	Has the school ever attempted a change in this concern?		√				

Appendix F- Questionnaire Sample

Appendix B- Questionnaire

PRESERVING THE FACULTY HUMAN ASSET IN SOME PARTICLAR SCHOOLS IN COUNTRY U

Dear Participant,

This questionnaire aims to examine the elements that influence the faculty preservation at Business schools in country U. The data you deliver will help me point out the reasons that contribute to the preservation of faculty to become better as you are a primary source of experience of the issue in your school. Hence, I am seeking your assistance to complete the questionnaire honestly and willingly.

Your contribution is voluntary, anonymous and confidential. Additionally, your answers are to be saved firmly private and used only for academic purposes.

[student name]

Cell: +xxxxxxxx, email: fadihosh@yahoo.com

Student, M.Sc. Educational Leadership The British University in Dubai, UAE

Background Information (Please delete the irrelevant options)

Gender:	Female	Private
Experience in this institute:		(11 – 13) years
Description:	Teacher Senior Teacher	
Qualification	BA	

Based on your experience, please answer the following questions, in the shaded blocks and email this questionnaire to 'fadihosh@yahoo.com,' by using the following email address, so that your identity remains anonymous and confidential.

User ID: 'fadihosh@yahoo.com' Password: 'xxxxx'

1-What are the factors in your school that encourage you to continue as a faculty member?

The financial security, work conditions and school culture. Collaboration and interaction with other teachers is considered to be one of the factors that encourage teachers to continue with the school.

2. What reasons discourage you to stay in your job at your school?

The load of work, lack of support from the school leadership can be considered as the main reason. However, if there is no sufficient time allocated for teachers to plan and collaborate, I might leave the school.

3. What factors make you accept a position in other schools?

I would consider changing my job if the other school can offer me with a higher salary, a higher position or less load. If the other school offer better professional developmental opportunities, I might consider changing my school.

4. What factors make you accept a position in the corporate sector?

A secured job where I can feel confident about my duties and responsibilities will encourage me to accept the job.

5. Have you applied recently for a position somewhere else? If yes, what attractions did you grasp to apply?

Yes, the school offers weekly professional development program which come with official certificate of completion that can enrich my resume. The working hours are less and the summer break is 2 weeks longer.

6. What kind of policies a school need to preserve the qualified faculty members?

Compensation policies are essential. Essential agreements for interactive and production work environment and opportunities for career growth .

Your assistance in having the data collected through this questionnaire is highly appreciated. In case further understanding to this research and its relevant issues, I may need to interview you via telephone for some 10 minutes. Should you thankfully accept, please send a separate email on (fadihosh@yahoo.com).

Thank you in advance for your cooperation.

Appendix G- Interview Protocol Sample

Appendix C

Interview Protocol

Hello, my name is xxx and I am pleased that you agreed to be a part of this study regarding factors affecting the retention of faculty in business schools.

The purpose of this study is to explore the factors that can affect the retention of faculty at the selected Business schools in country U. Moreover, what strategies may be helpful for the faculty retention?

I would like to ask you some questions and record our conversation on audio tape. The recoding will allow me to recall your words more accurately than the memorisation of our conversation. I can assure you that your identity and interview tape will remain confidential. However, at any time, you may withdraw from this study. May I have your permission to start the interview?

1. Do you have any specific enquiry about the nature of this study?

   No, I am fine with the aim of this study.

2. Can you please briefly tell me your educational and professional background?

   I am an Art teacher with more than 6 years of teaching experience. I have 3 years of experience as a vice principal.

3. Are you happy with your current job?

   Yes, I am satisfied with my job.

4. Would you like to explain what reasons encourage you to keep or enforce you to leave this job?

   Among the reasons that encourage me to keep my job are the good income, the respect and appreciation and the great opportunity to learn and grow professionally. The school has a strong professional development program which has empowered me and allow me to improve my performance constantly.

5. Would you like to explain what aspect of compensation policy affects your decision to retain or leave your present institution?

   Well, the first thing I will consider is the financial aspect. With my responsibilities, I need a secured financial system that can cover my needs. If the job is not going to cover my financial needs, I will need to find another job despite the fact that I like my job and that I am happy with it.

