

THE IMPACT OF STAFF RECOGNITION ON STAFF RETENTION IN PRIVATE SCHOOLS IN IRBID/JORDAN: A SURVEY-BASED STUDY

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Abstract

Staff retention is a critical concern for private schools in Jordan, yet research on the effectiveness of staff recognition programs in improving retention rates is limited. This study aims to address this gap by examining the impact of recognition on staff retention and job satisfaction in private schools in Irbid, Jordan. A survey-based approach was used to collect data from employees at private schools, and various statistical analyses were employed to examine the relationships between staff recognition, job satisfaction, and staff retention. Results indicate that staff recognition has a significant positive impact on both job satisfaction and staff retention rates. Furthermore, certain types of reward programs were found to be more effective than others in improving staff retention. These findings have important implications for private schools seeking to enhance their staff retention rates and improve overall organizational performance.

Keyword: staff recognition, Staff retention, private schools, Survey-Based Study, Jordan.

1. Introduction:

In Jordan's private schools, high staff turnover negatively affects costs, productivity, and education quality (Allen et al., 2010). Staff retention, a critical concern for these institutions, is strongly influenced by job satisfaction elements such as staff recognition (Herzberg et al., 1959; Meyer et al., 2002; Selesho & Naile, 2014). Past studies (Hussain, 2019; Jamaludin et al., 2023) highlight staff recognition's significant role in job satisfaction, a determinant in staffs' decision to stay. Unfortunately, research about the effectiveness of staff recognition programs in improving retention in Irbid's private schools is limited (Al-Qatawneh & Al-Qudah, 2019). The primary aim of this research is to explore the role and impact of staff recognition on staff retention and job satisfaction in private schools in Irbid/Jordan. This study aims to understand how different types of staff recognition programs influence these relationships and the mediating role of job satisfaction.

In achieving this aim, the study will contribute to the broader understanding of human resource management practices in the educational sector, particularly in the context of private schools. This research also aims to provide insights that can guide the development and implementation of effective staff recognition programs to improve staff retention and satisfaction.

2. Research Gap

Despite the potential benefits of implementing staff recognition programs in improving staff retention rates, research on the effectiveness of these programs in private schools in Jordan is

limited. While **Al-Qatawneh and Al-Qudah (2019)** found that social rewards were effective in improving staff retention rates among staff members at commercial banks in Jordan, it is unclear whether similar results would be observed in the context of private schools. Additionally, there is a lack of research on the types of recognition programs that are most effective in improving staff retention rates in this context. Therefore, there is a research gap regarding the effectiveness of staff recognition and its impact on staff retention rates in private schools in Jordan. Further research is needed to address this gap and provide insights into effective strategies for improving staff retention rates in this context.

3. Research Objectives:

1. To investigate the impact of staff recognition on staff retention rates in private schools in Irbid/Jordan.
2. To explore the relationship between staff recognition and job satisfaction among staff in private schools in Irbid/Jordan.
3. To analyze whether the type of staff recognition program moderates the relationship between the implementation of such programs and staff retention rates.
4. To examine the mediating role of job satisfaction in the relationship between staff recognition and staff retention.

4. Research Questions:

1. Does staff recognition have a significant impact on staff retention rates in private schools in Irbid/Jordan?
2. How does staff recognition affect job satisfaction in the context of private schools in Irbid/Jordan?
3. Does the type of staff recognition program significantly moderate the relationship between the implementation of staff recognition programs and staff retention rates?
4. Is the relationship between staff recognition and staff retention mediated by job satisfaction?

5. Literature Review

5.1 Staff Retention

Staff retention refers to an organization's ability to retain its staff over a period of time (**Maamari & Alameh, 2016**). High staff turnover rates can result in significant costs for organizations, including recruitment and training costs (**Allen & Bryant, 2013; Cascio, 2006**). In the education sector, staff retention is particularly important as it affects the quality of education provided to students (**Taamneh et al., 2018**).

5.2 Factors Affecting Staff Retention

Several factors can influence staff retention rates. These factors include salary, job security, opportunities for career growth, work-life balance, and recognition (**Mandhanya, 2015; Taamneh et al., 2018**). In private schools in Jordan, low salaries and lack of recognition have been identified as significant factors contributing to high turnover rates (**Al-Qatawneh & Al-Qudah, 2019**).

