

# IMPACT OF NON-MONETARY FACTORS ON RETENTION OF HIGHER EDUCATION INSTITUTES TEACHERS THROUGH MEDIATING ROLE OF MOTIVATION

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## ABSTRACT

*The purpose of the current study is to investigate the effects of non-monetary factors, including three sub-domains, i.e., opportunity for career advancement, recognition and development opportunity on employee retention through a mediating role of motivation. Convenience sampling was used, and data were collected from higher education institutes located in Pakistan's different cities. The analysis was conducted using SmartPLS software v.3.0 and sample size calculated through G\* power software. Due to Covid-19 pandemic data also collected online through email/Google survey form. The result revealed that non-monetary factors have a significant and positive influence on employee retention. Also, motivation significantly mediates the relationship between non-monetary factors and employee retention. These study findings can augment the existing body of the literature and oblige as a preliminary point on which upcoming studies can be built. Expectancy theory revealed that when non-monetary factors increase in the organization, negotiation and conflict occurs among leaders and employees because of nepotism. Lastly, theoretical and practical implication and future recommendation were discussed.*

**Keywords:** Non-Monetary Factors, Opportunity for Career Advancement, Recognition, Development Opportunity, Employee Retention, Motivation.

## INTRODUCTION

Nowadays, Universities main challenge is to retain and maintain the best performing employees (Simmons, 2020). Considering the first step and investment in recruitment and retention, this does not reflect much attention in determining why employees leave the affected organizations in COVID-19 and higher learning institutions, as stipulated in the Act (Deli & Allo, 2020; Sahu, 2020). Coronavirus has altered the way people live around the world, people are being encouraged to stay away and limit their frequent travels in an unexpected way

(Sharafizad & Redmond, 2020). In addition, these safety precautions apply to education as well. Although government officials did not provide a detailed online teaching code due to the epidemic of COVID-19, some schools have received online training based on their condition (Hodges et al., 2020). Due to the rapid dissemination of the disease and the disease's international outbreak, the WHO declared a global epidemic outbreak (Tanveer et al., 2020). This research aims to find out how retention in the education sector plays a vital role (Agrawal et al., 2019).

Now the world has to go to technological development and technological know-how again (Anikin, 2020). Turnover is a bigger problem than the need to overcome if we keep our employees' companies as successful (Huang & Su, 2016; Ozola, 2016). Current study investigates retention issues in Pakistan's higher education sector. The gap is found by knowledgeable workers in previous studies (Chantal & Andala, 2020; Redmond et al., 2020). Moreover, motivation is a powerful tool that motivates all people to achieve their goals (Dwibedi, 2020). The company's most important asset is keeping employees. In any organization, staff retention has required. This guiding principle helps people, despite obstacles, to stay focused on the path to success. One of the most critical problems in higher education is that people with the skills to do the job are attracted and retained (Salmi, & D'Addio, 2020; Sharafizad et al., 2020).

When people are more motivated, they work better and have lower profit plans, because they are happier with their work (Aguenza et al., 2018). According to (Estes & Polnick, 2012) the expectancy theory is that people examine a variety of behaviors and then choose the behaviors they accept that motivate those business-related outcomes or rewards they respect, *i.e.*, pay, development openness and awareness. The prizes may be specific or negative, the more the prize will be better and more powerful. Instead, the worse the prize becomes, the more prominent work will be accomplished and motivated (Morris, 2021). This suggests that if a person accepts that rolling down will improve a good reward, then this behavior will be an alternative option for the employee. Additionally, (Carrell & Dittrich, 1978) suggested that the equity theory is people believe that their contributions to their work are equal and equitable. The view suggests exchanges with employers are generally compared to what they feel. However, due to ongoing COVID-19 (Goldschmidt, 2020), the termination of universities and colleges is a significant national decision in all world countries, particularly Universities located in different cities of Pakistan.

## LITERATURE REVIEW

### Impact of Non-Monetary Factors on Employee Retention

Some portion of the clarification for the deficiency of progression openings at a few partnerships is that the demonstrated actuality that the meaning of gifted headway varies from laborer to specialist, making it quite problematic to deal with everyone's necessities (Huang & Su, 2016). To specific individuals, professional success implies that arriving at a prime situation at a particular organization; for other people, it may mean picking up aptitude in different gifted fields to frame a novel and flexible job for oneself (Al-Douri et al., 2020). All things considered, elective thoughts of professional success epitomize partner business person's fantasies of achievement, partner creator's expectations for distribution, and teachers have to store up a great deal of convoluted specialized abilities while at work (Anjum et al., 2021). According to (Mehmood, 2016), it is crucial to keep employees longer. Conversely, as a result of intense conflict, management keeps its employees engaged in various tactics (Faiq, 2014). Such as

opportunity for career advancement, recognition, development opportunity, which stimulate an employee's behavior (Chantal et al., 2020).

