

Impact of Teacher Turn over on Students Motivation, Psyche and Performance.

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Abstract

In Education sector the role of teachers is important because they are responsible for the growth and building of students. In certain institutions teacher turnover has been observed. This research is conducted that how teacher turnover influence the performance of the students. For the purpose the private universities of Peshawar Pakistan were targeted to identify the impact of teacher turn over on the student's performance. Study use randomly two private university and take the previous teacher turnover record. These two universities were Preston University Peshawar and City University of Science and Information technology Peshawar Pakistan. Study use descriptive statistics and correlation analysis part of this research. From the data analysis it is found that teacher's turnover do have effects on the students motivation, performance as well as the psychological effects. The correlation between the three variables shows that motivation and performance have positive relation with each other while psyche plays its part in both positive and negative relations which concludes that even if the student is motivated and performing well, he takes burden, perceives things which cause burden, tension and depression.

Key words: *Teacher Turn Over, Motivation, Students, Performance.*

Introduction

Human Resource Management is now seen with greater importance as it provides solutions to the organizations with issues concerned with employees. When we talk about the developing countries, so education plays an important role in grooming nations. Whatever the sector is, employees' issues have to be taken care of accordingly. According to the study by Arnold and Feldman (1982) education sector is one of the most important sectors functioning in any country. There are many public and private universities, which provide the education, but very few try their best to provide the quality education.

Student's attachment with the teacher is of great concern for both management and faculty as the students perform well; both of them are benefited, the management gets the good result overall while faculty is positively appraised as per students' performance. In late 1990s, the common resignation percentage was higher than 2.5% in different countries like South Korea, Singapore and Taiwan.

As the employees leave any organization it might have some effects on the organization, as finding the right people might not be easy and induction and training cost of new employees can also go high. Even if we talk about the higher educational institutes, so employee turnover is a severe issue and the cost is very high when new staff is inducted because employees with greater competency level and knowledge are the important assets and are not easy to find, which effects the academic and research activities of any organization going through the problem of turnover. Quitting during the semester has a high impact as it is difficult for universities to arrange the replacement having the same or higher competencies and for students to adjust with the new teacher and his teaching methodology. Employee's turnover is an extensively studied fact due its severe nature, which needs to be addressed. Due to sudden teacher's turnover the students do suffer psychologically while their motivation and performance decreases. According to Beavis (2003) if we consider the span of argument that revolves around incentive programs based on performances of the employees, there is lack of supporting evidence measuring its effects on the employees. The following Table shows the possible effects of performance based incentive programs on different people working within an educational institute.

Below table suggests that performance based incentives have effects on the different elements of the institute but if we take it from teachers point of view then it clears one thing that if teachers are not rewarded, in other words if they are not motivated so they leave and how it effects the institute can be seen in the above table. Specifically if we look at the student section, we can see that it affects the student's performance, motivation as they start skipping classes and thirdly they are affected psychologically as they decide to drop-out. Furthermore, it is estimated that teacher absentees in each 10 days decreases student's performance by 3.3% of standard deviation (Miller, Murrance and Willett 2007).

Figure 1: Effects of performance based incentive programs

Level	Potential Area of Effect
Teacher	<ul style="list-style-type: none"> • Teacher motivation and effort • Teacher recruitment and attrition. • Teacher knowledge and skills • Teacher autonomy
Student	<ul style="list-style-type: none"> • Student performance • Student truancy • Student drop-out
Classroom	<ul style="list-style-type: none"> • Pedagogical techniques • Teacher focus on specific students
School	<ul style="list-style-type: none"> • Collegiality between teachers • The efficiency of resource allocation in schools. • The relationship between teachers and school management • School organisational goals
System	<ul style="list-style-type: none"> • The revenue required for teacher salaries and the education system • The culture of educators • The form and content of the curriculum
Societal	<ul style="list-style-type: none"> • Public and political support, particularly the publics' perception of the teaching profession.

Source: Beavis, H. (2003). *Performance-based rewards for teachers: A literature review.*

A lot of hypothetical and observed literature has highlighted different factors responsible for employee's reason for leaving an organization. Still there is no sensible and justifiable reason that why employees leave the workplace (Ongori 2007). If we specify, this paper would consider the education sector, which is the source of producing the best for the country who then help in growth of economy with their abilities, skills and knowledge. Much work has been done on employees' turnover, especially teachers' turnover but unfortunately only one side is shown. This research will explore the key problem areas that effect the students in the institutes facing the problem of high teacher's turnover and provide recommendations to university on how to retain and motivate the existing teachers and by doing this how it can be of help to the students? This paper examines the effects of teacher's turnover on the student's motivation, performance and psyche. Turnover is a well known critical issue of great importance to different organizations (Hammond and Skyes 2003).

Turnover rate is high among the jobs which pay less. As we talk about the reasons of turnover so some of those that contribute to this problem are less wages, biased employee benefits, lower job satisfaction and many more.

More often the educational institutes focus on dealing with teacher's turnover by compromising on the effective teachers who leave the institute, so they respond to this problem by not leaving the position vacant and hiring the less competent teachers (Murnane & steele 2007). Hammond and Skyes (2003) found that increasing teacher turnover seems to have an impact on student performance.

Employee turnover is defined by Nobilis (2008) as, Employee turnover is the number of regularly working employees leaving the organization within the reported period versus the number of real active permanent employees on the final day of the previously reported period. Ignoring the redundancies, employees' turnover includes the reasons like resignations, termination, retirement and others The teachers' turnover can be calculated with the help of the following formula:

$$\text{YTD TURNOVER \%} = \frac{\text{No. Of Permanent Leavers in the reported period} \times 100}{\text{Average actual no of Perm. Employees over the report period}}$$

Figure 2: Formula for calculating teacher's turnover

Source: Nobilis, L. (2008). Employee Turnover. Retrieved June 28, 2011, from <http://www.biz-development.com/HumanResources/3.7.Employee-Turnover.html>

Main Objectives

The research will focus on achieving the following main objectives:

- To analyze the effects of teacher's turnover on students' motivation
- To analyze the effects of teachers' turnover on students' performance
- To analyze the effects of teachers' turnover on students' psyche
- To find out the correlation between the variables
- To investigate the teachers' turnover rate in the two private universities

Review of Literature

Today employers of different organizations have skill testing technology that is used to perk up employee's motivation and his job satisfaction, which play an important role in turnover. This technology has helped the organizations to control employees' turnover as it enables the management to know whether the

employee is best fit for the post he has been hired for or not. This technique has helped organizational management to identify the low and high performing workers.