5.3 Staff Recognition Programs

Staff recognition programs are designed to acknowledge and reward staff for their contributions to the organization (Gupta & Shaw, 2014). Recognition programs can take various forms such as bonuses, awards ceremonies, or public acknowledgement of achievements. These programs can improve employee motivation and job satisfaction by providing a sense of accomplishment and appreciation (Gupta & Shaw, 2014).

5.4 Impact of Staff Recognition on Staff Retention

Several studies have investigated the impact of staff recognition on staff retention rates. Gupta and Shaw (2014) found that recognition have a positive impact on staff motivation and job satisfaction, which in turn can lead to higher retention rates. Kaur and Kaur (2017) also found that recognition have a positive impact on staff motivation and retention.

A study by Grawitch et al. (2007) found that staff recognition was positively related to job satisfaction and organizational commitment. Similarly, a study by Jin and Kim et al. (2022) found that staff recognition was positively related to job satisfaction and intention to stay.

In addition to its impact on staff retention, staff recognition has also been linked to other positive outcomes such as increased motivation and productivity (Gallup Inc., 2016). A study by Akhtar et al. (2015) found that organizations with high levels of staff engagement had significantly higher productivity levels than those with low levels of engagement.

5.5 Types of Staff Recognition Programs

Staff recognition programs can take various forms, including monetary rewards, non-monetary rewards, and social recognition (Gupta & Shaw, 2014). Monetary rewards include bonuses or salary increases, while non-monetary rewards include flexible work arrangements or opportunities for career growth. Social recognition involves public acknowledgement of staff's achievements, such as through awards ceremonies or social media posts. Other studies have focused on specific types of staff recognition programs. For example, a study by Black et al. (2023) investigated the impact of a peer-to-peer recognition program on staff retention. The study found that the program was effective in improving staff retention rates.

5.6 Effectiveness of Staff Recognition

The effectiveness of staff recognition can depend on several factors, including the type of program used and the organizational culture (Gupta & Shaw, 2014). Allen and Bryant (2013) suggest that recognition programs should be aligned with the organization's goals and values to be effective. Additionally, Cascio (2006) notes that recognition programs should be designed to meet the needs of employees and should be communicated effectively to ensure their success.

Despite the potential benefits of staff recognition programs, there are several challenges associated with their implementation. For example, a study by Zhai et al. (2023) found that the effectiveness of staff recognition programs was influenced by factors such as organizational culture, management support, and employee participation.

6. Research Hypotheses

1. H1: Staff recognition has a positive impact on staff retention rates.
2. H2: Staff recognition has a positive impact on job satisfaction.
3. H3: The type of staff recognition program moderates the relationship between the implementation of staff recognition programs and staff retention rates in private schools in Irbid/Jordan.

4. H4: The relationship between staff recognition and staff retention is mediated by job satisfaction.

7. Conceptual Framework

This study's conceptual framework drawn from Herzberg's Two-Factor Theory, which posits two distinct factors influencing job satisfaction: hygiene factors (salary, working conditions, job security) and motivators (recognition, achievement, growth opportunities) (Herzberg et al., 1959). These factors have been implicated in high turnover rates in Jordan's private schools.

In this study, the dependent variable is staff retention, while the independent variable is the implementation of staff recognition programs. The framework suggests that staff recognition is a motivator, that positively influence staff retention by enhancing job satisfaction via social rewards or monetary recognition.

The type of recognition program employed acts as a moderating variable, potentially affecting its impact on retention rates. This hypothesis assumes that varying types of recognition programs (monetary rewards, non-monetary rewards, social recognition) could influence staff retention differently, depending on staff needs and preferences.

Job satisfaction is proposed as a mediating variable, linking staff recognition and staff retention rates. This idea is anchored in Herzberg's Two-Factor Theory, suggesting that motivators such as recognition can boost job satisfaction, fostering loyalty and organizational commitment.