Work is often built mostly among long-term employees, those who have previously considered close home achievements within the association, and people who work with a well-informed delivery team. Employee commitment will create standard agent representation and reduce profits, and most importantly, employee loyalty depends on fulfilling their needs and requirements (AlKahtani et al., 2021). For it to work, the mindset must be set and adopted in senior management, with all employees' contribution. Eligible organizational bands need to protect their representatives' good ideas as often as possible in achieving the goals of authorization. Personnel segregation points: Managing, motivating and simplifying the organization's efforts to contribute ideas, cheap personal programs in the program to assist with tangible results with the help of crucial organizational needs to choose, continue with a different guaranteed work (Chisholm, 2020). It will provide an opportunity and a place to live for all teachers and staff of the university. Representatives today are increasingly assertive in their business confidence and may choose to work for these circles that meet the work's natural aspirations above. Staff savings are significant because true high maintenance scope leads to a few proper control outcomes. It shows the extent to which the advocate relates to and continues with and adheres to their goals.

A professional improvement might be a success for teachers and universities (Yang & Dong, 2017; Evans et al., 2020). The association will offer so that the representative has the opportunity to develop their vocation (Osman & Warner, 2020) and open the doors for improvement done from various perspectives that square measure depicts. Career Advancement to understand a great deal of obligation or presentation at a troublesome level. Portrayal on division groups and committees to understand a great deal of contribution in arranging/choice making. Development opportunity being instructed or business others.

Development opportunity guidelines, reimbursement for tuition, skills development or counseling services, skills training is in-house or through external teaching institutions, marketing, and in-house skills development opportunities, teaching, mentoring, and management development programs (Zhou et al., 2018; Teppo et al., 2021). Staff training leads to minor changes that result from several occupational safety measures. Training helps to improve change management by increasing the understanding and participation of employees in the business management process (Haider, 2019). According to (Damoe, 2011), employees who can't hear and focus on their job often have a chance to better understand their jobs, workplace, and staff. The corporate community must make an effort to convey to the employee that the well-being of the corporation and its management will be challenging, and the involvement of the workers of an enterprise is greatly valued. Recognition is the expression of appreciation for performance, achievement, or contribution to a goal. In addition to earning a living, employees also need to be recognized (Kakar, Raziq & Khan, 2015). Thus, following hypothesis is established based on above arguments.

*H1: Non-monetary factors are positively associated with employee retention.*

## **Impact of Non-Monetary Factors on Motivation**

Many analysts are costly in the epidemic and expect inequality to increase following COVID-19 in recent shocks such as the 2008 financial crisis (Wisman, 2013; Tanveer et al., 2020). Such disparities have been known since the previous shock to provide people with various tools and opportunities to win a job and help while increasing income inequality and benefits (Bapuji, Ertug & Shaw, 2020). Also, job instability after COVID-19 may lead to greater risk and

exposure to low-wage workers, which will increase the public health risk of continuing the spread of disease. Therefore, the significant investment made by organizations to open up alternatives could be halted by reducing inequality. Motivation has a significant impact on the commitment of representatives (Dwibedi, 2020). Organizations are burning up a vast amount of dollars for professionals to determine the best way to motivate representatives. This question is closely related to determining what opportunities for skill success, the development of assumptions and awareness you have in a representative exhibition, and which a continuous process in improving employee retention. In the financial quarter, word processing (hours) is one of the biggest problems (Raja & Sinurat, 2020).

Sajjad (2016) found that motivation has a significant impact on workers leaving the financial sector of Pakistan; this indicates an increase in motivation, increasing staff retention. Teachers should be able to set all the components of teaching as an online learning tool. These include teaching methods, learning media, time-related education, and psychological and social factors that significantly affect teacher motivation in teaching (Rachmadtullah et al., 2020). Lehrer's have tasks and responsibilities that are not easily transferable when switching from a face-to-face classroom learning program to an online program combined with an unprecedented online experience (Rasmitadila, et al., 2020). The above literature leads to hypothesize that:

*H2: Non-monetary factors are positively associated with motivation.*

## **Impact of Motivation on Employee Retention**

In improving their knowledge during the learning stage, they have to become more autonomous (Bahri & Corebima, 2015). The newly created classroom reader algorithm was then transformed into a system of online learning. The idea of social isolation and physical removal expects everyone to stay at home so that the spread of the disease does not spread (Deli & Allo, 2020). Rendering to turnover and retentions context developed from expectancy theory, decisions to stay or leave an organization can be explained by investigative relationship among structural, psychological and environmental variables (Estes & Polnick, 2012). Employee retention combines specific policies and procedures that enable companies to maintain their skilled staff for longer periods of time (Nasir et al., 2019). In terms of providing higher education, teaching, learning, cooperation activities and institutional management, the COVID-19 epidemic has had several difficulties. The epidemic also gives many collaborators an excellent opportunity to review and update higher education with a workable risk board to develop governance and flexibility in the field over time. According to (Iqbal & Hashmi, 2015) have found that perceived organizational support and psychological empowerment support their staff's conservation in educational institutions.

Teachers had to face many challenges regarding the introduction of technical barriers. Not all children have cell phones/laptops, and poor Internet signals strength in cities in particular. The challenges posed by these barriers determine the remedies that can be made. Problems will arise if technical obstacles are overcome and if participation in learning is not appropriate for students (Gaižauskienė & Tunčikienė, 2016). Some students also cannot listen to lessons and experience delays in completing teacher work (Nuere & de Miguel, 2020). For low-income students, these technical barriers also apply. The following teachers describe the situation: difficulty building highly complex online systems or weak networks. Some students do not have cell phones or computers. Student participation/work in learning activities is another difficulty closely linked to the student's situation. Student interest in teaching encounters problems with data packages and mobile phone and laptop ownership and student interest in learning. The educator should also look for ways to retain student motivation, including student status. One of the challenges that

drive the smooth learning curriculum is the world of teacher education technology online (Conrad & Donaldson, 2011; Watson, 2020).

*H3: Motivation is positively associated with employee retention.*

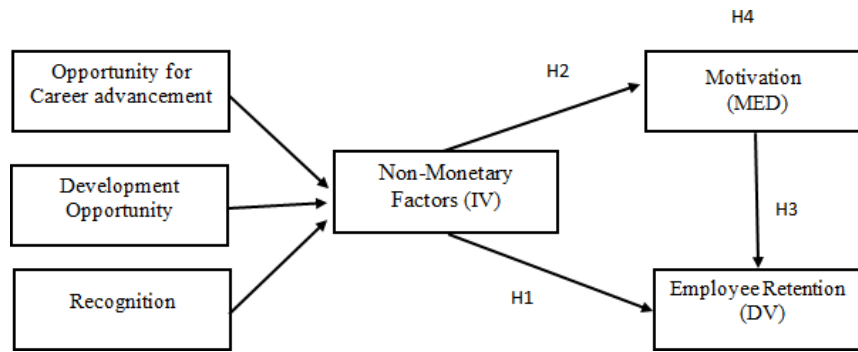
### **Impact of Motivation as a Mediator between Non-Monetary Factors and Employee Retention.**

Career development is interesting for this research and its employees as it gives them more extended service, better pay, job security, and job satisfaction. Commitment to career development allows for steps to build a more robust workforce and a more successful organization. It also provides employees with opportunities. According to Gulyani & Sharma (2018), the important effect on employee morale of employees' overall rewards expectations. To encourage and prepare, develop employees' skills to be promoted and their work to be improved. First in equity theory, the theory is that people believe that their contributions to their work are equal and equitable. Second, the view suggests that exchanges with employers are generally compared to what they feel. Another belief is that people are driven to act when they think that their care is not equal to the exchange they expect to be made by others. In labor unions, this definition of equality is sometimes defined as the positive relationship between a job or the results of a team member and their earnings (Hom et al., 2017).

Recognition has a significant impact on staff retention. The human resources department must ensure that while setting salary and recognition strategies, they always keep in mind the equality of favorable results in high production documents and the overall performance and adequate market analysis eliminated by how different firms/ education sectors work to please their employees. The overall reward scheme (monetary and non-monetary benefits) was highlighted by (Akhtar et al. 2015; Ngwa et al., 2019), as an important indicator of employee retention among university lecturers. Various theories have been explaining by multiple scholars and authors associated with the fascination of works such as Herzberg's two theory, different from Locke's theory. Each concept indicates that each financial and non-budget remuneration is important to employees. According to (George, 2015) study investigated why skilled workers retain their organizations. He concluded that staff retention is closely linked to training and growth, among other things. Recent research (Huang & Su, 2016) examined the impact of job satisfaction on employees going abroad.

