



## **An Empirical Study on Attrition and Causes of Attrition of B-school Faculty Members at Bangalore- A Requisite for Retention**

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### **Abstract**

In India, the growth of education sector, the vast diversity together with varying demographics has encouraged different players to invest in the sector. In the meantime, the consequent increase in income levels of average Indian household to spend on higher education has also added to this state[4]. Due to privatization and commercialization of education, many individuals are showing interest to invest on educational institutions. Such Institutes have to be driven with a quality orientation in teaching which depends mainly on infrastructure, course curriculum and quality faculty members. Therefore this needs dedicated and committed faculty members who in turn need a constant support and encouragement by the management of various institutions.

The privatization and commercialization of higher education has resulted in certain practices which are not oriented towards the importance of human resources. Such poor practices lead to attrition of faculty members. Hence, teaching fraternity is in great demand, because of mushroomed growth of B-schools in today's competitive education field.

In spite of mushrooming of B-schools because of demand created for the programme, it has failed in providing employment opportunity for the graduates. This probably requires an open-minded management who welcomes the ideas and can bring solutions for different ailments of B-school. As like increase in number of management institutes, the faculty member's strength should also be increased. Faculty member's attrition has its impact on both individual and organization. At present there is need for retention of faculty members

and also the steps that has to be taken jointly by the management and faculty members to enhance the performance of B-schools.

**Key Words: B-schools, Faculty, Employment, Retention, Strategies, Attrition, Quality,**

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## **Introduction**

In India, the growth of education sector, the vast diversity together with unstable demographics has encouraged many players to invest in the sector. In the meantime, the subsequent increase in income levels of average Indian household to spend on higher education has also added to this state. Due to privatization and commercialization of education, many individuals are showing interest to invest on educational institutions. Such Institutes have to be driven with a quality orientation in teaching which depends mainly on infrastructure, course curriculum and quality faculty members. Therefore this needs dedicated and committed faculty members who in turn need a constant support and encouragement by the management of various institutions.

The privatization and commercialization of higher education has resulted in certain practices which are not oriented towards the importance of human resources. Such poor practices lead to attrition of faculty members. Hence, teaching fraternity is in great demand, because of mushroomed growth of B-schools in today's competitive education field. According to sources, Karnataka state, may have more than 275 AICTE and state government approved B-schools, for the academic year, 2016-2017.

### **The following literature emphasizes the causes of attrition of faculty members**

**Bell 2001**<sup>[1]</sup> in his study stated that, faculty are rewarded about 25 to 30% less compared to likewise qualified professionals in other industry, this direct the faculty members to switch over to other private sectors.

**Dibble 1999**<sup>[2]</sup> observed that, the induction, recruitment, description of job, and selection have a key impact on employees decision to leave the organization.

**Lynn 2002**<sup>[3]</sup> stated that, the profitability of an organization is affecting due to increased cost in replacing a faculty member. Creating a pool of talented faculty is a difficult task. In order to improve quality, the management of the institutions must appoint viable faculty and also the pay structure to be comparable with that of the Industry.

**Robinson and Baron 2007<sup>[4]</sup>** in his study emphasized that; lack of motivation is one of the major reason for attrition. Faculty members plays a pivotal role in the success of an institution and its support among academia and the student community.

**Holland et al. 2007<sup>[5]</sup>** explains that, skilled and experienced employees leave the organization, because of inflexible labour market, which creates high demand for them. He also said that many employees leave job often for the reasons like, employability, not employment.

**Margaret 2008<sup>[6]</sup>** recommended that, the role of job attitudes like job satisfaction, personal attributes, executive commitment, and work life balance have significant effect on member of staff turnover and also provided the strategies to alleviate high turnover rates.

**Lam et al. 2002<sup>[7]</sup>** confirms the role of getting less salary, and scope for better pay, are most important in employees decision to depart an organization. The choice to leave an organization is influenced by the role of mentoring and training to new employees.