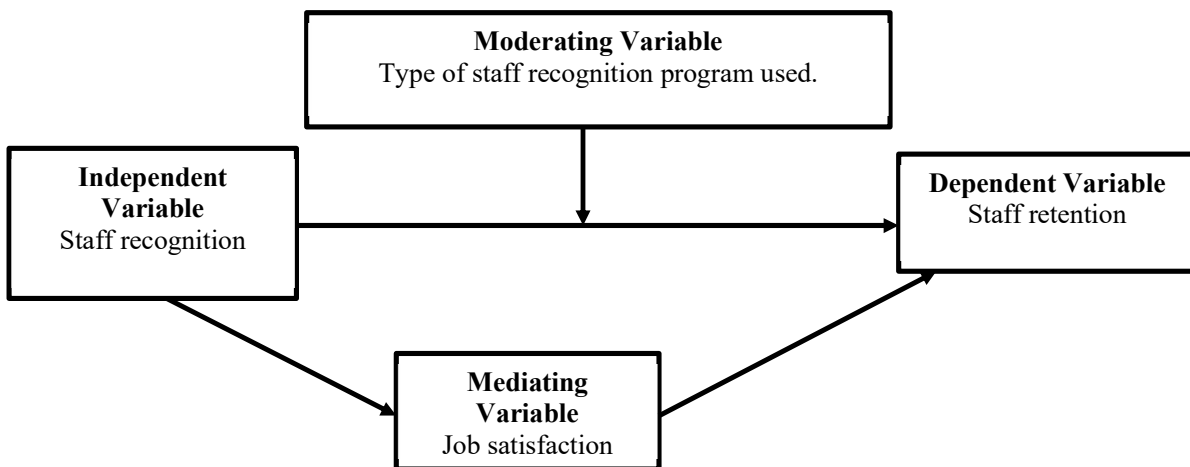


Figure 1: Study framework

8. Research Design and Methodology

This study employed a quantitative, cross-sectional survey design suitable for gathering data from a sample at a singular point in time. Data collection was facilitated via a self-administered online questionnaire.

8.1 Sampling

The target population encompassed teachers, principals, and administrators in Irbid/Jordan's private schools. Convenience sampling was used to select participants. The sample size, calculated using Krejcie & Morgan's (1970) formula $n = Z^2pq/d^2$, is estimated at 343, assuming a 95% confidence level, an estimated 50% of teachers considering leaving their jobs, and a 5% margin of error.

8.2 Data Collection

Data was gathered using an online questionnaire divided into five sections: Demographics, Recognition as a motivator, Type of Recognition Program, Job Satisfaction, and Staff Retention. A pretest was conducted with a small teacher group to ensure clarity and validity.

8.3 Ethical Considerations

The study abides by ethical standards for human subject research. Participation was voluntary, with informed consent obtained prior to the survey. Participants' responses will be kept confidential and anonymous, and data will be securely stored and used solely for this research's purpose.

9. Results

This section outlines the empirical findings derived from the statistical analysis of survey data collected from private schools in Irbid, Jordan. Various analyses were employed, including correlation, multiple regression, moderation, and mediation, to examine the relationships between staff recognition, job satisfaction, staff retention, and the types of reward programs utilized.

Table 1: Participants' Demographics

Variables		Frequency	Percent %
Gender	Male	56	14.7
	Female	324	85.3
	Total	380	100.0
<hr/>			
Age	20-30	119	31.3
	31-41	202	53.2
	42-52	53	13.9
	more than 52	6	1.6
	Total	380	100.0
<hr/>			
Years working at current school	less than 1 year	17	4.5
	1 to 2	88	23.2
	3 to 5	135	35.5
	more than 5 years	140	36.8
	Total	380	100.0
<hr/>			
Job Title	Principal	32	8.4
	Teacher	340	89.5
	School administrator	8	2.1
	Total	380	100.0

This table presents a breakdown of participant demographics, including gender, age, years of service at their current school, and job title. Out of 380 participants, a majority (85.3%) were female, with the remainder (14.7%) being male. The age distribution was such that the largest group (53.2%) was aged 31-41, followed by the 20-30 age bracket (31.3%). Participants over 52 represented a small fraction (1.6%).

In terms of employment duration at their current school, 36.8% had been working for more than

five years, closely followed by those with three to five years of service (35.5%). A small group (4.5%) reported less than a year of service. In relation to job titles, the majority (89.5%) were teachers, followed by principals (8.4%) and school administrators (2.1%).

Table 2: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	P	Statistic	df	P
Staff Recognition	.173	380	< .001	.949	380	< .001
Staff Retention	.182	380	< .001	.945	380	< .001
Staff satisfaction	.108	380	< .001	.969	380	< .001
a. Lilliefors Significance Correction						

Table 2 provides information on the normality tests conducted for staff recognition, retention, and satisfaction. The table shows the results of two tests: Kolmogorov-Smirnov and Shapiro-Wilk.

For staff recognition, both tests showed a statistically significant result ($p < .00$), indicating that the data did not follow a normal distribution. The same was true for staff retention and staff satisfaction.