Lack of people entering the teaching profession can have a variety of effects (Osman et al., 2020). This applies especially to people who look at and choose what other career options they find most appealing. These decisions can be influenced by a person's perspective on available financial recommendations (e.g., compensation, bonus opportunities) and perception of their position (e.g., required jobs, working conditions, level of independence). Economic and employment cycles can affect the number of people who choose to teach as a profession, and in times of economic instability, many people see teaching as an attractive option (Dee & Goldhaber, 2017). Talent retention has become a significant problem worldwide, especially in higher education, dealing with older workers with limited opportunities to recruit and retain young talented people (Robyn, 2012). Institutions of higher learning are also at increased risk of losing high-level staff in the private sector and those with significant grants and benefits in higher education (Ngobeni & Bezuidenhout, 2011). Results confirmed that Impact of Motivation as a mediator between non-monetary factors (opportunity for career advancement, development opportunity, recognition) and employee retention. Thus, the fourth hypothesis is constructed as follow:

*H4: Motivation mediates the relationship between non-monetary factors and employee retention.*



**FIGURE 1**  
**CONCEPTUAL MODEL**

## RESEARCH METHODOLOGY

### Research Design

The study adopted a survey research design. According to (Amin, 2005), this survey research design is essential since it helped the researcher attain systematic data on different respondents concurrently. The convenience sampling was used and data collected from higher education institutes located in Pakistan. The sample size calculated through G\* power software, the minimum required sample size for this study should be 119 respondents to generate power of 0.95 and medium size effect of 0.15 (Hair et al., 2014). However, researchers were able to collect data from 295 target respondents that exceeded the minimum required sample size. Due to Covid-19 pandemic data also collected online through email/google survey form. Initially, 350 questionnaires were distributed in several Universities located in different cities of Pakistan *i.e.*, National University of Sciences and Technology, Islamabad; Bahria University, Lahore; Muhammad Ali Jinnah University, Karachi, respectively. However, only 295 useable questionnaires were returned, yielding a response rate of 84.28%.

The questionnaire was divided into two sections; Section A will deal with personal details where the questions were about age, gender, marital status, appointment and experience while in Section B combined with questions to measure the relationship between independent and trustworthy diversity. Out of 295 respondents, most of the respondents were male's 83% and 25.3% females. Majority of the respondents were between the age of 20-40 and MS and PhD degree holders. The strength of respondent having experience on projects which depicts that majority got experience between 6-10 years and greater than 10 years. The data shows that respondents in the research study diversify in terms of their work experience having job position Lecturer, Assistant Professor, Associate Professor and Professor. After data collection Harman's single factor test is conducted to identify common method variance the result of extraction sums of squared loading is 19.33% of variance which is less than 50%, which means there is no common method biased issue in data (Tehseen et al., 2017).

### Measures

Data were compiled with using questionnaires from various sources. The questionnaire consists of a total of 26 items: independent second-order variable non-monetary factors (NMFs) based on career advancement opportunities (5 items); developing opportunities (6 items) and

recognition (5 items), mediating variable motivation of the six-item scale, and retention of dependent variable staff of 4 items adopted by (Spector, 1988), and "Employee recognition program handbook" developed by the department of human resource management of Virginia (2000). The Five-point Likert scale was used were: Strongly disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). Strongly discontented (1), dispute (2), neutral (3), agreement (4) and strong agreement are used in a five-point Likert scale (5). It is the best tool for gathering information because it helps in the effective and easy collection of quantitative information. The pilot study was conducted to ensure that the questionnaire was valid to conduct a broader investigation. For testing the reliability of latent variables, Cronbach alpha was used. As shown in Table 1, all variables were above the threshold of 0.70, and the Cronbach alpha was considered suitable as reliability above the threshold of 0.7. (Henseler et al., 2009).

The multivariate factual analysis included the following tests: loading of the factor, a convergence of validity, discriminant validity tested by Fornell- Larcker's Criterion and heterotrait-Monotrait Ratio, and the structural equation model review by predictive relevance ( $Q^2$ ) estimation, variance ( $R^2$ ) and effect size ( $f^2$ ) (Hair et al., 2018).