One of the organization's precious possessions are its top performing employees and when they start to leave the organization so it clearly tells that its an alarming situation for that organization. It appears that organizational management does not care much when low performing employees leave the organization, may be according to them it does not affect them that bad. In other words, as posited by Dalton and Todor (1985), the bosses have to recognize the reparation resulting from high performing employees who leave the organization and the benefits resulting from low performers who leave the organization.

The available literature identifies the different factors that why employees leave an organization. And there has also been the discussion on the linkage between such different factors of employees leaving the organization and turnover. Mobley (1977) study focused on the linkage between work satisfaction and employees' turnover while Mohamed, Taylor and Hassan (2006) worked on the connection between employees' workplace commitment and employees' turnover. Another study was conducted by Tan and Tiong (2006), which showed the association between job satisfaction, job stress and employees' turnover in the organization. Some work has been done on the link between unfavorable working conditions and turnover by Bockerman, and illmakunnas (2009). When we talk about Pakistan to Rahman, Naqvi & Ramay (2008) carried out a study to find out the relationship between work satisfaction, workplace commitment, available other job opportunities and employees' turnover intention. A research of same genre was conducted in China to show the same association between job satisfaction, career commitment and turnover by Zhou, Long, & Wang, (2009). Steijn & Voet (2009) showed the correlation between manager and employee's behavior in their study.

The study conducted by Morrell, Clarke, & Wilkinson (2004) shows that 25% of intentional and unintentional employees' turnovers are mainly of low performance employees who leave the organization. In addition, the research indicates that workers leave an organization because of the changing marketplace situation and organizational hierarchal complexity. This study examines the factors effecting both the changing marketplace situation and organizational hierarchal complexity and how workers determine which factor forces them most in taking the tough decision of leaving the workplace. The main purpose of this study was to analyze the issues related to turnover and provide recommendations to top management of the National Health Service, putting their attention towards the factors responsible for the nurses turnover rate in National Health Service's main institutions.

What influences the decision and forces an individual to quit and the justification of leaving the workplace are studied and the useful thing is that methodology used in the study is both quantitative and qualitative which helps in understanding the findings easily which are quite useful. A sample of nurses who left National Health Service system was taken, analyzed and it was concluded that many National Health Service system nurses left the organization because of other better opportunities for the nurses and a strong labor market for the nurses within the same system as well. In addition to this, the studies also indicate that most nurses left National Health Service system because of high job stress and dissatisfaction with the job. For large number of nurses, the decision of quitting will not be just because of nervousness and ambiguity, but it will also be because of high job stress and dissatisfaction with the job Morrell, Clarke, & Wilkinson (2004).

The above literature shows the link between the management and the nurses (employees) but as in the start we declared a statement that only one side is seen while the conduction of such researches. This research did not find the effects of nurses' turnover on the patients. It did not give any idea that, were the patients suffered during that turnover time? And when recommendations were made so how did it better serve the patients? Same is the case with the institutions, universities, schools and colleges. The students are paid no attention by the management and are ignored while paying attention to hiring new teachers.

Rose (1989) discusses the role of the teacher in his book as the teachers from the very beginning are the source from where the students start learning and know how to behave in different situations. Teachers have to take interest in what they do to transfer interest, help and to provide a flexible environment to the students as they become teachers after going through a lot of training and experiences. Anyone who is a teacher or sees career in teaching should get prepared the best he/she can as they will be in a better position

to control the classroom. According to him there are different kinds of teachers who are better than others, some professors who are good at teaching and some are not depending upon how prepared they are. Some teachers enter the class and start teaching and do not try to involve the students in the class, not even for the sake of interaction with students or to provide them the flexible environment, which is helpful to the students. These kinds of teachers do not show any concern about the feelings of the students. To involve the student in the class the teacher asks questions from them to let them be part of the class. According to his experience as a student he did not have chance to or he felt shy to participate in the class so it shows one thing that the way students behave depends upon the teacher's behavior. So that is the reason of recommending all the instructors to involve the student while teaching them in the class. It is vital that instructors give confidence to students because students will take advantage from it and might perform well.

Progressive management training tries to convince the management to pay its workers well. As part of encouragement, high pay to the employee might motivate them to stay in the workplace longer. That is the reason that there is a positive linkage between employee performance, employee motivation, and employee turnover. Employees might feel committed to their work and might stick to the same organization if they are paid well and highly motivated. Top management motivates the employees and gives incentives to the high performing employees to prevent them from quitting the job.

A study by Habib, Mukhtar, & Jamal (2012) shows that a number of instructors decide to quit the job due to lack of career advancement and development chances in the teaching field especially in the private universities. In addition university rules and regulations and management style, wage and working environment have key impact and because of these reasons the teachers intend to quit their job. Advancement in this regard is discussed in terms of growth and it involves career growth, promotion, knowledge, skills, learning, training and development opportunities. Motivation is one of the factors that force the teachers to quit because of their dissatisfaction with the job. In addition to this most of the private universities have the young teachers having the less experience and salary issues are also the reason while no effective policy is there in the private universities that can benefit the teachers in the disengagement stage of career like there is no retirement plan, no insurance policy and no proper reward system.

The inverse link between employee's performance and employee's turnover seems to be the main decisive finding, identifying that high performing workers would be least interested in leaving the workplace than the low performing employees (Hong & Chen 2007). Letting good employees go from the organization means higher costs of Human Resource Department in terms of hiring the employee, training the employee, and his placement going through the whole Human Resource process all over again to find the right person). Organization's policies or actions might force some of the employees with low performance to quit the job, which is due to the fact that such workers are looked at as burden and considered not to be contributing to the achievement of the organization's mission and vision. And as discussed above, that comes under the category of involuntary turnover.