Table 3: Job Title * Gender Cross tabulation

			Gender		Total
			Male	Female	
Job Title	Principal	Count	8	24	32
		Expected Count	4.7	27.3	32.0
		% within Job Title	25.0%	75.0%	100.0%
		% within Gender	14.3%	7.4%	8.4%
		% of Total	2.1%	6.3%	8.4%
	Teacher	Count	48	292	340
		Expected Count	50.1	289.9	340.0
		% within Job Title	14.1%	85.9%	100.0%
		% within Gender	85.7%	90.1%	89.5%
		% of Total	12.6%	76.8%	89.5%
	School administrator	Count	0	8	8
		Expected Count	1.2	6.8	8.0
		% within Job Title	0.0%	100.0%	100.0%
		% within Gender	0.0%	2.5%	2.1%
		% of Total	0.0%	2.1%	2.1%

This table illustrates the distribution of job titles among genders. Of the 32 principals, 25% were

male and 75% were female. Principals accounted for 8.4% of the total sample, with males representing 14.3% and females 7.4% of this job title. The anticipated counts were approximately 4.7 for males and 27.3 for females.

Teachers were the most numerous, totaling 340. Among them, 14.1% were male and 85.9% female. Teachers constituted 89.5% of the total sample. Of this group, 85.7% were males, and 90.1% were females. The expected counts were around 50.1 for males and 289.9 for females.

The category of school administrators was comprised solely of eight females, representing 2.1% of the total sample. No male school administrators were reported, yielding an actual count of zero against an expected count of 1.2. Female administrators accounted for 2.5% of the sample, with an expected count of 6.8.

The data indicates gender disparities across job titles, most notably within the school administrator category, which was entirely female. Although the teaching category was the most gender-diverse, it was still predominantly female.

Table 4: Mann-Whitney U Test

	Gender	N	Mean Rank	Mann-Whitney U	Wilcoxon W	p
Staff Retention	Male	56	198.47	8625.50	61275.500	.548
	Female	324	189.12			
Staff satisfaction	Male	56	187.20	8887	10483	.805
	Female	324	191.07			
Staff Recognition	Male	56	198.00	8652	61302	.572
	Female	324	189.20			

This table provides an overview of the Mann-Whitney U test results for variables such as staff retention, satisfaction, and recognition, divided by gender. The table depicts the number of participants (N), the mean rank, Mann-Whitney U, Wilcoxon W, and the p-value for each factor. Concerning staff retention, the Mann-Whitney U test indicated no significant gender difference ($p = .548$). The same was observed for staff satisfaction, where no significant gender difference was found ($p = .805$). Likewise, in the case of staff recognition, the test indicated no significant gender difference ($p = .572$).

These findings suggest that in this sample, there are no significant differences between males and females in terms of staff retention, satisfaction, or recognition scores.

Table 5: Kruskal Wallis Test

	Age	N	Mean Rank	Chi-Square	df	p
Staff Retention	20-30	119	174.46	8.465	3	.037
	31-41	202	195.34			
	42-52	53	196.73			
	> 52	6	290.75			
Staff satisfaction	20-30	119	204.06	13.212	3	.004
	31-41	202	186.47			
	42-52	53	161.77			
	> 52	6	310.92			

Staff Recognition	20-30	119	181.41	5.544	3	.136
	31-41	202	193.17			
	42-52	53	190.09			
	> 52	6	284.42			
	Years working at current school	N	Mean Rank	Chi-Square	df	p
Staff Retention	< 1 year	17	80.91	28.785	3	< 00.1
	1 to 2	88	179.89			
	3 to 5	135	182.28			
	> 5 years	140	218.40			
Staff satisfaction	< 1 year	17	123.12	28.108	3	< 00.1
	1 to 2	88	228.35			
	3 to 5	135	162.09			
	> 5 years	140	202.29			
Staff Recognition	< 1 year	17	86.53	26.565	3	< 00.1
	1 to 2	88	193.38			
	3 to 5	135	175.20			
	> 5 years	140	216.07			
	Job Title	N	Mean Rank	Chi-Square	df	p
Staff Retention	Principal	32	239.80	7.555	2	.023
	Teacher	340	186.36			
	School administrator	8	169.31			
Staff satisfaction	Principal	32	171.42	1.078	2	.583
	Teacher	340	192.27			
	School administrator	8	191.63			
Staff Recognition	Principal	32	233.63	6.039	2	.049
	Teacher	340	187.11			
	School administrator	8	161.94			

Table 5 displays the results of the Kruskal-Wallis test for staff retention, satisfaction, and recognition based on age group, job title, and years working at their current school. This table provides the number of participants (N), mean rank, Chi-Square value, degrees of freedom (df), and the p-value for each variable.