**Abraham, 2007 and De Vos and Meganck 2008<sup>[8]</sup>** say that important factors for leaving the job were identified as: Lack of career opportunities, improper career development and promotional plans of the organization. Other reasons such as salary, work life balance of employees' influence their decision to leave the job.

**Metcalfe et al. 2005<sup>[9]</sup>** says that, faculty in higher educational institutions, resign for many reasons like dissatisfaction with relationship with seniors; lack of adequate time and support by organization to spend on research work; excessive workload; working conditions; financial rewards; work-life balance and lack of career opportunities.

**Meyer 2006<sup>[10]</sup>** conducted a study in Australia discovered that young academic staff feel improper decision making, workload, desire for new challenges, insufficient autonomy, poor salary, and personal circumstances, teaching out of field are the reasons for leaving their job. The study revealed that workload was cited as the highest, whereas salary was the least.

**Sandeep 2012<sup>[11]</sup>** showed that, female faculty members leave the job due to family responsibilities and organization culture. To develop good quality retention plan professional institutions must develop suitable job-context, culture, payment, faculty advance programs environment.

**Firth 2007<sup>[12]</sup>** felt that, the extent of job satisfaction, loyalty to the organization, and job stress, influence the faculty decision to leave the job.

**Clarke and D'Ambrosio 2005<sup>[13]</sup>** profuse research have also mentioned the association between job fulfillment and behavior like employee's retention and spread of the same through word of mouth is considered to be more effective.

### **Statement of the Problem**

**An Empirical Study on Attrition and Causes of Attrition of B-school Faculty Members at Bangalore- A Requisite for Retention** is an attempt to provide with a solution to this ongoing problem and facilitate management as well as individuals in understanding their communal responses towards retention strategies.

**Scope of the study:** The present study covers two different university affiliated B-schools:

- (1) VTU (Visvesvaraya Technological University) affiliated MBA programme
- (2) BU (Bangalore University) affiliated colleges

### **Objectives:**

- To study the rate of attrition of faculty members at B-schools in Bangalore.
- To understand the causes of attrition of faculty members at B-schools in Bangalore.

### **Research Methodology:**

**Research design:** The proposed study is a Descriptive qualitative research. The investigation is carried out at B-schools affiliated to VTU and BU in the city of Bangalore.

**Sample Size:** The sample size is 455. Stratified random sampling technique has been followed for the research study.

The questionnaire was designed in systematic way with significant number of questions keeping in mind the time aspect of the target population. The target questions are both open ended as well as close ended covering all the necessary aspects required for the study including the personal information section of the target population.

### **Data Collection:**

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**Primary data and Secondary data:**

The study data and minor data were collected from teaching and supporting staff and other stake holders.

**Data Analysis**

The data collected using questionnaire is summarized and efforts have been made to tabulate and analyze using SPSS 20.0 version, correlation analysis\*, group statistics, ANOVA (Analysis of Variance), more emphasis on Factor analysis\*\* (exploratory factor analysis), percentage and ranking methods. Different weight ages are assigned to show the discrimination between options or factors. Graphical tools like, bar diagram, pie charts etc., are used to illustrate the tabulated data pictorially. Inferences and conclusions are drawn based on the findings obtained through the study.

Table: 1 Number of colleges in VTU &amp; BU

Respondents	B – schools affiliated to	No. of Institutions	Sample size
Management	VTU	56	23
	BU	62	25
Faculty	VTU	56	203
	BU	62	204
Total	--	--	455

**Hypothesis:**

Ho : There is no significant relationship between retention strategies and Attrition of the B-school faculty members.

Ha : There is a significant relationship between retention strategies and Attrition among the B-school faculty members.