Lavy (2001) recommends an effective way to improve student's performance is to use monetary incentives. The plan to develop strong performance based incentives are directly centered at students' outcomes is effective and popular but incentives have hardly ever been practiced in real. The incentive program has the basic portion of a rank order game plan where only the top three teachers who performed well are rewarded with monetary benefits. His results also show that the teacher's performance based incentives resulted in prominent positive changes in all high school graduates' performances, including average test results and the dropout rate. It also resulted in an increase in the amount of students, especially coming from not a very advantaged background. These results were collected from both types of Jewish school system, religious and secularism. Increased teaching time and strategy to control potential dropouts and work with weaker students also had an effect on student's performance.

This was done by giving complete authority and control to institutes over the available additional resources and to redesign its contents, which was effective. Comparatively based on cost effectiveness indicators indicate indicates that the incentive program based on teachers' performance is more proficient.

Another study shows that the grade point average (GPA), attendance, course completion, and passing criteria's results can show the effects of teacher's performance rewards on student's achievement. The students' average GPA decreased in five years time. Administrators confirmed that the change in the reward system resulted in an increase in serving students well so this cost them in shape of declining GPA of the students.

This is another part of the motivation and performance, as the teachers do not take interest in teaching so the students feel less motivated and their performance level decreases. Along with decline in GPA, the dropouts were increased as well with time. So the merit pay mechanism is directly focused at student retention as defined by attendance so that they are motivated and perform well. The findings advocate that this system can motivate teachers to produce outcomes who are rewarded from the students (Eberts, Hollenbeck & Stone 2000).

Different studies have shown that absenteeism can negatively effect grades of the students Devadoss & Foltz (1996), Park, & Kerr (1990) and Marburger (2001). Decreased absentee rates can improve student performance Johnston, James, Lye, & McDonalds. (2000). But it is not easy to find out whether attendance rates can indicate the linkage with motivation or with grades. If attendance is correlated with motivation, it is not possible that teachers can help in improving student's performance by changing the course guideline or designing a different attendance rules and regulations Browne & Hoag (1995). Problems like motivation and attention of students are more likely to occur in larger class sizes.

The attendance rates actually show already determined motivation level of students. Teacher's effectiveness can play a significant part in increasing students' attendance ratio Gerhart (1990). He also finds that easy ways of managing motivation and other ignored reasons have a fair effect on the link between student absenteeism and his performance. Attendance is an significant element of performance as studies have found CGPA results to have greater impacts. An attendance criteria was set after realizing that students get lower grades in the final exam which results from decreasing attendance rates and students' motivational issues arise Harris (2004).

A research conducted by Khan, Ahmad, & Sarker (2010) shows surprising results that the teachers leave the private universities because of the incompetence of the students in the private universities. According to a survey, somewhat 43% of the teachers are mostly not satisfied with the quality of the students and they seem to blame the private universities that they enroll such students who are not competent enough. While on the other hand 53% of the respondents believe that the students are given good feedback and if they are taken seriously makes teachers satisfied with students' quality as the students perform well. It shows a clear link between the teacher and the student that if the span of time is spent with them so the students get used to an environment of learning and if they are motivated so they perform good so do they be able to satisfy the teacher.

The effects of teacher's turnover on students are in terms of their performance, psyche and motivation. Studies have shown the significance of advising relationships between student and teacher Cunningham (1999). Advising and guidance on different occasions and having work priorities help in producing greater overall faculty satisfaction. Usually the students have this level of understanding with the teacher they spend time with. The continuous advising help them to get motivated and perform well but all of the sudden the turnover might effect them as the level of understanding with the new teacher is hard to build easily so sooner or later students begin to suffer.

Jacobson (1989) shares an interesting experiment in which a bowl of money was put aside and teachers' claims on the pot were linked with sick leaves as absentees. This trick reduced the number of sick leaves by 30 percent and increased the share of teachers with good attendance results from 8 percent to 34 percent. Unfortunately data was not available to determine whether teacher's absenteeism had any effect on the student's performance or not, although it determined that higher teacher absenteeism is linked with high student absenteeism as well.

Researchers often believe that teacher turnover effects student's outcome. There is lesser proof available for a direct effect of instructor's turnover on student outcome (Guin 2004). In some cases turnover may serve as an advantage to universities and teachers. Like teacher's turnover can help find the right person for the job who can best fit in the university and can deliver best in comparison to the previous teacher. So turnover has a benefit incase if the ex-teacher is inefficient and leaves the university (Abelson & bay singer 1984). Bryk & Schneider (2002) study show that the class of trust or the relationship between teachers and pupil has effects on student's achievement. Due to turnover, the formation of such trust is damaged and it effects student outcome. The variables that effect student's performance in are not many some studies suggest that out of factors effecting student's performance are gender and aptitude (Breakwell & beardsell, 1992).

Ronfeldt, Lankford, Loeb and Wyckoff (2011) come up with a question that what is the minimum impact of instructor's turnover on student so the study shows that on average 12 % teachers of 1st year leave the schools. To determine the effects on student of the 4th grade, school by grade by year level technique is used. The evaluations differ in their outcome variables and in the evaluation of turnover (amount of fresh teachers or lagged attrition) as the predictable coefficients are inverse and important for test scores in the selected subjects as variables that suggest that the pupil in the same position of the school do poorer in years where instructor's turnover rates are at peak in comparison to the years with less turnover rate. The lagged attrition measurement might be less sensitive to the alteration founded by turnover. The estimates imply that teacher turnover has effects on student outcome. Moreover, the findings show that in the same institute and in the same year of institute, students in grade levels that face higher turnover had lower test scores as compared to grade levels having zero turnovers.

The good thing about this study is that both the new teachers and lagged attrition problems are discussed and compared and estimates were higher when talking about turnover with the amount of new teachers in comparison to the lagged attrition. Decreasing teacher attrition rates will increase in student's achievement. The effects of turnover on student's outcome are two to four times stronger with higher amount of low-performing students, as compared to small amounts of them.

There are a lot of systems by which teacher turnover can effect student's outcome like the teacher turnover alters the regular working environment of instructor's working already in that institute which directly effects student's performance. The teachers who replace the ex-teachers are less effective and this results in effecting students. Scafidi and Stinebricker (2003) showed the linkage between turnover and students achievement in a study that the teacher's turnover rate is high in institutes with higher less performing individuals.