For staff retention, significant differences were observed based on age group ($p = .037$), job title ($p = .023$), and years working at the current school ($p < .001$). Specifically, those who had worked at their current school for more than five years had a significantly higher mean rank compared to those with less tenure.

Regarding staff satisfaction, there was a significant difference based on age group ($p = .004$) and years working at the current school ($p < .001$), but not based on job title. Participants older than 52 years had a significantly higher mean rank compared to those in other age groups.

In terms of staff recognition, no significant difference was observed based on age group ($p = .136$). However, there was a significant difference based on years working at the current school ($p < .001$) and job title ($p = .049$).

In summary, these results suggest that factors such as age, tenure at the current school, and job title significantly influence aspects of staff retention, satisfaction, and recognition/motivation.

Table 6: Correlations

		Staff Recognition	Staff satisfaction	Staff Retention
Staff Recognition	r	1	.149**	.921**
	p		.004	.000
Staff satisfaction	r	.149**	1	.195**
	p	.004		.000
Staff Retention	r	.921**	.195**	1
	p	.000	.000	

Table 6 presents the correlation coefficients between staff recognition, staff satisfaction, and staff retention in a private school setting in Jordan. A significant but weak positive correlation was found between staff recognition and staff satisfaction ($r = .149$, $p = .004$), suggesting that as staff recognition increases, staff satisfaction slightly increases. A strong positive correlation was observed between staff recognition and staff retention ($r = .921$, $p < .000$), indicating that higher staff recognition is associated with increased staff retention. Lastly, a weak positive correlation was found between staff satisfaction and staff retention ($r = .195$, $p = .000$), implying that higher staff satisfaction is slightly associated with higher staff retention. The strongest correlation was between staff recognition and staff retention, highlighting the potential impact of recognition programs on staff retention.

Table 7: Multiple Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.923 ^a	.852	.850	.14942
b. Predictors: (Constant), The reward program in the school includes; Professional development opportunities, The reward program in the school includes; Monetary rewards, The reward program in the school includes; Non-monetary rewards, Staff Recognition, Staff satisfaction.				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.199	5	9.640	431.757	.000 ^b
	Residual	8.350	374	.022		
	Total	56.549	379			
a. Dependent Variable: Staff Retention						

b. Predictors: (Constant), The reward program in the school includes; Professional development opportunities, The reward program in the school includes; Monetary rewards, The reward program in the school includes; Non-monetary rewards, Staff Recognition, Staff satisfaction.

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
		1	(Constant)	.045			.092	
	Staff satisfaction	.070	.025	.057	2.775	.006	.020	.119
	Staff Recognition	.898	.020	.913	45.148	.000	.859	.938
	The reward program in the school includes; Monetary rewards	.001	.009	.003	.155	.877	-.017	.019
	The reward program in the school includes; Non-monetary rewards	.006	.010	.013	.628	.530	-.013	.025
	The reward program in the school includes; Professional development opportunities	.001	.010	.002	.096	.924	-.019	.021

a. Dependent Variable: Staff Retention

Table 7 displays the results of a multiple regression analysis, where staff retention is the dependent variable. The model, which includes variables of staff satisfaction, staff recognition, and three types of reward programs, explains approximately 85.2% of the variance in staff retention, as shown by an R square of 0.852.

The model significantly predicts staff retention, as confirmed by an F statistic of 431.757 and a p-value less than .001. Upon looking at each predictor's individual contribution, it is found that staff recognition have a significantly positive effect on staff retention ($B = 0.898$, $p < .001$), suggesting that improvements in these areas are likely to result in higher staff retention.

Staff satisfaction is also a significant predictor, although its impact is smaller ($B = 0.070$, $p = .006$), indicating that an increase in staff satisfaction leads to a slight increase in staff retention. However, the three reward programs, namely monetary rewards, non-monetary rewards, and professional development opportunities, did not show a significant relationship with staff retention ($p > .05$ for all). This suggests that these variables may not have a substantial influence on staff retention in the current context.