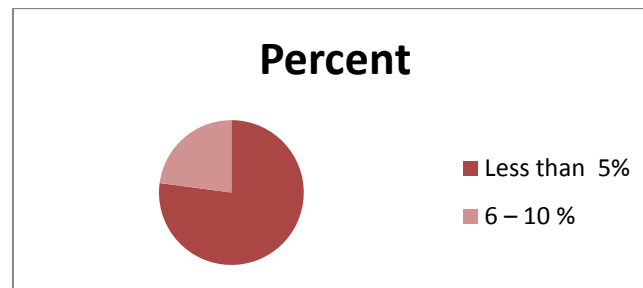
**Attrition Analysis**

**Objective:** To study the rate of attrition of faculty members at B-schools in

## Bangalore.

### Average rate of attrition of faculty members

Fig:1 Average rate of attrition of faculty members

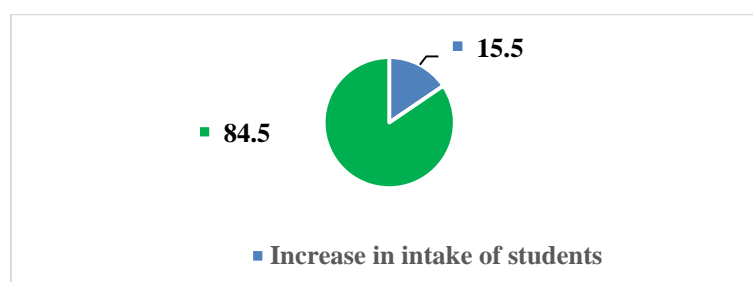


### Interpretation:

On Analysis of the above Fig, it is found that, 77.1% of management persons agree that, the average rate of attrition of faculty members was less than 5% and the lowest was 6-10 at 22.9%

Average rate of attrition of faculty members is less than 5% as according to the management members.

Fig:2 Average rate of attrition of faculty members.



### Interpretation:

On analysis of the above table, appointment of faculty members because of vacant position has achieved the highest score of 84.5% and the lowest was at 15.5% because of increase in intake of students.

**Factor Analysis**

**Objective 2: To understand the causes of attrition of faculty members at B - schools in Bangalore**

Table 3: Analysis of retention factors of the institution

<b>Rotated Component Matrix</b>				
	<b>Component</b>			
<b>Retention strategies of the institution</b>	<b>F1 Relationship</b>	<b>F2 Career Development</b>	<b>F3 Compensation and benefits</b>	<b>Communa lities</b>
The head of the department is cooperative & values faculty suggestions	0.791	-	-	0.73
The value of work is a key factor in evaluating faculty job performance	0.767	-	-	0.72
Duties & responsibilities are assigned fairly by the departmental head	0.730	-	-	0.61
The institution encourages a good relationship with superiors, peer & students	0.726	-	-	0.68
Enjoying a feeling of self-esteem a faculty member gets from being at my position	0.711	-	-	0.62
The organization conducts and encourages to Attend the quality improvement program	0.679	-	-	0.71
The performance ratings are done periodically	0.621	-	-	0.67
Career development programme aimed at faculty member aware of and understanding the importance and responsibility of career development	-	0.799	-	0.73

The institution supports faculty for research, release time for research, research assistance, flexibility in day to day work schedules	-	0.715	-	0.67
The institution has good reward/recognition system	-	0.613	-	0.66
The organizations HR policy motivates the faculty towards a positive approach	-	0.539	-	0.55
The institution has transparent performance appraisal system	-	0.516	-	0.51
My remuneration inspires me to progress the value of my work	-	-	0.80	0.73
My job in the institution gives me a sense of secured	-	-	0.63	0.53
The non-monetary benefits are superior than those that I could get at alike institutions	-	-	0.63	0.68
There is match between workload and salary	-	-	0.59	0.59
<b>Eigen value</b>	7.80	1.53	1.08	
<b>TVE</b>	26.91	20.00	18.14	

Communalities for all the variables are more than 0.5, which showed, only eligible variables are used to do factor analysis. The study considered 16 variables as according to the faculty member's questionnaire and these variables were reduced to 3 factors. The three factors are named as