## RESULTS

### Measurement Model

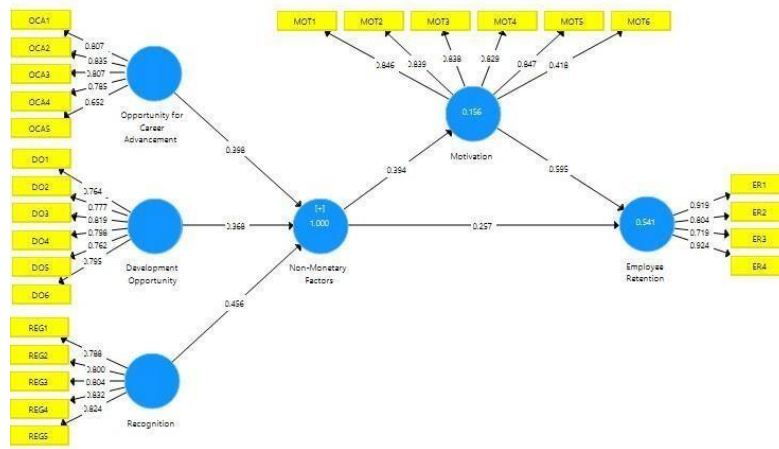
The analysis was applied with IBM and SPSS v.21 and Smart PLS tools (Ringle et al., 2015). To confirm the quantified factors, the initial phase of the measurement model is investigated to confirm that the survey questionnaire simultaneously ensures that the instrument is secure. The bootstrapping technique (T-test 5000 subsample) was used for 295 cases to evaluate the load, weight and route coefficients (Hair et al., 2016). This technique includes factor load measurement, Cronbach's alpha, CR and Average Variances Extracted (AVE). Also, by inspecting the particular and factor loads, it has been proposed that loading of  $>0, 50$  with two or more factors can be reflected significantly. The legitimacy of explicit indicators is evaluated (Hair et al., 2014). The effects of three constructs, namely motivation, retention of employees and non-monetary factors in the second-order, are all true indicators of their particular constructs, as shown in Table 1. According to (Hair et al., 2014), loaded products of 0.40 and 0.70 to improve composite efficiency on reflective scales should be omitted from the measurement if the removal of the variable observes. All estimates of factor loadings, CR and AVE, are therefore higher than the proposed cut-off criteria. Thus, Figure 2 indicates the convergent validity of the measurement model.

<b>Constructs/Items</b>	<b>Factor Loadings</b>	<b><math>\alpha</math></b>	<b>CR</b>	<b>AVE</b>
Non-Monetary Factors- Independent Variable				
Sub-constructs				
Opportunity for Career Advancement		0.837	0.885	0.608
Career advancement benefits me	0.807			
Career advancement will improve my personal growth	0.835			
Career advancement will further motivate me	0.807			
Career advancement is important because of the beneficial outcomes	0.785			

Career advancement will improve my career prospects	0.652			
Development Opportunity		0.876	0.906	0.618
This organization provides me with job-specific training	0.764			
The organization employees receive development opportunities in workplace skills regularly	0.777			
Sufficient money is allocated for product and solution training	0.819			
I have the opportunity to be involved in activities that promote my professional development	0.798			
Development plans are developed and monitored for all employees	0.762			
Development programs are consistently evaluated	0.795			
Recognition		0.869	0.905	0.656
This organization provides me with job-specific training	0.788			
The organization employees receive development opportunities in workplace skills regularly	0.8			
Sufficient money is allocated for product and solution training	0.804			
I have the opportunity to be involved in activities that promote my professional development	0.832			
Development plans are developed and monitored for all employees	0.824			
Employee Retention- Dependent Variable		0.863	0.909	0.715
I am being praised and recognized in public for good work	0.919			
The University administration recognizes the good work I do	0.804			
Recognition enables me to enhance my achievement and feel involved in the company culture	0.719			
Recognition allows University to communicate the role that employees should play in making the organization a success	0.924			
Motivation- Mediating Variable		0.866	0.903	0.617
The University communicates its goals and strategies to me	0.846			
I have a clear path for career advancement	0.839			
My job requirements are clear.	0.838			
Do you feel that employees are recognized as individuals?	0.829			
I receive adequate opportunity to interact with other employees on a formal level	0.847			
The University communicates its goals and strategies to me	0.814			

**Abbreviations:** Cronbach's Alpha ( $\alpha$ ), Composite Reliability (CR), and Average Variance Extracted (AVE).





**FIGURE 2**

**MEASUREMENT MODEL ANALYSIS**

**Discriminant Validity through HTMT**

Once the convergent validity of the model fulfilling the pre-set requirements was confirmed, the next step was to confirm the model's discriminator validity using the 2015 approach proposed by Henseler, Ringle and Sarstedt for Heterotrait-monotrait (HTMT). There are two methods of evaluating the validity of the discriminant using the HTMT technique. First and foremost, HTMT is used to check at a predetermined threshold if the HTMT value is higher than that threshold, which means there is no discrimination validity. It is questionable the exact threshold value of HTMT, "if the correlation is similar to one." after all. Some researchers recommend (Kline 2011) 0.85, while others suggest a threshold of 0.90 (Gold et al., 2001). Secondly, since the confidence interval of the structural paths of the HTMT values includes a value when 1 shows a lack of discriminatory validity, HMT's inference analysis is used. When the value of 1 goes outside the interval range, it proposes empirically distinct constructions. Table 2 shows that all HTMT values between builds are < 0.85. Consequently, our model has established discriminatory validity.