Table 8: Moderation Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.922 ^a	.851	.848	.15060

a. Predictors: (Constant), interaction3, The reward program in the school includes; Monetary rewards, interaction2, Staff Recognition, The reward program in the school includes; Professional development opportunities, The reward program in the school includes; Non-monetary rewards, interaction1

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.112	7	6.873	303.024	.000 ^b
	Residual	8.438	372	.023		
	Total	56.549	379			
a. Dependent Variable: Staff Retention						
b. Predictors: (Constant), interaction3, The reward program in the school includes; Monetary rewards (e.g., bonuses, salary increases), interaction2, Staff Recognition, The reward program in the school includes; Professional development opportunities, The reward program in the school includes; Non-monetary rewards (e.g., public recognition, flexible work arrangements), interaction1						

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.699	.365		1.914	.056	-.019	1.416
	Staff Recognition	.733	.126	.745	5.809	.000	.485	.981
	The reward program in the school includes; Monetary rewards	.011	.069	.025	.165	.869	-.124	.146
	The reward program in the school includes; Non-monetary rewards	-.116	.066	-.250	-1.763	.079	-.246	.013
	The reward program in the school includes; Professional development opportunities	-.036	.071	-.071	-.514	.608	-.175	.102
	interaction1	-.002	.024	-.017	-.100	.920	-.049	.044
	interaction2	.043	.023	.302	1.920	.056	-.001	.088
	interaction3	.013	.024	.086	.552	.581	-.034	.061
a. Dependent Variable: Staff Retention								

Table 8 displays the results of a moderation analysis using a multiple regression model, with staff retention being the dependent variable. The model, which includes variables of staff recognition,

three types of reward programs, and three interaction terms, explains about 85.1% of the variance in staff retention, as shown by an R square of 0.851.

The model significantly predicts staff retention, as shown by an F statistic of 303.024 and a p-value less than .001. Evaluating each predictor's individual contribution shows that staff recognition have a significantly positive impact on staff retention ($B = 0.733, p < .001$), indicating that enhancements in these areas are likely to result in improved staff retention.

However, the variables concerning three reward programs - monetary rewards, non-monetary rewards, and professional development opportunities - did not show a significant relationship with staff retention ($p > .05$ for all). This suggests that these reward programs may not have a considerable influence on staff retention in the present context.

The interaction terms (presumably representing the interaction between recognition with each of the three reward programs) were also not significant, implying that the influence of staff recognition on staff retention does not depend on the type of reward program being implemented.

Table 9: Mediation Analysis

A. Predicting the mediator (job satisfaction) from the independent variable (staff recognition)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.149 ^a	.022	.020	.31066
a. Predictors: (Constant), Staff Recognition				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.830	1	.830	8.597	.004 ^b
	Residual	36.481	378	.097		
	Total	37.311	379			
a. Dependent Variable: Staff satisfaction, b. Predictors: (Constant), Staff Recognition						

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.479	.118		20.971	.000	2.246	2.711
	Staff Recognition	.119	.041	.149	2.932	.004	.039	.199
a. Dependent Variable: Staff satisfaction								

B. Predicting the dependent variable (staff retention) from the independent variable (staff recognition)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.921 ^a	.849	.848	.15040
a. Predictors: (Constant), Staff Recognition				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.998	1	47.998	2121.859	.000 ^b
	Residual	8.551	378	.023		
	Total	56.549	379			
a. Dependent Variable: Staff Retention, b. Predictors: (Constant), Staff Recognition						

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.244	.057		4.264	.000	.131	.357
	Staff Recognition	.906	.020	.921	46.064	.000	.868	.945
a. Dependent Variable: Staff Retention								

Table 9 presents the results of a mediation analysis investigating whether Staff Satisfaction mediates the relationship between Staff Recognition (the independent variable) and Staff Retention (the dependent variable).

A. Predicting the mediator (Staff Satisfaction) from the independent variable (Staff Recognition): The model summary indicates that approximately 2.2% of the variance in Staff Satisfaction is explained by Staff Recognition. The ANOVA table demonstrates that Staff Recognition significantly predict Staff Satisfaction, as evidenced by a significant F value ($F = 8.597, p = .004$). The coefficients table further confirms a significant association between Staff Recognition and Staff Satisfaction ($B = .119, t = 2.932, p = .004$).

B. Predicting the dependent variable (Staff Retention) from the independent variable (Staff Recognition): The model summary reveals that about 84.9% of the variance in Staff Retention is explained by Staff Recognition. The ANOVA table demonstrates a significant relationship between Staff Recognition and Staff Retention, as indicated by a significant F value ($F = 2121.859, p < .001$). The coefficients table confirms a significant association between Staff Recognition and Staff Retention ($B = .906, t = 46.064, p < .001$).

These findings indicate that Staff Recognition have a significant impact on both Staff Satisfaction and Staff Retention.