Malik & Arshad, (2009) findings show that student's behavior is always considerably effected by the motivation they are provided at every level of their educational career. A student's attitude towards their education and towards those with whom they interact is dependent on whether they have been motivated or not by their teachers. It has become important to keep on encouraging the students to achieve more and more goals in their educational life that motivates them because the tough competition has increased due to which students are under great stress to be on top. So it has become necessary in every other institute to motivate the students so they can improvise their skills and achieve the set goals. In order to increase and improve the competencies of students, it is important to motivate them.

This can be in the shape of rewards, which may be monetary or non-monetary. Monetary rewards can be in money terms or appreciation certificates, while non-monetary means recognizing and appreciating hard work and efforts of a student and giving appraisals.

Motivation is the energetic force behind all the norms and behavior of any person; the person whose behavior is influenced by his needs and wants. There are basically two learning systems functional in Pakistan, one is the government and the other is private. As discussed above students are under great stress when they consider themselves part of a competition and want to be number one. That's where motivation comes in because student's efforts should be paid off so that they are guided towards their set goals in a

better way. Their best achievement of their goals would depend upon the level of their motivation level, the more they are motivated, the more they will perform well.

The need of the time is that the functional educational systems should be effective enough to provide any assistance required to the students instead of creating hurdles (Locke, Shaw, Saari, & Latham 1981) see it in a way that various studies provide us with proof that clear and challenging objectives increase the motivation level and help in maintaining it.

It is beneficial that the students should be motivated so that they groom with time and perform well even though the story is quite different here in Pakistan, as the students don't get motivated for their hard work. This results in the decreasing level of motivation with time and in the end the students lose focus and perform low. It's essential to work on the impact the motivation as a variable has on the students.

Originality in its true shape asks for freshness that's what defines creativity (Csikszentmihalyi 1985). This highlights the concept that is being worked on presently with the aspiration to learn about the area under discussion. But solely creativity cannot be assured by hard work in itself, proficiency should be there, where significant progress is feasible.

In the study of Archer (1994) they think that an individual's target to advancement is more possibly going to make it to that position at which creativity is promising. As discussed in the above literature, motivation can be monetary as well as non-monetary so it clears that rewards play significant role in person's good performance. Such rewards are learning based instead of performance based Maehr (1983). Convington, & Omelich, (1984) see it as, if the person is able to do something so he proves it by being victorious, outsmarting the opposition or by getting that victory through little hard work.

Another study by Greene (2008) shows that institutes that are overwhelmed by mischief is considered as weaker environment which will definitely have effect on the students' outcome, lower retention ratio in terms of the teachers and increased teacher's turnover. These institutes fail to develop explicit policies for dealing with unsociable conduct, even the designed explicit rules which are imposed or incentives system can effect students' performance in a considerable way (Reinke & Herman 2002).

Continuous change, hiring new lot and not retaining the old employees, creates a mess in classrooms with a sequence of short as well as long term substitute teachers adds to instability, poor teaching methodology and as a effect results in decreased student outcome also termed as performance.

So the teacher's turnover has a direct effect on student's performance because the new teachers join the institute, not prepared because of the less knowledge and it results in low student performance (Terry & Kritsonis 2008). According to Colgan (2004) the consistently hiring new teachers and not retaining old ones strategy won't help in having the quality staff until the unbearable turnover rates are prevented. Increasing teacher's turnover in less income urban societies seems to have affected the student's outcome.

The far above the ground teacher's turnover causes decreasing teacher's interest in teaching and that's regarding the ones who are the existing teachers of the educational institute which effects the students performance that is why enormous work is done in this field of study and specially on teacher's turnover that mostly focuses on the unavailability of quality teachers which results in the low student performance Haycock (1998). Studies on teacher effects at class level show that low instructor's effectiveness is a strong reason for the downfall in students' learning (Sanders, Wright & Horn 1997).

Rockoff (2004) says that in teaching, researchers have found an important linkage between output and work experience means the teachers with experience are more successful at increasing student performance than the new teachers who replace the ex-teachers. Moreover, the policies that prevent or help in controlling turnover do play part in providing benefit to students in the shape of better educational performance.

Research Methodology

Sources of data

The research is based on both primary and secondary data that helped in achieving the objectives of the paper. The primary data is obtained through structured questionnaires administered on respondents. Secondary information is obtained from journals, previous related research works and university records.

Research Instrument

The suggested method in the study is the use of survey. One of its purposes is to describe e.g., to assess the distribution of variables such as motivation, performance and psyche. The survey was in a form of a structured questionnaires using the Lickert Scale to make it easier to the participants which was defined as 1 for strongly agree, 2 for agree, 3 for neither agree nor disagree, 4 for disagree and 5 for strongly disagree. There are three questionnaires used in the collection of the data from the universities. The first questionnaire was designed to see whether the subject taught by the teacher was tough or not so that it could help in understanding whether it can effect the students' motivation, performance or their psyche. While the second and third questionnaires were designed so that the students first fill the questionnaire by keeping the ex-teacher (who used to teacher that subject and left in the middle of the course) in mind and then fill the third questionnaire by keeping the new teacher (who replaced the ex-teacher) in mind.

Sampling Design

Universe

Talking about education sector of Pakistan so there are over 58 HEC (Higher Education Commission) recognized private universities functioning in different areas of Pakistan and in Peshawar there are 5 private universities, which are, Abasyn University, Peshawar , Preston University, CECOS University of Information Technology and Emerging Sciences, Peshawar, City University of Science & Information Technology, Peshawar and Sarhad University of Science & Information Technology, Peshawar. Universe of study is comprised of all the students of BBA (hons) of the public and private educational institutes of Peshawar.

Sample Size and its Selection

Preston University and City University of Science & Information Technology (CUSIT) are the selected private universities in which the primary data was collected from the sample of students of BBA (hons). 30 students each were selected from the institutes by using the convenient sampling technique from both the universities and questionnaires were distributed among them. The responses are analyzed, tabulated and conclusions are made, which are justified with logical facts.