S.No		1	2	3	4	5
1	Development Opportunity					
2	Employee Retention	0.55				
3	Motivation	0.514	0.802			
4	Opportunity for Career Advancement	0.305	0.377	0.613		
5	Recognition	0.371	0.471	0.702	0.809	

**Assessment of Second Order Construct**

The second-order construction for the multicollinearity of items and analysis of outer weight, along with its importance, was evaluated after evaluation and validation of the first order constructions (Hair et al., 2017). To evaluate the second-order (Hair et al. 2017), a two-stage

process was proposed. First of all, the lower order components' latent variable values were obtained. After the latent variables have been obtained in the initial stage, GC scores are used for all variables. Based on (Hair et al., 2017), and the results are listed in Table 3, the NMF measurement model was assessed. Multicollinearity is achieved by the high correlation between two or more items of a construct and by the Variance Inflation Factor" (VIF) (Hair et al., 2017). In multicollinearity, the reflective construct was studied. Multicollinearity is indicated by a value greater than 5. The second-order reflective, dimensional VIF values shown in Table 3 indicate that multi-collinearity is not an issue. Outer weights of reflective indicators were assessed. Also, bootstrapping checked the value of weights. Figure 2 illustrates the weight and importance of the measures. Table 3 shows that external DO, OCA and REG weights were all-important for one item.

	<b>Original Sample (O)</b>	<b>Mean</b>	<b>S.D.</b>	<b>T Values</b>	<b>VIF</b>	<b>P Values</b>
DO -> NMF	0.448	0.448	0.032	14.195	1.119	0
OCA -> NMF	0.359	0.359	0.019	19.106	1.184	0
REG -> NMF	0.434	0.434	0.019	23.372	1	0

**Abbreviations:** Opportunity for Career Advancement (OCA), Development Opportunity (DO), and Recognition (REG), Non-Monetary Factors (NMF), Variance Inflation Factor (VIF). Standard Deviation (S.D.)

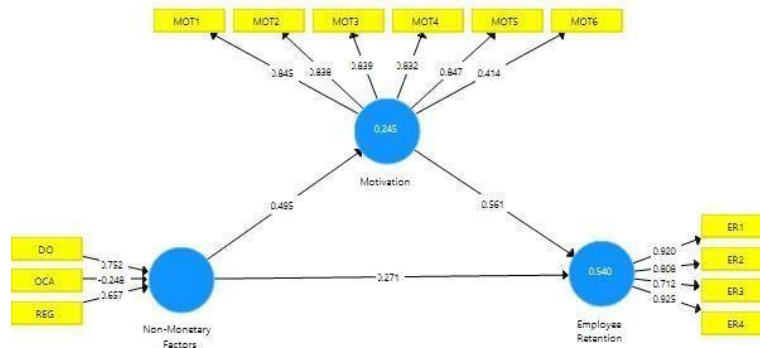
### Structural Equation Model

After the measuring model is completed, the structural equation model is calculated. This study used the standard bootstrapping method to acquire a significant level of any connection between the construct. We adopt the methods suggested by Henseler, et al., (2015) to analyze the mediating results of motivation. Four basic parameters have been used to assess the direct and indirect effects of the structural equations' models: Firstly, to calculate the sum of variance elucidated by all constructs in endogenous latent variables  $R^2$  (Hair et al., 2018). Although the adequate evaluation of  $R^2$  is dependent on the analysis (Cohen, 1998), there is a 0.26, 0.13 and 0.09 evaluation, respectively, which is high, moderate and low. However, in the current analysis,  $R^2$  values are 24.5% expected by non-monetary factors for the endogenous variable. Also, non-monetary variables and motivations expected  $R^2$  for employee retention is 54.0 per cent, and the model shows sufficient precision in prediction, as shown in Tables 4 and Figures 3.