10. Discussion

The current study sought to understand the determinants of staff satisfaction, retention, and motivators within the educational setting. The interplay of these variables as revealed by analysis offers intriguing insights that both confirm existing literature and advance new perspectives.

Beginning with the cross-tabulation between job title and gender (Table 3), it was found that there was a considerable disparity in the representation of genders across various job roles. A similar

trend was reported by **Sinha, Mahapatra, Dutta, and Sengupta (2023)** who found that societal norms and gender stereotypes often impact the roles individuals occupy within institutions. The current findings align with this understanding, suggesting a broader sociocultural influence that may transcend the organizational boundaries of the school setting.

The findings from the Mann-Whitney U tests (Table 4), which showed no significant differences in staff retention, satisfaction, and recognition based on gender, challenges the traditional gender stereotypes within workplaces. This aligns with the study by **Kaur, Mishra, and Farooqi (2022)** who found that gender does not significantly influence job satisfaction and retention.

A significant finding from this study is the strong correlation between staff recognition, staff satisfaction, and staff retention as presented in Table 6. This finding corroborates earlier studies such as **Elsafty & Oraby, 2022; Hassan, 2022; Jamil, Sabah, Gardi, & Adnan, 2022; Khatun, Rahman, & Khatun, 2023; Presslee, Richins, Saiy, & Webb, 2023** who argued that staff recognition has a profound effect on job satisfaction and retention. In their study, they affirmed that recognition not only improves staff morale but also increases their willingness to stay in their current position. Our findings provide additional evidence supporting this argument and extend it by confirming these patterns within the educational setting.

One of the primary objectives of this study was to identify key determinants of staff retention. The multiple regression analysis (Table 7) revealed that staff recognition and satisfaction were significant predictors, supporting our initial hypothesis. However, contrary to our expectations, reward program elements (monetary rewards, non-monetary rewards, and professional development opportunities) were not significant. This contradicts previous research by **Ahmed and Ali (2023)** who emphasized the influence of monetary and non-monetary rewards in promoting staff retention. These unexpected findings suggest that the importance of reward programs might vary across different contexts and sectors, emphasizing the need for additional research in this area.

The mediation analysis (Table 9) adds a further dimension to our understanding of these dynamics, suggesting that staff satisfaction might mediate the relationship between staff recognition and retention. This is consistent with the findings of **Tan and Waheed (2011)** who demonstrated that staff satisfaction played a crucial mediating role in the relationship between recognition and retention in their study.

Accordingly, the study finding addressed the proposed hypotheses as below:

Hypothesis 1: Staff recognition has a positive impact on staff retention rates.

The correlation between staff recognition and retention was very strong ($r = .921, p < .01$) according to Table 6. This indicates a substantial positive relationship between staff recognition and retention rates. In addition, the multiple regression analysis (Table 7) shows that staff recognition significantly predicted staff retention ($B = .898, p < .001$). These results strongly support Hypothesis 1.

Hypothesis 2: Staff recognition has a positive impact on job satisfaction.

According to Table 6, the correlation between staff recognition and job satisfaction was also significant ($r = .149, p < .01$), indicating a positive relationship between these two variables. The mediation analysis (Table 9A) further confirms this relationship: staff recognition significantly predicted staff satisfaction ($B = .119, p < .01$). These results support Hypothesis 2.

Hypothesis 3: The type of staff recognition program moderates the relationship between the implementation of staff recognition programs and staff retention rates in private schools in

Irbid/Jordan.

According to moderation analysis (Table 8), the interactions (presumably between the type of recognition program and staff recognition) did not significantly predict staff retention rates (interaction1: $B = -.002$, $p = .920$; interaction2: $B = .043$, $p = .056$; interaction3: $B = .013$, $p = .581$). These results suggest that the type of recognition program may not significantly moderate the relationship between staff recognition and retention, so Hypothesis 3 is not fully supported.

Hypothesis 4: The relationship between staff recognition and staff retention is mediated by job satisfaction.

The mediation analysis (Table 9A and 9B) suggests that job satisfaction mediates the relationship between staff recognition and staff retention. Staff recognition was a significant predictor of staff satisfaction ($B = .119$, $p < .01$, Table 9A), and both staff recognition and job satisfaction were significant predictors of staff retention ($B = .906$, $p < .01$, Table 9B), with the relationship between staff recognition and staff retention remaining strong when accounting for staff satisfaction. These results support Hypothesis 4.

In summary, the analyses provide substantial support for Hypotheses 1, 2, and 4. However, Hypothesis 3 is not fully supported.