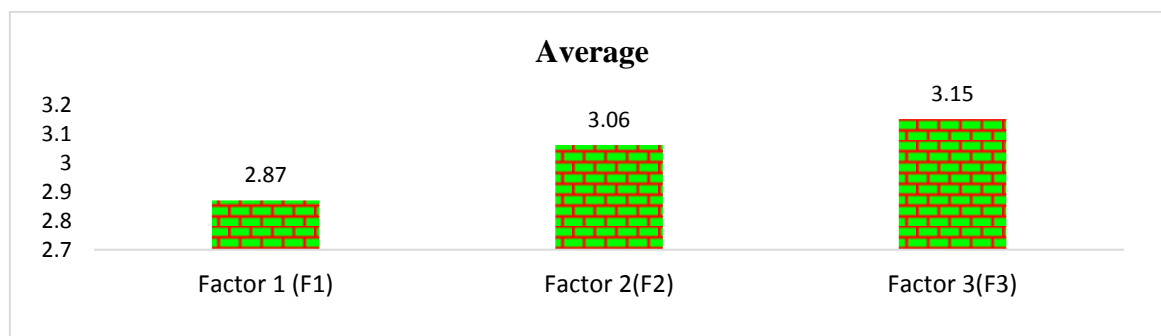
**F1: Relationship F2: Career development and F3: Compensation benefits**, all these are explained total variance which is close to 65%, and their individual contribution is 26.91%, 20% and 18.14% respectively.



Table 4: Descriptive Statistics of retention strategies

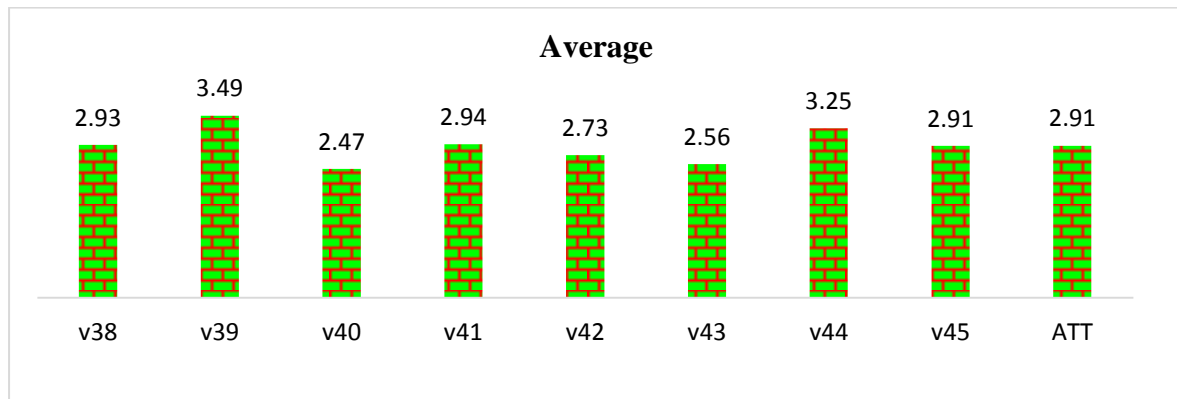
Descriptive Statistics					
Retention strategies	N	Minimum	Maximum	Mean	Standard deviation
F1: Relationship	407	1.00	5.00	2.87	1.02
F2: Career development	407	1.00	5.00	3.06	0.93
F3: Compensation benefits	407	1.00	5.00	3.15	0.95

Graph:3 Descriptive Statistics of retention strategies

**Interpretation:**

On the analysis of above dimensions, compensation and benefits constituted the maximum mean score of 3.15 and career development constituted the mean score of 3.06 where relationship constituted the least score of 2.87. For all the constructs, standard deviation is varied from 0.93 to 1.02. Majority of the faculty agree that the compensation and benefits as a major factor, influences retention of faculty members.