Analytical Techniques

Data was analyzed by using the special package for social sciences (SPSS), mean and standard deviation were also found. With the help of SPSS, collected raw data is edited, classified and processed for analysis in shape of Tabulation and Graphical Representation, Descriptive Statistics, Averages, Correlation between the variables and Comparison of the results.

Results and Findings

Turnover rate can be calculated through: $\text{Year to Date turnover \%} = \frac{\text{no. of permanent leavers in reported period}}{\text{average actual number of permanent employees over the reported period}} \times 100$.

Table below shows the turnover rates among the two universities:

Table 1: Turnover Rates among the two universities

Universities	Years				
	2007	2008	2009	2010	2011
PRESTON	40.90%	36.84%	25%	50%	50%
CUSIT	35%	35%	38.88%	31.25%	32.43%

Comparison of turnover rates among two universities

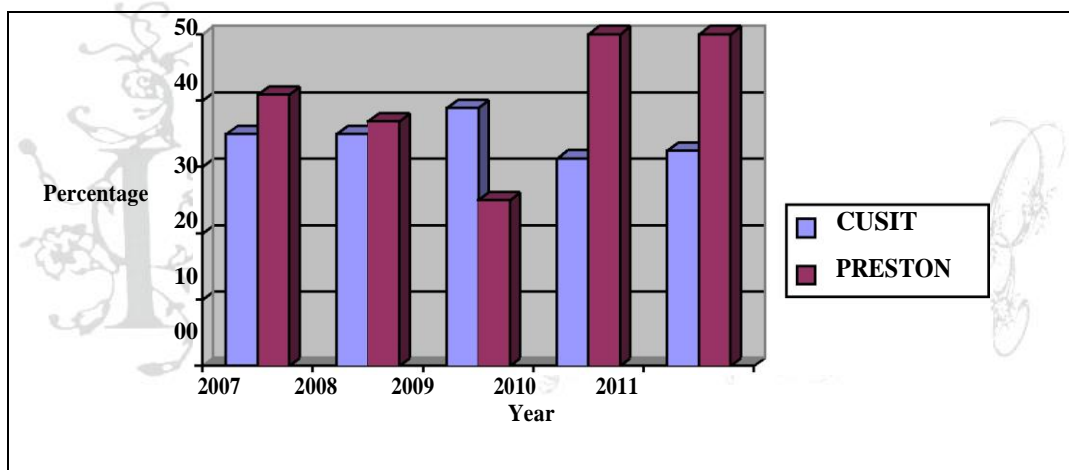


Figure 3: Comparison of turnover rates among two universities

The graph shows that the turnover rate in Preston University has been high over the years in comparison to the turnover rate in City University except in 2009.

Comparison can be seen through the years starting from 2007 as per data collected and graphed. In 2009 City University's turnover rate was 38.88% while Preston University's turnover rate was 25%. But then in the following years the graph shows that Preston University was unable to control the teacher's turnover and it resulted in increasing number of teachers who left. In 2010 and 2011 Preston's turnover rate increased to 50% while CUSIT's turnover rate remained consistent and controlled in comparison to the previous years.

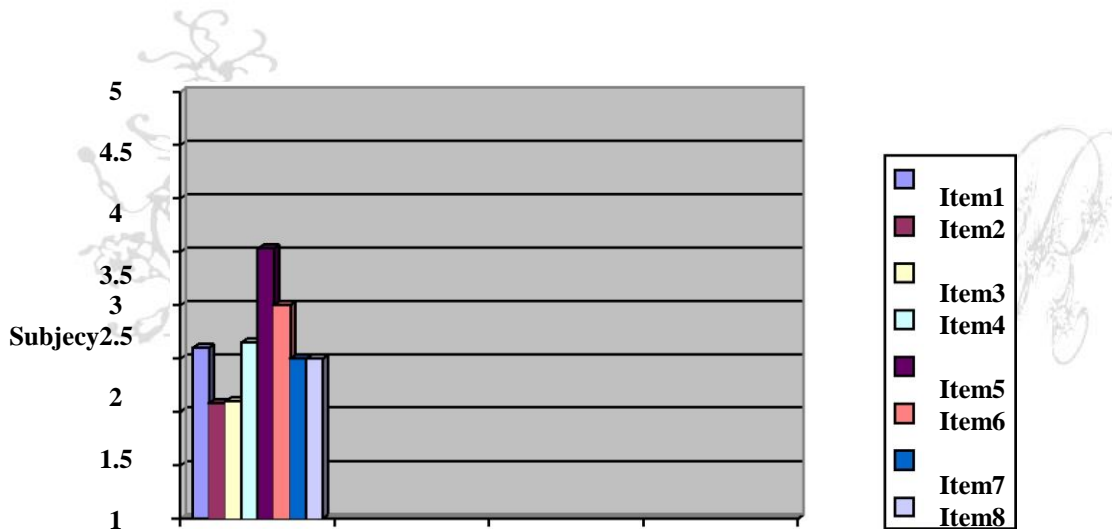
Questionnaire 1 (subject toughness): Descriptive Stats

This questionnaire was designed to check the toughness of the subject taught by the teachers (ex-teacher and new teacher)

Table 2: Means and standard deviations

Parameters	N	Minimum	Maximum	Mean	Std. Dev
Depth of course content is/was fair	60	1	5	2.6000	1.35547
Has/had Relevance to real life	60	1	5	2.0833	.90744
Has/had Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	60	1	5	2.1000	1.10008
Has/had Clarity and relevance of textual reading material	60	1	5	2.6500	1.14721
Relevance of additional source material (Library)	60	1	5	3.5333	1.17122
Course was conceptually difficult to understand	60	1	5	3.0000	1.14980
Suggested book is/was of use	60	1	5	2.5167	1.28210
Course is/was challenging	60	1	5	2.5000	1.24192

The scale shows minimum to maximum, 1 to 5, Strongly Agree to Strongly Disagree.



Toughness

Figure 4: Means of the Questionnaire 1 items

For question 1 the mean is 2.6 with standard deviation 1.35. Result indicates that 2.6 lies between Agree and Neither Agree Nor Disagree.