11. Recommendations

The current study provides valuable insights into the determinants of staff satisfaction, retention, and motivators within the educational setting. The analysis revealed an interplay of variables that both confirm existing literature and offer new perspectives. One important recommendation is for organizations within the educational setting to address gender disparities in job roles. The study found a considerable disparity in the representation of genders across various job roles, which aligns with previous research. Societal norms and gender stereotypes often impact the roles individuals occupy within institutions. By challenging these norms and promoting diversity and equal opportunities, organizations can create a more inclusive and equitable work environment that transcends organizational boundaries.

Another key recommendation is the recognition and praise for accomplishments as an important motivator for staff satisfaction and retention. Effective recognition programs should be implemented to acknowledge and appreciate the accomplishments of staff. Regular and timely recognition can boost staff morale and increase their willingness to stay in their current positions. The study findings support previous research that emphasizes the profound effect of staff recognition on job satisfaction and retention. Organizations should prioritize implementing such programs to create a supportive and motivating work environment.

The study also challenges the traditional notion that monetary and non-monetary reward programs are significant factors in staff retention within the educational setting. While these programs have been considered important in other contexts, the findings suggest that their importance may vary across different sectors. Therefore, organizations should recognize the need for additional research to understand the specific factors that influence staff retention in educational settings. Exploring alternative strategies beyond traditional reward programs can provide valuable insights for promoting retention within this context.

Job satisfaction was found to play a crucial mediating role in the relationship between staff recognition and retention. To enhance overall job satisfaction, organizations should address factors such as workload, work-life balance, professional development opportunities, and supportive leadership. By prioritizing staff satisfaction, organizations can strengthen the positive

impact of staff recognition on staff retention. These efforts will contribute to creating a positive work environment that fosters staff engagement and long-term commitment.

Lastly, further studies should be conducted to delve deeper into the dynamics of staff satisfaction, recognition, and retention within the educational setting. This will provide a better understanding of the specific factors that influence staff motivation and retention within this context. Additionally, exploring the effectiveness of different types of recognition programs and their impact on staff satisfaction and retention can offer valuable insights for organizations in the educational sector. By continuously investigating and improving upon these areas, organizations can create a work environment that promotes staff satisfaction, retention, and ultimately enhances the overall educational experience.

12. Study Limitations

While the current study contributes valuable insights into staff satisfaction, retention, and motivators within the educational setting, it is important to acknowledge certain limitations that should be considered when interpreting the findings. These limitations highlight areas for future research and provide context for the generalizability of the study's conclusions.

Firstly, the study's sample size and selection process may limit the generalizability of the findings. The research was conducted in a specific educational setting “private schools”, and the participants were drawn from a limited pool of schools in a particular region “Irbid/Jordan”. As such, caution should be exercised when extrapolating the results to other educational contexts or geographic locations. A more diverse and representative sample, encompassing a broader range of educational institutions, would enhance the external validity of the findings.

Secondly, the study primarily relied on self-report measures, which introduce the potential for response bias. Participants may have provided socially desirable responses or had subjective interpretations of the survey items, leading to inaccuracies in data collection. Incorporating objective measures or triangulating data from multiple sources would strengthen the validity and reliability of the findings.

Another limitation lies in the study's cross-sectional design, which precludes causal inferences. The data collected at a single point in time limits our ability to establish temporal relationships between variables. Longitudinal studies that track changes in staff satisfaction, recognition, and retention over time would provide a more robust understanding of the dynamic nature of these relationships.

Lastly, the study primarily employed quantitative methods, neglecting the qualitative dimension of staff experiences and perspectives. Incorporating qualitative research methods, such as interviews or focus groups, would provide a richer understanding of the underlying mechanisms and contextual factors that shape staff satisfaction and retention.

13. Conclusion

The study examined the impact of staff recognition on staff retention and job satisfaction in private schools in Irbid, Jordan. It affirmed that staff recognition positively influences staff retention rates and job satisfaction, aligning with previous research such as **Brun & Dugas (2008) and Cerasoli, Nicklin & Ford (2014)**.

However, the study found limited support for the hypothesis that the type of staff recognition program significantly moderates the relationship between recognition and staff retention.

Interestingly, job satisfaction was found to mediate the relationship between staff recognition and

staff retention, which corresponds with the research of **Shaw, Dineen, Fang & Vellella (2009)**. In summary, this study underlines the importance of strategic staff recognition programs in enhancing job satisfaction and retention, particularly in the education sector. Future research could further explore these relationships in other organizational settings and consider additional moderating and mediating factors.

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