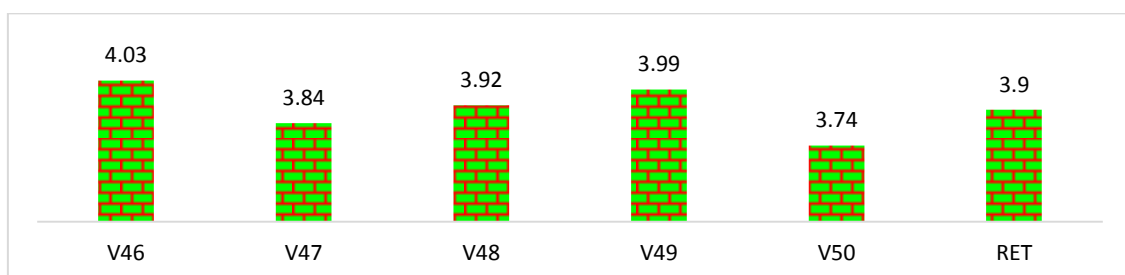
**Fig:4 Causes of attrition of faculty members**



**Interpretation:**

On the analysis of above dimensions, Dissatisfaction with present salary constituted the highest mean score of 3.49. Poaching of employees by the competitive Institution constituted the mean score of 2.93. Personal Parameters like health conditions, marriage, spouse transfer, post marital reasons constituted the mean score of 2.94. While career in Industries is viewed as secured on long term basis/ Dissatisfaction because of (i) work load (ii) class size (iii) irregular working hours (iv) working conditions/ management attitude towards faculty/ Emphasis on quantity over quality procured the mean score of 2.73/2.56/3.25/2.91 respectively and attrition constituted mean score of 2.91 where lack of training and development programs constituted the least score of 2.47. For all the constructs Std. deviation varied from 0.72 to 1.48. Most of the faculty members opine that, dissatisfaction with the present salary as a major reason for attrition.

**Fig: 5 Probable retention strategies that would benefit the institution**



### **Interpretation:**

On the analysis of above dimensions, continuously nurturing competence and talents achieved the highest mean score, while clear institution policies and procedures achieved the score of 3.84 and providing facilitates for effective working/ maintaining workload and salary/ retention achieved the score of 3.92/3.99/3.70 respectively. Where good rapport between faculty members and management achieved the least score of 3.74. For all the constructs Std. deviation varied from 0.77 to 1.09. More number of faculty members consider that, constantly nurturing competence and talents as an important retention strategy would be beneficial to the organization.

### **Results and Discussion**

1. Majority of the management members said that the attrition rate is less. But greater part of the faculty members, agreed that, they joined the institution because of the vacant position, and this has recorded the highest percentage against joining of faculty members because of increase in intake of students.
2. Majority of the faculty members agree that, a good pay motivates them to improve the quality of their work.
3. All the faculty members owe to compensation and benefits as important trait for attrition of faculty members.
4. All the faculty members expressed dissatisfaction with present salary, which is largely influencing on their attrition.
5. Management attitude towards faculty members and Personal Parameters like health conditions, marriage, spouse transfer, post marital reasons, respectively, are also the reasons for attrition of faculty members.
6. Quality of available students is also a criterion which influences the faculty choice to stay in the organization.
7. Most of the faculty members agreed that, there is need for adoption of retention strategies, which can be achieved through continuously nurturing competence and talents of faculty.

### **Suggestions on quality improvement in B-schools.**

Due to privatization, the higher education has become the need and being considered as a business unit/industry, but not authoritatively given the industry status. The new developments in the education system show that, it is a major income generating source and an important sector dominating the society. If not the managements would have converted them to other income generating source. The government of India being the regulator has taken certain measures by approving more universities/institutions in various fields infused international concepts in its curriculum and also has brought modifications in examinations.

1. Continuous improvement programme should be conducted to motivate the faculty members.
2. Faculty members should be made versatile by exposing them to variety of job responsibilities.

## CONCLUSION

Retention strategies through innovative practices like, Professional opportunities such as training, interaction with senior management and industry experts, increase in scale and scope of work and fast track promotions for the HIPOS (high potential employees) may be given to the employees.

Faculty members should be made versatile by exposing them to variety of job responsibilities. B-schools are suggested to offer team building opportunities, may enhance and can take care of faculty member's personal feelings toward the job and satisfaction levels from their working conditions, superiors and peers, since these are the keys to make sure employee retention. B-schools should take measures to maintain good superior-subordinate relationship.

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