	<b>R Square</b>	<b>R Square Adjusted</b>	<b>Q<sup>2</sup> (=1-SSE/SSO)</b>
Employee Retention	0.54	0.537	0.38
Motivation	0.245	0.243	0.148

Second, a cross-validation redundancy measure to assess the investigation model's validated significance was also used to determine predictive validity ( $Q^2$ ) (Hair et al., 2014). The importance of the model's direct effect is seen in Table 4 as it is considering an acceptable

predictive relevance of the model since  $Q^2$  values are greater than zero (motivation=0.148 and employee retention=0.380). (Henseler et al., 2015). Results of the H1, H2, H3 also support the direct influence of the NMF on both ER ( $\beta=0.271$ ,  $p < 0.001$ ), motivation NMF ( $\beta=0.495$ ,  $p < 0.001$ ), and ER motivation ( $\beta=0.562$ ,  $p < 0.001$ ), both have been positive and important. Results are positive and significant.



**FIGURE 3**

**STRUCTURAL EQUATION MODEL (N=5000 BOOTSTRAPPED SAMPLES)**

Third, Effect Size ( $f^2$ ) is an independent variable that explicitly perceives the exogenous (independent) effect to the endogenous (dependent) variable (Hair et al., 2014). According to the Cohen rule (1988), the effect size figures are 0.02, 0.15 and 0.35, with corresponding small, medium and large effects. Table 5 states NMF to ER impact size 0.121, NMF motivation size, 0.325 and ER motivation size 0.517. The results determine the medium and high impact on the endogenous structure of these exogenous constructs. Finally, for this analysis, the model suggested and validated that motivation can mediate the relationship between non-monetary factors and employee retention. As discussed in Table 5, the significant and positive indirect effect from NMF is also greater than the direct effect ( $\beta=0.278$  and  $p < 0.05$ ). According to (Carrion et al., 2017), if the indirect effect is significant and greater than direct, it is reflected as full mediation. Therefore, hypothesis 4 is also accepted.

Table 5 RESULTS OF THE STRUCTURAL EQUATIONS MODEL								
Hypothesis	Relationship between Constructs	$\beta$	Mean	S.D.	T Values	$f^2$ Values	P Values	Remarks
	Direct Effect							
H1	NMF -> ER	0.271	0.271	0.049	5.568	0.121	0	Supported
H2	NMF -> Motivation	0.495	0.501	0.051	9.772	0.325	0	Supported
H3	Motivation -> ER	0.562	0.562	0.043	13.177	0.517	0	Supported
	Indirect Effect							
H4	NMF -> Motivation-> ER	0.495*0.562	0.281	0.034	8.217		0	Supported
		0.278						

**Abbreviations:** Non-Monetary Factors (NMF), Employee Retention (ER), Standard Deviation (S.D.), Effect Size ( $f^2$ ).

## DISCUSSION

According to Morris (2021), teaching and adapting to remote, mixed, or long-distance training was stressful during the coronavirus epidemic. Teachers need to work long hours during the epidemic and had severe communication problems with students. About a quarter of teachers reported a high risk of COVID-19 severe infections, and many other teachers live with high-risk family members. To date, some preliminary data have shown that school reopening did not lead to more COVID-19 outbreaks. Still, many teachers have failed to believe that adequate safety measures will be enforced until school facilities are requested (Chantal et al., 2020). And as coronavirus cases grow worldwide, the health and safety of teachers are becoming increasingly important. One of the biggest problems for managers and Universities is staff retention

On the other hand, as a result of intense conflict, management keeps its employees engaged in various tactics. Therefore, motivation can be defined as a practice to develop, encourage, direct and help people to achieve objective successfully (Faiq, 2014). Compensation is compulsory for the agent to be paid when the work is completed. According to Salman (2016), there is a significant focus on the importance of compensation and staffing motivation. If employers rely solely on wages to understand donations and accomplishments, it is very likely that the employee's intention will be changed twice to close the pay gap and that this will not be significant, which will result in reduced organizational awareness (Al Hammadi et al., 2020).

Incentives are utilized as an apparatus to inspire workers. It tends to be financial or non-financial (Wisman, 2013). It is essential to disclose the thought process first to examine motivation (Guest, 2017). The result revealed that non-monetary factors are positively associated with motivation. The investigative connection between the structural, psychological and environmental variables will explain the choice of staying or leaving an organization in the sense of turnover and retentions generated from a theory of expectancy. Also, motivation is a powerful tool that motivates all people to achieve their goals. The company's most important asset is keeping employees. In any organization, staff retention has required. This guiding principle helps people, despite obstacles, to stay focused on the path to success. Incentives and occupation satisfaction are connected. (Aguenza & Som, 2018) noticed that rouse workers' components are very similar things that diminish or obstruct work fulfilment. One of the challenges that drive the smooth learning curriculum is the world of teacher education technology online (Conrad & Donaldson, 2011; Watson, 2020). These investigations have prompted motivating force plans contrarily affecting the connection among the executives and Teaching positions. Thus, Motivation is positively associated with employee retention.