For question 2 the mean is 2.08 with standard deviation .90. Result indicates that 2.08 lies in the category of Agree.

For question 3 the mean is 2.1 with standard deviation 1.1. Result indicates that 2.1 lies in the category of Agree.

For question 4 the mean is 2.6 with standard deviation 1.14. Result indicates that 2.6 lies between Agree and Neither Agree Nor Disagree.

For question 5 the mean is 3.5 with standard deviation 1.17. Result indicates that 3.5 lies between Neither Agree Nor Disagree and Disagree.

For question 6 the mean is 3 with standard deviation 1.14. Result indicates that 3 lies in the category of Neither Agree Nor Disagree.

For question 7 the mean is 2.5 with standard deviation 1.2. Result indicates that 2.5 lies between Agree and Neither Agree Nor Disagree.

For question 8 the mean is 2.5 with standard deviation 1.24. Result indicates that 2.5 lies between Agree and Neither Agree Nor Disagree.

Questionnaire 2 (ex-teacher): Co-relation of Average

Using the same likert scale the data was collected as students were asked to fill up the questionnaire by keeping the ex-teacher in mind. The three variables motivation, performance and psyche were part of this questionnaire to see the correlation among them.

We can see that motivation has a positive relation with performance. It means that if the student is motivated so he will perform well. If his motivation level is high so his performance level will also be high. But on the other hand it can be seen that motivation has a negative relation with psyche. It means that if the student is motivated so he will have less psychological effects on himself and studies.

Then correlation of performance with the other two variables can be seen. We can see that performance and motivation have the same positive relation as mentioned above. It means that if the student is performing well so he will be motivated as well. If his performance level is high so his motivation level will also be high. But like motivation, performance has also the negative relation with the psyche of the students. It means that if the student is performing well so the psychological effects will be low.

The correlation can be seen with the help of the table below.

Finally psyche has a negative relation with motivation. It means that if the student is psychologically effected and its level is high so his motivation level will be low. And on the other hand it can be seen that psyche has the negative relation with performance as well. It means that if the student is going through psychological problems so his performance level would be low.

Note that these are the findings at the time of the ex-teacher.

Table 3 Correlation of Average

		Motivation1	Performance1	Psychological 1
Motivation1	Pearson Correlation	1	.524**	-.176
	Sig. (2-tailed)		.000	.180
	N	60	60	60
Performance1	Pearson Correlation	.524**	1	-.026
	Sig. (2-tailed)	.000		.842
	N	60	60	60
Psychological1	Pearson Correlation	-.176	-.026	1
	Sig. (2-tailed)	.180	.842	
	N	60	60	60

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

Questionnaire 3 (new teacher): Co-relation of Average

Using the same lickert scale the data was collected as students were asked to fill up the questionnaire by keeping the new teacher in mind.

The three variables motivation, performance and psyche were part of this questionnaire as well to see the correlation among them.

Table 4: Correlation of Average

		Motivation2	Performance2	Psychological 2
Motivation2	Pearson Correlation	1	.666**	-.200
	Sig. (2-tailed)		.000	.125
	N	60	60	60
Performance2	Pearson Correlation	.666**	1	.089
	Sig. (2-tailed)	.000		.500
	N	60	60	60
Psychological2	Pearson Correlation	-.200	.089	1
	Sig. (2-tailed)	.125	.500	
	N	60	60	60

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

The correlation can be seen with the help of the table above.

We can see that motivation has a positive relation with performance. It means that if the student is motivated so he will perform well. If his motivation level is high so his performance level will also be high. But on the other hand it can be seen that motivation has a negative relation with psyche. It means that if the student is motivated so he will have less psychological effects on himself and studies.

Then correlation of performance with the other two variables can be seen. We can see that performance and motivation have the same positive relation as mentioned above. It means that if the student is performing well so he will be motivated as well. If his performance level is high so his motivation level will also be high.

But unlike motivation, performance has positive relation with the psyche. It means that if the student is performing well so the psychological effects will also be high. This is due to the burden he feels after going through the phase of turnover of teachers. The prominent change can be seen which proves that even if the student is performing well, he will go through the psychological problems because the change of teacher has made him react in this way which results in student being effected psychologically.

Finally psyche has a negative relation with motivation. It means that if the student is psychologically effected and its level is high so his motivation level will be low. And on the other hand it can be seen that psyche has the positive relation with performance.

It means that if the student is going through psychological problems so still his performance level would be high. The reason is that even though the student faces psychological problems due to teacher turnover but still tends to perform well. Note that these are the findings at the time of the new teacher.

Comparison of questionnaire two and three:

Table 5: Mean of means of motivation, performance and psyche of questionnaire 2 and questionnaire 3: PRESTON

Variables	Ex-teacher	New Teacher
Motivation	2.496667	3.086667
Performance	2.653333	2.853333
Psychological	3.066667	2.99

Comparison of the mean of means of questionnaire 2 (ex-teacher) and questionnaire 3 (new teacher) - PRESTON