6. How does the salary compensation should fit the effort exerted in your opinion?

It depends on the years of experiences, qualifications and personal accomplishments. Another thing to consider, is the accomplishments achieved for the school by each individual.

7. How does the School Policy manage the fringe benefits to withhold against life expenses?

Accommodation is provided and we also have a good medical insurance. The school also provide transportation from and to school. Electronic devices are also provided.

8. Please explain what Management practices may affect the faculty retention?
9.

The fairness in treating school staff. The evaluation and the given feedback to improve. Offer the needed support and guidance and help staff improve other that being judgmental.

10. Please explain what behaviour of colleagues may affect the faculty retention?

The productive collaboration between colleagues is a key to success. Offering peer feedback can also help staff maintain an active environment where all members are heard and respected.

11. Please explain what attitude of Administrative staff may affect the faculty retention?

Positive attitude and the keen to help and support are also a key to success. We all need to feel supported and has a support system when we need it.

12. Would you like to share your views about the influence of work-related factors on your decision to stay or leave your present institution?

The factors are many but there are some non- negotiable factors such as the income and the respectful working environment. Other than that, appreciation and recognitions of hard working staff is a very important key. Flexibility and understanding from the administrative staff is also a very important factor.

13. Would you like to give some suggestions to improve the rate of faculty retention in your business school?

Building and maintain a good rapport with staff is very important.

14. Would you like to share any other thing that motivates or hinders you to continue your present job?

I am always motivated by good projects and opportunities to learn and improve. I also benefit from reflecting on my own glows and grows over the time.

Appendix H- Questionnaire Ethical Form

Appendix H- Questionnaire and Ethical Form

Dear Participant,

This questionnaire aims to examine the elements that influence the faculty preservation at Business schools in UAE. The data you deliver will help me point out the reasons that contribute to the preservation of faculty to become better as you are a primary source of experience of the issue in your school. Hence, I am seeking your assistance to complete the questionnaire honestly and willingly.

Your contribution is voluntary, anonymous and confidential. Additionally, your answers are to be saved firmly private and used only for academic purposes.

[student name]

Cell: +xxxxxxxx, email: fadihosh@yahoo.com

Student, M.Sc. Educational Leadership The British University in Dubai, UAE

Background Information (Please delete the irrelevant options)

Gender:	Male	Female	Institution Type:	Public	Private
Experience in this institute:	(1 - 3) years	(4 - 6) years	(7 -10) years	(11 – 13) years	14 and above
Description:	Assistant Teacher	Teacher	Senior Teacher	Professor	
Qualification	BA	Masters	Any Professional Qualification	PhD	

Based on your experience, please answer the following questions, in the shaded blocks and email this questionnaire to 'fadihosh@yahoo.com,' by using the following email address, so that your identity remains anonymous and confidential.

User ID: 'fadihosh@yahoo.com' Password: 'xxxxx'

1. What are the factors in your school that encourage you to continue as a faculty member?

2. What reasons discourage you to stay in your job at your school?

3. What factors make you accept a position in other schools?

4. What factors make you accept a position in the corporate sector?

5. Have you applied recently for a position somewhere else? If yes, what attractions did you grasp to apply?

6. What kind of policies a school need to preserve the qualified faculty members?

Your assistance in having the data collected through this questionnaire is highly appreciated. In case further understanding to this research and its relevant issues, I may need to interview you via telephone for some 10 minutes. Should you thankfully accept, please send a separate email on (fadihosh@yahoo.com).

Thank you in advance for your cooperation.

Appendix I- Permission of School's Principal

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Dear Mr/ Mm _____

As part of my final research for my Masters in Educational leadership, it is my humble desire to conduct a study in your school and I would like to have your kind permission to do so.

The objectives of this investigation are to point out the breach in the awareness of factors affecting faculty preservation, especially in Business schools across UAE and to explore the factors that may contribute to faculty preservation and the methods by which the rate of preservation could be improved altogether leading to the improvement of the performance of students.

This study will involve questionnaires to existing teaching staff and then this information will be used to develop interview questions for the members of the staff. The aim of this study is to create a list of recommendations that could increase staff retention rates of this school.

This study will be conducted via emails and phone interviews for the willing members of staff. Teachers will be guaranteed anonymity and no names will appear in my final research submission. The school name will also never appear throughout my research.

Kind regards,
Fadi Emil Hosh