Commitment to career development allows for steps to build a more robust workforce and a more successful organization (AlKahtani et al., 2021). The job's reward is a strong determination to exploit the work again, and the rewards are reflected in the green skill. Non-financial awards will draw on guaranteed evidence, and in a position, people can be considered fully committed to the satisfaction of authorization objectives (Robyn, 2012). In such a manner, the rewards framework should be efficient and reasonable individuals at work request wages and acknowledgement (Zhou & Wu, 2018). Therefore, the investigation confirmed that motivation significantly mediates the relationship between non-monetary factors (Opportunity for Career Advancement, Development Opportunity, and Recognition) and employee retention.

### **Theoretical and Practical Implication**

This study helps bridge the gap between remote motivation assessment areas. The analysis would allow potential researchers to follow the literature, the success and profitability of

employees. Both public and private Universities in Pakistan would be of great importance. Many researchers have carried out studies in various industries, such as banking, hotel and beverage. However, the literature lacks a survey on the same subject in education sector. This study aims to bridge this literature gap. It will help future researchers study employee motivation, recognition, and the opportunity for development, career development, employee retention, and recognition, especially in Pakistan's education sector. On the practical side, this study can help the top-management decision-makers of the education sector augment the foremost factors and strategies that may enhance motivation and retain their employees, therefore meeting organizational goals and objectives. (Novianty & Evita, 2018) composed that living things increment assumptions for comprehension about behavior results and act in a way that may affect final outcomes. In general, the perspective on expectancy theory recommends that the inspiring power an individual gets to pick a solitary activity from a bigger set is another capacity of the apparent potential that such conduct will bring about the accomplishment of different valence impacts of these persons' results (Vroom, 1964). Thus, the expectancy theory emphasizes the significant phases of the arrangement of inspiration and how they associate and balance the impacts of specific necessities or prerequisites that may motivate behavior (Park & Kim, 2017).

The expectancy theory states that the strength of a particular propensity to perform depends on the intensity of anticipation of a definite result and the call for the individual's outcome. The theory of expectation notes that the motivation of an employee depends on how much a person wants a prize, how likely the effort is to yield the desired results (expectancy), and on the conviction that the award is a reward for the work done (Instrumentality). It is an expectation that an employee will receive after achieving the targets, not the actual satisfaction. (Bae, Youn & Patterson, 2017) have clarified that the honors program contains approaches and how associations oversee representative compensations, for instance, by expanding yearly pay. Another one is equity theory which suggests that the theory is that people believe that their contributions to their work are equal and equitable. Second, the view suggests that exchanges with employers are generally compared to what they feel. Another belief is that people are driven to act when they think that their care is not equal to the exchange they expect to be made by others. In labor unions, this definition of equality is sometimes defined as the positive relationship between a job or a team member's results and earnings. This study's findings suggests that if you consider that skills development affects employee retention, education sectors will be involved in creating opportunities to improve their employees' jobs because it positively impacts the long run. It has been recommended among performers that heads should develop a communication system with their employees; they must create a favorable environment and a transparent reward system for any or all members of the education sector. Moreover, Supervisors should provide proper training and development to achieve their goals. They must motivate their subordinates to provide feedback daily.

## **LIMITATIONS AND FUTURE RESEARCH**

Regardless of the significant contributions, this article has few impediments that offer important opportunities for future research. This study was conducted exclusively in the public and private Universities sector of Pakistan. Future research can test the model in different fields and across contexts to compare the results with this study's findings (such as construction, fashion). The study is a cross-sectional design since the universities' environment is always changing, and the current study may not reflect future business conditions. This limits its generalizability to strengthen; it is recommended that investigators consider a longitudinal approach for future studies. Future researchers can advance the model by checking other

mediators like job satisfaction, top management support, employee empowerment and commitment. There are several different directions in which future researchers can go from here. Incorporating more relevant variables can help elevate the already developed grounds for the research in this specific area.

## CONCLUSION

This study investigates the impact of Non- Monetary factors on Higher education institutes employee retention. Lack of employee engagement and satisfaction and high turnover rate of employees in the education sector due to COVID-19 occur. For this purpose, a model was developed, and accordingly, a hypothesis was designed to assess each variable's value—the data collected from higher education institutes located in Pakistan. Due to Covid-19 pandemic data also collected online through email/Google survey form. This study will be noted that the packages for services are the most important and will be the priority for employers and employees. Therefore, study findings also concluded that non-monetary factors are positively associated with employee retention and motivation. Mediation relationships were also studied, and the results of this study found that motivation positively mediates the relationship between non-monetary factors and employee retention.

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