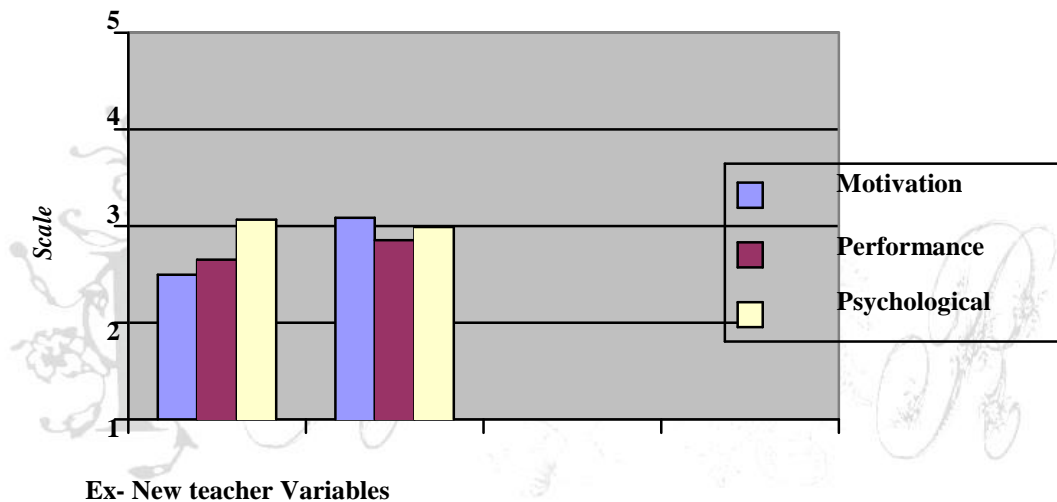


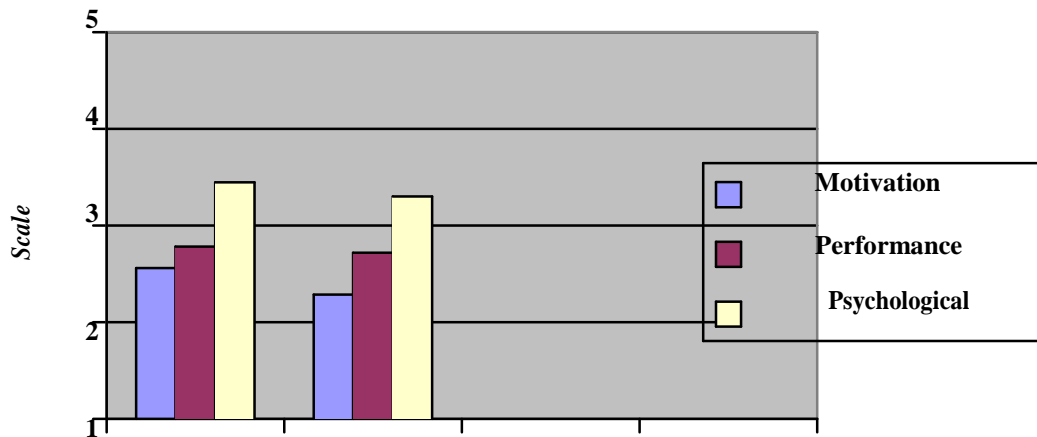
Figure 5 Comparison of the mean of means of questionnaire 2 and 3 - PRESTON

Here we have compared the results of questionnaire 2 which was filled by keeping the ex-teacher in mind with questionnaire 3 which was filled by keeping the new teacher in mind to check whether the students are effected in terms of motivation, performance and psychologically or not in Preston University. From the above graph its clear that before the teacher left the students agree that they were motivated and performed well though the results for psychological effects on them lies in the category of neither agree nor disagree. On the other hand the responses for the three variables that are motivation, performance and psyche touch the scale of neither agree nor disagree. It means that students motivational and performance level is effected along with the increase in psychological problems.

Table 6: Mean of means of motivation, performance and psyche of questionnaire 2 and questionnaire 3 – CUSIT

Variables	Ex-teacher	New Teacher
Motivation	2.56	2.283333
Performance	2.78	2.72
Psychological	3.446667	3.3

Comparison of the mean of means of questionnaire 2 (ex-teacher) and questionnaire 3 (new teacher) - CUSIT



Ex- New teacher Variables

Figure 6: Comparison of the mean of means of questionnaire 2 and 3 - CUSIT

Here we have compared the two questionnaires’ results for CUSIT. From the above graph its clear that the responses move from agree to neither agree nor disagree, which means that they were not satisfied with the previous teacher nor were they satisfied with the new teacher as the responses for the three variables that are motivation, performance and psyche are quite similar to the responses for ex-teacher. But after the turnover the results are more accurate which shows turnover did effect students’ motivation, performance and had psychological effects.

Discussion:

According to large number of analysts, the essential objective of performance-based incentives is to increase student outcome. As Odden & Kelley (2002) argues that there is a fundamental connection between the standard of teaching and the level of student performance, means that any procedure that increases the standard of instructor’s teaching should improve student’s performance.

The author has tried to link the performance-based rewards with the student’s performance. The paper’s finding tells us that if the teacher provides the quality education so the student will definitely perform well. And this only happens when the teacher is motivated. Reward is one of the reasons that why the teachers decide to leave the organization when they start thinking that they are not being treated equally and not rewarded as they deserve. If we try to link it with our findings so due to teacher’s decreasing motivation level the students directly suffer and if they were motivated and performed well during his tenure so dramatically they start to perform low because of the low level of motivation at we have seen the positive correlation between motivation and performance.

Khan, Ahmad, & Sarker (2010) research shows that the teachers leave the private universities because of the lesser competence level of the students in the private universities. According to him 43% of the teachers are not satisfied with the quality of the students and they seem to blame the private universities that they enroll such students who are not competent enough. While 53% of the respondents believe that the students are given good feedback and if they are taken seriously makes teachers satisfied with students’ quality as the students perform well. It shows a clear link between the teacher and the student that if the span of time is spent with them so the students get used to an environment of learning and if they are motivated so they perform good so do they be able to satisfy the teacher.

And as the teachers leave an institute so definitely its somehow going to effect students no matters if it effects his/her performance, motivation level or the psyche.

Studies have shown the significance of advising relationships between student and teacher Cunningham (1999). Advising and guidance on different occasions and having work priorities help in producing greater overall faculty satisfaction. Usually the students have this level of understanding with the teacher they spend time with. The continuous advising help them to get motivated and perform well but all of the sudden the turnover might effect them as the level of understanding with the new teacher is hard to build easily so sooner or later students begin to suffer.

Rose (1989) discusses the role of the teacher in his book as the teachers from the very beginning are the source from where the students start learning and know how to behave in different situations. Teachers have to take interest in what they do to transfer interest, help and to provide a flexible environment to the students as they become teachers after going through a lot of training and experiences. Anyone who is a teacher or sees career in teaching should get prepared the best he/she can as they will be in a better position to control the classroom. According to him there are different kinds of teachers who are better than others, some professors who are good at teaching and some are not depending upon how prepared they are. Some teachers enter the class and start teaching and do not try to involve the students for the sake of interaction with them or to provide them the flexible environment, which is helpful to the students. This kind of teacher does not show any concern about the feelings of the students. To involve the student in the class the teacher asks questions from them to let them be part of the class. According to his experience as a student he did not have chance to or he felt shy to participate in the class so it shows one thing that the way students behave depends upon the teacher's behavior. That is why he recommends all teachers to involve the student while teaching them. It is significant that instructor motivates his pupils because students will take advantage from it and will perform well.

This book tells us that the attitudes of the teacher have effects on the students. As we relate it with our findings so definitely if the ex-teacher used to have good communication and interaction with the students so they must be motivated and performing well having the less psychological burden on them because according to them they are satisfied with his teaching methodology and the way the ex-teacher responds and communicates with them. Sudden turnover effects the students as the new teacher will definitely have different behavior, attitude and way of teaching and this change damages the motivation level forcing the students have the psychological problems and perform low than before. So if the ex-teacher leaves an institution the students have the difficulties getting used to new teacher's way of teaching.

A lot of available literature suggests that teacher turnover has effects on student outcome. Somehow the teachers who leave an institute are not as good as those who swap them then teacher's turnover will have constructive impact on students. In this regard, same responses came from the two universities selected to collect the data where students said that they were more satisfied with the new teacher as compared to the ex-teacher.

Johnston, James, Lye & McDonalds (2000) shares an interesting experiment in which a bowl of money was put aside and teachers' claims on the pot were linked with sick leaves as absentees. This trick reduced the number of sick leaves by 30 percent and increased the share of teachers with good attendance results from 8 percent to 34 percent. Unfortunately data was not available to determine whether teacher's absenteeism had any effect on the student's performance or not, although it determined that higher teacher absenteeism is linked with high student absenteeism as well. Student's absenteeism was part of our questionnaire also which was under the category of performance and psychological effects of teacher's turnover so if the teacher absenteeism rate is high so its going to effect the performance of the students as well as they will take less interest in studies due to psychological effects and it will effect their performance.

Due to this, unmotivated learners forcefully attend lectures that are not likely to take the lectures with concentration or take part in any of the activities of the class and therefore gain less from a needed

attendance policy. So enlarged attendance results into higher gained knowledge, attendance rules and regulations might advance student's outcome. Attendance being part of our questionnaire was an item under psyche of the students and it had negative relation with the performance so definitely student's performance will be effected.

Locke, Shaw, Saari & Latham (1981) see it in a way that various studies provide us with proof that clear and challenging objectives increase the motivation level and help in maintaining it. It is beneficial that the students should be motivated so that they groom with time and perform well even though the story is quite different here in Pakistan, as the students don't get motivated for their hard work. This results in the decreasing level of motivation with time and in the end the students lose focus and perform low. Its essential to work on the impact the motivation as a variable has on the students. When relating this with our findings of the paper so we come to know that losing focus clearly highlights the relation of motivation and performance with each other and so as the motivation level of the student decreases, his performance level falls as well.

Continuous change, hiring new lot and not retaining the old employees, creates a mess in classrooms with a sequence of short as well as long term substitute teachers adds to instability, poor teaching methodology and as a effect results in decreased student outcome also termed as performance. So the teacher's turnover has a direct effect on student's performance because the new teachers join the institute, not prepared because of the less knowledge and it results in low student performance (Sanders, Wright, & Horn 1997).

In support of the findings of this paper Sanders, Wright, & Horn (1997) study also shows the signs that teacher's turnover does have negative effects on the students' performance because its not easy for the new teacher who replaces the ex-teacher to become used to the environment easily and adjust with the students in a limited time and yet the attachment of the student with the ex-teacher is one of the reasons that they perform low in the presence of the new teacher so the teacher turnover effects the student's performance.

Conclusion and Recommendations:

This study achieves its objectives. From the data analysis we found that teacher's turnover do have effects on the students motivation, performance as well as the psychological effects. The correlation between the three variables shows that motivation and performance have positive relation with each other while psyche plays its part in both positive and negative relations which concludes that even if the student is motivated and performing well, he takes burden, perceives things which cause burden, tension and depression. From the data collected from CUSIT, one thing can be concluded that the students are satisfied with the fact whether they are being taught by the ex-teacher or new teacher but results also help in conclusion that the teacher who replaces the ex-teacher puts in same efforts as the previous teacher to motivate the students, help them to perform well and have the less psychological effects because of the turnover by indulging them and generating their interest in studies.

The results also help to conclude that students are motivated and perform well when the environment is stable for them to study. It means that the students consistently perform well as long as the teacher stays with them. The moment the issue of teacher's turnover arises, the student start to feel less motivated because of adjustment problems with the new teacher and in the short span of six months, this issue turns into a mental torture effecting them psychologically. Both the universities have spent time in establishing and creating name for themselves but still comparatively Preston University has high turnover rate, which shows that the teacher's leave very frequently. The agonic situation was when the management said that most of the teachers of Preston University come, gain experience and leave.

Furthermore, children in every era are considered to be the future of every nation and they need to be coped with right knowledge, skills and abilities. Therefore education and institutes play significant role in carving future. So it is the responsibility of the educators to bring this severe issue of teacher's turnover especially in private education sector to the forefront for effective resolutions through continuous research.

Pakistan is facing the challenge due to deprived financial and political environment along with the natural catastrophes. The skilled class is shifting to foreign countries in search of better job opportunities and sensible pay. Under such condition it is the need of today to make stronger the quality of education in the country and make the working conditions favorable so that the teachers are retained and students should not suffer due to teacher's turnover.

From the responses of the students it is clear that majority of the students were more motivated and performed well under the supervision of the new teacher instead of the old teacher, most of them were happy with the ex-teacher as well as with the new teacher, and some were satisfied with the ex-teacher and not with the new teacher. It again comes to the changed behavior of the teachers. Private universities if fail to retain the teacher so the person who is hired as his replacement should have the qualities so that the students do not suffer due to this change.

Bringing in objective standards, which can be used to decide whether educators have the required skills to improve the student's performance, so the teaching standard of educators should be improved. In addition, salary and benefits on the basis of performance of the teachers can make them focus on key objectives and would help in increasing student's performance (Odden & Kelley 2002).

In the light of this study, following suggestions can be taken into consideration:

- Teacher retention
- Right personalities for the teaching profession
- Provide timely counseling to students
- Incentives and moral support should be given to teachers

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